










# Integrate writing into all subjects

Plan *effective* writing experiences.

Make time to *teach* writing skills.

## ELEMENTARY SCHEDULE

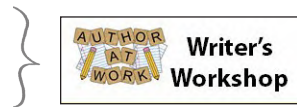
<b>8:40</b>  Morning Work & Calendar	<b>12:50</b>  Computer Lab
<b>9:20</b>  Reading & Stations	<b>1:35</b>  Math
<b>11:00</b>  Art	<b>2:15</b>  Read Aloud
<b>11:45</b>  Lunch	<b>2:45</b>  Science /  Social Studies



**2:45**  **Science**

- Read relevant text.
- View relevant clips/images.
- Engage in class discussions.
- Provide teacher lecture.
- Answer related questions.

Execute a writing mini-lesson.  
Announce subject-area writing task.



## DEPARTMENTALIZED CLASSES

### SUBJECT LEARNING

20-40 MINUTES

- Execute your content-area lesson.
- Read relevant text.
- View relevant clips/images.
- Engage in class discussions.
- Provide teacher lecture.
- Execute sample problems.
- Answer related questions.

### WRITING LESSON

10-15 MINUTES

- Announce/Review a relevant writing skill.
- Point out characteristics and features of a parallel example.
- Describe quality of the writing.
- Demonstrate *how* to execute that skill within a *Think Aloud*.



**SPIN-OFF SESSION** MINI-LESSONS | Session 1:  
Master the mini-lesson.

### WRITING TASK

10-20 MINUTES



**SPIN-OFF SESSION** MINI-LESSONS | Session 5:  
Improve math writing.

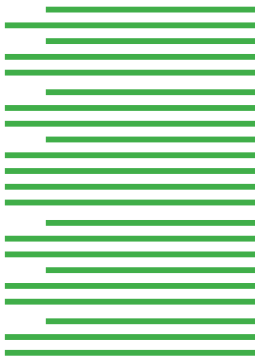
**Scaffold summarization instruction.**

**Define the goal.**

Summaries include only the most important information told in order.



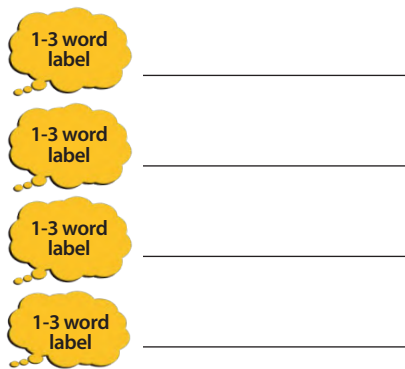
**ORIGINAL  
TEXT**



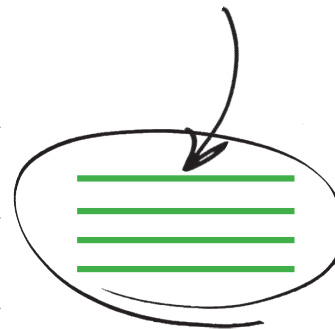
**RETELL  
THE TEXT**



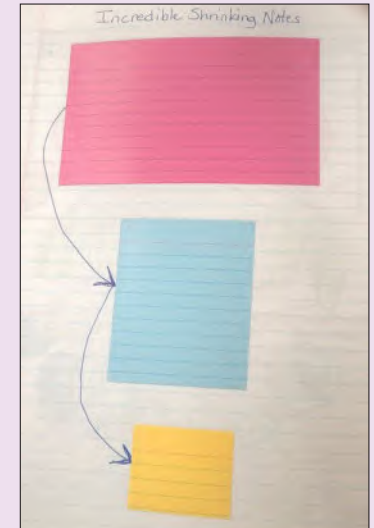
**SUMMARIZE  
THE TEXT**



- Summarize a section with a 1-3 word label/gist.
- Summarize ALL sections of a whole text.
- Stretch labels into sentences to write a summary paragraph.



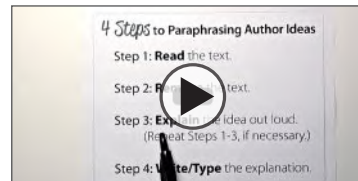
Gradually determine the important information with a multi-step *Shrinking Summary*.



**Shrinking Summary**




Parallel summary writing with ESPN SportsCenter.



