



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 <div data-bbox="720 597 861 662" data-label="Image"> </div>	
How writing supports learning . . .		
<p><i>Writing . . .</i></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 Self-Reflections Exit Tickets Think-Ink-Share Written Conversations Key Point Summaries	Thought Bubbles Graphic Organizers Foldables Cornell Notes Word Splashes Admit Tickets	\$2.00 Summaries GIST Summaries Acrostics Dear Teacher 3-2-1 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. <div data-bbox="1417 1169 1591 1307" data-label="Image"> </div>