

Names: Pena Stanley, Alyson Driscoll

Problem/Challenge: Lack of Opportunity to Write

<b>Illustrate:</b> summarize and/or quote authors on the problem	<b>SOLUTIONS:</b> summarize and/or quote authors on what we can DO ABOUT THE CHALLENGE	<b>New Solutions:</b> work with your group to find another resource/commentary/blog/article that addresses the problem.
<p>1. Writing will only improve with a lot of guided practice (Gallagher 9).</p> <p>2. The place of writing is overshadowed by the best way to teach reading (Nagin) Writing is very difficult to teach and learn (Nagin).</p> <p>Below grade level writers are being asked to write less rather than more (Gallagher 9).</p>	<p>1. <del>A lot</del> A lot more practice as well as guided practice. Teachers need to model good writing (Gallagher 13).</p> <p>2. More opportunity to write across the board; writing needs to be <del>average</del> incorporated across all subject areas (Nagin).</p> <p>3. Below grade level writers need to be held to the same standard if not write more. If not, they will continue to fall behind (Gallagher 9).</p>	<p>Info about the source (so others can locate it):</p> <p><u>Lincs.ed.gov</u></p> <p><u>Increase the Amount of Student Writing</u></p> <p>1. <del>Increasing</del> Frequent composing helps students become better communicators, and increasing the amount of time</p> <p>2. that students spend writing is an important factor in improving writing quality and fluency.</p> <p>(3.) Along with that, it is important to do short daily writing. That way it isn't too draining for the students, so that they don't learn to hate writing. They can also learn to accept quick feedback.</p> <p>→ Journals</p>

Names: Dalvin & Abbi

Problem/Challenge: Culturally relevant writing

<b>Illustrate:</b> summarize and/or quote authors on the problem	<b>SOLUTIONS:</b> summarize and/or quote authors on what we can DO ABOUT THE CHALLENGE	<b>New Solutions:</b> work with your group to find another resource/commentary/blog/article that addresses the problem.
<p>1. "Writing topics are often mandated with little thought about the prior knowledge &amp; interests of the students" - Gallagher, 11</p> <p>2. Students are given little to no freedom in their writing process.</p>	<p>1. The teacher should build a relationship with the students in order to be able to provide prompts that are relevant to their lives.</p> <p>2. To get their best work, the teacher must allow their students some freedom in writing &amp; choosing what to write about.</p> <p>3. "students are most successful when they have the opportunity to practice these concepts, compose, &amp; reflect on the process" - McCurrie</p>	<p>Info about the source (so others can locate it):</p> <p>"Writing Instruction in the Culturally Relevant Classroom" - Maisha T. Winn &amp; Latrice P. Johnson</p> <p>1. Inquiry-driven projects &amp; writing (p. 3)</p> <p>2. "Notions of culturally relevant teaching arise from a strong research base that focuses on the lives &amp; futures of diverse students" (p. 6)</p> <p>(3.) "Literate practices are embedded in complicated social relationships. Part of creating a community of writers is providing a forum &amp; space for young people to talk &amp; share their ideas." (p. 7)</p>

NOTE

Names: Sara Cain, Jenna Sheeran, Laikyn Hackett

Problem/Challenge: Shift from art to science → not enough  
Writing across subjects

<p><b>Illustrate:</b> summarize and/or quote authors on the problem</p> <p>- Because Writing Matters</p> <ol style="list-style-type: none"><li>1. "Students need to write more across all content areas and schools need to expand their writing curricula to involve students in a range of writing tasks" (3)</li><li>2. Teachers uninformed on writing standards within their own content area</li></ol> <p>- Gallagher, <u>Teaching Adolescent Writers</u></p>	<p><b>SOLUTIONS:</b> summarize and/or quote authors on what we can DO ABOUT THE CHALLENGE</p> <ol style="list-style-type: none"><li>1. Teachers learning their content area writing standards</li><li>2. Organizing classes into key concepts and having students reflect on these concepts when they write</li></ol> <p>- Gallagher, <u>Teaching Adolescent Writers</u></p> <ol style="list-style-type: none"><li>3. Teacher collaboration across content areas</li></ol> <p>- creating programs open to change in a changing world</p> <p>- McCurrie, "When Shift Happens"</p>	<p><b>New Solutions:</b> work with your group to find another resource/commentary/blog/article that addresses the problem.</p> <p>Info about the source (so others can locate it):</p> <ol style="list-style-type: none"><li>1. "Writing Across the Curriculum: What, How and Why" - <a href="http://weareteachers.com">weareteachers.com</a> This article explains the history of incorporating writing in all subjects and why it is important. It includes suggestions as to how to include writing in all subjects</li><li>2. "Preparing Students to Write is About Our Own Collaboration" by Larry Ferlazzo <a href="http://blogs.edweek.org">blogs.edweek.org</a> English courses should include historical and scientific literature to prepare students for careers in those fields. Suggestions are included (3.) as to how to do so and how to meet standards</li></ol>
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Names: Matt, Estefani

