

WRITING ACROSS THE DISCIPLINES

WORKSHOP, OCTOBER 25, 2024

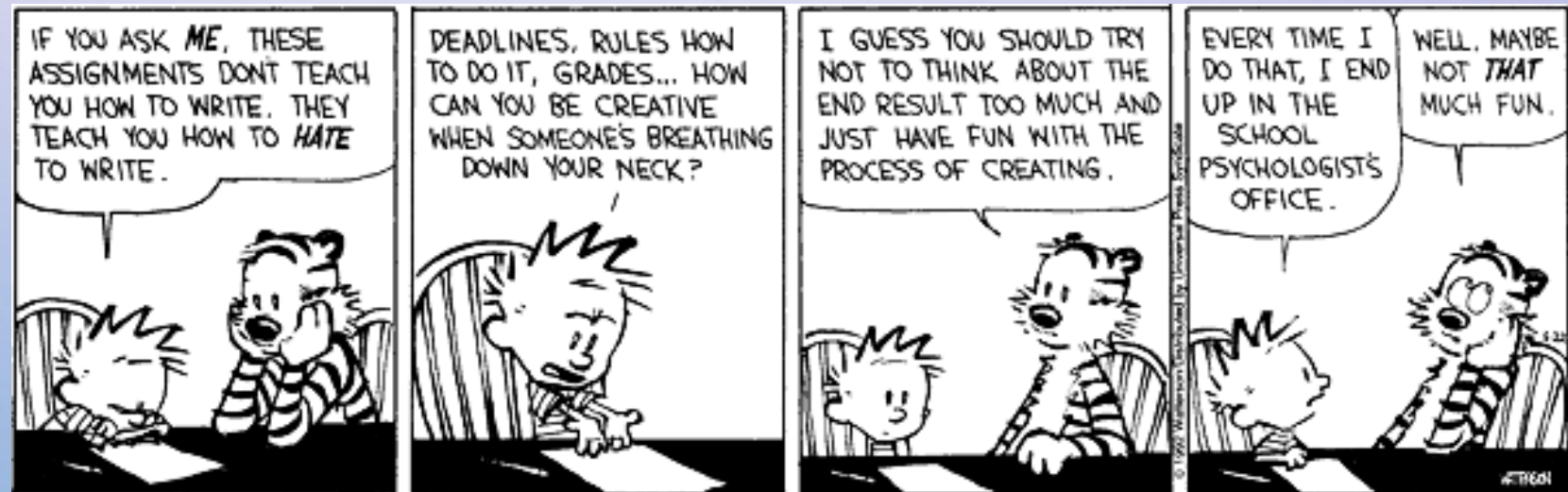
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OUR OBJECTIVES



1. I CAN IDENTIFY THE SPECIFIC LANGUAGE DEMANDS OF A CONTENT UNIT/LESSON THAT I TEACH/CO-TEACH.
2. I CAN SUPPORT ALL THREE LANGUAGE DIMENSIONS IN MY CONTENT WITH *WRITING ACROSS THE CURRICULUM* STRATEGIES.



Describe a Slinky as a . . .

1. Poet
2. Mathematician
3. Physicist
4. Historian
5. Artist



Independently, step into your role, write a description of a Slinky, and share it with your group.

Discuss the similarities and differences between the descriptions.

How does this experience affect your understanding of *academic language*?

THE THREE DIMENSIONS

Dimension	Performance Criteria
Word/Phrase	Vocabulary Usage <i>Specificity of word or phrase choice in communication</i>
Sentence	Language Forms and Conventions <i>Types, array, and use of language structures in communication</i>
Discourse	Linguistic Complexity <i>Quantity and variety of oral and written text in communication</i>

Adapted from WIDA (2014) *The English Language Development Standards*

WORD/PHRASE FEATURES

- GENERAL, SPECIFIC, AND TECHNICAL LANGUAGE
- MULTIPLE MEANINGS OF WORDS AND PHRASES
- NUANCES AND SHADES OF MEANING
- COLLOCATIONS AND IDIOMS

WIDA (2014) *The English Language Development Standards*



How have you supported the word/phrase features in your classes? How effective are these strategies?

WORD/PHRASE FEATURES IN CONTENT

1. CHOOSE A CONTENT UNIT THAT YOU HAVE TAUGHT OR WILL TEACH.
2. BRAINSTORM THE REQUIREMENTS OF THE WORD/PHRASE FEATURES NECESSARY FOR COMMUNICATION. (SEE WORKSHEET PACKET.)

SENTENCE FEATURES



- TYPES AND VARIETY OF GRAMMATICAL CONSTRUCTIONS
- MECHANICS OF SENTENCE TYPES
- FLUENCY OF EXPRESSION
- MATCH LANGUAGE FORMS TO PURPOSES/PERSPECTIVES
- FORMULAIC AND IDIOMATIC EXPRESSIONS

Which of these features jumps
out at you as essential for your
content?

WIDA (2014) *The English Language Development Standards*

SENTENCE FEATURES IN CONTENT

1. WITH THE CONTENT UNIT YOU HAVE CHOSEN, BRAINSTORM THE REQUIREMENTS OF THE SENTENCE FEATURES NECESSARY FOR STUDENTS TO SUCCEED.

