

# COLLABORATIVE LEARNING SESSION GUIDE

# Writing

## Writing to Learn: Approaches to Integrating Writing Across Content Areas



# Writing

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### Overview

*This Collaborative Learning Session (CLS) is intended to complement and extend the learning in the Writing module, an asynchronous online learning experience.*

### Writing Module Review

The [Writing module](#) focuses on writing as a vehicle to advance learning across content areas and as a means for students to engage in a range of analytic and creative processes. The module aims to help participants expand their understanding of various writing genres and the connection between reading and writing skills in literacy instruction. It emphasizes the value of students' diverse linguistic assets in school-based writing experiences, the importance of developing a community of writers in the classroom and tips for how to use the writing process to advance students' writing skills. The module provides resources and reflection opportunities to support educators in enhancing their writing instruction throughout the school day, including watching videos, reading articles, reflecting on practice and selecting strategies to implement in the classroom.

Participation in the Writing module is not required for participation in the CLS but it is highly recommended.

### Writing Collaborative Learning Session

The CLS builds on the Writing module to explore ways educators can enrich the writing opportunities they provide throughout the school day. Participants will watch a classroom video and then discuss the video transcript to identify writing approaches they would like to use in their own classroom. Participants will also review their upcoming lesson plans and work together to incorporate additional, varied and rigorous writing opportunities for their students. Prompts, guides and protocols will also help participants focus on deepening and expanding their writing instruction and receive feedback on their lesson plans from colleagues.

## Preparing for the Collaborative Learning Session

This CLS is scheduled to take 40 minutes with an opportunity to extend the meeting up to 90 minutes.

### Facilitator Preparation

#### Review Oregon Early Literacy Framework (OELF) Resources

- Revisit the Writing Module as a refresher.

#### Schedule the CLS

- Communicate with your team about the session date, time, location and goals.
- Consider sending a meeting reminder one to two days prior.
- **Let your team know they need to bring their their lesson plans for all subjects across a full day of instruction.**

#### Prepare for Facilitation

- Closely read the facilitator agenda below.
- Get acquainted with the session resources including the video, video transcript, the culturally sustaining practice handout and the designing writing opportunities guide.
- Make sure you have a way to watch the video and transcript as a group during the CLS, e.g., computer, screen, projector, etc.
- Print or set up access to the transcript, handout and guide.

### Facilitator Reminders

This CLS focuses specifically on how to plan and implement writing opportunities for students throughout the school day, with a focus on incorporating varied and rigorous writing activities in a range of content areas. This topic is explored in the Writing module, including additional information on the merits of building on students' linguistic assets in writing instruction, the function of various text types, and the elements of the writing process. This additional information can be used by participants to inform their lesson planning during this CLS session.

Participants will explore a video showcasing one teacher's strategies for incorporating writing during the school day. Using discussion questions and guides, participants will identify strategies from these resources that they would like to include in their own classroom. They will then apply them to their own lesson planning and receive feedback from colleagues. When teams explore examples of classroom writing practice together, they develop a common language,

allowing educators to discuss and collaboratively plan classroom experiences that contribute to students' identity and growth as writers.

## Key Message

Students' interest and skills in writing are supported when a range of writing opportunities are presented throughout the school day. We hope to build upon the writing experiences educators already use to explore, think outside the box, incorporate additional rigor and cultural responsiveness, and be open to input from colleagues.

## Responsive Facilitation

The agenda in this guide serves as a reference. As a facilitator you may want or need to adjust the flow to better meet the needs of your team. This may include additional reflection time, work time for teachers to engage in activities, review of materials and/or feedback opportunities.

# Suggested Meeting Agenda

## Materials

VIDEO GALLERY	HANDOUTS	OTHER
<ul style="list-style-type: none"> <li><a href="#">Daily Writing Opportunities</a></li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Video Transcript for Daily Writing Opportunities</a></li> <li><a href="#">Culturally and Linguistically Sustaining Writing Practices</a></li> <li><a href="#">Different Ways to Incorporate Writing Opportunities</a></li> <li><a href="#">Writing CLS Note Catcher</a></li> </ul>	<ul style="list-style-type: none"> <li>Projector or screen</li> </ul>

## Learning Goals

- Participants will develop an understanding of how to incorporate different types of writing opportunities throughout the school day.

