The National Writing Project No Fear Writing Across the Curriculum

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- "Start writing, no matter what. The water does not flow until the faucet is turned on."
  — Louis L'Amour

- "After nourishment, shelter and companionship, stories are the thing we need most in the world."
  — Philip Pullman

- "So long as you write what you wish to write, that is all that matters; and whether it matters for ages or only for hours, nobody can say."
  — Virginia Woolf, *A Room of One's Own*

I WRITE because…

- Step 1: Find a writing quote that speaks to you.

- Step 2: Go to the area you "identify with" and write your reasons on the paper provided

- Step 3: Stand or raise your hand for any of the following reasons you agree with.
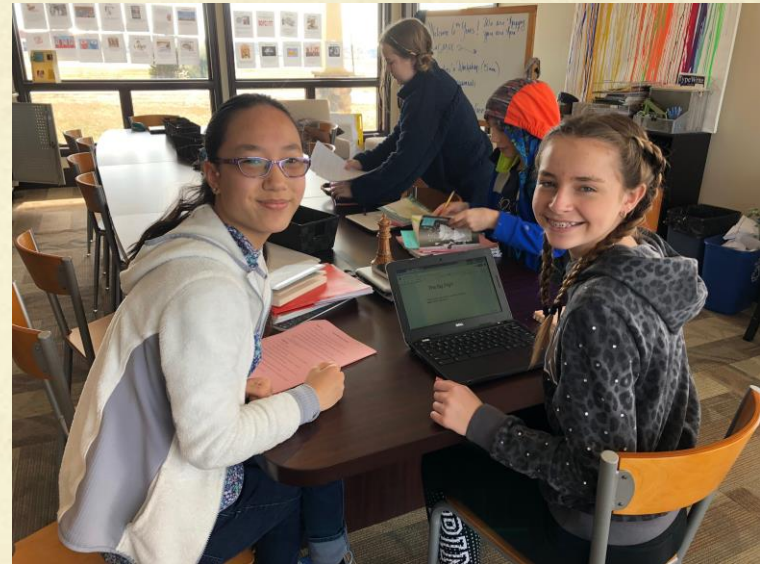
Writing is Essential:

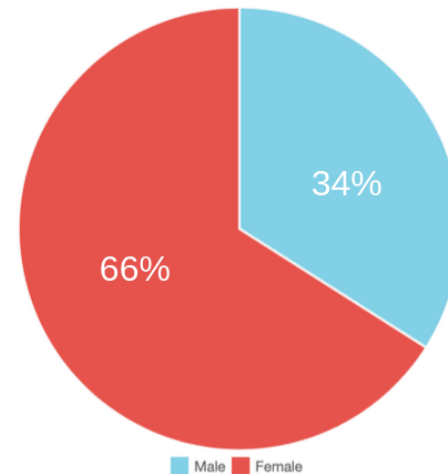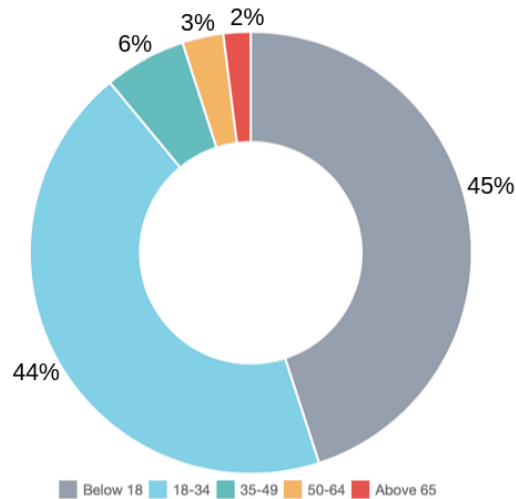Writing is essential to communication, learning, and citizenship.

It is the currency of the new workplace and global economy.

Writing helps us convey ideas, solve problems, and understand our changing world.

Writing is a bridge to the future.

Fear is REAL

PHOBIAS BY AGE AND GENDER

3% 2%
6%
45%
44%

Below 18 | 18-34 | 35-49 | 50-64 | Above 65

34%
66%

Male | Female

2019 Study by FEAROF.net
Results are based on 69.108 unique website votes

Writing is personal

Just Write.

- Fear of rejection

- Fear of ridicule

- Fear of embarrassing themselves

- Fear of being criticized

- Fear of exposure

No "Write" Answers

- **"Writing is too hard."** For many students, writing requires too much extra effort.

- Writing is tough for many students to wrap their heads around. Every other skill they learn has a right answer and a right way to do it.

- Many approach writing emotionally not understanding that a concrete or right way exists.

