



IB CONFERENCE  
OF THE AMERICAS 2013  
**NEW ORLEANS 18<sup>th</sup> - 21<sup>st</sup> JULY**



International Baccalaureate®  
Baccalauréat International  
Bachillerato Internacional

# Writing In All Content Areas



**Fridley Public Schools**

*A World-Class Community of Learners.*

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# Questions?

We'd love to hear from you! If you have any questions or great insights, please share with us at:

[www.todaysmeet.com/WritingSalon20](http://www.todaysmeet.com/WritingSalon20)

The logo for Today's Meet, featuring the word "Today's" in a black, sans-serif font and "Meet" in a red, sans-serif font, all enclosed within a thin black rectangular border.

Today'sMeet

# Why are we here?

Background on our journey in writing...



International Baccalaureate  
Baccalauréat International  
Bachillerato Internacional



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# Importance of Writing in the IB World

- Cornerstone of most **IB Assessments**
- **Prescribed Minimums** at all levels use formative and summative writing
- Great for **interdisciplinary** thinking
- Helps students explore and reflect on new ideas and **key concepts**.
- Essential to the embedding of **Common Core** standards in the work of the IB curricula

# Why Include Writing?

- How, in our busy curriculum, do we help students become better writers?
- Why would we want to help them learn to write?
- Expressing viewpoints using writing is critical to ALL subject areas, not just Language A!



better  
Be a <sup>✓</sup>writer.

# Our District Initiative

- **“Writing is not limited to Language and Literature classes.** The rigorous expectations of the IB require students to communicate their ideas and learning through **writing in all disciplines** through open responses, essays, narratives, journals, lab reports, process documents, and research papers.”
  - Fridley Public Schools Writing Style Guide 2012

# Our District Expectations

- Our students should:
  - Write weekly
  - Write in all content areas
  - Multiple types of writing
  - Receive feedback – timely and focused
- Strategies we've adopted from our district initiatives:
  - 6 Traits of Writing (idea: Writing is a process)
  - Cornell Notes
  - Student use of Writing Mechanics Guide
  - Checklists (For teachers and students)
  - IB Rubrics



# Think about yourself

- Complete the Self-Assessment found on the Activity Sheet (blue) in your folder.
- Think, Pair, Share:
  - Find another person and share your Self-Assessment answers