## Success Criteria




Participants will:


- review models of practice for incorporating writing opportunities throughout the school day; and
- review lesson plans, give feedback, and modify them to include more and varied writing opportunities throughout the school day.

## Essential Questions for Discussion

- Where do you most often incorporate writing into the school day? What types of writing do you offer most frequently to students?
- How can you build upon the writing opportunities you offer to further expand students' experiences with a variety of forms and types of writing?
- How can you more deeply incorporate students' strengths and experiences into writing opportunities?

## Agenda

TIME	TOPIC AND FACILITATOR GUIDANCE	MATERIALS
2m	<b>Welcome and Purpose and Goals of the CLS</b>	
5m	 <p><b>Watch Video</b></p> <p>Participants will develop an understanding of how to incorporate different types of writing opportunities throughout the school day.</p> <p>Participants watch a four-minute video of a teacher explaining how she incorporates writing throughout the school day.</p> <ul style="list-style-type: none"> <li>• Ask participants to consider the types of writing opportunities discussed in the video.</li> </ul>	<a href="#">Video</a>
8m	 <p><b>Small or Whole Group Discussion</b></p> <p>Participants review and discuss the video transcript and highlight writing approaches they would like to use in their own classroom.</p>  <ul style="list-style-type: none"> <li>• The transcript can be projected and participants can have their own print or digital copies to mark up.</li> <li>• Participants will look at the transcript through the lens of writing opportunity variety, frequency and culturally sustaining practices.           <ul style="list-style-type: none"> <li>• Participants will have a handout that describes culturally sustaining practices based on funds of knowledge.</li> </ul> </li> </ul>	<p><b>HANDOUT:</b> <a href="#">Video Transcript</a></p> <p><b>HANDOUT:</b> <a href="#">Culturally and Linguistically Sustaining Writing Practices</a></p>

20m	 <p><b>Try it Out</b></p> <p>In pairs, participants review their upcoming lesson plans for a full day and work together to add/modify writing opportunities based on the video, transcript, and handout they reviewed earlier (10 min each turn – 20 min total).</p> <ul style="list-style-type: none"> <li>◉ If participant(s) were unable to bring a lesson, offer a few minutes for them to access a previous lesson or to sketch from memory their plans for a recent or upcoming lesson.</li> <li>◉ Participants review the handout: <a href="#">Different Ways to Incorporate Writing Opportunities</a> for ideas to use and considerations for incorporating writing opportunities.</li> <li>◉ Share the following guiding prompts with the handout: <ul style="list-style-type: none"> <li>• What writing opportunities are already present in your plans?</li> <li>• Would you want to modify them in any way? Where in your lessons could you incorporate additional writing opportunities?</li> <li>• What might these look like? How do these opportunities differ from the opportunities already present?</li> </ul> </li> </ul>	<p><b>HANDOUT:</b></p> <p><a href="#">Different Ways to Incorporate Writing Opportunities</a></p>
5m	<p><b>Closing</b></p> <p>Whole group share out:</p> <ul style="list-style-type: none"> <li>◉ What is something you will try out?</li> <li>◉ What is something you still have questions about?</li> </ul>	

## Extension Ideas

Teachers will receive input from colleagues on how they have integrated writing opportunities throughout the school day.

- One teacher at a time volunteers to share the integrated writing opportunities in their full day lesson plan. Not all teachers will have a chance to share, but all can learn from the review.
- After sharing, the teacher gets feedback from the whole group (if there are fewer than eight

participants in the session) or in small groups of four to six (if there are more than seven).

- Participants can use the [note catcher](#) with questions to guide feedback and reference the resources from the earlier activity to support their thinking.
- Participants pause after each teacher gets feedback to see if there is any new learning they can apply to their own lesson plans (2 minutes between sharing of lesson plans).

