

Writing across the Curriculum

Practical Activities for Pre-existing Curriculum in Every Classroom

What?

“ . . . 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?

“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.”

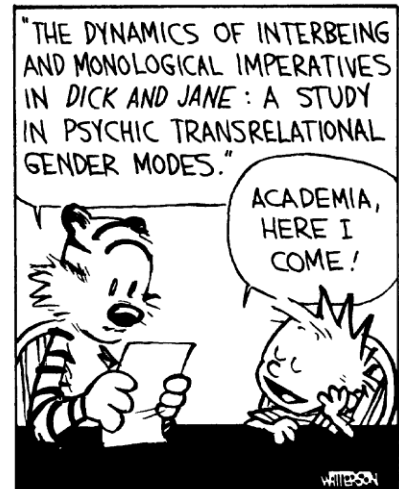
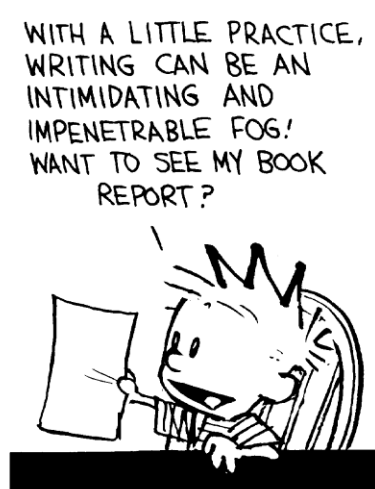
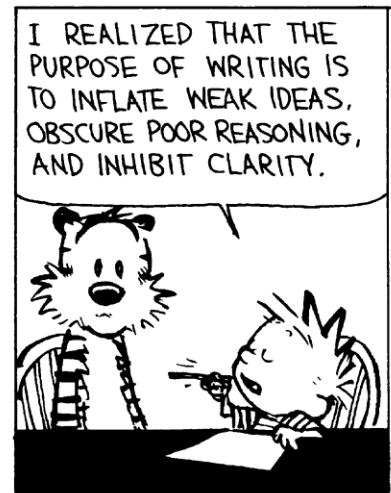
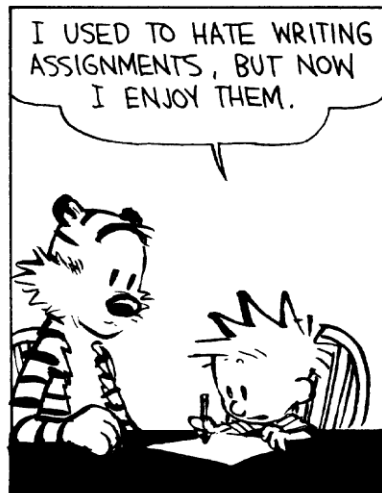
Hochman, J., Wexler, N., & Lemov, D. (2017). *The writing revolution: a guide to advancing thinking through writing in all subjects and grades*. San Francisco, CA: Jossey-Bass, a Wiley Brand

Why start with sentences?

Sentences are the building blocks of all writing.

Sentence Activities Covered Here:

- Sentence / Fragment
- Scrambled Sentences
- Sentence types
- Because / But / So
- Subordinating Conjunctions
- Appositives
- Sentence Combining



Fragments or Sentences?

Create your own worksheet!

Directions: Write an "F" next to the fragments and an "S" next to the sentences.

Name: _____

Complete Sentences

Directions: Change the fragments into complete sentences.

Name: _____

Scrambled Sentences

*Create your
own worksheet!*

Directions: reorganize the words to make a complete and logical sentence.

Scramble One:

Answer: _____

Scramble Two:

Answer: _____

Scramble Three:

Answer: _____

Name:

Date:

Sentence Types

Create your own worksheet!

Vocabulary Practice

Word(s) _____

Write a statement, question, and exclamation using the (each) word.

or maybe . . .

Word: _____ Write a statement.

Word: _____ Write a question.

Word: _____ Write an exclamation.

NEXT . . .

Read the summary about _____. Then, write four sentences: a statement, question, command, and exclamation about the summary.

Question Everything

What do you know?

Practicing question activities does the following:

- encourages students to think about the important features in text
- encourages close reading
- helps students to focus on the key elements of questions
- gives students practice in understanding and using expository terms
- helps students anticipate what questions they may be asked

It's as important for students to learn how to generate questions as it is for them to learn how to answer them. When students formulate questions, they're developing higher-level cognitive functions while at the same time focusing on the main idea of the content that provides the basis of their question.

Formulate a question about what you just read: _____

Get started

Look at one picture:

Write two or three questions.

But, Because, and So

Create your own worksheet!

Topic: _____

Directions: Expand the sentence three times using “but,” “because,” and “so.”

Remember:

- **because** tells why
- **but** shows a change of direction
- **so** shows cause and effect

Basic Sentence: _____

1. _____

2. _____

3. _____

How will you scaffold this for struggling students? How will you differentiate it for talented students?

Name: _____

Subordinate Clauses

Directions: Choose two or three words from the list. Then, create content-specific sentence starters with subordinate clauses that begin with the words you chose.

The List

1. before
2. after
3. if
4. when
5. even though
6. although
7. since
8. while
9. unless

1. _____

2. _____

3. _____

Complete the sentences (Can there be more than one answer?):

1. _____

2. _____

3. _____

APPOSITIVES

Create your
own worksheet!

Directions: Underline or **highlight** the appositives, a noun or noun phrase that renames another noun right beside it, in the sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____

Creating the next worksheet guide:

APPOSITIVES

Directions: Read the two sentences. With information from both sentences, write one sentence with an appositive.

For example:

Langston Hughes was a famous African-American author.

Thank You Ma'am was written in 1958 by Langston Hughes.

Two possible answers (There could be more):

Langston Hughes, **an African-American author**, wrote *Thank You Ma'am* in 1958.

In 1958, *Thank You Ma'am* was written by the famous African-American author **Langston Hughes**.

APPOSITIVES

Directions: Read the two sentences. With information from both sentences, write one sentence with an appositive.

For example:

Two sentences:

1.

2.

Answer:

Name: _____

Combining Sentences

Directions: Read the four sentences. Write one sentence combining the essential information from each of the four.

For example:

Four sentences:

1. _____
2. _____
3. _____
4. _____

Answer:
