Oregon's
Instructional | **Adolescent**
Frameworks | **Literacy**

COLLABORATIVE LEARNING GUIDE

Disciplinary Writing

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Overview

This Collaborative Learning Session (CLS) is intended to complement Oregon's Adolescent Literacy Framework and extend the learning in the Disciplinary Writing Module, an asynchronous learning experience. The CLS Guide is designed to

- support a structured, facilitated session based on content from Oregon's Adolescent Literacy Framework and the aligned asynchronous professional learning modules.
- develop collective understandings of adolescent literacy practices and competencies in a group setting.
- provide school and district facilitators with guidance that can be adapted to lead groups of educators in lesson planning, reflection and more.
- take approximately 60 minutes, with optional extension activities that would lengthen the session to 90 minutes.

Disciplinary Writing Module Review

The Disciplinary Writing Module focuses on instructional techniques and strategies across the disciplines, aiming to help participants deepen their understanding of disciplinary writing in their field. In the module, participants explore how to support a diverse community of writers and examine a range of evidence-based disciplinary writing practices that enhance writing skills. The module includes activities such as watching a narrated presentation, writing resources, reflecting on practices and selecting strategies to implement in the classroom. Overall, the module provides resources and reflection opportunities to support educators in enhancing their instructional practices related to writing across the disciplines.

Participation in the Disciplinary Writing Module is not required for participation in this CLS, but doing so will deepen learners' experience.

Disciplinary Writing Collaborative Learning Session

The learning session focuses on the following essential questions:

- What is literacy instruction across the disciplines in relation to writing?
- What does disciplinary writing look like in practice?

Learning Goals

Participants will

- learn about evidence-based strategies that support students in becoming skilled writers across disciplines, and
- explore how to integrate these evidence-based strategies into instruction in their discipline.

Success Criteria

Participants will

- describe strategies that support disciplinary writing,
- practice implementing a writing strategy with peers, and
- be able to integrate a key writing strategy in a future lesson plan.

Preparing for Collaborative Learning Session

Adaptive Facilitation: Making the CLS Your Own

The agenda in this guide serves as a reference for those who prefer an agenda that is ready to implement. Facilitators can decide to adjust the agenda to better meet the needs of the team. This may include additional reflection time, work time for teachers to engage in activities, review of materials or feedback opportunities.

CLS agendas are written with a range of session timings and audiences in mind. As a facilitator grounded in your own context and community, you may need to adapt portions of the agendas for the

time you have allotted for professional learning, how well you know your audience, the group size and space you are working with and the relevance of session-specific content.

As you prepare to adapt the CLS for your group, consider the following questions:

- Who are your participants and what are their learning needs and preferences?
- How familiar are your participants with Oregon's Adolescent Literacy Framework?
- What instructional or schoolwide literacy goals are you exploring in this session?
- What time and space do you have to prepare for facilitation?
- How will participants engage? (small-group discussion, role play, individual journaling)
- What steps or scaffolds will you use to guide the learning experience?

Facilitator Preparation

Review the Oregon Adolescent Literacy Framework and Resources
- Revisit Module B: Disciplinary Writing as a refresher.

Schedule the CLS
- Confirm the time and date for the CLS.
- Communicate with your team about the session date, time, location and goals.
- Consider sending a meeting invitation and reminder one to two days prior.

Prepare for Facilitation
- Closely read the facilitator agenda below and get acquainted with the resources. 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 educators to engage in activities, review of materials or feedback opportunities
- Print or set up access to digital copies of the handouts.
- Determine how participants will be grouped. Participants may be grouped within or across disciplines. The benefit of disciplinary grouping is that it allows participants to go deeper into their

discipline-specific strategies with others who understand the field. The benefit of grouping across disciplines is that it allows participants to bring diverse experiences to the conversation and potentially bridge gaps among disciplines.

Note: If the school is implementing a schoolwide practice, the CLS guide can easily be adapted to focus on the implementation of one or two evidence-based strategies. The CLS guide can then be used multiple times to introduce and explore additional evidence-based strategies.