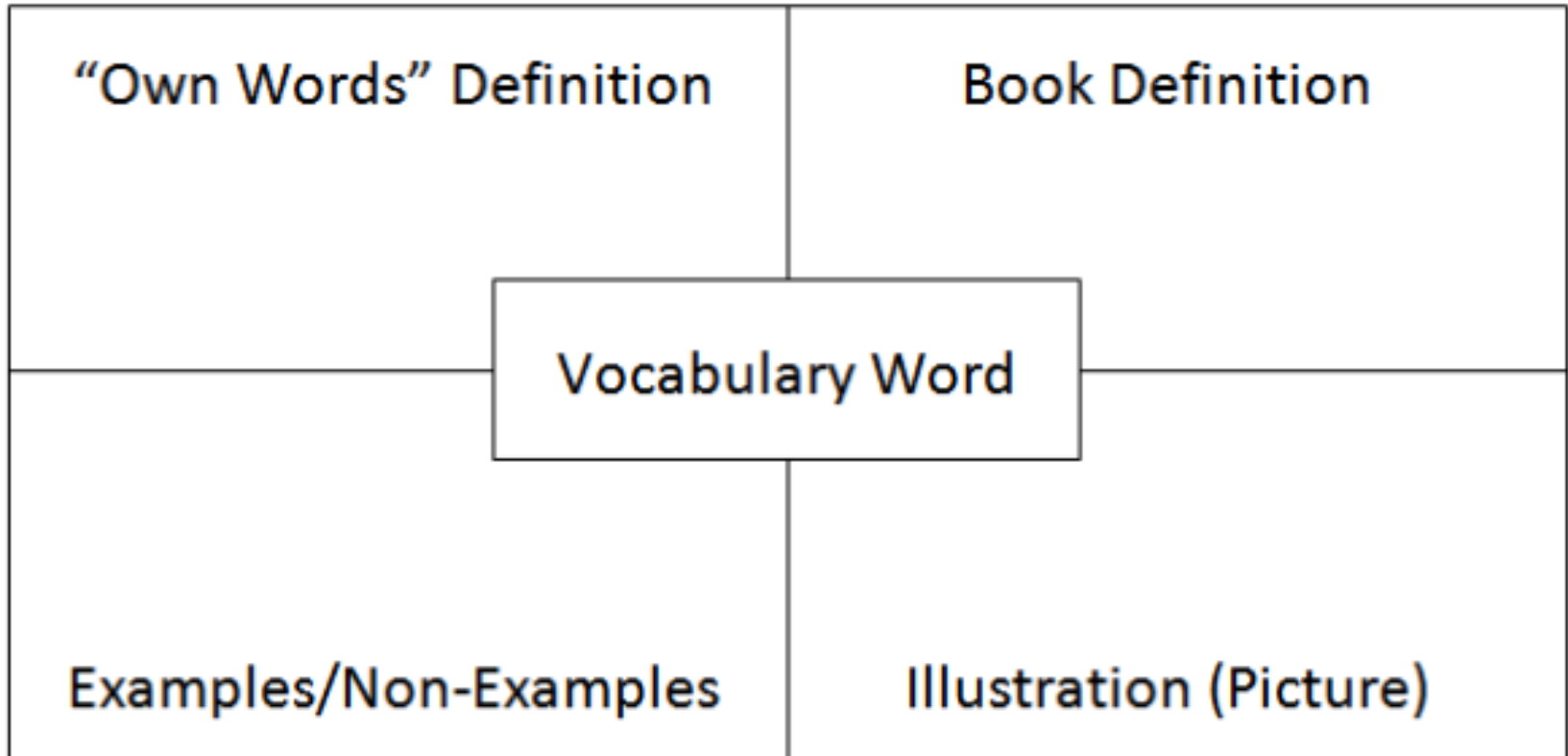
# Writing Strategies – Direct Vocabulary Instruction

- Rationale - How vocabulary assists with writing
- Strategies and Examples for Native and Non-Native English Speakers

*“Words are the basic building blocks in any writing.”*

– Arnold G. Regardie, 2012

# 4 Square Vocabulary



Known as the “Frayer Model,” many examples and variations can be found online!

# Vocabulary Review

- Before a lesson, students define in so many words
- Example
  - Income – Define in four words or less
  - Expense – Define in three words or less
  - Profit – Define in two words or less
- Define in one word
  - Synonyms and antonyms
  - Example
    - Equivalent → Equal



# Quiz, Quiz, Trade

- Review vocabulary activity
- Each student
  - Word on front of card

Arithmetic  
Sequence

- Define word on back of card

A pattern that adds the  
same amount each time

- Students quiz each other
- Trade cards and find another student to quiz.
- Great for getting students up and moving!

# Writing Strategies - Cornell Notes

- Why use Cornell Notes in the writing process?
- Examples of Cornell Notes



# Why use Cornell Notes?

- C: Create Format
- O: Organize Notes
- R: Review and Revise
- N: Note Key Ideas
- E: Exchange Ideas
- L: Link Learning
- L: Learning Tool
  
- W: Written Feedback
- A: Address
- Y: Your Reflection


When it comes to writing,  
Cornell Notes helps:

- Organize ideas
- See connections to key and related concepts
- Reflect on learning through writing

Taken from AVID Printable Materials adapted from Walter Pauk's original work

# Format of Cornell Notes ↓


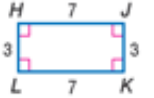
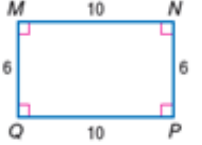
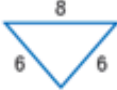

- Includes:
  - Significant Concepts
  - Unit Questions
  - Topic
  - Questions (Pre-written)
  - Notes
  - Summary written at end and reviewed periodically