Questions to guide feedback on a colleague's lesson plans:

- Are there high-quality opportunities for students to write across content areas? Where do you see this happening?
- Are there additional writing opportunities that could be added at different points during the school day and within various content areas? If so, do you have any suggestions?
- Are the writing opportunities varied, e.g., in terms of text type, purpose, formality, process? Do you have any additional suggestions?
- In what ways are the writing opportunities culturally sustaining and meaningful to students? Do you have suggestions to enhance this?

#### Materials:

- [Writing CLS Note Catcher](#)



# Suggested Participant Agenda

## Essential Questions

- Where do you most often incorporate writing into the school day? What types of writing do you offer most frequently to students?
- How can you build upon the writing opportunities you offer to further expand students' experiences with a variety of forms and types of writing?
- How can you more deeply incorporate students' strengths and experiences into writing opportunities?

## Learning Goal

Participants will develop an understanding of how to incorporate different types of writing opportunities throughout the school day.

## Success Criteria

Participants will:

- review models of practice for incorporating writing opportunities throughout the school day; and
- review lesson plans, give feedback, and modify them to include more and varied writing opportunities throughout the school day.

## CLS Meeting Agenda

TIME	AGENDA
2m	Welcome and purpose/goals of the CLS
3m	Watch video
10m	Video activity and discussion
20m	Lesson planning
5m	Conclusion

# Transcript for the Daily Writing Opportunities Video

*This is a transcript for the video “K–3 Essential 6, Bullet 2: Daily Writing Opportunities Sample Video,” where a first grade teacher, Elissa, shares examples of how she integrates writing opportunities in her classroom.*

## **Narrator**

When teachers provide research and standards aligned writing instruction, they support students’ literacy learning. In this classroom, students are provided with daily time for writing. Students have opportunities to write a variety of texts for a variety of purposes and audiences.

## **Elissa**

In my class, my students do a lot of writing during our writing time when I explicitly instruct them in different skills, techniques and strategies that they’re going to need to apply to their own writing. After I do my instruction, my students then have a lot of time to practice these different skills in their own writing. Now, not only do they practice writing during writing time but they write across the curriculum as well.

During my reading time my students may do stop-and-jots where they write down predictions that they have or wonderings and then they’re writing for a variety of audiences and purposes so they can take these stop-and-jots and they can share them with a reading partner. Or they might share some writing that they do in a book club.

We also do different science journals, and so all of my students have a science notebook. In this science notebook they might write down some wonderings that they have or they might do an investigation and in this investigation they might write down things that they know about the topic or predictions that they have. We also do some explanations where my students make a claim and then they write down some evidence that they have to support their claim.

We write a lot of different genres in this classroom and generally all of my students are doing the same genre, but I like to allow some student choice in what they do when we are doing each genre. So, for example, we do a personal narrative unit and the students make a heart map and in this heart map they write down different people who are special to them or events that have happened in their lives that are special. And then they can choose events from this heart map that they can write about during writing workshop. We do the same thing for actually all of our units, but in different formats.

For our opinion unit and our “all about” unit, they write lists that they’re experts on or they write down different topics that are important to them where they would like to see a change made. Each day the students can pick from that list and they feel very motivated because they get a say—so and in some of their writing, even though they are required to write a certain genre. The reason that I require most of the students to do the same genre is because I really want to teach them the structure and the craft of that genre so they have a good understanding of it.

Because of the fact that writing takes place throughout the day in my classroom, there’s lots of different formats for writing. It kind of depends on the purpose of the writing. So we may be doing a whole group write where we’re doing some shared writing. The students may be writing independently or with a partner or even in small groups.

My students don’t only write for the core subject areas. For example, we’re having a really big event coming up at the school where every student gets to invite somebody special and they decided who they wanted to invite. Each student had to do a handwritten invitation to somebody that they were hoping would come to the event. They wrote why they were writing this letter. It says I’m writing you because I need you to know that you have helped me dream big because of all you have done for me I would love to invite you to my school’s leadership day which takes place on March 29th. Then they explain to their guests what they would be able to see when they came to our leadership day. Every student’s going to be handing this out to their special person and then after our event the students are going to be writing thank you notes thanking their visitors for coming.