Participant Pre-work

⊙ Encourage participants to review Oregon's Adolescent Literacy Framework, specifically Section 5 (pages 81–102), and complete the Oregon Adolescent Literacy Writing Module before participation. *These are not required and will not limit participation; however, completion of these activities will provide the opportunity to start building common language and understanding prior to the session, allowing participants to delve deeper into implementation considerations.*

Facilitator Agenda

Materials

- Participant Agenda
- Teaching Writing Practices and Strategies
- Oregon's Adolescent Literacy Framework: Exploring Discipline-specific Key Writing Approaches
  - Writing Like a Mathematician (pages 121–123)
  - Writing Like a Scientist (pages 133–135)
  - Writing Like a Social Scientist (pages 145–147)
  - Writing Like an Author in Language Arts (Oregon Adolescent Literacy Framework, pages 110–112)
  - Writing Like a Career Professional (pages 155–157)
  - Writing Like a Health and Physical Education Professional (pages 165–166)
- Note-catcher
- Discipline Specific Writing Prompts
- Feedback Protocol
- Exploring Writing Strategies in Lesson Planning

Learning Goals

- Learn about evidence-based strategies that support students in becoming skilled writers across disciplines.
- Explore how to integrate these evidence-based strategies into instruction.

Success Criteria

- Describe strategies that support disciplinary writing.
- Practice implementing a writing strategy with peers.
- Integrate a key writing strategy in a future lesson plan.

Essential Questions

⊙ What is literacy instruction across the disciplines in relation to writing?

⊙ What does disciplinary writing look like in practice?

Time	Topic and Facilitator Guidance	Materials
3 minutes	**Grounding and Introducing Purpose and Goals** Welcome participants to the session. ● If there are participants who don't know each other, start with simple introductions (name, role, grade, and one thing they are curious about related to disciplinary writing) before diving into the meeting agenda. Introduce the topic. Review learning goals and success criteria for the session on the participant's agenda.	Participant Agenda
5 minutes	**Discussion and Sharing** **Discuss** Ask participants to reflect on the following prompt for a few minutes: ● What careers align with the discipline that you teach? ● Now, imagine someone in one of these fields. How do they use writing in their job? ● Finally, think about your students; when and how does this type of writing show up in your class? **Share** Invite participants to share any key insights with a partner. *As participants share, keep a list of when and how disciplinary writing shows up in their class. Share the list with participants after the session.*	

20 minutes	● Activity: Disciplinary Writing Practices and Strategies
	● Share the Teaching Writing Practices and Strategies Handout
	● Ask participants to individually read about the four high-leverage practices for teaching writing. (4 minutes)
	
	    o Teaching Writing Practices and Strategies
	
	● Pair–share: Ask participants to share short reflections with a partner. (2 minutes)
	
	    o What stood out to you as you read about the four high-leverage writing practices?
	
	● After sharing with a partner, ask participants to choose a discipline and explore discipline-specific key writing approaches from the Oregon Adolescent Literacy Framework. Participants will fill out the note-catcher as they reflect on the discipline-specific key writing approaches. (10 minutes)
	
	    o Writing Like a Mathematician (pages 121–123)
	
	    o Writing Like a Scientist (pages 133–135)
	
	    o Writing Like a Social Scientist (pages 145–147)
		Teaching Writing Practices and Strategies
		
		Note-catcher

	o Writing Like an Author in Language Arts (pages 110–112) o Writing Like a Career Professional (pages 155–157) o Writing Like a Health and Physical Education Professional (pages 165–166) ● Pair participants with someone within their discipline if possible and use the discussion questions in their note-catcher. (4 minutes)	
25 minutes	**Activity: Modeling Writing in the Disciplines** Model a think-aloud using a discipline-specific writing prompt. Use the provided Discipline Specific Writing Prompts: Facilitator Guidance, which includes an example to share with the group. Model Writing ● Model a think-aloud using a science-specific prompt. Use the Discipline-specific Writing Prompts: Facilitator Guidance. (2 minutes) ● Whole group: Ask participants to reflect on the following question after modeling the science-specific think-aloud. (3 minutes) o What key strategies for effective writing are demonstrated through the think-aloud model? ● Assign participants a discipline-specific writing prompt from this handout. They will have a few minutes to brainstorm ideas individually. (5 minutes) ● Ask participants to pair with a colleague, and each participant will have the opportunity to model a writing think-aloud with their peers. Peers will have the opportunity to provide feedback to each other during the process using a protocol. (15 minutes) ***Consideration**: If you have scheduled more time for this learning session, consider participants engaging in two rounds of feedback cycles with a different colleague.*	Discipline Specific Writing Prompts Feedback Protocol
5 minutes	**Whole-group Reflection** In a whole-group conversation, ask participants to reflect using the following prompts: ● Share a key moment of learning for you today. ● Share something that you are still curious about and want to explore further. ● Share one immediate next step that you will apply in your lesson planning or classroom.	