DISCOURSE FEATURES



- AMOUNT OF SPEECH/WRITTEN TEXT
- STRUCTURE OF SPEECH/WRITTEN TEXT
- DENSITY OF SPEECH/WRITTEN TEXT
- COHERENCE AND COHESION OF IDEAS
- VARIETY OF SENTENCE TYPES TO FORM ORGANIZED TEXT

Which will be the biggest challenge to introduce in your classes? Why?

WIDA (2014) *The English Language Development Standards*

DISCOURSE REQUIREMENTS FOR CONTENT

TAKE A FEW MINUTES TO BRAINSTORM THE DISCOURSE REQUIREMENTS OF THE SPECIFIC UNIT YOU BROUGHT.



YOUR MISSION:

- **DISCUSS THE THREE DIMENSIONS OF ACADEMIC LANGUAGE IN YOUR CONTENT GROUP (SEE THE “ACADEMIC LANGUAGE DISCUSSION GUIDE” IN OUR GOOGLE CLASSROOM.) AND DISCOVER THE SIMILARITIES BETWEEN YOUR UNITS/LESSONS.**
- **CREATE A POSTER WITH FOUR BOXES—ONE FOR THE CONTENT AND OBJECTIVES AND ONE FOR EACH OF THE THREE LANGUAGE DIMENSIONS. EACH GROUP MEMBER SHOULD TAKE RESPONSIBILITY FOR ONE SECTION. (YOUR GROUP MEMBERS WILL GRADE YOUR CONTRIBUTION.)**



GALLERY VIEWING



1. What unique features do you notice in the content language dimensions?
2. What similarities reach across all or most of the content language dimensions?
3. How can these similarities and differences drive language instruction across teaching teams and schools?
4. Why would teaching teams and schools want to consider these similarities and differences when considering a literacy program of Writing Across the Disciplines?

NOW WHAT?

THE WRITING REVOLUTION (TWR) (WRITING ACROSS THE DISCIPLINES)

What is it?

“ . . . set of specific writing strategies that teachers use in all subjects, including ELA, social studies, science, foreign languages and math, and in every grade. Teachers of all subjects adapt the strategies and activities to **preexisting curriculum** and weave them into their content instruction.”

Why use it?

“When teachers embed explicit writing instruction in the content of the curriculum—no matter the subject area—they see their students’ academic abilities blossom. When students have the opportunity to learn writing strategies and practice them through carefully scaffolded activities, they become better at understanding what they read, expressing themselves orally, and thinking critically.”

Hochman, J., Wexler, N., & Lemov, D. (2017). *The writing revolution: a guide to advancing thinking through writing in all subjects and grades*. San Francisco, CA: Jossey-Bass, a Wiley Brand.

WHY WRITE ACROSS THE DISCIPLINES?

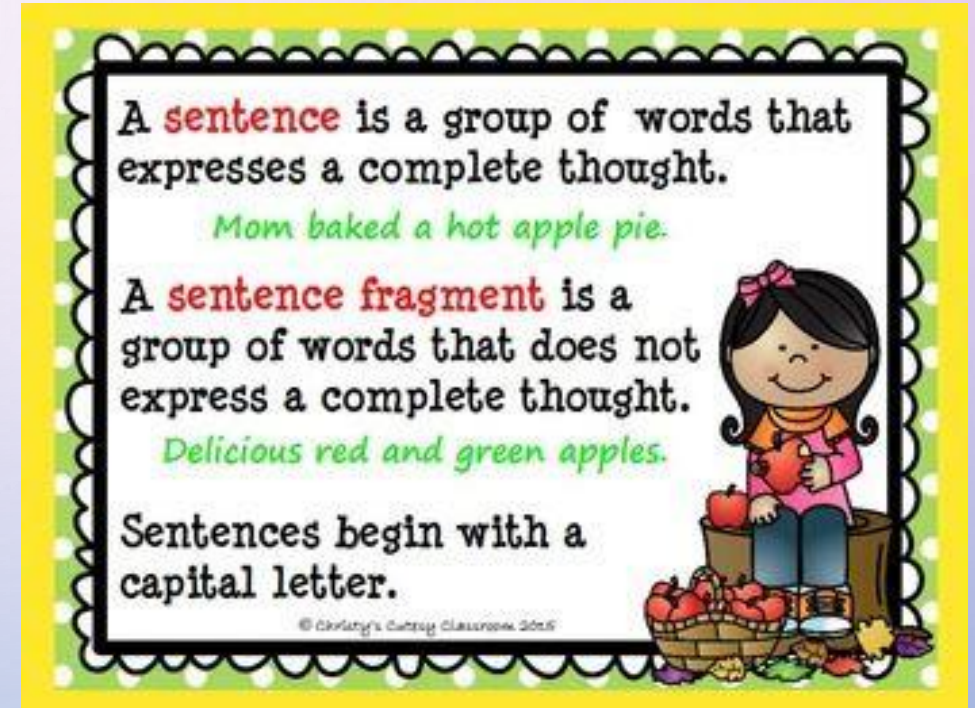
MANY OF OUR STUDENTS:

