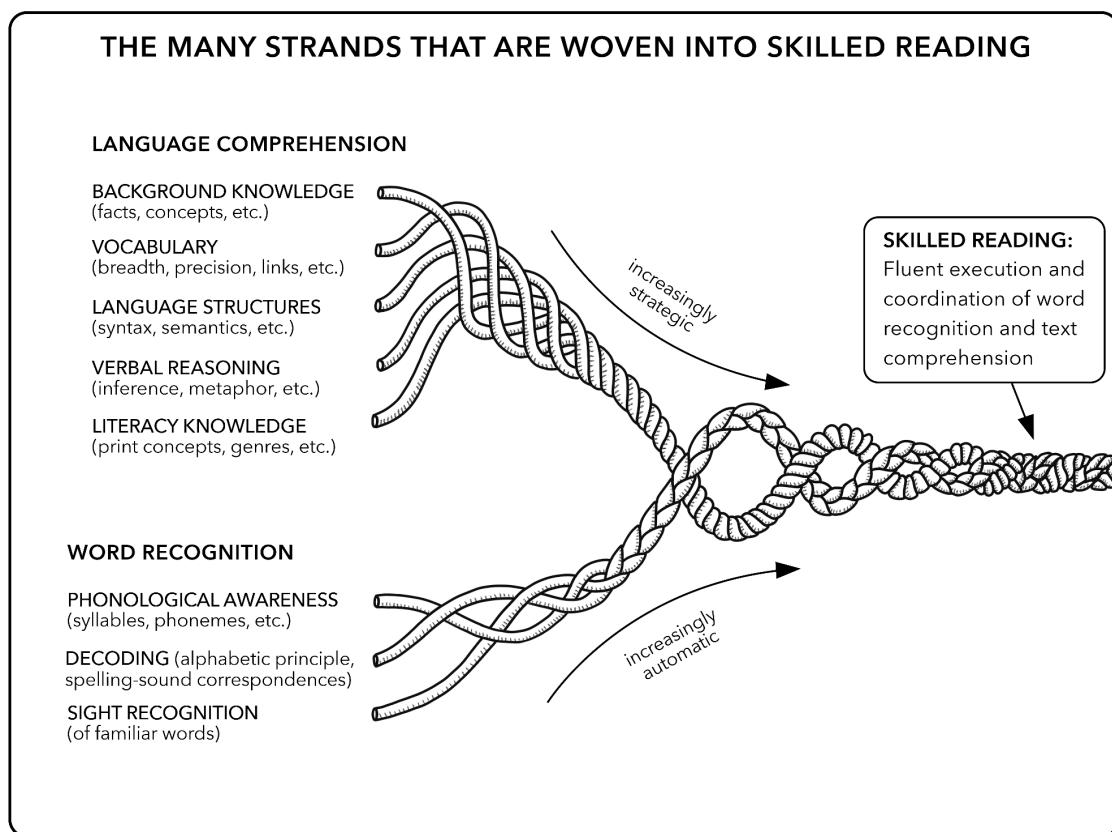


## Get it Write: Best Practices in Content Area Instruction

How do you use writing in your instruction?

## Defining Comprehension





## Get it Write: Best Practices in Content Area Instruction

---

### Power Writing

---

**Prompt: How are writing and comprehension connected?**

**#1**

**#2**

**#3**



## Get it Write: Best Practices in Content Area Instruction

---

### Because But So

---

Background knowledge is critical to comprehension.

- Background knowledge is critical to comprehension **because**
- Background knowledge is critical to comprehension, **but**
- Background knowledge is critical to comprehension **so**

**Thinking of your first unit of study, are there some sentences you can use for this activity? (Simple, direct sentences with one idea work best.)**



## Get it Write: Best Practices in Content Area Instruction

---

### Resources for a Deeper Dive

---

[Melissa & Lori Love Literacy w/ The Writing Revolution](#): This podcast features an interview with Natalie Wexler and Judith Hochman, authors of *The Writing Revolution*. The Because But So activity is drawn from *The Writing Revolution*.

[Ignite Literacy- Because But So](#): This brief blog post provides an extended examination of the Because But So strategy.

[Melissa & Lori Love Literacy- Research-Backed Writing Strategies from a 5th Grade Classroom](#): Hosts Melissa and Lori interview a 5th grade teacher who helped develop a school-wide approach to teaching writing. Full of practical ideas you can try in your classroom.

[Shanahan on Literacy- How Can We Take Advantage of the Reading-Writing Relationship?](#) In this blog post, Tim Shanahan explains the connection between reading and writing, including implications for instruction.

[Reading Rockets: A Range of Writing Across the Content Areas](#): This article by Douglas Fischer and Nancy Frey provides a deeper explanation of the activities shared in this presentation, including shared writing and power writing.

[International Literacy Association: Writing to Read: Evidence for How Writing Can Improve Reading](#): This blog post explores a meta-analysis of writing's impact on reading and identifies implications for instruction.

[Linking Words](#)- This links to a PDF of transition words and conjunctions that can be taught to help students improve writing at the sentence level.

[Reading Rockets: The Writing Rope](#)- This article provides an overview of the framework developed by Joan Sedita in the book by the same name.

**Contact us at [glp@groveslearning.org](mailto:glp@groveslearning.org)**