Cornell Note 	Significant Concept When things grow exponentially, they really grow.	Name:
	Unit Question: How can we apply exponential growth to real life situations?	← Class/Period: Date:
Topic/Objective: ←		
Questions:	Notes:	↓
↑		
Summary: ←		



# Adapting Cornell Notes

- Different configurations
  - Modify to meet your students' needs
  - EL
  - Younger students
  - Special Ed

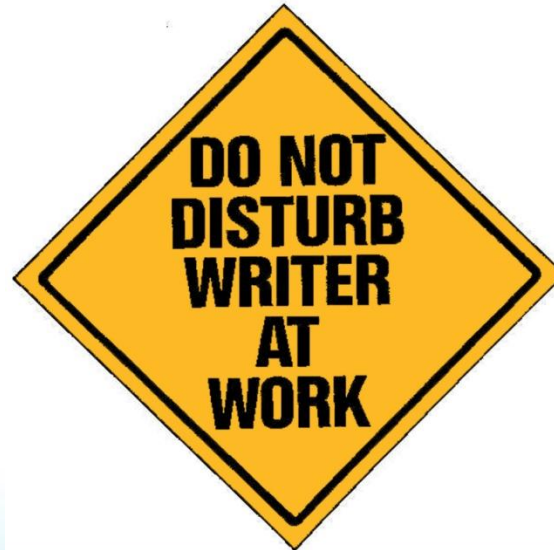
Cornell Notes 	Significant Concept:	Name:
	Unit Question:	Class/Period:
		Date:
Topic/Objective:		
Questions:	Notes:	
How do I know two figures are similar?	For two figures to be similar there must be the following two relationships:	
	1.	
	2.	
	Determine if the two polygons are similar.	
		
		
		
		
Summary:		

# Now it's your turn

- Find the “Quiz, Quiz, Trade” question slip (green) in your folder.
  - Ask your question to a partner
  - Answer their question
  - Trade
  - Repeat process with someone else

# Writing Strategies – Formative Writing

- All curricula needs to find a way to incorporate **MORE** pieces of the writing cycle!
  - Checklists
  - Choices
  - Reflecting
  - Feedback



# Checklists

Checklists are great for the following reasons:

- They remind kids of good writing expectations.
- Set the bar high!
- Help students measure their own progress in writing.



# Example of Checklist

History Day

Name \_\_\_\_\_

## History Day

### Writing & Editing Checklist

**You're done with your rough draft? Yay!! Now what? Editing!!**

Use the checklist below to ensure that your writing presents your story and your ideas in the clearest way. Also, have someone else read your work, using this checklist, to make sure your writing is clear to others!

	You Check or answer	Friend's answers
<b>How's your structure?</b>		
How many paragraphs do you have?		
Did you use bullet points?	The answer should be no!!	
Does each paragraph have a topic sentence to give the reader an idea of what that paragraph or section will be about?		
Did you use transition words to tie ideas together?		
As you read from one sentence to the next, are the ideas in order? Or do the ideas jump around? This causes confusion!		
<b>How's your Word Choice?</b>		
Have you used the same noun, verb, or adjective too many times? Are there other words you could use instead?		
Did you use words that you can't pronounce or you don't know what they mean? If so, maybe you need to paraphrase better (change it to your own words), or put that item in quotes?		
<b>How's your Style?</b>		
Read your writing out loud. Is your writing easy to read? Do you stumble anywhere? Is it hard to follow?		
Do too many of your sentences follow the same pattern? Can you rearrange some of the sentence beginnings to get a different rhythm?		
Do any of your sentences start with <u>and</u> , <u>but</u> , or <u>so</u> ? If so, can you cross out these words without changing your meaning? If not, can you combine these sentences with others?		
Do any of your sentences start with <u>there</u> or <u>it</u> ?		

See back side too!