- ★ LACK ORGANIZATIONAL SKILLS
- ★ ARE UNABLE TO SEE ANOTHER PERSPECTIVE
- ★ HAVE TROUBLE DISCERNING IMPORTANT INFO FROM DETAILS
- ★ HAVE TOO MUCH TEXT TO SIFT THROUGH
- ★ HAVE TROUBLE SUSTAINING FOCUS, ATTENTION, AND EFFORT
- ★ HAVE TROUBLE WITH SYNTAX AND GRAMMAR (COMPLEX OR INTERESTING SENTENCES)



SENTENCE ACTIVITIES

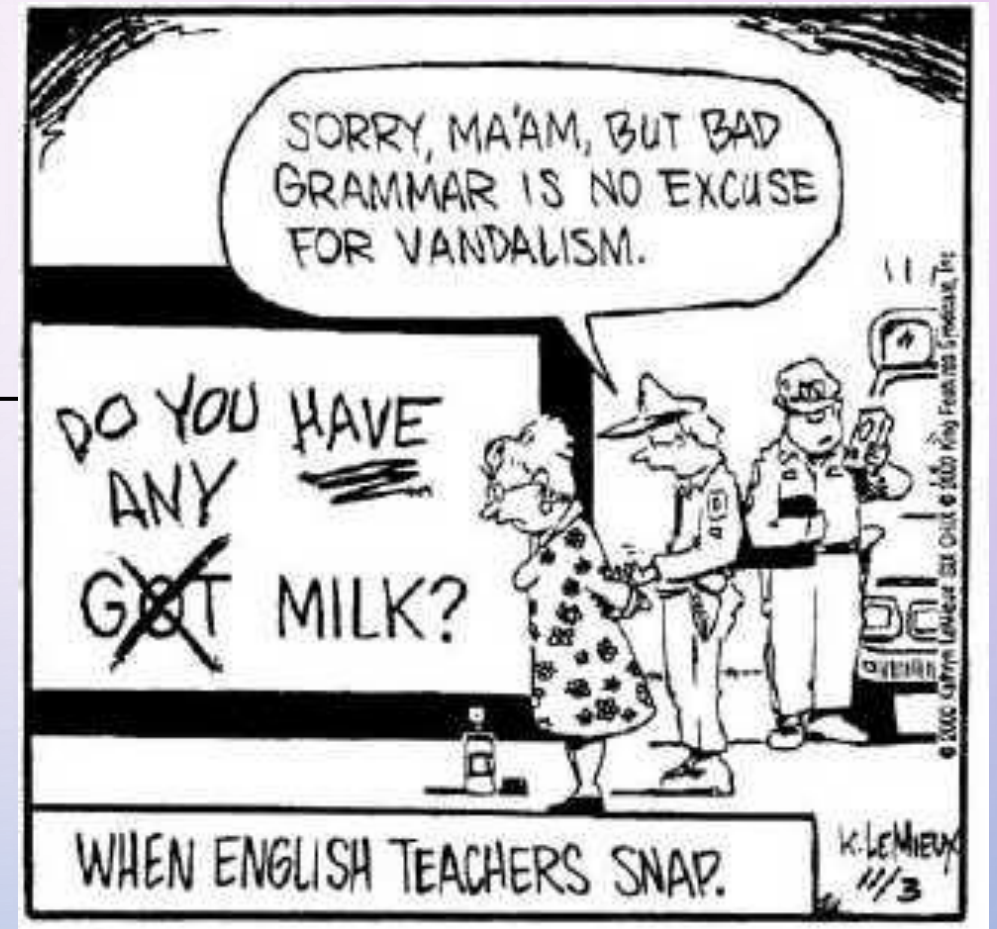
- SENTENCE / FRAGMENT
- SCRAMBLED SENTENCES
- SENTENCE TYPES
- BECAUSE / BUT / SO
- SUBORDINATING CONJUNCTIONS
- APPOSITIVES
- SENTENCE COMBINING



ACTIVITY #1: SENTENCE FRAGMENTS

WHAT: STUDENTS IDENTIFY AND
COMPLETE SENTENCE FRAGMENTS
RELATED TO CONTENT

WHY: TEACHES AND IMPROVES
SENTENCE-LEVEL WRITING



WHAT IS A FRAGMENT?

A GROUP OF WORDS THAT IS NOT A GRAMMATICALLY COMPLETE SENTENCE. USUALLY A FRAGMENT LACKS A SUBJECT, VERB OR BOTH OR IS A DEPENDENT CLAUSE THAT IS NOT ATTACHED TO AN INDEPENDENT CLAUSE.

Subject & Predicate Fragments:

- faced many hardships
- Tybalt confronts
- caused explosion
- are equal
- sat on the mat
- the antagonist

Prepositional Phrase Fragments:

- between the U.S. Government and the Native Americans
- into the boat
- at school
- over the burner
- in the Constitution

START WITH SPEAKING: ORAL ACTIVITIES WITH FRAGMENTS

First:

“ate a great meal” or “watched TV”

Then:

“Who ate a great meal?” “Who watched TV?”

“How can we make these words into a sentence?”

Move on to content:

“Romeo and Juliet”

Next:

“Do these words tell us what they did?”

“What did they do?”

Student response may be:

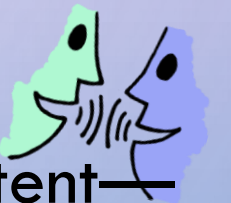
“Romeo and Juliet fell in love.”