- Tools to succeed: Teaching writing structure for various types of essays and the writing process

Lay the Groundwork

- Insufficient groundwork manifests insecurity and frustration
- Spelling and grammar rules mastered
- Writing process and structure

National Writing Project (NWP) Beliefs

Writing is important.

Writing is an on going and creative process

We share our knowledge of the writing craft together

Our writing belongs to us and we are all developing as writers
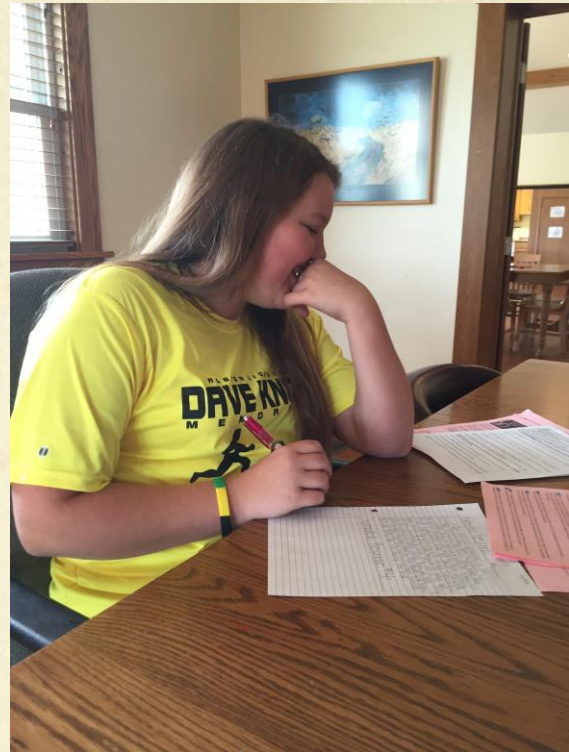
NWP Behaviors

Teachers provide resources, lessons, support and model writing

Students are the authors and have control over the work.

Students are responsible for content, revision and editing.

Writers conference with teachers and peers about their work.

Writers phrase questions and comments in non-threatening ways.

3 Simple Strategies

Freedom to Write- grades are not affected by mistakes until end of semester

Self edit and revise- peer review later

Confidence booster writing prompts

Teach students the writing process

Prewriting
- Choose a topic.
- Identify my rethorical situation.
- Brainstorm ideas.
- Research reliable sources.
- Draw an outline.

Drafting
- 1st draft.
- 2nd draft.

Revising
- My editing.
- Teacher's comments.
- Joyce's comments.

Proofreading
- My peer's comments.
- Last look: Grammar, spelling, capitalization and punctuation.

Publishing
- Final version.

1. Teach students strategies for the various components of the writing process.

2. Gradually release writing responsibility from the teacher to the student.

3. Guide students to select and use appropriate writing strategies.

4. Encourage students to be flexible in their use of the components of the writing process.

Paragraph Format Structure

1. *Topic Sentence* needs to directly respond to the prompt and answer the prompt.

2. Quote from a source that supports your answer. At end of quote, put (Author's last name, page number of quote).

3. Support your answer with *supporting sentences* that give details that logically analyze/ reason your response further.

4. A *concluding sentence* that summarizes your response is required.

Addressing the anxiety: Consider…

Audience: Addressing more fully the persons who read what you write

Purpose: Explaining why you are writing (to inform, convince, instruct, entertain).

Content: Including accurate and complete information in your writing.

Context: Acknowledging the situation that gave rise to the need for written communication.

Organization: Using reader-centered strategies to make sense of your writing: paragraphs, sections, headings.

Design: Following the guidelines for format, page layout, or page design.

Expression: Using appropriate voice, using correct grammar and mechanics.

Support: Using documentation, evidence, facts, statistics, examples to back up your argument.

Provide the "equations" to writing

Hook -Overview -Thesis -Body -Conclusion

Research Question:

_____a) Write 4 guiding questions about the topic you find interesting related to the theme of our unit.--Include your detailed AUTHOR'S PURPOSE.

_____b) Research your topic in 3-5 sources. Sources must have authors with the exception of one encyclopedia source. *Include complete bibliography and take a total of 5 pages (7th), and 6 pages of notes (8th).*

_____c) Create an outline for your best first draft. Include your thesis statement.

_____d) From your notes/ outline, create a best 1st draft.

_____e) Self edit and revise your work.

_____f) Have a peer edit and revise your work.

_____g) Turn in a "fresh draft" with edits and revisions for a teacher conference.

_____h) Create a publishable piece for your portfolio. It must include all the edits and revisions discussed in the teacher conference, be typed and include a separate bibliography page.

