

# All the Write Stuff:

## Strategies to Improve Your Students' Writing in the CTE Classroom

**Cory Epler, Ph.D.**

Deputy State Director, Nebraska Career Education

**Tricia Parker-Siemers, M.Ed.**

Director of Language Arts Education



## That's Me!

Let's set the stage for our learning today.



## **Today, we will...**

- Discuss the kinds of writing you already do in your classroom
- Identify strategies to help improve student writing
- Learn some new writing formats and activities that you can use with students TOMORROW



## **Writing in Your Classroom**

What writing do you already do?



## Summarizing

*Do your students find it easy to summarize what they have just read? Why or why not?*



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## Basic Signal Words

Who	What	Where
<b>Who or what the text is about.</b>  <i>Francis, Susan, Peter, she, he, rabbit</i>	<b>Subject of sentence (usually not a person)</b>  <i>Ball, turtle, sunshine, it, riding, writing, flying</i>	<b>Location</b> <i>on, above, over, under, up, here, there, school, house, supermarket, USA</i>
When	Why	How
<b>Time</b>  <i>Before, after, while, tomorrow, earlier, soon, now, once</i>	<b>Reason/Rationale</b>  <i>Because, that, due, as, so, for, on account, for this reason</i>	<b>Process/Procedure</b>  <i>First, second, then, finally, as a result of, in other words</i>

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### Basic Signal Words Graphic Organizer

<b>Who</b> (subject)	<b>What</b> (action)	<b>When</b> (time)
<b>Where</b> (location)	<b>Why</b> (reason)	<b>How</b> (process)


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# Vocabulary Log

For use with reading and writing activities.


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WORD	SENTENCE	DEFINITION	PART OF SPEECH, OTHER FORMS, ORIGIN, ETC.	DEFINITION IN YOUR OWN WORDS	PICTURE OR DIAGRAM
<b>ecosystem</b>	The animals and plants in an ecosystem depend on each other to survive.	The plants and animals found in a particular location.	noun	All the living things in a place like a pond or a forest.	
<b>producer (science)</b>	The producer is eaten by the consumer.	The plants at the beginning of the food chain. They can produce their own food.	noun	A plant that gets eaten by an animal.	
<b>producer (social studies)</b>	The producer provides goods and services for their customers.	Business or person who uses resources to make goods and services.	noun	Someone who does things or makes things for their customers.	
<b>decomposer</b>	The bacteria worked to decompose the dead deer.	The last link in the food chain that breaks down, consumers and producers and return the nutrients to the soil.	noun	Something that makes other stuff rot after it dies.	
<b>consumer (science)</b>	Humans are consumers.	The next link on the food chain after producers. A consumer eats a producer.	noun	An animal that eats plants and maybe other animals or both.	
<b>consumer (social studies)</b>	A business must work hard to please the consumer.	A customer who buys the products or services a business produces.	noun	Somebody who buys stuff or has stuff done for them by a business.	

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Word	Sentence	Definition	Part of Speech	Definition in Your Own Words	Picture

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<h2>Vocab Logs as Writing Tools</h2> <ul style="list-style-type: none"> <li>• Any subject</li> <li>• Ongoing</li> <li>• Improve technical writing</li> <li>• Measure understanding</li> </ul>



## Response Cards

Quick ways to assess learning and give the class a check-up



## Response Cards

- Great for:
  - “Bell Ringer”
  - Sponge
  - Quick Status Check
- What do I need?
  - Paper, notecards, sticky notes, etc.
  - A pen, pencil, or marker



## RSVP Card

Provide students with one of the prompts, OR, allow them to choose one of the following:

- A connection
- A question
- An advertising slogan, song title, or license plate
- An opinion
- A solution
- A lightening bolt fact
- A hypothesis
- An answer
- A commitment



## Entry Slip

- One of the prior topics or one you create
  - Collect at the beginning of class
    - Allows time for review and questions
    - Reactivates prior learning
    - Focuses students on topic



## **The 1 Minute Paper**

- Most useful or meaningful information from today's work
- Any questions that need clarification
- Think, pair, share



## **The Muddiest Point**

- The concepts or learnings that still seem unclear.
- Collect at the end of class
  - Teacher information
  - Not shared aloud
  - Addressed at the beginning of the next class

## 3-2-1 Response Card

- **3** key things someone needs to know to understand today's topic
- **2** questions
- **1** thing you'd tell someone about the topic

## Quarterly Writing Reflection

- **Monday:** 2 things that you would want someone to notice about you as a \_\_\_\_\_ student.
- **Tuesday:** Describe some strategies, techniques, or procedures that you've learned this quarter.
- **Wednesday:** Describe how you can use what you've learned in class out in the real world.
- **Thursday** Write about what you find most difficult in this class. What can I do to help you?
- **Friday:** Write a letter to your family describing your learning, work, and effort this quarter.

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## Reaction Sheet

What put you to sleep? Why?	What is still confusing?
An "ah-ha!"	How will you use this new information?

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## Let's take a Break!

Please complete your reaction sheet and be ready to start again in 20 minutes.

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# Cornell Notes

Interactive Note-Taking

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	Advanced Botany	2/17/14
<b>Key Points</b>	<b>Notes</b>	
<b>Summary</b>		

## Cornell Notes

1. Divide paper into three sections
2. Write class name and date at the top of the paper
3. Take notes
  - Phrases
  - Abbreviations
  - Shorthand
4. Afterward- pull out key points
5. Write a summary using signal words



## R.A.F.T. Prompts

Writing for the real world



## R.A.F.T. Prompts

- Role: Contractor
- Audience: Local School Board
- Format: Business Proposal
- Topic: Building a garage for busses
- Strong Verb: Convince
  
- *Create a business proposal to convince the local School Board to hire your company to build the new garage for the district's bus fleet.*

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## R.A.F.T. Ideas

- Be prepared to share a few samples
- Pair or group students initially
- Allow for production of digital products
- Have pairs or groups exchange RAFTs for feedback
- Move to individual writing when students are comfortable
- Have students create prompts for themselves, a group, or the class

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Role	Audience	Format	Topic
Team Leader	Team	E-mail	Mandatory overtime
TV Reporter	Viewing Audience	News Report (written & performed)	A new variety of a particular vegetable
Physician's Assistant	Patient	Brochure	Caring for a wound
Real estate agent	Home buyers	MLS description	One of the three pigs' houses
Manufacturer	Consumer	Technical directions & diagram	Assembly & use of your company's widget, including safety considerations
Entrepreneur	Investor	Business Plan	Investment request/pitch



## **R.A.F.T. Prompt**

- Role:
- Audience:
- Format:
- Topic:
- Strong Verb:

- 



## **Group Review/Reflection**

25 heads are better than one

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## Group Review/Reflection

- Divide students into groups
- Assign a concept from the unit
- Provide chart paper or documents on a shared drive (Google Docs works well for this)
- Provide time to make a chart with the following:
  - Big ideas
  - Essential vocabulary
  - Remaining questions
  - Diagrams or pictures
- Gallery Walk for additions, corrections, and review

Big ideas	Essential Vocab
Remaining ???	Diagrams/Pics

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## Now it's your turn to practice!



## **Let us know how we can help!**

### **Cory Epler, Ph.D.**

Deputy State Director, Nebraska Career Education

[cory.epler@nebraska.gov](mailto:cory.epler@nebraska.gov)

(402)471-2494

### **Tricia Parker-Siemers, M.Ed.**

Director of Language Arts Education, Curriculum & Instruction Team

[tricia.parkersiemers@nebraska.gov](mailto:tricia.parkersiemers@nebraska.gov)

(402)471-4336