“Romeo and Juliet defied their parents.”

“Romeo and Juliet committed suicide.”

T&T:

Use an example from your content—
give a fragment and ask a question
so your partner can answer.



FRAGMENTS OR SENTENCES?

F S

- _____ a political map
- _____ where people live
- _____ a legend on a map explains what the symbols mean
- _____ on a physical map
- _____ air temperature and precipitation can be represented on a climate map

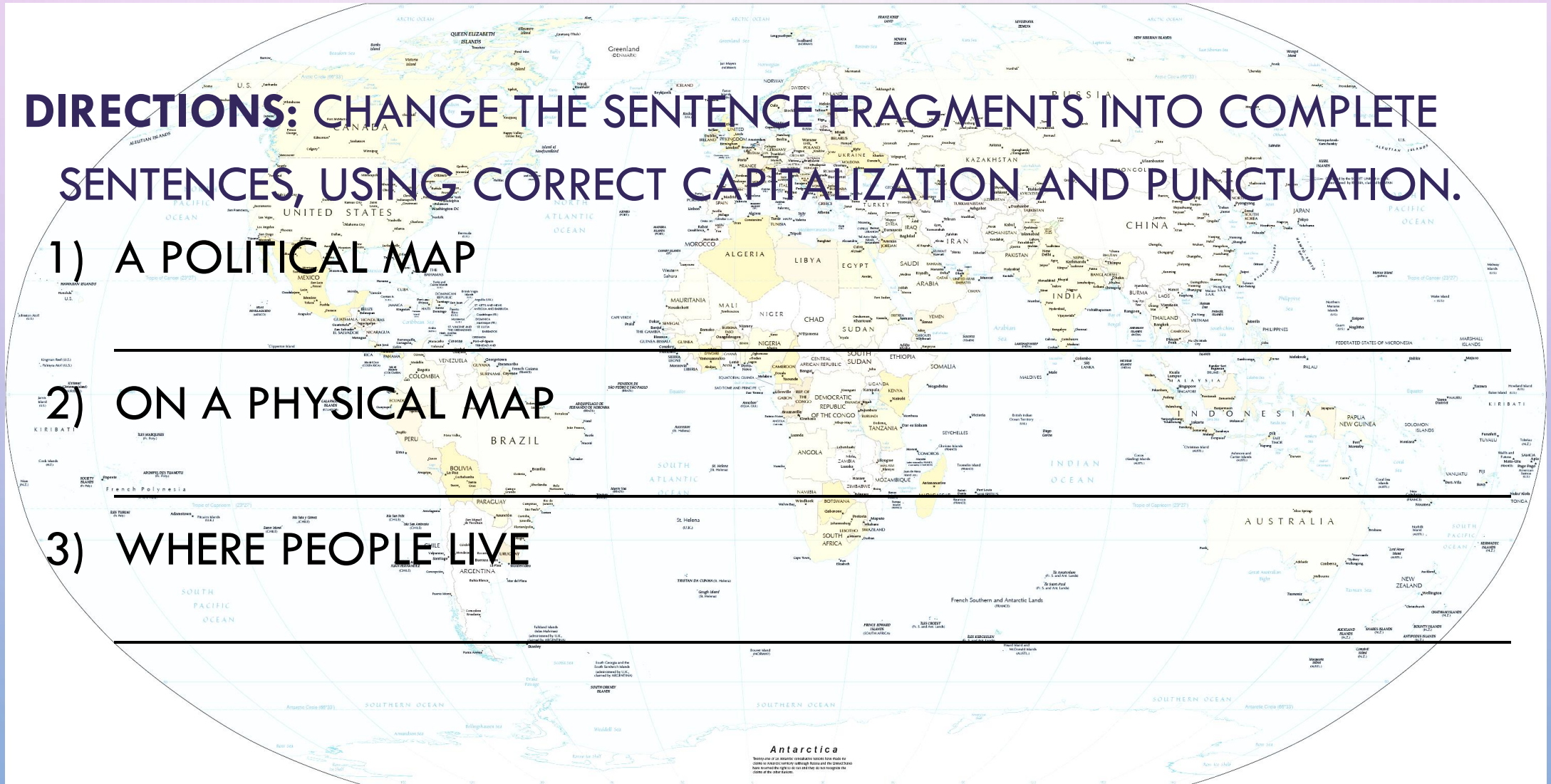
SENTENCE PRACTICE : MAPS

DIRECTIONS: CHANGE THE SENTENCE FRAGMENTS INTO COMPLETE SENTENCES, USING CORRECT CAPITALIZATION AND PUNCTUATION.

1) A POLITICAL MAP

2) ON A PHYSICAL MAP

3) WHERE PEOPLE LIVE



EMBED FRAGMENTS

Have students underline the fragments in the text. Be sure to use capitalization and punctuation within the text—unlike the worksheets.

Your class has studied the Holy Roman Empire, and your students have enough knowledge to supply the missing information.

A year before Charlemagne died in 814, he crowned his only surviving son, Louis the Pious, as emperor. Louis was a devoutly religious man but an ineffective ruler. He left three sons; Lothair, Charles the Bald, and Louis the German. **They fought one another for**. In 843, the brothers signed the Treaty of Verdun, dividing the empire into three kingdoms. As a result, **Carlingian kings**. The lack of strong rulers led to a new system of governing and landholding—feudalism.

