All the Write Stuff: Strategies to Improve Your Students’ Writing in the CTE Classroom

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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?
### Basic Signal Words

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who or what the text is about.</strong> Francis, Susan, Peter, she, he, rabbit</td>
<td><strong>Subject of sentence (usually not a person)</strong> Ball, turtle, sunshine, it, riding, writing, flying</td>
<td><strong>Location</strong> on, above, over, under, up, here, there, school, house, supermarket, USA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When</th>
<th>Why</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong> Before, after, while, tomorrow, earlier, soon, now, once</td>
<td><strong>Reason/Rationale</strong> Because, that, due, as, so, for, on account, for this reason</td>
<td><strong>Process/Procedure</strong> First, second, then, finally, as a result of, in other words</td>
</tr>
</tbody>
</table>

### Basic Signal Words Graphic Organizer

- **Who** (subject)
- **What** (action)
- **When** (time)
- **Where** (location)
- **Why** (reason)
- **How** (process)
# Vocabulary Log

For use with reading and writing activities.

<table>
<thead>
<tr>
<th>WORD</th>
<th>SENTENCE</th>
<th>DEFINITION</th>
<th>PART OF SPEECH, OTHER FORMS, SINGULAR, ETC.</th>
<th>DEFINITION IN YOUR OWN WORDS</th>
<th>PICTURE OR DIAGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>ecosystem</td>
<td>The animals and plants in an ecosystem depend on each other to survive.</td>
<td>noun: all the living things in a place like a pond or an alpaca.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>producer (science)</td>
<td>The producer is eaten by the consumer.</td>
<td>noun: a plant that gets eaten by an animal.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>producer (social studies)</td>
<td>The producer provides goods and services for their customers.</td>
<td>noun: a business or person who uses resources to make goods and services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>decomposer</td>
<td>The bacteria work to decompose the dead body.</td>
<td>noun: something that makes other stuff out of other stuff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>consumer (science)</td>
<td>Humans are consumers.</td>
<td>noun: an animal that eats plants and maybe other animals or both.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>consumer (social studies)</td>
<td>A business must work hard to please the consumer.</td>
<td>noun: a customer who buys the products or services a business produces.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Vocab Logs as Writing Tools**

- Any subject
- Ongoing
- Improve technical writing
- Measure understanding
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 lightning 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.
## Reaction Sheet

<table>
<thead>
<tr>
<th>What put you to sleep? Why?</th>
<th>What is still confusing?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>An “ah-ha!”</th>
<th>How will you use this new information?</th>
</tr>
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</table>

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**Let’s take a Break!**

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

Interactive Note-Taking

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

• 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.
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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<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader</td>
<td>Team</td>
<td>E-mail</td>
<td>Mandatory overtime</td>
</tr>
<tr>
<td>TV Reporter</td>
<td>Viewing Audience</td>
<td>News Report (written &amp; performed)</td>
<td>A new variety of a particular vegetable</td>
</tr>
<tr>
<td>Physician’s Assistant</td>
<td>Patient</td>
<td>Brochure</td>
<td>Caring for a wound</td>
</tr>
<tr>
<td>Real estate agent</td>
<td>Home buyers</td>
<td>MLS description</td>
<td>One of the three pigs’ houses</td>
</tr>
<tr>
<td>Manufacturer</td>
<td>Consumer</td>
<td>Technical directions &amp; diagram</td>
<td>Assembly &amp; use of your company's widget, including safety considerations</td>
</tr>
<tr>
<td>Entrepreneur</td>
<td>Investor</td>
<td>Business Plan</td>
<td>Investment request/pitch</td>
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</table>
R.A.F.T. Prompt

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

Group Review/Reflection

25 heads are better than one
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

<table>
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<th>Big ideas</th>
<th>Essential Vocab</th>
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<th>Remaining ???</th>
<th>Diagrams/Pics</th>
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Now it’s your turn to practice!
Let us know how we can help!

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