Teaching Writing
In the Common-Core Era
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Teaching Writing in the Common-Core Era

Expert Presenters:

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Kathleen Yancey, professor of English and director of the graduate program in rhetoric and composition, Florida State University
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Teaching Writing in the Common Core Era

Cross-Disciplinary Writing and College Readiness

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Eastern Michigan University

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Kellogg Hunt Professor of English
Florida State University
Anxieties surrounding CCSS College Readiness Standards and Writing in the Disciplines:

- Why can’t the English teacher do this?
- I already have a lot of content to teach. How can I add writing instruction, too?
- What do I know about teaching writing? I’m not that good at writing myself.
What Does Research Teach Us about Writing?

- Writing Process
- Importance of Genre
- Context/Audience/Setting/Purpose → Rhetorical Situation
Process writing in a content area class

Help students get started in their writing
- Wonder walls
- Journals: observational, perspective, dialogic
- Circle of knowledge

Help students draft and revise
- Mini-lessons
- Peer review

Help students edit
- Check list of important conventions
How Do These Concepts Impact the Subject Area Teacher?

Genre emphasis in a content area class

Select a real genre of the discipline

- Immersion: multiple and interesting models
- Inquiry: figuring out the characteristics that make this genre unique
- Instruction: mini-lessons in how a writer can do this
How Do These Concepts Impact the Subject Area Teacher?

Context/Audience/Purpose/Setting ➔ Rhetorical Situation

- Integration across genres: Is there something unique about writing in science? In social studies?
- Focus on academic vocabulary in your subject: cause vs. cause
- RAFT assignments: role, audience, form, task
- Multiple opportunities to write: short and long
Characterizing writing in the disciplines

- **Text Types and Purposes:** argument, informative/explanatory, narrative

- **Production and Distribution:** writing that is appropriate to task, purpose and audience; writing that follows a process; writing that uses technology

- **Research:** create short and more sustained projects; gather information from print and digital sources; assess credibility and accuracy of each source; avoid plagiarism

- **Range of Writing:** write routinely over extended and shorter time frames
Teachers need to think about how to use writing to explain, to persuade, and to convey real or imagined experiences.

Teachers need to think about how to introduce short and long writing assignments and how to scaffold the writing.

Teachers need to think about the genres of their discipline and how those impact what kinds of writing they ask students to do.
What can you do to help students truly be college ready?

- Open conversations between high school teachers and college professors: monthly Saturday sessions and summer workshop

- Check out *The Framework for Success in Postsecondary Writing* to learn more about how to get students ready for college writing: Habits of Mind and Experiences with Writing, Reading and Critical Analysis
And What about Career-Ready Writing?

COMMON PERCEPTION
The Reality: College and Career Writing

Rhetorical Situation

Writing Process

Genres

Medium

Differences among states; local initiatives; teacher creativity
Teenagers and Career Readiness

Teenagers Do Work!

About 25 percent of 16- to 19-year-olds currently are working, a drop of 10 percentage points from just five years ago, according to the Bureau of Labor Statistics.
Teenagers and Their Older Siblings Go to College and They Work, Too

In October 2011, 68.3 percent of 2011 high school graduates were enrolled in colleges or universities, the U.S. Bureau of Labor Statistics reported today.

In 2010, about 40 percent of full-time and 73 percent of part-time college students ages 16 to 24 were employed. <US Govt.>
To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. (CCSS Initiative, 2010, p. 41)
Career Readiness and Writing

- Identify problems
- Conduct research
- Evaluate information
- Write to task and audience
- Share it in the appropriate medium
Career? College? Both?

Michael Tarpey

Valedictorian, Class of 2010

High School Resume
- Basic Technical Drawing (1 year)
- Engineering Drawing (1 year)
- Architectural Drawing (1 year)
Beginning with a Resume

High School Resume
Basic Technical Drawing (1 year)
Engineering Drawing (1 year)
Architectural Drawing (1 year)
Digital Visualization (1 year, in progress)
AP European History (1 year, 3 - Qualified)
AP Computer Science [Java, projects can be found here] (1 year, 5 - Extremely Well Qualified)
AP English Language & Composition (1 year, 4 - Well Qualified)
AP US History (1 year, 3 - Qualified)
AP Calculus BC (1 year, 5 - Extremely Well Qualified)
AP Statistics (1 year, 5 - Extremely Well Qualified)
AP English Literature & Composition (1 year, 4 - Well Qualified)
AP US Government (1 year, 5 - Extremely Well Qualified)
AP Physics C (1 year, 4 - Well Qualified)
AP Macroeconomics (1 year, 5 - Extremely Well Qualified)
AP Microeconomics (1 year, 4 - Well Qualified)
Japanese Language (4 years)
Freshman English Digital Portfolio
Sophomore English Digital Portfolio
Junior English Digital Portfolio
Senior English Digital Portfolio
Writing a Resume

- Resume as a Set of Slots to be Filled In OR
- Resume as a Genre in a Rhetorical Situation
- Best Buy or Web-Design Service?
- Process of Writing a Genre in Response to a Rhetorical Situation
- Reflecting on the Process and Its Efficacy
- Choosing the Medium—Monster.com; Linked In
An Example from Biology

- Report on the Current Status of Research on Genetic Alteration of Tomatoes for Group Writing an NSF Grant

- Pamphlet on “Normal” Tomatoes, Heirloom Tomatoes, and Genetically Altered Tomatoes
  - Identify problems
  - Conduct research
  - Evaluate information
  - Write to task for an audience in appropriate genre
  - Share it in the appropriate medium
Lessons from Doppel

- DJ, Researcher, College Student
- Learning from All Sites of Writing
- Outlining from Middle School
- A Writing Process Keyed to “Blocks of Texts” Modeled on Experience as an Architectural Drafting in High School
- Swirling Students
Some Best Practices

- Build on Prior Knowledge
- Engage Writers in the Most Logical Context
- Get Response and Revise
- Write to and Share with Real Readers—School Partners; School Write Night; Community Showcase Event
- Research (Interview and Document) Different Careers
- Reflect on What You Have Learned
A Few Resources


An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Writing Undergoes Renaissance in Curricula
Teachers are focusing on writing instruction like never before. More and more, they're asking students to write about what they read, helping them think through and craft their work, and using such exercises as tools not only to build better writers, but to help students understand what they're studying.

Spotlight on Implementing Common Standards
The Common Core State Standards are beginning to influence English/language arts instruction. This Spotlight focuses on reading and writing across the subjects, a greater emphasis on nonfiction texts, the debate over prereading, and criticisms of the standards.
Road Maps to Common Core Success

Registration Now Open!

Indianapolis
March 11, 2013

White Plains
March 21, 2013

www.edweekevents.org/common-core-success