Students may complete sentences such as:

- *They fought one another for control of the empire.*
- *As a result, Carolingian kings lost power and central authority broke down.*

Adapted from:

Hochman, Judith, et al. *The writing revolution: a guide to advancing thinking through writing in all subjects and grades*. Jossey-Bass, a Wiley Brand, 2017.

CONTENT CHECK



REFER TO YOUR CONTENT LANGUAGE FEATURES (INDIVIDUAL OR GROUP POSTER)

1. CREATE A “FRAGMENT OR SENTENCE” WORKSHEET
2. CONSIDER WHICH LANGUAGE DIMENSIONS YOU ARE INTRODUCING IN THIS ACTIVITY
 1. How much time might this activity take in your class?
 2. How can it be woven into your content instruction?
 3. How will it help with content instruction?

ACTIVITY #2: SCRAMBLED SENTENCES

WHAT: PRESENTING SENTENCES OUT OF ORDER SO THAT STUDENTS CAN MAKE CORRECT SENTENCES.

WHY: STUDENTS DEVELOP AND HONE A GRASP OF THE CONCEPT OF A COMPLETE SENTENCE—WORD ORDER, RULES OF PUNCTUATION AND CAPITALIZATION.



Warning! Stay clear of using commands. An implied subject may cause confusion.



frog!"

"You

a

not

are

USE YOUR CONTENT LANGUAGE

five 10 by equals Nine plus multiplied 95.

NINE MULTIPLIED BY 10 PLUS FIVE EQUALS 95.

What content concepts are we assessing with this activity?

What mathematics language are we assessing?

who tries the purse. is Roger to boy snatch

Roger is the boy who tries to snatch the purse.

What content concepts are we assessing with this activity?

What English grammar are we assessing?

CONTENT CHECK



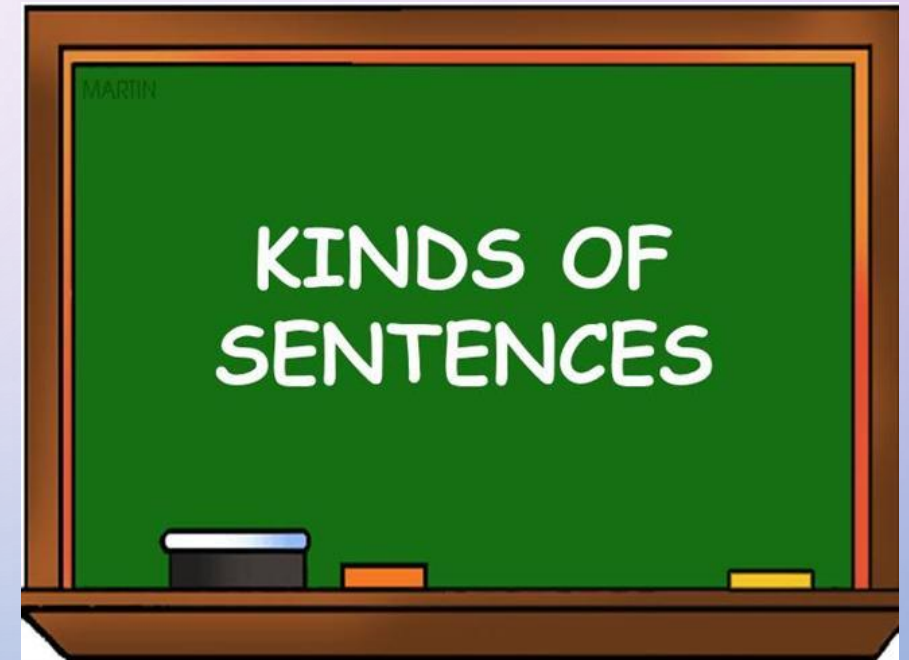
CONSIDER YOUR CONTENT LANGUAGE FEATURES

1. CREATE A “SCRAMBLED SENTENCE” ACTIVITY
2. CONSIDER WHICH LANGUAGE DIMENSIONS (WORD, SENTENCE, DISCOURSE) YOU ARE INTRODUCING IN THIS ACTIVITY.
 1. How much time might this activity take in your class?
 2. How can it be woven into your content instruction?
 3. How will it help with content instruction?

ACTIVITY #3: SENTENCE TYPES

WHAT ARE THE FOUR TYPES OF SENTENCES?

1. DECLARATIVE SENTENCE (STATEMENT)
2. IMPERATIVE SENTENCE (COMMAND)
3. INTERROGATIVE SENTENCE (QUESTION)
4. EXCLAMATORY SENTENCE (EXCLAMATION)



VOCABULARY PRACTICE

WORD: RETRACT

WRITE A STATEMENT, QUESTION, AND EXCLAMATION
USING ANY FORM OF THE WORD.

THE POLITICIAN RETRACTED WHAT HE SAID.

WILL HE RETRACT THAT TWEET?

RETRACT THAT INSULT!

