

# Writing Processes Across Subjects



# Learning to Write

Firstly, [Writing] is a skill that draws on subskills and processes such as:

- handwriting and spelling;
- a rich knowledge of vocabulary;
- mastery of the conventions of punctuation,
- capitalization, word usage, and grammar
- the use of strategies (such as planning, evaluating, and revising text).

All are necessary for the production of coherently organized essays containing well developed and pertinent ideas, supporting examples, and appropriate detail

(Needels & Knapp, 1994)



# Writing to Learn

- Second, writing is a means to extend and deepen students' knowledge; it acts as a tool for learning subject matter. This role is called “writing to learn”  
(Keys,2000;Shanahan,2004;Sperling&Freedman,2001).
- In fact, the roles of learning to write and of writing to learn are interdependent. Using writing tasks to learn content offers students opportunities to expand their knowledge of vocabulary; to strengthen the planning, evaluating, and revising process; and to practice grammar, spelling, punctuation, modes of argumentation, and technical writing (Yore,2003)



# Metacognitive Strategies for Writing

## What is good writing in your discipline?

To analyse a solution of dilute sulphuric acid and calculate the concentration of acid it contains

### Aim:

To determine the precise concentration of accurately known strength, calcium

### Introduction:

A titration is a laboratory technique containing an unknown quantity and a solution of known strength. The solution continues until an end colour change in an indicator (titration is stopped). The equivalent solutions have reacted exactly. the reaction is complete. In an one pH and a different colour a orange.

I will be using sodium carbonate titrations of strong acids. The strong mineral acid. It is soluble

### Analysis

### The Case

(My case page)

I calculate

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### The Farmer's Bride

The door is locked but I can hear his heavy breathing just one stair away from my room. And I can hear his footsteps in the night; the creaks of his steady pacing on warped floorboards. And I hold my breath as they pass my door hoping that they will not stop.

My mother was so proud when I was chosen. "A May wedding!" she said, clapping her hands in delight.

He stood, shoulders hunched, too large for our small kitchen, his wind-burned features bunched into a shy grin. He was a widower, past forty. His brown clothes reeked a farmyard scent – of stables layered with sweat and earth. I turned my back; wrung the tea towel into a twisted band beneath my fists and said nothing. He left without having heard me speak.

Who would have thought that such an empty event would fall on such a beautiful day? The sun shone and the apple trees twitched slim branches showering us with white blossom; we passed beneath both, a couple, my small white hand lost in the grip of his chapped brown paw.

The Allied use of new technology was fairly important in the victory over Germany. The concentrated use of tanks in the final offensives of 1918 helped the Allied forces to make advances

and forced the Germans prepared defensive lines. important in the Allied final German High their ability to maintain clear that defeat was look for a way to end on of their forces. of the war allowed German reserves and nan lines of defence. a definite battlefield pit to the full and this thousands of German contributing to the

# What are the writing practices for each discipline?

**Writing Creatively**

**Writing as a Historian**

**Writing as a Mathematician**

**Writing as a Scientist**

# Disciplinary Literacy - Writing

Writing instruction is, therefore, an important element of teaching within each discipline.

...For example, **composing a thesis based on writings about a historical event or time period requires an examination of the author's stance and/or bias, time period, and supporting or conflicting reports.** Students must consider these factors when constructing their own ideas.

**Writing in science and math requires attention to accuracy of details, sequence of procedures, and reliability of outcomes.**

Writing a **literary analysis in English** requires an **understanding of both narrative and expository structures, and interpretation of events and characters** based on integrating the text with their background knowledge.

<https://www.learner.org/courses/readwrite/disciplinary-literacy/writing-big-ideas/8.html>



