

# Contents

	Preface .....	v
	<i>Introduction</i> .....	1
Chapter 1	<i>The Elements of Writing as Learning</i> Strategies, Genres, Topics and Tools .....	9
Chapter 2	<i>Building Taxonomies for Fluency</i> The ABCs of Word Power .....	21
Chapter 3	<i>Composing with Keywords</i> Words Define Knowledge .....	35
Chapter 4	<i>Metacognition</i> Knowing What You Know .....	47
Chapter 5	<i>Defining Format</i> Categorising and Clarifying .....	57
Chapter 6	<i>Profiles and Frames</i> Organisers for Writing .....	71
Chapter 7	<i>Who's Who</i> Biographies and Autobiographies .....	85
Chapter 8	<i>Reasons, Causes, Results</i> The Essay—Personal, Persuasive, Explanatory .....	101
Chapter 9	<i>Where in the World</i> Locating Our Writing .....	111
Chapter 10	<i>Premises, Premises</i> The Book, the Play, the Movie .....	127
Chapter 11	<i>Quotable Quotes</i> Beliefs and Opinions .....	149

Chapter 12	<i>Personifications and Interactions</i>	
	Subject Area Conversations .....	161
Chapter 13	<i>Morphology, Etymology and Grammar</i>	
	Words for Grammar and History .....	175
Chapter 14	<i>Writing as Editing</i>	
	Writers Revisit .....	203
Chapter 15	<i>Active Learning</i>	
	A Goal for Every Student .....	219
	Bibliography .....	229
	Index .....	232

# *Introduction*

## **THE IMPORTANCE OF SYSTEMATIC, DEVELOPMENTAL WRITING INSTRUCTION**

Imagine students who have been taught to write systematically and developmentally from kindergarten to year twelve. Each year, they have created their own personal thesauruses, written biographical and autobiographical sketches, responded in organised written statements to their growing wealth of knowledge, created their own fables, myths and folk tales, and expressed their ideas and opinions in personal, persuasive and explanatory essays and articles. Furthermore, as they created all of this writing, they understood and applied the appropriate conventions of written grammar and spelling.

This utopian dream can be achieved for almost all students when writing becomes the centrepiece of instruction because the ability to write goes hand-in-hand with the ability to use language precisely, creatively and effectively. Writers are also readers because a writer must have a knowledge base to 'say something' worthwhile. Writers feel compelled to enlarge their vocabulary; they soon learn that they must go beyond 'a nice day' and 'she felt glad'.

## **WHAT THIS BOOK IS ABOUT**

This book explains how to implement a systematic plan for teaching writing developmentally and consistently in every subject area and about every subject area. An underlying concept of this book is that

students need to learn writing *strategies* that guide them in producing the widest possible range of writing products. By gradually teaching them strategies and then providing practice, students will find their writing voices and writing styles. Students learn to write when they are taught to write, and when they are taught to write, they organise, reflect and clarify.

## HOW TO USE THIS BOOK

This book presents twelve specific strategies so that students of all ages can learn how to gather the words they need to write, and how to use the appropriate organising formats to say what they need to say. To visualise this approach to teaching writing, the Planning Wheel illustrates the relation approach to teaching any subject area or major topic with the use of specific writing strategies (see Figure 0.1). For example, the circle in the centre might represent mathematics or the politics of the media or animals of the African jungle. Each spoke represents a different writing strategy that relates to the topic in the circle. In addition, Figure 0.2 shows the learning extensions and writing genres associated with each spoke of the wheel.