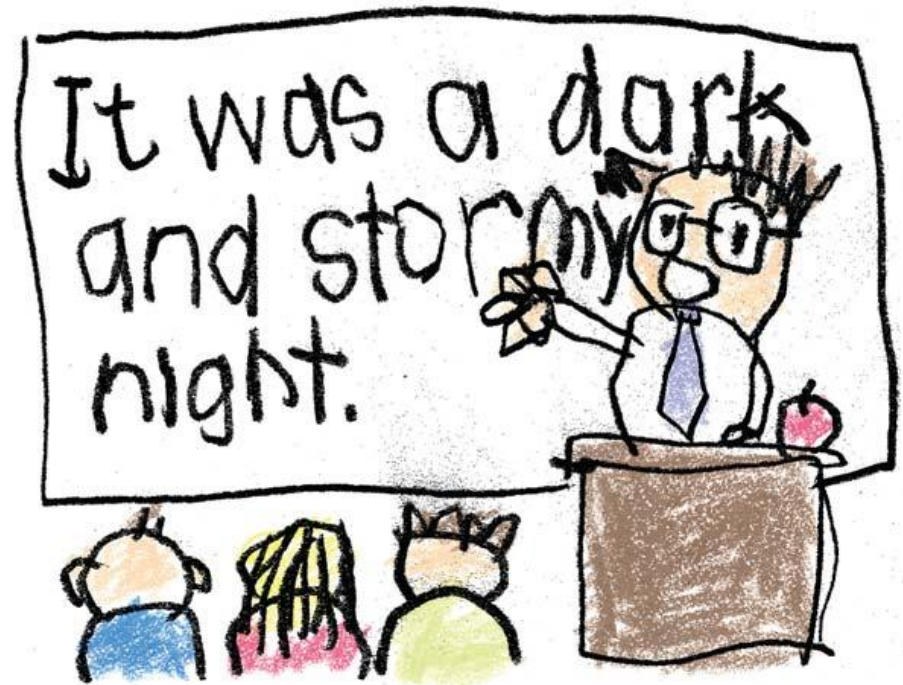
	You Check or answer	Friend's answers
<b>How are your mechanics and grammar?</b>		
Did you capitalize the first word in each sentence?		
Did you capitalize the first word in a quotation if the quotation was a complete sentence?		
Did you capitalize the first word, the last word, and all other important words in titles (titles of books or titles of people, places, or things)?		
<b>Is there an end mark at the end of each sentence (period or question mark)?</b> <i>Exc. in academic writing such as this, exclamation points generally not appropriate.</i>		
<b>Fragments and Run-ons</b>		
Do you have any groups of words that are not a complete thought (a sentence fragment)? Ex. After the rain. Or When the rain was done.		
Do you have any sentences that are actually two sentences put together, with only a comma separating them? If so, make those into two sentences.		
<b>Most important for History Day writing!!</b>		
Is your argument clear – why your topic is a Turning Point in history – not just in your thesis statement, but in your paragraph writing?		
Have you anticipated and answered intelligent questions and objections to your ideas in your writing?		



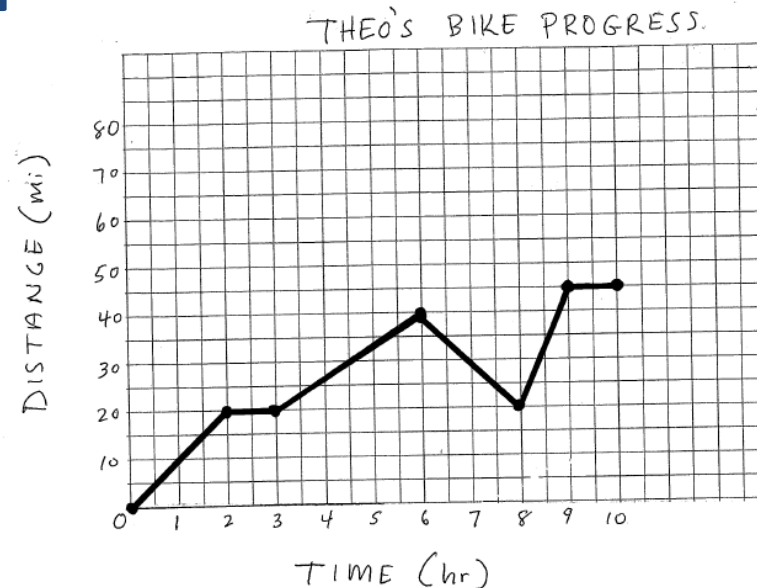
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# Choices in Writing

- Helps aid students in seeing and expressing multiple viewpoints.
- Creative writing draws in students who shy away from formal academic writing.