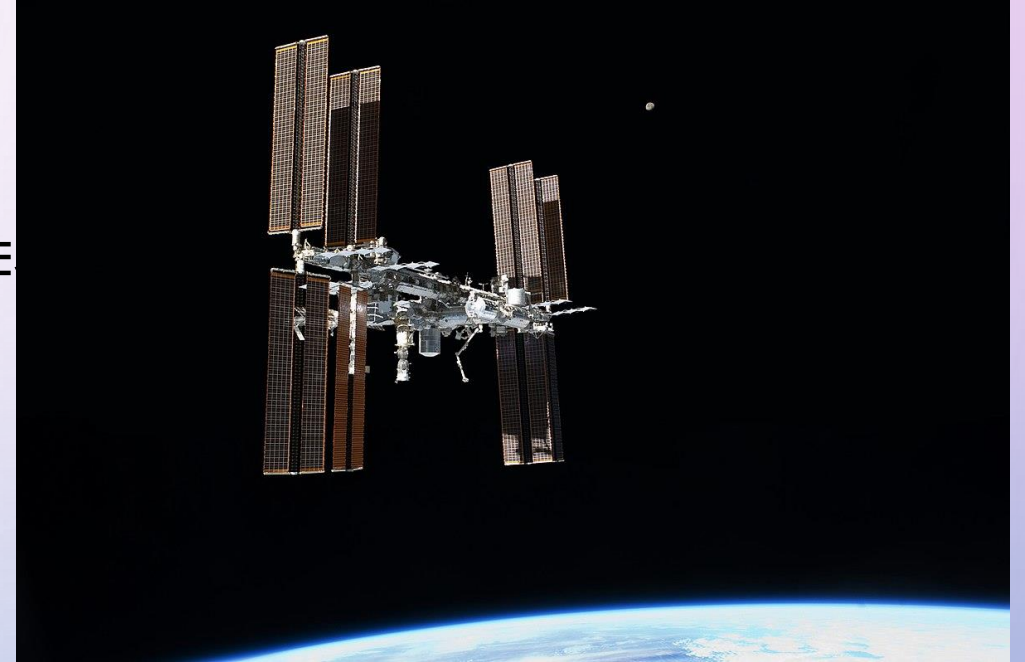


USE WITHIN YOUR CONTENT

YOUR STUDENTS HAVE BEEN DOING A UNIT ON THE INTERNATIONAL SPACE STATION. THEY WRITE FOUR SENTENCES ON THE TOPIC, USING EACH OF THE FOUR SENTENCE TYPES.

Scaffold:

Give struggling students prompts with specific words to use in each sentence type.



- The International Space Station is the largest and most complex international scientific undertaking in history.
- How many crew members live and work at the International Space Station?
- Almost an acre of solar panels provides electrical power to state-of-the-art laboratories!
- Continue the space program.



ASKING QUESTIONS IN CONTENT

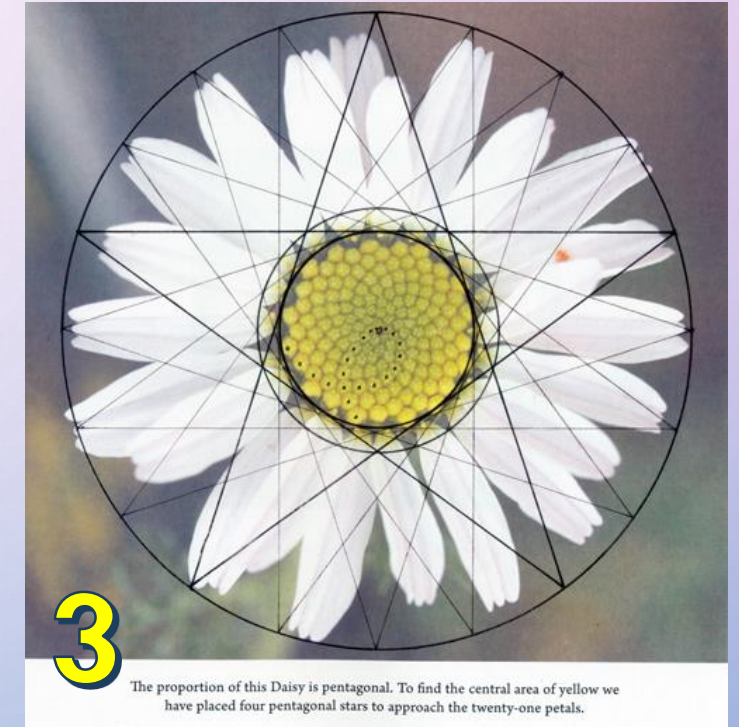
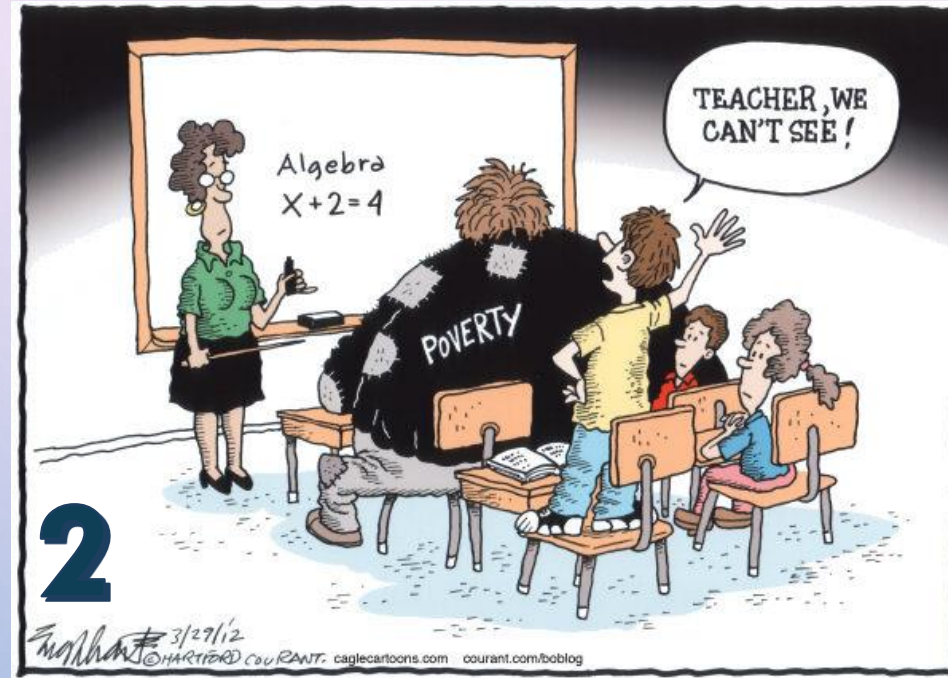
Activity: Read the quote below and write a question about it.

