



Writing to Learn, Distilled*

*Distilled (di-stild') adj. 4. Separated or extracted essence

What <i>Writing to Learn</i> is...	What it is <u>NOT</u> ...	
<ul style="list-style-type: none"> chances for learners to capture their thinking on paper opportunities for the learner to categorize or cluster information a tangible representation of a learner's current understanding reflective time for learners to self-assess their understanding writing that focuses on content, not conventions or style a powerful vehicle for thinking and learning 	<ul style="list-style-type: none"> formal writing assignments, which are graded a five-paragraph essay or any other particular format of writing an assessment of the "formal" writing process a chance to teach and reinforce grammar, usage, and mechanics 	
		
How writing supports learning . . .		
<p>Writing . . .</p> <ul style="list-style-type: none"> is integral to all learning. helps us to process our individual meaning-making. requires organization of thoughts. requires active—not passive—engagement with ideas and concepts. provides individual time to process ideas. allows the brain to imprint the learning. necessitates understanding. <p>Santa, C, Havens, L, Valdes, B. Project CRISS (2004).</p>		
Writing to Learn Strategies		
Journals	Thought Bubbles	\$2.00 Summaries
Self-Reflections	Graphic Organizers	GIST Summaries
Exit Tickets	Foldables	Acrostics
Think-Ink-Share	Cornell Notes	Dear Teacher
Written Conversations	Word Splashes	3-2-1
Key Point Summaries	Admit Tickets	It's Okay to Pass

Using writing to help students learn:
Introduce/Activate learning through writing
<p style="text-align: center;">Writing to learn allows you to . . .</p> <ul style="list-style-type: none"> evaluate and/or build students' background knowledge. engage student interest early in the lesson. involve students actively and immediately at the onset of the lesson. provide an advance organizer or schema for student thinking.
Weave writing throughout the learning
<p style="text-align: center;">Writing to learn allows you to . . .</p> <ul style="list-style-type: none"> chunk the learning to enable learners to transfer information into long-term memory. provide a variety of opportunities for making meaning of the content. provide learners with opportunities to apply their learning. demand interaction with the content on the part of the learner. guide learners to "uncover" ideas rather than merely superficially "covering" content. provide learners opportunities to grapple with ideas and concepts in order to construct personal meaning. give the learners ownership of the new information by requiring them to transform the ideas into their own words and thoughts. give opportunities for learners to make neural connections by acting on incoming information and doing something with that information. assess strengths and gaps in learners' understanding, as well as identify misunderstandings. give opportunities for learners to revise their learning as their understanding becomes deeper. encourage learners to capture their understanding and summarize their learning.