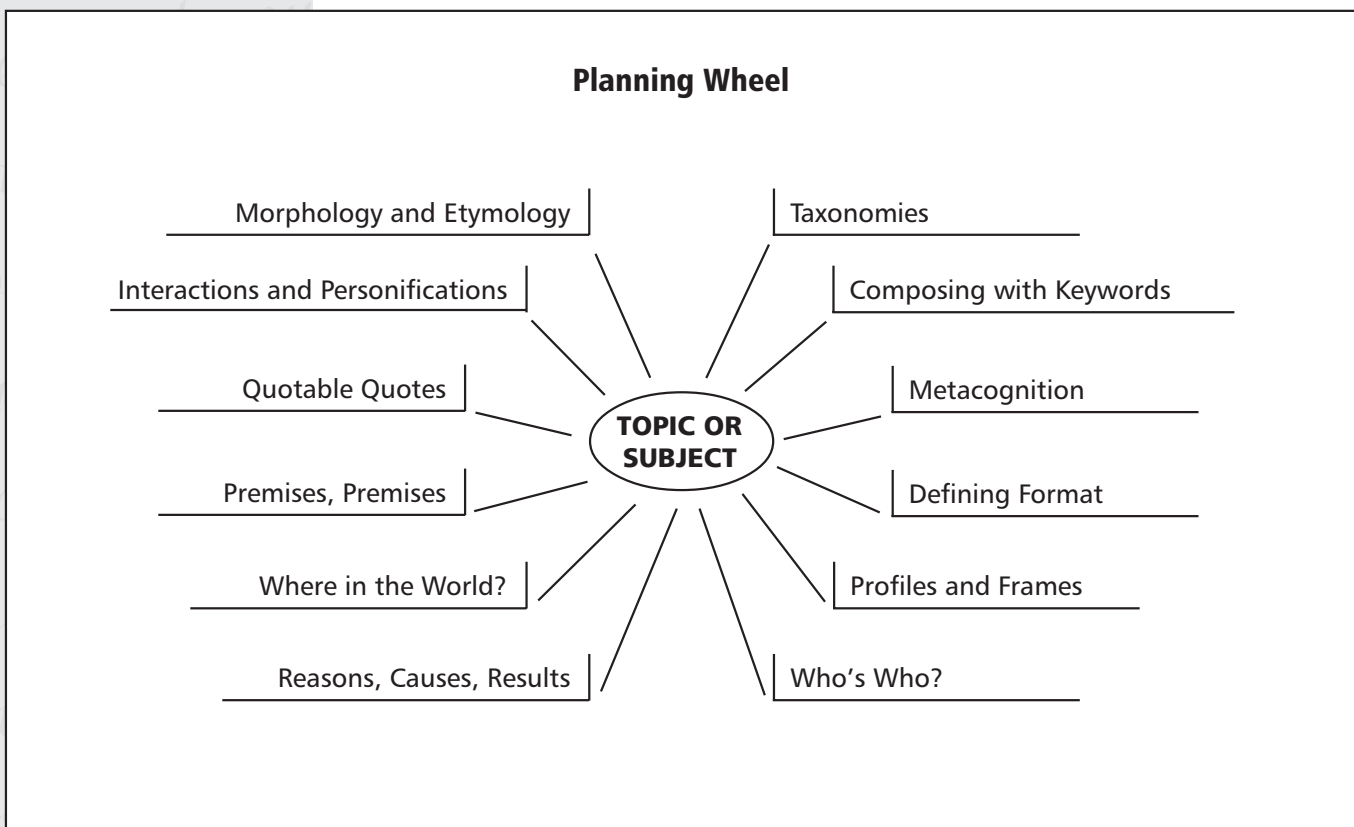


Figure 0.1

Strategy and Definition	Learning Extensions	Genres
<b>Taxonomies</b> —Alphabetical lists of terms related to the subject or topic (e.g., algebra, borrow, computation, divide)	<ul style="list-style-type: none"> <li>• Fluency and organisation</li> <li>• Advance organising</li> <li>• Note-taking</li> <li>• Pre- and post-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• ABC book</li> </ul>
<b>Composing with Keywords</b> —Using the words from the taxonomies to compose sentences and paragraphs	<ul style="list-style-type: none"> <li>• Sentence composing</li> <li>• Paragraphing</li> <li>• Focusing on topic</li> </ul>	<ul style="list-style-type: none"> <li>• Response log</li> <li>• Journal</li> </ul>
<b>Metacognition</b> —Self-awareness of knowledge that begins with statements such as 'I know that I know; I know that I need to know; I know that I don't know'.	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Research</li> <li>• Response to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation of factual knowledge</li> <li>• Inquiry into new knowledge</li> </ul>
<b>Defining Format</b> —A three-part format to define a term (e.g. What is a triangle?) that consists of the question, the category and the characteristics	<ul style="list-style-type: none"> <li>• Questioning</li> <li>• Categorising</li> <li>• Detailing</li> <li>• Vocabulary building</li> <li>• Paragraph development</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation of factual knowledge</li> <li>• Descriptive writing</li> <li>• Compare and contrast</li> </ul>
<b>Frames and Profiles</b> —Templates for outlining information in a broad spectrum of topics and subjects	<ul style="list-style-type: none"> <li>• Biographic and subject research</li> <li>• Paraphrasing and recreating</li> </ul>	<ul style="list-style-type: none"> <li>• Report</li> <li>• Oral presentation</li> <li>• Reference material</li> </ul>
<b>Who's Who?</b> —Develops formats for writing about persons of accomplishment or literary characters	<ul style="list-style-type: none"> <li>• Biographic research</li> <li>• Literary interpretation</li> <li>• Character development</li> </ul>	<ul style="list-style-type: none"> <li>• Autobiography</li> <li>• Biography</li> <li>• Literary analysis</li> <li>• Book review</li> </ul>