“When teachers embed explicit writing instruction in the content of the curriculum—no matter the subject area—they see their students’ academic abilities blossom. When students have the opportunity to learn writing strategies and practice them through carefully scaffolded activities, they become better at understanding what they read, expressing themselves orally, and thinking critically.”

What skills did you use in formulating a question about the text?

USING PICTURES

WRITE TWO OR THREE QUESTIONS ABOUT **ONE** OF THE PICTURES.



TIP: This activity is an excellent, and quick, way to

What skills did you use to formulate questions about the picture you chose?
build content background!

CONTENT CHECK



CONSIDER YOUR CONTENT LANGUAGE FEATURES

WHICH LANGUAGE DIMENSIONS (WORD, SENTENCE, DISCOURSE) ARE YOU INTRODUCING IN THIS ACTIVITY?

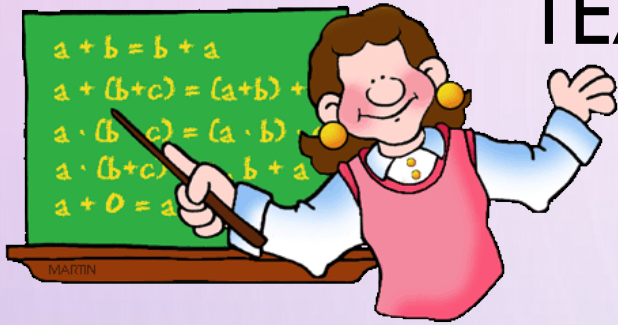
1. How much time might this activity take in your class?
2. How can it be woven into your content instruction?
3. How will it help with content instruction?

ACTIVITY #4: “BUT,” “BECAUSE,” AND “SO”

WHAT: STUDENTS EXPAND SENTENCES WITH CONJUNCTIONS
“BUT,” “BECAUSE,” AND “SO”

WHY: FACILITATES ELABORATION ON CONTENT IDEAS





TEACH WITHIN YOUR CONTENT

BECAUSE -TELLS WHY

Number five is wrong because I added before I multiplied.

BUT -CHANGE OF DIRECTION

My first answer is correct, but Cindy's method of computing the answer is shorter.

SO -CAUSE AND EFFECT

My last answer is wrong, so I will study division with David.

SOCIAL STUDIES EXAMPLE...

HAMMURABI CREATED A WRITTEN CODE OF LAW.

Hammurabi created a written code of laws because _____

Hammurabi created a written code of laws, but _____

Hammurabi created a written code of laws, so _____



ELA VOCABULARY EXAMPLE

Word: Insidious

Sentence: In *Black Boy*, the effects of racism are insidious.

Expand the sentence using “but,” “because,” and “so.”



In *Black Boy*, the effects of racism are *insidious*

In *Black Boy*, the effects of racism are *insidious*

In *Black Boy*, the effects of racism are *insidious*

CONTENT CHECK



REFER TO YOUR CONTENT LANGUAGE FEATURES (WORKSHEET OR POSTER)

1. CREATE A “BUT,” “BECAUSE,” AND “SO” WORKSHEET
2. CONSIDER WHICH LANGUAGE DIMENSIONS YOU ARE INTRODUCING IN THIS ACTIVITY
 1. How much time might this activity take in your class?
 2. How can it be woven into your content instruction?
 3. How will it help with content instruction?

ACTIVITY #5:

SUBORDINATING CONJUNCTIONS

WHAT: A CONJUNCTION THAT INTRODUCES A SUBORDINATE (DEPENDENT) CLAUSE—A CLAUSE WITH A SUBJECT AND A VERB BUT DOESN'T EXPRESS A COMPLETE THOUGHT.