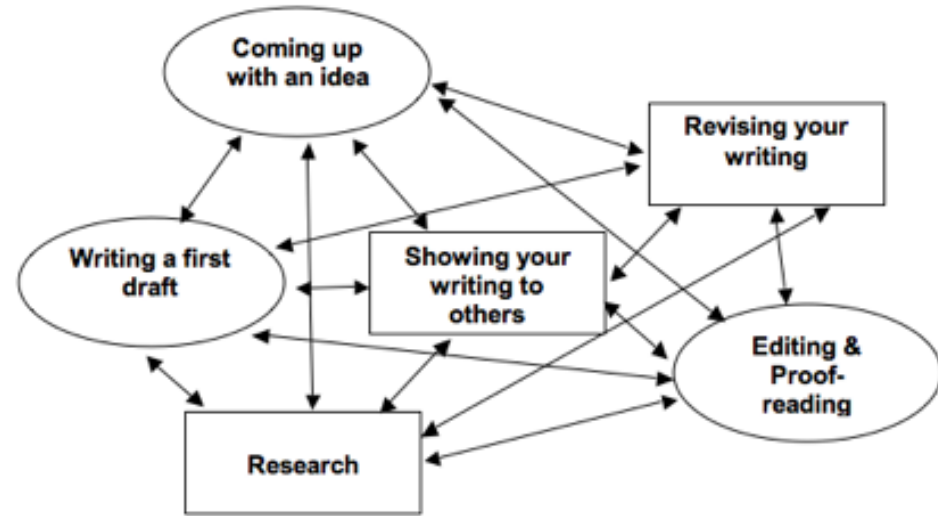
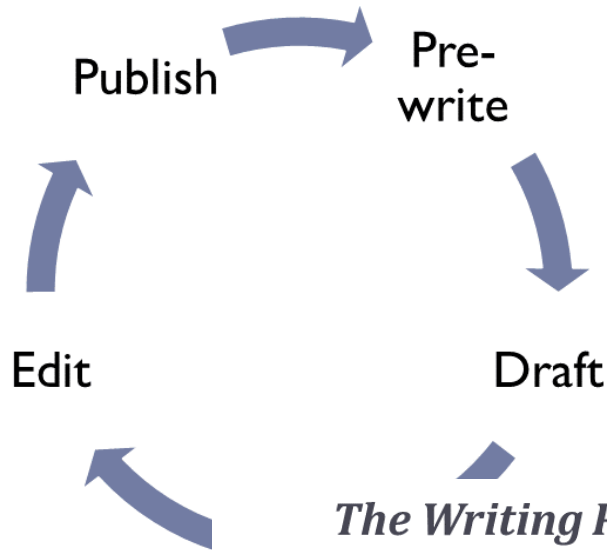
# Be Wary of the WAGOLL ...!

A recent survey of teachers and student teachers reveals that real modelling, encompassing spontaneity and risk, is often avoided in class demonstrations. Instead, the piece of writing for modelling, such as an exemplar opening paragraph, a rich character description or a verse of poetry is planned and written in advance, often at home. In school, **the teacher appears to be composing this piece in a genuine and authentic manner in front of the children, yet in reality the process of creating and revising the piece and the struggle which it may have involved are not experienced or reflected upon during the demonstration** (Grainger, 2005).

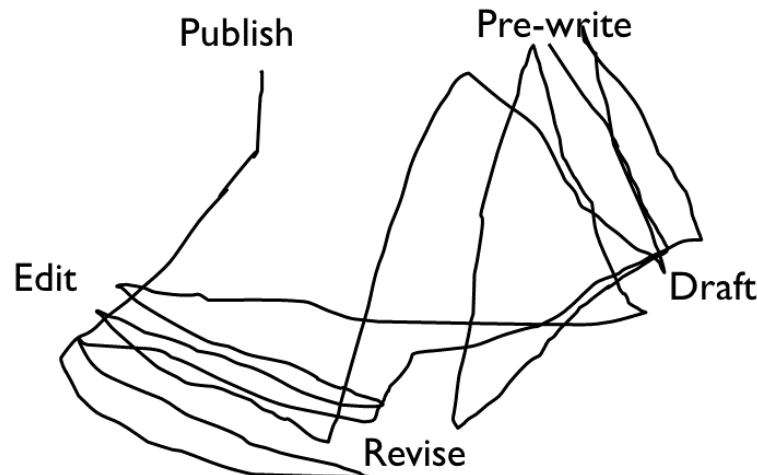


# Modelling the Process of Writing

## *The Writing Process*



## *The Writing Process Really Looks Like*





# Modelling the Process

- Teaching planning and structure
- Improving punctuation through sentence construction
- Modelling the processes - (extending the think aloud into writing)



# Text structure and planning

Despite the real-world need for flexibility in writing skill, classroom instruction sometimes overemphasizes certain forms of writing over others. For example, many students are taught a specific and quite rigid structure for writing an essay, commonly known as the “five-paragraph essay.”

Skilled writers, however, have more than that single structure to draw on when approaching a writing task. They have a variety of forms, strategies, knowledge, and skills at their disposal that they can apply flexibly to achieve their writing goals.

Excellent instruction in writing not only emphasizes correctness of forms and conventions, but also instills in writers the command of a wide variety of forms, genres, styles, and tones, and the ability to adapt to different contexts and purposes.

Graham & Perin (2007)

[https://www.carnegie.org/media/filer\\_public/3c/f5/3cf58727-34f4-4140-a014-723a00ac56f7/ccny\\_report\\_2007\\_writing.pdf](https://www.carnegie.org/media/filer_public/3c/f5/3cf58727-34f4-4140-a014-723a00ac56f7/ccny_report_2007_writing.pdf)