Optional Extension Activity: Let's Explore How These Practices Show Up in Lesson Planning

After completing the activities listed in the CLS above, you can schedule an additional CLS or extend the scheduled CLS with this activity.

Please note: Educators need to bring an upcoming lesson or writing prompt they plan to use in class for this extension.

Explicit Instruction for Teaching Disciplinary Writing in Your Next Lesson Handout

- Provide time for participants to review the handout and identify which writing evidence-based practices they want to implement.

- Ask participants to share with a peer an overview of the lesson, which strategy they intend to implement, and why they chose that strategy.

- Have participants work with a peer to map out what the strategy use looks like at each stage of instruction.

Suggested Participant Agenda

Learning Goals

- Learn about evidence-based strategies that support students in becoming skilled writers across disciplines.
- Explore how to integrate these evidence-based strategies into instruction.

Success Criteria

- Describe strategies that support disciplinary writing.
- Practice implementing a writing strategy with peers.
- Integrate a key writing strategy in a future lesson plan.

Essential Questions

- What is literacy instruction across the disciplines in relation to writing?
- What does disciplinary writing look like in practice?

CLS Meeting Agenda

Time	Agenda
3 minutes	Welcome and Introducing Purpose and Goals of the CLS
5 minutes	Discussion and Sharing
20 minutes	Activity: Disciplinary Writing in Practice
25 minutes	Activity: Modeling Writing in the Disciplines
5 minutes	Whole-group Reflection

Teaching Writing Practices and Strategies

Directions:

Step 1: Individually, read a high-level overview of the four high-leverage practices for teaching writing: Teaching Writing Practices and Strategies (pages 1–4).

Step 2: On page 4, there is a list of Key Writing Approaches, which are general and discipline-specific strategies for writing instruction described throughout Oregon's Adolescent Literacy Framework. Select one of the disciplines and fill out the note-catcher.

Step 3: Use the note-catcher discussion questions to guide a conversation with a partner.

Practice: Use exemplar texts to provide students with opportunities to consider the purpose and audience for writing.

Teaching students to write for a specific purpose and audience allows them to communicate effectively across different disciplines. As you guide students in learning to effectively communicate, encourage them to consider the following key elements:

- Identify their own purposes for writing.
- Understand their readers' interests, knowledge and concerns that may shape their interpretation of the text.
- Tailor their messages to both achieve their purposes and meet the needs of their audiences.

These rhetorical considerations are relevant in every discipline and apply to both traditional print and multimodal texts. When students examine models of writing from various disciplines, they are introduced to diverse rhetorical strategies, narrative techniques and linguistic conventions. In addition, remember that using exemplar texts allows students to see concrete models of what effective writing looks like in each discipline.

Practice: Explicitly teach writing strategies that support the writing process

Educators support students in understanding that all writers follow a process. The components of this process include planning, goal setting, drafting, evaluating, revising and editing. It's important to note that these components can be repeated, used in different orders or sometimes even ignored.

Depending on the discipline, the writing process might vary. To help students better understand the writing process and its components, educators use writing strategies, which are a structured series of actions that writers undertake to achieve their goals. Writing strategies are often used to plan, set goals, evaluate, revise and edit.

Explicit instruction in writing, like reading, includes three steps:

- ⊙ Students observe educators' thinking and actions.
- ⊙ Students practice the strategy used.
- ⊙ Students assess the use of the strategies and reflect on their own writing.

Below are some examples of evidence-based strategies for each component of the writing process you might consider.