Paraphrase author ideas.

**SECRET  
SITE  
RESOURCES**



### Discern important information.

#### Use key words to write a short explanation.

- Students explain a main idea using 2-3 important words the teacher determined.

Polar bears are **carnivores** and they **camouflage** themselves so they can eat other animals.

- Generate longer explanations that reveal understanding of inter-related ideas.

explain the difference between a cylinder and a cone.


Use these words	Do NOT use these words
face	side
vertex/vertices	point
edge	corner
figure	

A cylinder and a cone are different because the cone has a vertex and the cylinder does not. Also, a cone rolls in a circle and a cylinder rolls straight. Another difference is a cone has one face and the cylinder has two faces. One more difference is a cone has one curved edge and a cylinder has two curved edges.


### Summarize sequential steps with visual clues.

- Add detailed captions for a series of illustrations.

Summarize the **LIFE CYCLE** of a **BUTTERFLY**



**EXPLAIN EACH PHASE OF THE MOON**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Use text features as clues to the important information.

- Generate a *Title-Wave Summary*.

#### BEFORE READING

List all the headings/subheadings in the order they appear within the text/chapter/unit.

#### AFTER READING

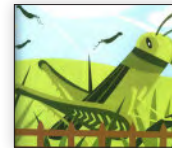
Write a summary of the entire text using each heading/subheading in the order they were presented.

#### How do organisms interact?

- Change in Ecosystems
- Competing
- Sharing Resources
- Helping Each Other
- Living Side by Side
- Causing Harm

Organisms **interact** when they live in the same ecosystems. **Ecosystems change** as populations increase and resources dwindle. **Sharing resources** causes **competition** between predators. Some organisms **live side by side**, not **helping** or hurting each other. Other organisms, called parasites, **cause harm** to the organisms they attach themselves to.

#### Hungry Hoppers: Grasshoppers in Your Backyard



- Big Jumpers
- Sensing Danger
- What Do Grasshoppers Eat?
- Tricky Wings

Grasshoppers **jump big** distances due to their strong back legs. They use their eyes and antennae to **sense danger** in front or behind them. **Grasshoppers eat** any kind of plant including crops growing in a farmer's field. The grasshopper has two sets of **wings to trick** their enemies with a bright flash of color that seems to disappear when the wings are folded.

### Expect longer summaries with structured support.

Complete *Information Pyramids*.

MAIN IDEA

Constitution

Topic/Concept

rights privileges

2 key words

law of land

Main Idea in 3 words

citizens following same rules

Examples/Details in 4 words

BIOGRAPHICAL

Lincoln

Historical Person/Group

Honest Abe

2 characteristics

nation at war

Problem in 3 words

promotes unity; saves Union

Solution/Resolution in 4 words

CAUSE-EFFECT

Earthquake

Event/Concept

moving plates

Main idea in 2 words

bending, breaking, scraping

Causes in 3 words

vibrations travel through crust

Effects in 4 words

Information Pyramid Name \_\_\_\_\_

CONCEPT \_\_\_\_\_

2 RELATED WORDS \_\_\_\_\_

MAIN IDEA IN 3 WORDS \_\_\_\_\_

EXAMPLES/DETAILS IN 4 WORDS \_\_\_\_\_

Generate a summary \_\_\_\_\_

Support comprehensive summaries with frames.

### 1 Topic-Specific Frames

- Identify key details (words/phrases) that you expect to be included in the response.
- Consider transition words/phrases to aid organization and flow.

*...the branch... ...one reason...  
...a second reason...  
...unlike the other two branches...  
...in summary...*

*...windows on the bus...  
...the process...  
...because... ...molecules...  
...that's why...*

### 2 Universal Frames

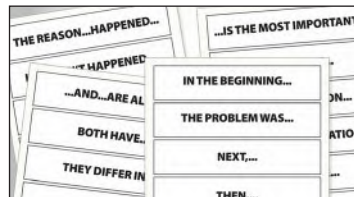
- Utilize the same frame and change out the content.

*...in the reading... ...the main idea...  
...an example...  
...another... ...in summary...*

*In the problem...  
...key information...  
...to solve...  
...the answer...*

*Somebody... ...wanted...  
...but... ...so...  
...then...*

### SECRET SITE RESOURCES



Support summary writing with frames based on a text's structure.