# Example of Choices in Writing



1. Describe what is happening between the interval of hours 2 and 3.
2. Describe what is happening between the interval of hours 6 and 8.
3. Describe what is happening between the interval of hours 9 and 10.
4. During which intervals is Theo riding the fastest? (choose one)

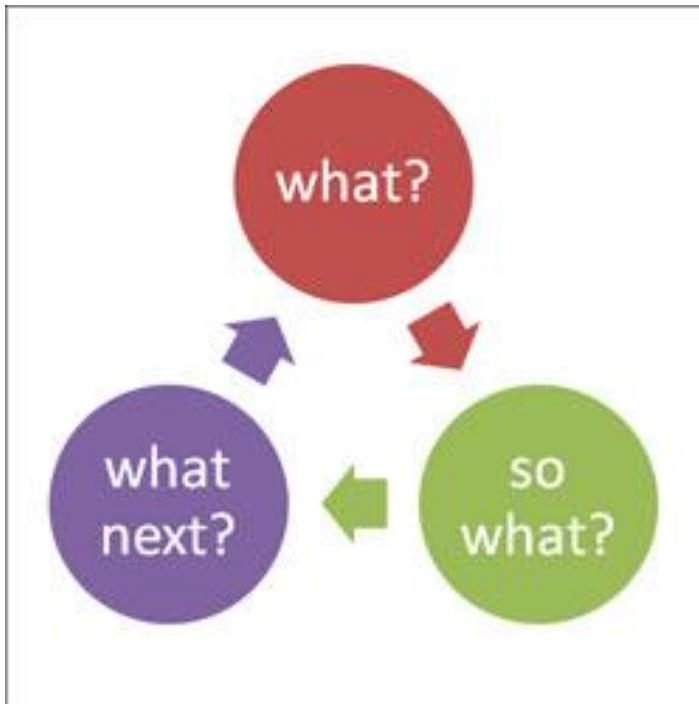
Interval 0 and 1

Interval 3 and 6

or Interval 8 and 9

Explain how you know.

# Reflective Writing



- Can be informal or formal
- Formal reflective writing gives students more opportunities to practice grammar skills and to defend opinions.



# Examples of Reflective Writing

Fractions Reflection

Name: \_\_\_\_\_

Think of the four operations (add, subtract, multiply, and divide) we have practiced involving fractions. First, rank the four operations from easiest to hardest.

Easiest

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Hardest

Then, using complete sentences, describe why you chose the operation as the hardest.

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# Ticket Out the Door

Ticket Out The Door

Name: \_\_\_\_\_

## Converting Between Linear Forms

Standard Form:  $Ax + By = C$

Point-Slope Form:  $y - y_1 = m(x - x_1)$

Slope-Intercept Form:  $y = mx + b$

**Choose only one of the following options to explain :**

How do you convert from Standard Form to Point-Slope Form? OR

How do you convert from Slope-Intercept Form to Point-Slope Form?

Use **at least** 6 sentences to explain.

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# Reflecting Through Technology

Since it's the end of September I thought we should take this opportunity to reflect on our first month in CMP7. Please answer the following questions with reflection and thought..... and don't forget the complete sentences.