Table 1. Evidence-Based Strategies for Each Component of the Writing Process

Writing Process Component	Print Strategies	Digital Strategies
Planning	A Venn diagram can help students compare and contrast text. Each circle can represent a different topic, character or position. The parts of the diagram that overlap can represent the similarities. The unique parts that do not overlap can represent their differences.	Invite students to create a concept map infographic that allows them to tailor the shapes and lines according to their thinking and relationships between ideas.
Goal setting	Offer students a list of individualized writing goals and have them select one or more goals to focus on while writing. For a persuasive essay, for example, one student's goal may be to write an essay that addresses objections that their audience might express about their viewpoint.	Invite students to write goals for their writing progress as well as goals for their digital collaboration with peers. Encourage peers to discuss whether and how they achieved their collaboration goals.
Drafting	Teach students to examine one or more examples of model texts or models for carrying out writing processes and attempting to emulate these models when writing.	Offer students opportunities to examine one or more examples of multimodal texts (e.g., texts that include both text and elements such as images, video or audio). Have students emulate these models when carrying out writing processes.

Evaluating	Teach students to use a color-coding strategy to evaluate their writing. Different colored fonts or highlighting can be used to identify different writing elements (e.g., claim, evidence, commentary). Teach students to notice where and how much of each color they incorporate in their text to guide their revisions.	Offer peer-review opportunities where reviewers use review mode or digital comments and writers then choose to accept the feedback or disregard it, based on their purpose for writing.
Revising	Teach students to use the STAR strategy while revising their texts. ● *Substitute* overused words with precise words, weak verbs with strong verbs, weak adjectives with strong adjectives and common nouns with proper nouns. ● *Take out* unnecessary repetitions, irrelevant information or information that belongs elsewhere. ● *Add* details, descriptions, new information, figurative language, clarification of meaning or expanded ideas. *Rearrange* information for a more logical flow.	Offer students opportunities to make macro-level changes to the content and organization of their digital texts. Teach students to use keyboard shortcuts to easily move text within a document.
Editing	Teach students to use the COPS strategy to support students' editing of their texts. ● Have I *capitalized* the first word of sentences and proper names? ● How is the *overall* appearance? ● Have I put in commas and end *punctuation?* ● Have I *spelled* all words correctly?	Remind students to use the grammar and spell-check features in their digital writing spaces. Ensure that students reread their writing for accuracy and clarity.

Source: Oregon's Adolescent Literacy Framework

Practice: Use collaboration and conversation as methods to draft and revise writing

Including opportunities for conversation throughout the writing process helps students develop their writing skills across disciplines. Discussion and collaboration with peers create environments where students can discuss content, share ideas and receive feedback. It's also crucial for students to feel a sense of belonging and be supported in the classroom environment as they engage in writing tasks.

Key dimensions of using conversation to support writing development include

- developing structured opportunities for discussion that lead to writing;

- providing students with carefully designed questions and structured opportunities to discuss meaningful problems and questions, supporting them as they plan and draft their writing ideas; and

- engaging in rich discussion that fosters peer collaboration and educator-guided joint construction of text.

Practice: Explicitly teach and model the effective and ethical use of digital tools (including AI) to support writing

As students continue to engage in the digital world, the definition of writing evolves to include the use of digital tools, such as generative AI, to support the writing process. It's important that students access and effectively use these tools to meet the demands of the workplace. Incorporating these modes and tools into writing instruction leverages adolescents' strengths, interests and experiences both in and out of school.

Engaging students in multimodal texts, such as infographics, 3D models or videos, is essential. Developing multimodal compositions enhances their writing skills and creativity.

In addition, as students use AI, carefully developed generative AI prompts and intentional classroom activities can support them as they engage in the writing process. Educators should also teach students to pause and reflect, asking themselves questions about the outputs of AI tools. These metacognitive pauses are similar to how writers monitor their progress in the writing process. When students are taught to critically assess the feedback they receive, they become more agentic in their learning. This agency is critical in their writing development.

Some metacognitive prompts for writers using generative AI include

- Does the feedback address my specific writing goals or objectives?
- Are there any suggestions I disagree with, and why?
- Is this feedback respectful of my language(s) and dialect(s)?
- Is the feedback sensitive to the cultural or social context in which I am writing?

