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| **Heading** | **Important Info** | **Personal Reaction** |
| Defining and Defending Writing to Learn | Students need to learn to write. Writing to learn offers opportunity to recall, clarify, and question what they know and what they still wonder about. | I was not taught writing to learn. We were taught the writing process and had steps to follow. I did not learn about this process until college. |
| Applying Three Kinds of Knowledge | Declarative knowledge focuses on things we know. Procedural knowledge is knowing how to do something. Conditional knowledge concentrates on when and why something is done. | Knowing the what, how, when and why are important processes to writing to learn. |
| Strategies to Develop Writing Skills | Language Experience Approach (LEA)-this an approach where the student and teacher have a discussion and determine an answer or statement. The teacher then forms the sentence and then the student’s rewrite. Used for ESL students.  Writing Models-using a writing model for new writing. “I am” poems.  Generative Sentences-strategy that requires that students write a sentence based on a given word.  Power Writing- an activity that requires students to write on a specific topic for a certain amount of time. | I have personally experienced writing models and power writing. I did not care for power writing because I didn’t always relate to the topic. I feel it is limiting. |
| Why is Writing Neglected in Many Content Area Classes? | Most feel that writing should be saved for English classes. Confusion between learning to write and writing to learn could attribute to this. | I agree with this. When we could have used notes and other strategies to learn the info, more learning could have took place. |
| Using Writing Prompts | Admit slips-students write on a specific topic upon entering the classroom  Crystal Ball-students describe what they think the next chapter will be about.  Found poems-finding key phrases from the text that “speak” to them and creating a poem with only these phrases.  Exit slips-closure activity for the students to reflect upon their learning | Ms. Burd used the exit slip strategy almost everyday. I think it is a great idea, because you can see if the students were paying attention and if they took away something from the lesson. |
| Perspective Learning through RAFT | R-Role (who is the writer, what is the role of the writer?)  A-Audience (to whom are you writing?)  F-Format (what format should the writing be in?)  T-Topic (what are you writing about?) | I think this is a great way to remember the steps needed for writing a paper or response. |
| Writing to Learn in English | Learning Logs-log that students can write responses to questions that the teacher posts. | This is a great idea. Some students don’t feel comfortable with sharing their thoughts out loud for fear of ridicule. Great idea to remember for the future. |
| Writing to Learn in Mathematics | 1. Teaching students to ask themselves questions 2. Modeling each step | Students need to be able to ask themselves if the solution fits the problem. Teachers need to give examples and walk students through each step. Then show the students how they can question the solution. |
| Writing to Learn in Social Studies | 1. Thinking about thinking to develop questions. 2. Responding to questions through sustained writing. 3. Using questions and responses in paired discussion groups 4. Finalizing ideas and opinions | When using this process, students can determine some questions to the topic and then form further opinions through the discussion groups. Answers become more developed and more dimensional than from a stand alone answer. Great way for students to collaborate and develop their knowledge. |
| Writing to Learn in Science | 1. Using entry slips as writing prompts. 2. Informing instruction through student responses. 3. Helping students connect information through writing prompts. | This is a great way for teachers to get feedback on background knowledge of a topic. Taking that information, they can then instruct to fill in the gaps or misconceptions of the students. The writing prompts also shows the teacher that they are reading the assignment and the information they are getting from lectures. |
| Writing to Learn in Electives | Utilizing RAFT within group discussion | This is a great idea for pulling information together to make sure that the students are getting the knowledge needed. Example given: Foods class |

Summary:

Writing to Learn is extremely important. Students need to know how to think on paper as well as in their mind. Speaking the knowledge to the teacher is good, but how much is actually retained? Prompting the students in ways to help them think about the topic is excellent. It allows the teacher to see what the students are learning and receive feedback on questions they have and are afraid to ask in class.