Problem/Challenge: Writing for different careers + changing platforms

**Illustrate:** summarize and/or quote authors on the problem

1. Gallagher  
• Freedman  
"The World is Flat"  
More Global  
work force

2. Melead  
"We are currently...  
preparing students for  
jobs that don't exist..."  
Short Article  
"Flawed Assumption"

To solve problems  
we don't know about

**SOLUTIONS:** summarize and/or quote authors on what we can DO ABOUT THE CHALLENGE

1. How to learn

2. Applying concepts  
like Kairns, affordances,  
+ ethos

Gallagher  
3. More varied  
writing opportunities

• ~~Effective~~ staff  
development

**New Solutions:** work with your group to find another resource/commentary/blog/article that addresses the problem.

Info about the source (so others can locate it):

1. Brockings.edu  
"5 ways teachers  
can use tech to  
help students,  
enable dynamic communication"

2. The advocate.com  
introducing new platforms  
for student growth  
"Performance matters introduces  
new platform..."

(3.) profweb.ca

"Motivating students  
by changing their  
medium from paper  
+ pen to ICT platforms"

Names: Maci, Derrick, Emily

Problem/Challenge: Motivating Students to Write

Teaching Adolescent Writers Quotes

**Illustrate:** summarize and/or quote authors on the problem

1. "Students must find writing assignments to be relevant and meaningful."  
"Writing topics are often mandated with little thought about the prior knowledge and interests of students."  
2. "We must not overlook one key element found in successful writing classrooms: motivation."

**SOLUTIONS:** summarize and/or quote authors on what we can DO ABOUT THE CHALLENGE

1. →
2. We need to focus on what the students enjoy writing about or writing for (college, jobs, grades). There is an element of competitiveness that goes with those.
3. Help students set goals that they can (and will) achieve when they put in some effort.

**New Solutions:** work with your group to find another resource/commentary/blog/article that addresses the problem.

Info about the source (so others can locate it):

25 Ways to Motivate Young Writers on [TeacherVision.com](http://TeacherVision.com)

1. "Share examples of your own writing". (TeacherVision)
2. "Create a special time, place, and chair for Author's Chair... students are given an opportunity to share their final pieces of work with the class." (TeacherVision)
- (3.) "Accept different forms of writing on the same topic." (TeacherVision)

Names: Madeline Binney, Kaila Morris

Problem/Challenge: Lack of Instruction to prepare students for timed writing or writing on exams

<b>Illustrate:</b> summarize and/or quote authors on the problem	<b>SOLUTIONS:</b> summarize and/or quote authors on what we can DO ABOUT THE CHALLENGE	<b>New Solutions:</b> work with your group to find another resource/commentary/blog/article that addresses the problem.
<p>1. Gallagher asserts, "Those who have had timed writing instruction and practice stand a far better chance at performing well, when confronted with writing under pressure."</p> <p>2. Students are not being adequately prepared for the essays <sup>they</sup> encounter when taking exams that will determine their futures.</p>	<p>1. McCurrie states "As we prepare students for a future where change itself is the only constant, we need to prepare writers who are adaptive, reflective &amp; confident."</p> <p>2. Not only is it important to practice writing skills in English class, but it is important to have writing literacy across the subjects.</p> <p>3. "As we create opportunities for students to experience &amp; respond to new contexts for composing, they will develop attitudes &amp; strategies that will help them succeed as writers in a future marked by rapid change," McCurrie asserts.</p>	<p>Info about the source (so others can locate it):</p> <p><a href="http://twp.duke.edu">twp.duke.edu</a> Writing Studio Time of Essay / Essay Exam</p> <p>The resource provides</p> <ol style="list-style-type: none"><li>1. an acronym that will assist students in formatting a timed essay: Understand the Prompt Pick a side Outline Write a thesis/Intro. Evidence + Ending Revise</li><li>2. Prior to taking the exam, the article states that the best way to determine your individual pre-writing strategy is to practice <u>outlining</u>.</li></ol> <p>Prior to taking the exam, the article states that it is important to study for a timed essay like you would for any other exam format.</p>