1. Reflect back on your first month in CMP7. How are you doing? Are you turning in all your homework on time? Have you done well on the quizzes? Are you participating?
2. What could you do to improve during the next month? Participate more? Complete homework on time? Moodle?
3. What could your teachers do to help you improve during the next month? (Nothing or IDK are NOT acceptable answers)

# Feedback Through Peer Review

Packed curriculum and little time means peer review is essential:

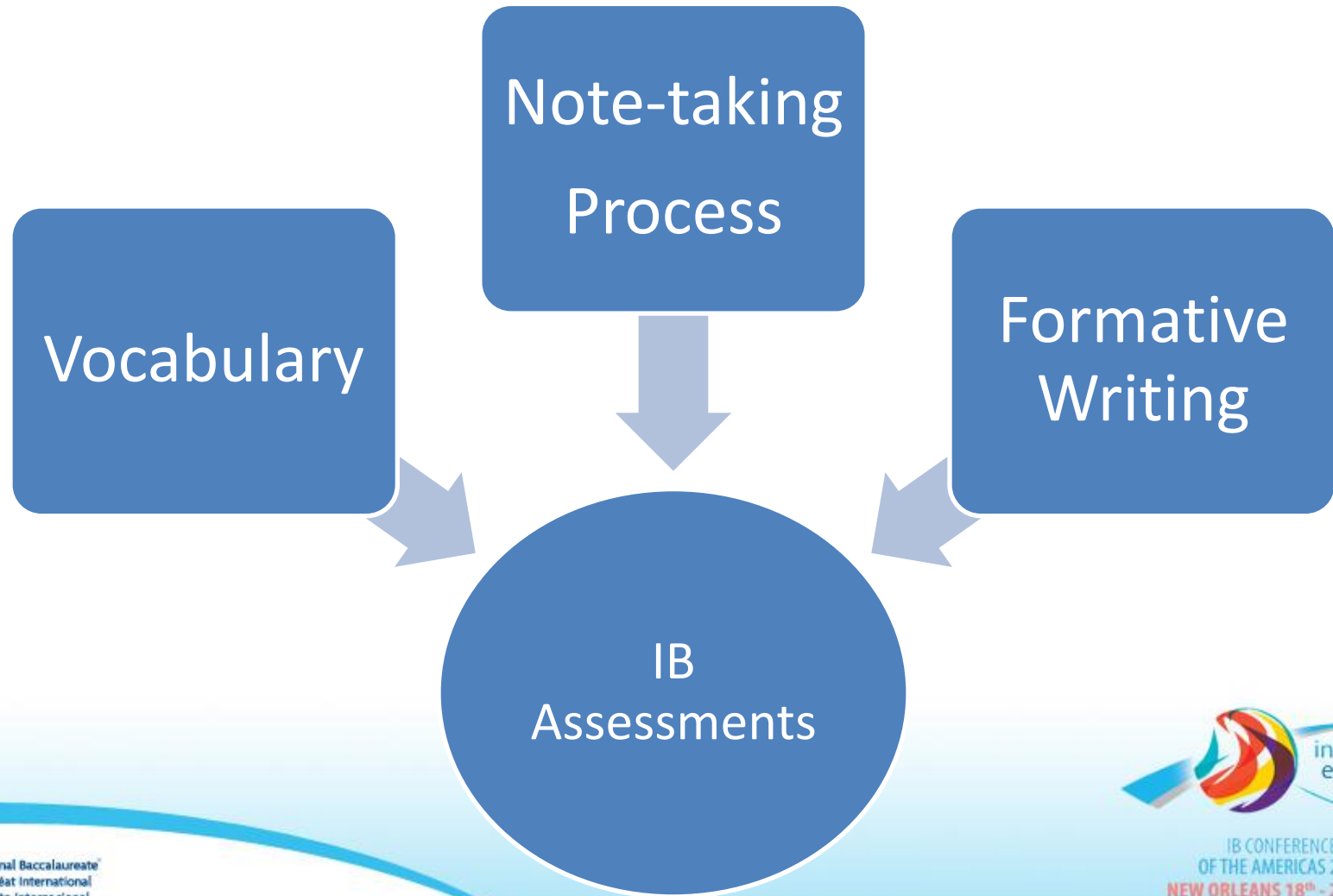
- Better student buy-in (my work has an audience)
- See a variety of writing styles
- Immediate feedback for students



# Example of Peer Review Feedback

- Peer Review Boards
- Groups of 3 to 4
- One student presents, other students read along and edit or make marks
- Afterwards, presenter receives verbal feedback and marks/edits from group

# IB Assessments



# IB Assessments - Math

Unit Project – Comparing and Scaling

Name:

Criterion C: Communication

Goal: Compare one product but in two different sizes.

