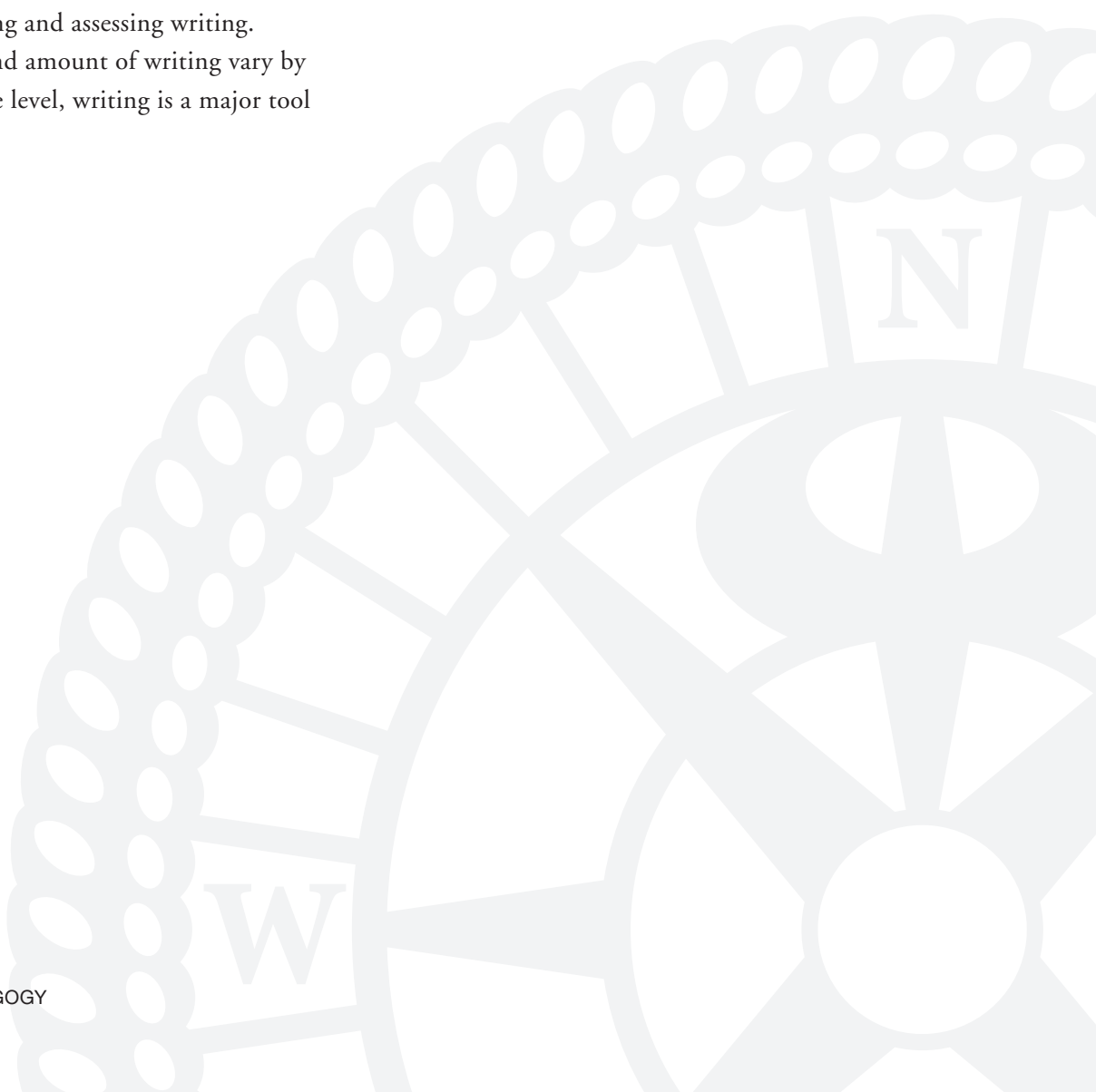


Active Pedagogy: Teaching Writing K-12 Across the Disciplines

Overview

Students in Expeditionary Learning schools write for various purposes and audiences and across all areas of the curriculum. Students do their best writing when they care about the topic, purpose, and audience. Compelling topics, in-depth investigations, and written projects and products motivate students and require them to represent their understanding of learning expedition content and issues. Teachers develop and teach a common language for the writing process and the components of writing and use consistent practices for teaching and assessing writing. While the nature and amount of writing vary by discipline and grade level, writing is a major tool in all content areas.



BENCHMARK 3:

TEACHING WRITING K-12 ACROSS THE DISCIPLINES

A. Using the Writing Process

1. Teachers teach the steps of the writing process: prewriting, drafting, revising (for ideas, organization, and style), editing (for conventions), and making the work public.
2. Students understand, use, and articulate the steps of the writing process.

B. Explicitly Teaching Writing Components and Types of Writing

1. Teachers have a common understanding and language for teaching the components of writing (i.e. ideas, organization, style, and conventions).
2. Teachers explicitly teach writing through mini-lessons, writers' workshops, models, and critique sessions.
3. Teachers use their own writing to model the writing and revision process.
4. Anchor charts document student understanding of the elements of good writing.

C. Writing for Audience and Purpose in All Content Areas

1. Writing is used to promote understanding and reflection in all content areas, fieldwork, and service.
2. Students write for authentic audiences within and beyond the school community.

D. Teaching and Designing Formats and Products

1. Learning expeditions include written projects and products.
2. Exemplary models of text are used to teach learning expedition content, to show how a genre or format works, and to generate criteria for products.
3. Types of writing and formats for learning expedition products are chosen for variety and purpose and to ensure that students become familiar with a range of standard formats.
4. Writers' workshops are used to scaffold major writing projects.

E. Critiquing and Assessing Writing

1. Teachers use written projects to assess student understanding of content and writing skills.
2. Teachers systematically assess student writing and track the growth of individual students.
3. Teachers and school leaders use results from local, state, and national writing assessments to understand their students' performance and to better align instruction with standards.
4. Instructional rubrics based on standards and student-generated criteria are used to assess writing.
5. Students have a common language for critiquing writing, can assess their own writing, and are articulate about their revisions.
6. Portfolios document growth in writing and students' reflection on that growth.