Key Writing Approaches by Discipline

Now, choose and explore key writing approaches by discipline found in the Oregon Adolescent Literacy Framework. After you have explored your discipline-specific approaches, fill out the note-catcher.

- Writing Like a Mathematician (pages 121–123)
- Writing Like a Scientist (pages 133–135)
- Writing Like a Social Scientist (pages 145–147)
- Writing Like an Author in Language Arts (pages 110–112)
- Writing Like a Career Professional (pages 155–157)

⊙ Writing Like a Health and Physical Education Professional (pages 165–166)

Note-catcher: Exploring Writing Practices and Strategies

Directions: After reading discipline-specific key approaches to writing, fill out the following handout.

What discipline-specific key writing approaches am I focusing on?

Consider the four high-leverage writing practices and discipline-specific approaches to writing that you explored today. How can a teacher effectively guide students in adopting these practices and strategies within this discipline? What specific teacher moves—such as modeling, providing examples and offering feedback—and student actions—like practicing, discussing and reflecting—can support the implementation of these practices and strategies as students engage in disciplinary writing in your subject area? Add your reflections to these questions to the chart below.

Teacher Moves	Student Actions

Discussion Questions

- What stood out to you from the chart above as you think about supporting students in disciplinary writing in your subject area?
- What might you try in your classroom as you think through the ideas captured in this note-catcher?

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Discipline Specific Writing Prompts: Facilitator Guidance

Use the script below or create your own to model a think-aloud, illustrating how you use writing strategies to engage in a writing prompt within your discipline.

Think-aloud Script: Science Example

Today, I will model a think-aloud using a scientific prompt about photosynthesis.

The prompt is "Write a brief paragraph explaining the process of photosynthesis, highlighting how plants convert sunlight into energy, and its importance to both plant life and the Earth's ecosystems. Use scientific terminology and ensure clarity in your explanation."

Ideally, I would spend a couple of minutes responding to the prompt prior to sharing.

Alright, let's think through how we will write our paragraph about photosynthesis. First, I need to make sure I understand the key ideas and vocabulary involved in photosynthesis. This includes terms like "sunlight," "chlorophyll," "carbon dioxide," "water" and "glucose." These are important because they describe the materials and processes the plants use and create.

I'll start my paragraph by introducing photosynthesis as a concept. For example, I can say, "Photosynthesis is the process through which plants convert sunlight into energy."

Next, I need to touch on the sequence of events in photosynthesis. What happens first? Plants take in sunlight, right? I can write about how chlorophyll in the leaves absorbs light, which is crucial for the process.

Then, I should explain how plants use carbon dioxide and water to produce glucose and oxygen, the outputs of photosynthesis. It's essential to mention both what plants need and what they produce.

I also want to highlight why photosynthesis is important. It isn't just about the plants—it affects the entire ecosystem because it provides oxygen and forms the base of the food chain.

Now that I have a plan, I can turn these ideas into a more detailed paragraph. I'll have to make sure that each sentence intentionally connects to the next so that my explanation is clear.

This think-aloud was developed with Generative AI Assistance.

Whole-group Discussion

After you shared the think-aloud, ask participants to reflect on the following:

- ⊙ What key strategies for effective writing are demonstrated through the think-aloud model?

Discipline Specific Writing Prompts

Directions: Feel free to select one of the prompts below or use your own. After you select a prompt, follow the Protocol for Writing Think Aloud.

Language Arts

"Think about a setting from the most recent book you read that really stood out to you. Your task is to describe this setting in a way that makes your reader feel like they are there. Use specific details that appeal to the senses: What can someone see, hear, smell or even feel (physically or emotionally) in this setting? Try to include at least three senses to paint a vivid picture. Your goal is to bring the scene to life in the reader's mind!"

Math

"Title: Favorite Music Genres

Imagine a graph with the following information:

- ⊙ X-Axis (Music Genres): Pop, Hip-Hop, Rock, Alternative, K-Pop, Country
- ⊙ Y-Axis (Number of Votes): It ranges from 0 to 10.