Task: **Choose one product** from the list of five. Go to any store that sells two different sizes of that product.

1. Which item is the better buy? Explain how you know.

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2. Using your equation how can you tell which item is the better buy? Explain how you know.

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3. Explain how you set up and solved your proportions for problem 2.

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## Product Choices:



Coke 12 pack vs. 24 pack. Find price per can



Doritos Big Grab vs. full size. Find price per ounce.



Any flavor gum in different sizes. Find price per piece.



Criteria A: Knowledge and Understanding

You have your checking account at Spend Thrift Bank. Each month the bank sends you a statement about your account. The bank has made a mistake to your account. Your goal is to balance your checkbook, find the error on the statement, and write a letter to the bank.

First, you will need to balance your checkbook. Be sure to show all of your work.

### My Checkbook

Date	Transaction	Balance
September 9	Start of School	\$160.00
September 12	Writes a check for \$25.00	
September 15	Withdraws \$115.00	
September 16	Writes a check for \$55.00	
September 18	Deposits \$325.00	
September 20	Writes a check for \$40.00	
September 23	Withdraws \$165.37	
September 25	Final Balance	

Finally, you will write a letter to Spend Thrift Bank describing their error, how you found it, and how you corrected it. Be sure to describe the math you used to find and correct the mistake. Remember to use complete sentences in your letter.

Criteria C: Communication in Mathematics

November 26, 2012

Ms. Penny M. Pincher  
Spend Thrift Bank  
135 Dollar Lane  
Piggybank, MN 55123

Dear Ms. Penny M. Pincher,

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# IB Assessments - Humanities

## RAFTs – Use Of Choice

Role	Audience	Format	Topic
Injured Civil War Soldier <i>(Union or Confederate)</i>	Family/Friends	<b>Telegram</b> <i>(1 Page)</i>	A telegram sent to family/friends from an injured Civil War Soldier <i>arguing</i> whether or not their injury was worth their sacrifice for the cause.
Artist	American Public	<b>Mural &amp; Brief Written Explanation</b> <i>(1/2 Page)</i>	A collection of pictures that <i>illustrates</i> the cost of the Civil War to the American Public. Your written explanation should outline your artistic choices.
Congressman	Other members of the Legislature	<b>Persuasive Letter</b> <i>(1 page)</i>	A letter <i>arguing</i> in favor of one of the four Reconstruction plans. Be sure to cite at least four reasons you think that plan is the best.
Person living in the South following the war	Family/Friends	<b>Informal Letter</b> <i>(1 page)</i>	A letter describing the conditions in the South during Reconstruction, defending your decision to stay or leave. You may take on the perspective of a freedman, woman, farmer, city dweller, or politician.
Textbook Editor	Middle School Students	<b>History Textbook</b> <i>(1 page)</i>	A textbook section that includes your <i>argument</i> for how the phrase, “out of devastation, comes renewal” should end – with a period or a question mark.

### Writing Checklist:

- All sentences start with a capital letter.
- All sentences end with punctuation.
- No sentences start with “Because” or “but.”
- Your first sentences explains your argument (your opinion about the situation).
- The rest of the sentences each give a reason (using facts or evidence from your learning) for why you believe your argument statement.

### You will be graded according to the IB MYP Humanities Criterion C: Thinking Critically

Your writing will be grading using the IB MYP Humanities Criterion C, which asks you to analyze concepts, events, issues, and arguments. Thinking Critically also includes interpreting different perspectives and their implications, and synthesizing information in order to make valid, well-supported arguments (with facts and evidence).