WHY:

- PROMOTES THE USE OF COMPLEX SENTENCES
- IMPROVES READING COMPREHENSION
- ENABLES STUDENTS TO VARY SENTENCE TYPES
- BOOSTS VOCABULARY DEVELOPMENT
- ENCOURAGES CLOSE READING AND REFERENCES TO TEXT
- CHECKS STUDENT COMPREHENSION
- ENABLES STUDENTS TO EXTEND THEIR RESPONSES
- PROVIDES A GOOD OPTION FOR TOPIC AND CONCLUDING SENTENCES



THE LIST

1. BEFORE
2. AFTER
3. IF
4. WHEN
5. EVEN THOUGH
6. ALTHOUGH
7. SINCE
8. WHILE
9. UNLESS
10. WHENEVER

MAIN CLAUS + SUBORDINATE CLAUSES



After you choose two or three subordinating conjunctions, write a sentence starter (subordinate clause) with each for your content.

Examples:

Because I said so . . .

When I was your age . . .

Because I said so, you are not going to the midnight movie.

When I was your age, I walked 20 miles to school in five feet of snow, uphill both ways.

Share your sentence starters with a partner and ask them to complete them.



CONTENT CHECK



CONSIDER YOUR SENTENCE STARTERS:

1. WHICH LANGUAGE DIMENSIONS (WORD, SENTENCE, DISCOURSE) ARE YOU INTRODUCING IN THIS ACTIVITY?

1. How much time might this activity take in your class?
2. How can it be woven into your content instruction?
3. How will it help with content instruction?

ACTIVITY #6: APPOSITIVES

What: Students practice creating appositive or appositive phrases in content related sentences

Why: encourages students to use more complex writing structure

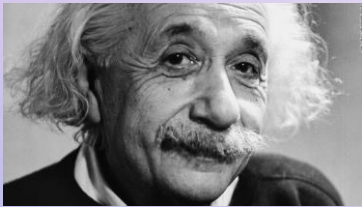


(of an adjective or adjectival phrase) directly following the noun it modifies.

IDENTIFY THE APPOSITIVES

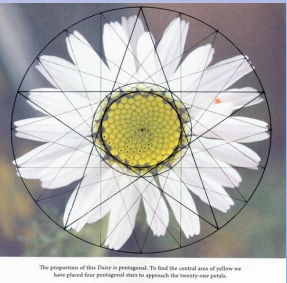


In *Thank You Ma-am*, a short story written by Langston Hughes, a boy tries to snatch a woman's purse.



$E = mc^2$, the equation in German-born physicist Albert Einstein's theory of special relativity, expresses the fact that mass and energy are the same physical entity and can be changed into each other.

Geometry, measurement, properties, and relationships of points, lines, angles, surfaces, and solids, can be seen in our natural world.



APPOSITIVES: COMBINING SENTENCES



Two sentences:

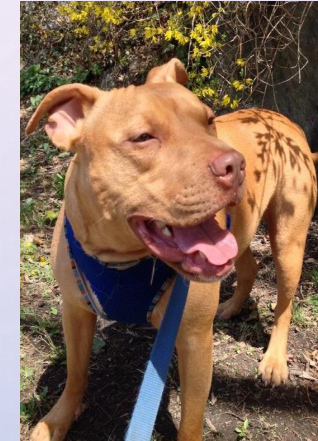
Frida Kahlo was a famous Mexican artist.
She lived in the U.S. in the early 1930's.

Frida Kahlo, a famous Mexican artist, lived in the U.S. in the early 1930's.

Two sentences:

My dog loves broccoli.
My dog is a Pitbull mix.

My dog, a Pitbull mix, loves broccoli.



Two sentences:

The Immigration and Nationalization Act of 1965 disallow discrimination of immigrants based on their home countries.

President Lyndon B. Johnson signed The Immigration and Nationalization Act of 1965 on October 3rd.

October 3, 1965, President Lyndon B. Johnson signed *The Immigration and Nationalization Act of 1965*, legislation disallowing discrimination of immigrants based on their home countries.



COMBINING MORE SENTENCES

WORLD HISTORY EXAMPLE:

YOUR STUDENTS HAVE BEEN STUDYING THE ANCIENT CIVILIZATIONS OF INDIA.

- Mohenjo-Daro and Harappa were twin cities.
- Mohenjo-Daro and Harappa had urban planning.
- The cities had a system of plumbing.

One possible response:

Mohenjo-Daro and Harappa were twin cities that had urban planning and a system of plumbing.



The chart displays the elements in horizontal rows.

They are displayed vertically in order of the structural similarity of their atoms.

The periodic table, a chart of chemical elements, displays elements horizontally in order of increasing atomic number and vertically in order of the structural similarity of their atoms.

CONTENT CHECK



Consider your content language features

1. Create a “Appositive/Sentence Combining” worksheet
2. Consider which language dimensions (word, sentence, discourse) you are introducing in this activity.
 1. How much time might this activity take in your class?
 2. How can it be woven into your content instruction?
 3. How will it help with content instruction?

DID WE REACH OUR OBJECTIVES?

✓ 1. I CAN IDENTIFY THE SPECIFIC LANGUAGE DEMANDS OF A CONTENT UNIT/LESSON THAT I TEACH/CO-TEACH.

✓ 2. I CAN SUPPORT ALL THREE LANGUAGE DIMENSIONS IN MY CONTENT THROUGH *WRITING ACROSS THE CURRICULUM* STRATEGIES.



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QUESTIONS, THOUGHTS, AND IDEAS?

REACH OUT:

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