Sample data:

- ⊙ Pop: 10 votes
- ⊙ Hip-Hop: 2 votes
- ⊙ Rock: 1 vote
- ⊙ Alternative: 4 votes
- ⊙ K-Pop: 8 votes
- ⊙ Country: 3 votes

Task Prompt: You are on a committee planning an upcoming school dance, and you would like to plan for a variety of music genres to be played so that all students who attend will hear music they like. Using the graph data, describe which genre is the most popular among your classmates. Consider why some genres might be more popular than others. Write an explanation discussing what this data might suggest about overall music preferences and what other information would be helpful and is needed to better understand music preferences."

Science

"You are working as a park ranger over summer break and preparing to train new staff. Write a short explanation predicting how climate change may affect Oregon's coastal ecosystems. Be specific about the possible impacts on wildlife, land and communities so that your team understands what to watch for."

Social Science

"The largest agricultural product in Oregon is greenhouse and nursery products, which generate over $900 million each year. Explore the role of Oregon's agriculture sector in shaping the state's economy and society. Write an introduction to a news article explaining how historical agricultural practices have influenced modern sustainable farming techniques and community development in Oregon."

Career and Technical Education (CTE)

"We have an opportunity to present our program to incoming students at a CTE fair next week to recruit new students. Write a script for a PowerPoint presentation describing what we learn in our program, the possible career pathways, and the benefits of participation."

Physical Education

"Write a how-to guide on your daily routines for maintaining positive physical and mental health. Include specific activities and practices that contribute to your well-being, such as exercises and mindfulness techniques, explaining how each one supports your overall health and offering practical advice for incorporating them into a daily schedule."

Protocol for Writing Think-aloud

Overview:

Working in pairs to practice a writing prompt think-aloud and provide feedback. After five minutes of preparation in the "Before Starting the Writing Think-Aloud Protocol", each round lasts 5 minutes, resulting in a total activity duration of 15 minutes.

Before starting the writing think-aloud protocol (5 minutes):

- Select a writing prompt from the provided options or choose one that you prefer.
- Respond to the prompt using a key writing strategy or approach within your discipline that you want to practice and model for students.

Roles:

Participant A: The participant modeling the think-aloud.

Participant B: The participant observing the modeler and providing feedback.

Round 1 (5 minutes)

Step 1: Model the writing think-aloud (3 minutes)

Participant A: Shares.

Participant B: Listens to participant A.

Step 2: Feedback from the listener (2 minutes)

Participant B: Provide feedback to the reader on what went well and areas they may want to consider improving. The following sentence starters may be used to support feedback.

- "I noticed that you successfully highlighted the importance of [specific strategy]. For example, when you [describe action]."
- "It was helpful when you described [points out specific section of the writing text], because it clarified [point]."

- ◉ "I think further emphasizing [strategy] by [suggest specific enhancement] could make your writing think-aloud even more engaging."

Switch roles and follow the protocol above.

Explicit Instruction for Teaching Disciplinary Writing in Your Next Lesson

Think about these steps to effectively teach your student an instructional strategy to support disciplinary writing in your subject: start with explicit instruction, move to guided practice and then provide opportunities for independent practice. Use the following points to guide your thinking as you think about your next lesson.

Lesson Title:
Grade Level and Subject:
Standards Addressed:
Learning Objectives:
Materials and Texts:
Evidence-based Instructional Strategy:
Explicit Instruction (5–10 minutes)
⊙ Activate prior knowledge related to the topic.   ⊙ Introduce the text and explain its relevance to the discipline.   ⊙ Present key vocabulary and critical background knowledge.
Guided Practice (15–20 minutes)

⊙ Model the instructional strategy using a section of the text.

⊙ Think aloud to demonstrate how to engage with the text using the strategy.

⊙ Engage students in practicing the strategy in small groups or pairs.

Independent Practice (15–20 minutes)

⊙ Allow students to apply the strategy independently with a new text or passage.

⊙ Encourage students to annotate or use graphic organizers, as appropriate.

Discussion and Reflection (10-15 minutes)

⊙ Facilitate a class discussion to share insights and understanding. Focus on the purpose set for reading the text.