# IB Assessments - Humanities

## “To What Extent” writing

**Question: To what extent did the New Deal succeed in bringing balance back to the U.S. during the Great Depression?**

Where do you fall on this line? The New Deal was:

Not Successful

Very Successful



Your response should be three paragraphs long:

**Paragraph 1:** Answer the question above, try not to use “I think...” or “I believe...” – this is your introduction. Next give at least two reasons why you believe what you believe about the New Deal.

**Paragraphs 2 & 3:** Go to your primary source packets and pull out at least **three** pieces of evidence (sentences, stories, or statistics) and use those pieces of evidence to explain to me how they support your opinion.

	Not Yet	Good	Excellent
<b>IB MYP Humanities Criterion C – Check yourself!!</b>	You did not connect your argument with your evidence from sources. You only used one piece (or no pieces) of evidence to support your opinion on the New Deal.	You made some connections with your sources to make <b>valid</b> arguments. You used at least two pieces of evidence to support your opinion on the New Deal.	You made connections with your sources to make <b>valid and well-supported</b> arguments. You used at least three pieces of evidence to support your opinion on the New Deal.

# IB Assessments - Humanities



# OPVL

## Document Analysis Notebook

### The Life of a Civil War Soldier

You are a historian who is taking a fresh look at what life was like for the men who fought in the Civil War. Even though their lives are long-gone, their stories live on through the artifacts and sources that remain and document their daily lives.

Pick two sources to analyze, using the OPVL method to determine the value and limitations of the sources. In the end you will need to decide which source is the most valuable in telling the story of these men.

# IB Assessment - Humanities

The first source I will be analyzing is \_\_\_\_\_

Here is a basic description of the source (the main message):

Before starting to analyze the source, here is my first reaction to the source:

## **Purpose**

**Put yourself in the author's shoes... why did you (the author) create this piece?  
What feelings were you trying to express?**

**What are some values of the document, based on its purpose?**

**How important is this source, looking at why it was created?**

**At what point does this source stop being useful, looking at why it was created?**

**Would the author have had a reason to lie? Explain.**

## **Pros –**

**What are the pros of using this source to uncover the story of daily life of soldiers in the Civil War?**

## **Cons-**

**What are the cons of using this source to uncover the story of daily life of soldiers in the Civil War?**

# IB Assessment - Humanities

## My Final Decision –

In your mind, **which source is better** at telling the story of the life of a Civil War soldier? Justify why one source is better than the other, using supporting details from the OPVL process to support your choice.

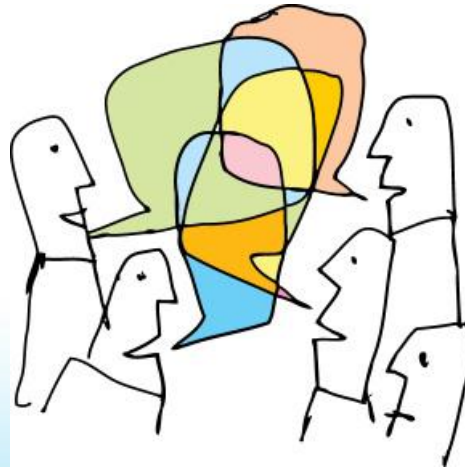
Write two well-written paragraphs with at least 6-8 sentences.

## Writing checklist – please have a friend critique your work as well!

- \_\_\_ All sentences start with a capital letter.
- \_\_\_ All sentences end with punctuation.
- \_\_\_ No sentences start with “Because” or “but.”
- \_\_\_ Your first sentences explains which source you chose and why you think it’s better.
- \_\_\_ The rest of the sentences each give another reason why one source is better than the other.

# Ending Discussion

- Create groups of 3 or 4, if possible group by content area
- Use questions on activity handout (blue) to facilitate conversation – use pink sheet too!



# Wrap-up

- Final questions? Or brilliant ideas?
- Any final thoughts for Today's Meet?

[www.todaysmeet.com/WritingSalon20](http://www.todaysmeet.com/WritingSalon20)

- Please complete the “Ticket Out the Door” (yellow) sheet found in your folder.

Thank you!