I-SEARCH:

Direction of higher education research writing

Allows student to actively participate and record their ideas along with the research discovered

Introduction- questions that the student has

Body- Answers questions, provides information on topic, shows student thought process

Conclusion- Synthesizes information learned and allows student to ponder new questions

Writing Warm Up: Use at the beginning of the year

Please trace your hand on a piece of paper.

- If I were a color, what color would I be?

- What shape would I be?

- What sound?

- What animal?

- What song?

- What number?

- What car?

- What food?

- What musical instrument?

- What place?

- What kind of tree?

DON'T THINK JUST WRITE!

- I am
- I am
- I am
- I will be
- I want to be
- I used to be
- I let go of
- I've forgotten
- I remember
- I wish

Create an engaged community of writers.

1. Teachers should participate as members of the community by writing and sharing their writing.

2. Give students writing choices.

3. Encourage students to collaborate as writers.

4. Provide students with opportunities to give and receive feedback throughout the writing process.

5. Publish students' writing, and extend the community beyond the classroom.

Freedom to Write

- Students find within the workshop that they are the owners of their writing

- Process is directed by teacher, but student is the AUTHOR and in control

- When this happens, writing is a joyful experience

Freedom of Choice

Graphic novel

Cartoon

Info-graphic

Biography

Persuasive Essay

Twitter feed (great between scientists or historical figures)

Poetry- Dialogue Poem

Movie or play script

Puppet show

Alternate history

Sequel

News report

Business Plans

Pedal Power Bike Shop

Children's book

Website

Prezi or Power Point

Short story

New point of view- personal narrative of a math problem

Artist statements

Explanation of math thought process

A day in the life of...

scientist

historical figure

mathematician

slope intercept formula

philosopher

supply & demand

NWP Techniques: Feedback

PQA-

Praise

Questions

Applications

Author's Chair-

Bless

Address

Press

Benefits of Using Rubrics

- Teachers have a complete analysis of every student's work measured against a consistent scale.

- Teachers can provide better feedback to student writers.

- Students clearly understand what is expected of them in a particular assignment.

- Students can clearly see the areas of their writing that need improvement.

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4. A *concluding sentence* that summarizes your response is required.

Simple Rubrics

Primary Documents Paragraph Structure Feedback

+ = Exceptional   /= Proficient   - = Needs work

_____ Topic Sentence directly answers a study guide question with your claim

_____ Quote from text that supports your claim

_____ 2-4 supporting sentences that give evidence of your claim

_____ Concluding sentence that summarizes/ synthesizes ideas in paragraph

_____ Content

_____ Language Mechanics

Rubrics

Create your own or use others:

Rubistar

http://rubistar.4teachers.org/index.php

Teach-nology

http://www.teach-nology.com/web_tools/rubrics/general/

iRubric

http://www.rcampus.com/indexrubric.cfm

Essay Tagger

http://www.essaytagger.com/commoncore

Annenberg Learner

http://www.learner.org/workshops/hswriting/interactives/rubric/

Peer Conferences

Give students same guidelines as used in teacher conferencing and allow author to chose feedback options.

TRUST ME- This reaps benefits as the year goes on...

Teacher conferences

--Respect the student as the author

-Clear assignment criteria

-Read whole paper and then focus on 2-4 comments on the piece

-Focus on growth

--Only write on paper if given permission by the author

--Ways to share the comments: post-its, PQA, conferencing, rubric, separate paper

--After conferring with student, ask her to write you a quick note about what she understood

--Publishable pieces- make positive suggestions for the direction of their next piece

NWP Core Principles

•Writing can and should be taught, not just assigned, at every grade level.

•Professional development programs should provide opportunities for teachers to work together to understand the full spectrum of writing development across grades and across subject areas.

•Knowledge about the teaching of writing comes from many sources: theory and research, the analysis of practice, and the experience of writing.

•Effective professional development programs provide frequent and ongoing opportunities for teachers to write and to examine theory, research, and practice together systematically.

•There is no single right approach to teaching writing; however, some practices prove to be more effective than others.

•A reflective and informed community of practice is in the best position to design and develop comprehensive writing programs.

Resources

- National Writing Project Teacher Resources: http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

- Ralph Fletcher: <u>The Writer's Notebook</u> http://www.ralphfletcher.com/tips.html

- Lucy Calkins: <u>The Art of Teaching Writing</u> http://readingandwritingproject.org

- Peter Elbow: <u>A Community of Writers</u> http://peterelbow.com/a_community_of_writers.html

Q & A

Contact me to continue the conversation:

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