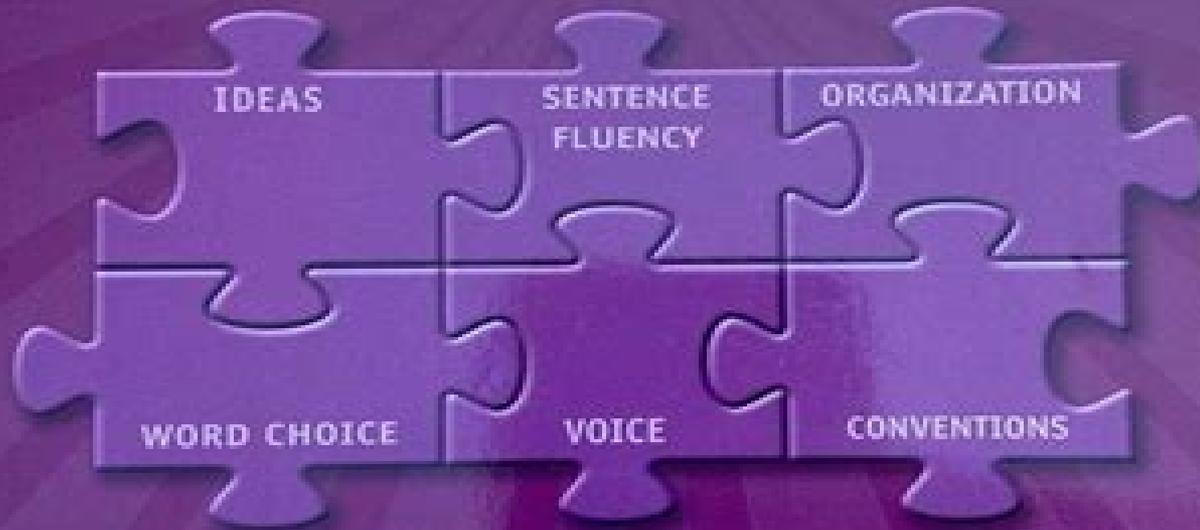


Writing to Prompts *in the* Trait-Based Classroom Content Areas



Prompts That Provide All the Elements
Students Need to Start Writing:
*A Role, Audience, Format, Topic,
and Strong Verb (R.A.F.T.S.)*

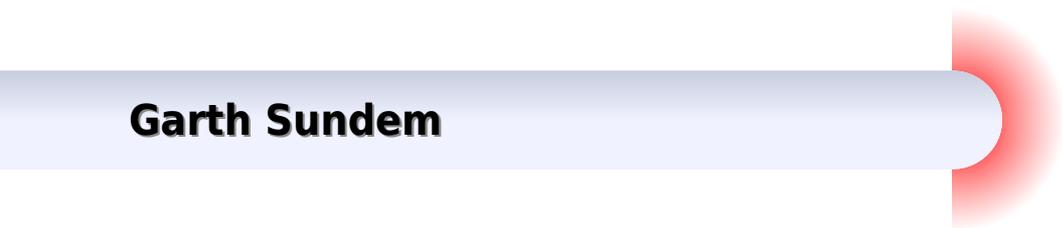
by Ruth Culham & Amanda Wheeler



By the best-selling author of
6+1 Traits of Writing

Writing To Prompts In The Trait Based Classroom Content Areas

Garth Sundem



Writing To Prompts In The Trait Based Classroom Content Areas:

Content Areas Ruth Culham and Amanda Wheeler, *Writing to Prompts in the Trait-based Classroom: Content areas* Ruth Culham, Amanda Wheeler, 2003 The R A F T S technique provides students with the baseline information they need to focus their writing a Role from which to write an Audience to address a Format in which to write a Topic about which to write and a Strong verb that suggests the purpose of the writing *Writing to Prompts in the Trait-Based Classroom* Ruth Culham, Amanda Wheeler, 2004-03-01 Provides more than seventy five writing prompts for mathematics social studies and science along with guidelines for using them **Writing in the Content Areas, Grade 2** Garth Sundem, 2006-08-10 Provides techniques lessons plans and ready to use assignments to help integrate the traits of good writing into all areas of the curriculum *Writing in the Content Areas, Grade 4* Garth Sundem, 2006-08-10 Provides techniques lessons plans and ready to use assignments to help integrate the traits of good writing into all areas of the curriculum *Writing in the Content Areas, Grade 5* Garth Sundem, 2005-05-03 Provides techniques lessons plans and ready to use assignments to help integrate the traits of good writing into all areas of the curriculum Instructor, 2004 **Method Mania** Lynne Ecenbarger, 2007-10 Success in school in work and in life can be greatly enhanced by the ability to write effectively And due to the writing process revolution we are gradually improving the quality of writing The writing process focuses on exploring metacognitively what writers actually do throughout a writing task how real writers go about constructing texts Teachers work closely with students helping them to understand writing as a communication and learning process The importance of the creation expression and comprehension of meaning is emphasized throughout the process Because writing is a complex process students need to progress through a number of levels not necessarily in a linear fashion to experience the process Too often students approach writing with a one and done mentality failing to recognize that complex writing cannot be accomplished in a single sitting in a single draft We need to help them realize that successful writers are reflective about their writing processes and habits learning what procedures work best and adapting them to suit particular situations The best forum for implementing the writing process into the classroom is through a writer s workshop A typical writer s workshop is a block of time scheduled each day for students to work through the steps in the process It is important to remember that writing should extend across the curriculum If a block of writing time can t be scheduled for one day it should be integrated into another subject Writing should be viewed as a means of communicating and emerge naturally out of other activities Teachers should make writing so integral to each lesson that the flow of the class is smooth from mental to verbal to written communication Teachers using the workshop approach do not ignore the product and parts of language Instead the product is considered within the process Grammar and mechanics are taught in the context of use In the past the teaching of formal grammar usually displaced some instruction and practice in actual composition Unfortunately with our overcrowded curriculum teachers can t afford to spend excessive class time on decontextualized grammar exercises that

involve little or no actual composition Students should be given daily opportunities to explore writing and create written text for various purposes We know that writing is a powerful tool that can influence others and clarify one s own thoughts Teaching the writing process through the workshop approach can give students the key to unlocking this powerful tool And the activities in this book are designed to help make the process easier for teachers to pick up and implement today You will find over 200 mini lessons designed to stimulate critical and creative thinking that can be applied to written composition in all phases of the writing process Students will continue to recognize that adults who use these activities in the context of authentic literacy lessons are those who are committed to facilitating and promoting only the very best of writers Data Driven Differentiation in the Standards-Based Classroom Gayle H. Gregory, Lin Kuzmich, 2014-05-22 Collect the data you need to reach every student Veteran educators Gregory and Kuzmich provide user friendly techniques for data gathering helping you to differentiate instruction This informative book is now fully updated to support the Common Core and other key standards and includes Step by step guidance on gathering data to improve classroom dynamics pinpoint student learning styles adjust lessons for different learners and inform diagnostic teaching and assessment Techniques for using data to refresh and strengthen curriculum including numerous unit and lesson plans fully linked with the Common Core A wealth of templates for fast and simple data collection Updated differentiation strategies for the Common Core and other key standards including the Career and College Readiness Standards and the Standards of Mathematical Practice

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