

# Writing Across the Curriculum

*This was a way to make writing fun. Student attendance, parent participation, and quality of writing were exceptional. Parents told me they were pleased and surprised at the work their children were completing. Students became more comfortable with writing. Students commented, "Mrs. England, we have eaten our work (pineapple activity related to sensory details)," "We have worn our work (poems printed on t-shirts)," "We have walked for our work (walking trip to High School to visit aquaculture lab)."*

## Curriculum/State Standard

Arkansas Frameworks, Strand 1:  
**Writing - Content Standard 1:**  
 Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**Content Standard 2:** Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and non-print texts.

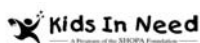
## Overview

The purpose of the project was to improve student achievement in the use of written language, focusing on handwriting, grammar, usage, mechanics and punctuation.

## Objectives

- The student will compose innovative text following the structure of a poem, story or expository text, etc.
- The student will write brief narratives of at least two paragraphs including plot and supportive details
- The student will use available technology for aspects of writing such as word processing, spell checking, and printing
- The student will record their knowledge of a topic in various ways such as newspaper articles, songs, books, pictures, etc.

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THIS WINNING LESSON PLAN WAS SUBMITTED BY:

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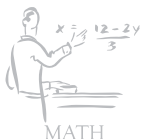
GRADE LEVEL



ARTS



LANGUAGE



MATH

Misc

MISCELLANEOUS



SCIENCE



HISTORY



SOCIAL STUDIES

**9**

MONTHS

**\$1000**

TOTAL BUDGET

# “Writing Across the Curriculum” project continued...

## **Materials**

Easel and/or display boards to display student work; Ellison dies or patterns to cut out shaped books; pins (i.e., flags), pens, stickers, etc. related to themes to develop and decorate projects; computer and software to develop t-shirts, greeting cards, etc. for student projects; ink cartridges for printer; special paper (glossy, certificates, t-shirt transfer paper, etc.) for student projects; plain t-shirts; food for cooking projects related to themes

## **Readiness Activity**

Prior to writing, students complete an activity related to the theme. For example, before the flag activity, students learned about the history of the “Star Spangled Banner.”

## **Strategies/Activities**

Review a calendar and select topics of special interest to the teacher and students. Examples:

**September** - history of the flag, Star-Spangled Banner;

**October** - oral story telling & writing;

**November** - Election Day, President Roosevelt and the birthday of the Teddy Bear, Veteran's Day;

**December** - Creation of Christmas Cards, Poems;

**January** - National Popcorn Day, International Thank You Day;

**February** - Black History Month, Groundhog Day, President's Day, Valentine's Day;

**March** - Dr. Seuss' Birthday, Discovery of Uranus;

**April** - Pony Express, Paul Revere's Famous Ride;

**May** - National Weather Observers' Day, Severe Weather Month

Decide what activities will go with the themes and what materials and supplies are needed.

Students use the writing process to compose text in various forms such as a poem, story, factual text, narrative, newspaper article, song, class or individual book, etc. Be as creative as possible. For example, use a pineapple to discuss and write about sensory detail.

Students display their products in the school/businesses in the community.

## **Culminating Activity**

Each activity each month has its own culminating activity. For example, when we studied the birthday of the teddy bear, students brought their teddy bears; when we studied poems, students published poems on the computer, printed poems on transfer paper and then put poems on t-shirts; when we wrote about sensory detail, we ate the pineapple.

## **Evaluation**

A rubric was used to score each writing assignment. Overall achievement was determined by improvement on the Language Total on the Stanford Achievement Test, 9th edition. Overall, my class improved from 51.8 to 61.8 NCEs.