I feel it’s really important that they don’t only write during our writing time. I want them to be able to write across the curriculum so that they can understand how writing can be related to many different components of their day.

### **Narrator**

Learn more at [literacyessentials.org](http://literacyessentials.org).

## **References**

Michigan Virtual. (2018, September 25). K–3 Essential 6, Bullet 2: Daily Writing Opportunities Sample Video [Video]. YouTube. <https://youtu.be/rRA-E1ofF9U?si=e8K1YUyVhp8-Vxwk>

# Culturally and Linguistically Sustaining Writing Practices

- Teach writing as a process of exploration, challenge, beauty and discovery.
- Centralize the importance of writing contexts to inform writing choices. Students can come to understand that effective writing depends on the specific audience, purpose and platform they are engaged with. Students can produce meaningful, valuable and insightful work while also incorporating, morphing or challenging academic standards.
- Talk to students about writing standards and language practices to create a dialogue about writing and social justice. For example, you can talk to students about how strong writing can take many forms, not only white, mainstream English.
- Learn about your students' funds of knowledge to incorporate into writing experiences, e.g., students' background knowledge, life experiences, skills used to navigate everyday contexts, youth culture, individual and collective identities, local culture and history, personal interests, and world views. Hint: writing can be one way to gather this information.
- Provide opportunities for students to choose the topic, format and language or dialect for their writing.
- When students are learning about a particular writing genre, provide different types of examples and have students identify which aspects of the examples' writing they think make them successful.

# Different Ways to Incorporate Writing Opportunities

*The lists below provide ideas for writing opportunities and activities across several content areas. Please note that this list is not meant to be exhaustive or prescriptive.*

## English Language Arts

- **Connect to reading:** Students can write before, during and/or after reading. Before reading, they can jot down what they already know about the topic and what they want to know. During reading, they can annotate the text with their insights and questions. After reading, they can write down what they learned.
- **Connect to other writers:** Students can analyze a mentor text for elements that they want to incorporate into their own writing. This also serves as a way for students to develop a deeper understanding of text types, including their purposes and the structures, vocabulary and content used to achieve them.
- **Connect to the outside world:** Students can draw on their lived experiences, interests and concerns to write letters, stories, petitions, opinion pieces, news articles, etc.
- **Connect to the inner world:** Students can use writing to reflect on their experiences, feelings and learning through journaling, letter writing and blogging.
- **Connect to various languages and dialects:** Students can use their full linguistic repertoires to convey meaning in the language or linguistic style of their choice.

## Science

- **Share processes and findings:** Students can write reports to explore detailed procedural writing and produce clear descriptions of observations.
- **Share experiences:** Students can take informal field notes to document what they notice, wonder about and plan to do next.
- **Share understandings:** Students can label drawings and artifacts to demonstrate their knowledge.

## Math

- **Deepen thinking:** Students can analyze a graph from a recent newspaper or online article and write a paragraph about what the graph is trying to convey.
- **Deepen knowledge:** Students can write explanations of how they approach solving math problems to solidify their knowledge.

## Social Studies

- **Use imagination:** Students can combine their imagination and what they've learned about a time period to write, for example, diary entries, newspaper headlines or personal letters from that era.
- **Use critical thinking:** Students can use primary sources to formulate opinions about a place, event and/or time period under study and write arguments supporting their position.

# Lesson Plan Review Note Catcher

## Guiding Questions for Analyzing Lesson Plans and Giving Feedback

*Use this document as a guide for providing feedback to your peer. Under each set of questions, capture thoughts and ideas that your colleagues shared about your revised lesson.*

Do students have meaningful opportunities to write for a variety of purposes across content areas?

Are there additional writing opportunities that could be added at different points during the school day and within various content areas? If so, do you have any suggestions?

Are the writing opportunities varied, e.g., in terms of text type, purpose, formality and process? Do you have any additional suggestions?

In what ways are the writing opportunities culturally sustaining and meaningful to students? Do you have suggestions to enhance this?