<b>Reasons, Causes, Results</b> —An organisational essay format for detailing reasons, causes, purposes, results and procedures	<ul style="list-style-type: none"> <li>• Outlining</li> <li>• Detailing</li> <li>• Paragraphing</li> <li>• Focusing on topic</li> </ul>	<ul style="list-style-type: none"> <li>• Personal expression</li> <li>• Persuasion</li> <li>• Explanation</li> </ul>
<b>Where in the World?</b> —Map study and geographic research related to the subject or topic (e.g. <i>Arab Traders and the Invention of Zero</i> )	<ul style="list-style-type: none"> <li>• Geographic and historic research</li> <li>• Map and globe skills</li> <li>• Use of charts and graphics</li> </ul>	<ul style="list-style-type: none"> <li>• Social issues</li> <li>• Geographic and historical issues</li> <li>• Explanatory and factual writing</li> </ul>
<b>Premises, Premises</b> —A format for writing literary summaries that serve as the basis for story development	<ul style="list-style-type: none"> <li>• Organising essential ideas</li> <li>• Literary structures</li> <li>• Literary understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Fictional format</li> <li>• Play and film</li> <li>• Monologue and dialogue</li> </ul>
<b>Quotable Quotes</b> —The development of dialogue by the writer and the response of the reader to the quoted statements of the authors and other writers	<ul style="list-style-type: none"> <li>• Response to statements, opinions and ideas</li> <li>• Making inferences</li> <li>• Writing succinctly</li> </ul>	<ul style="list-style-type: none"> <li>• Play and screen writing</li> <li>• Fiction</li> <li>• Social and moral issues</li> </ul>
<b>Interactions and Personifications</b> —A writing strategy in which a character or person writes to another character or person on topics or ideas related to the subject area (e.g. <i>Pythagoras to Hypatia on a Mathematical Issue</i> )	<ul style="list-style-type: none"> <li>• Research</li> <li>• Audience and voice</li> <li>• Imagination and creativity</li> <li>• Insight and empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Letters—all formats</li> <li>• Humour</li> <li>• Reality and fantasy</li> </ul>
<b>Morphology and Etymology</b> —The study of the formation and history of selected words related to the subject or topic (e.g. add, adds, added, adding, additional, additionally, additive, addendum)	<ul style="list-style-type: none"> <li>• Grammar</li> <li>• Spelling patterns</li> <li>• Language history</li> </ul>	<ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Word stories</li> <li>• Myths and legends</li> <li>• Poetic forms</li> </ul>

Figure 0.2