

# Get it Write:

## Best Practices for Content-Area Instruction

Minneapolis- August 13, 2025



**Groves  
Method®**

By Groves Literacy Partnerships

# Meet the Presenters



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# Today's Objectives



1

**Describe the connection between reading comprehension and writing**

2

**Identify an evidence-based practice you can incorporate into a unit that will support your students' writing development**

# Today's Agenda

What do we know about the impact of writing?

1

What writing strategies and activities support learning?

2

What are the next steps?

3

# Writing & Comprehension



# Let's write

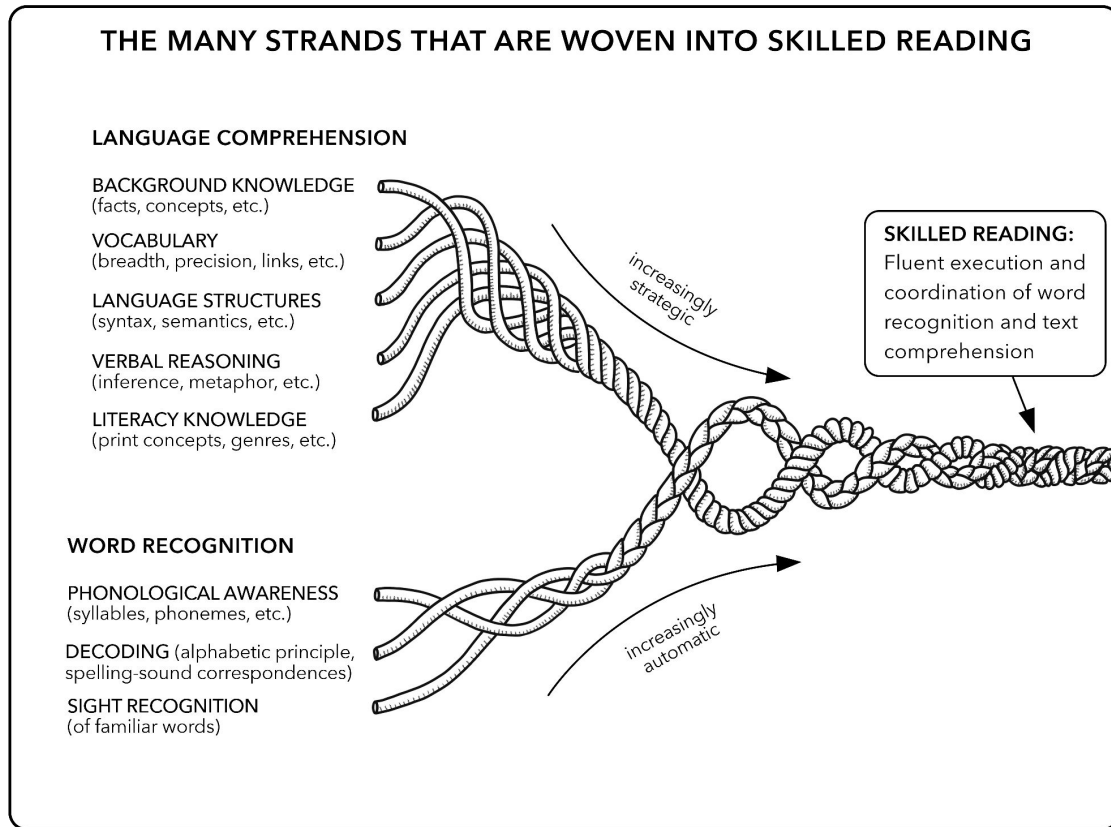
How do you use writing in your instruction?



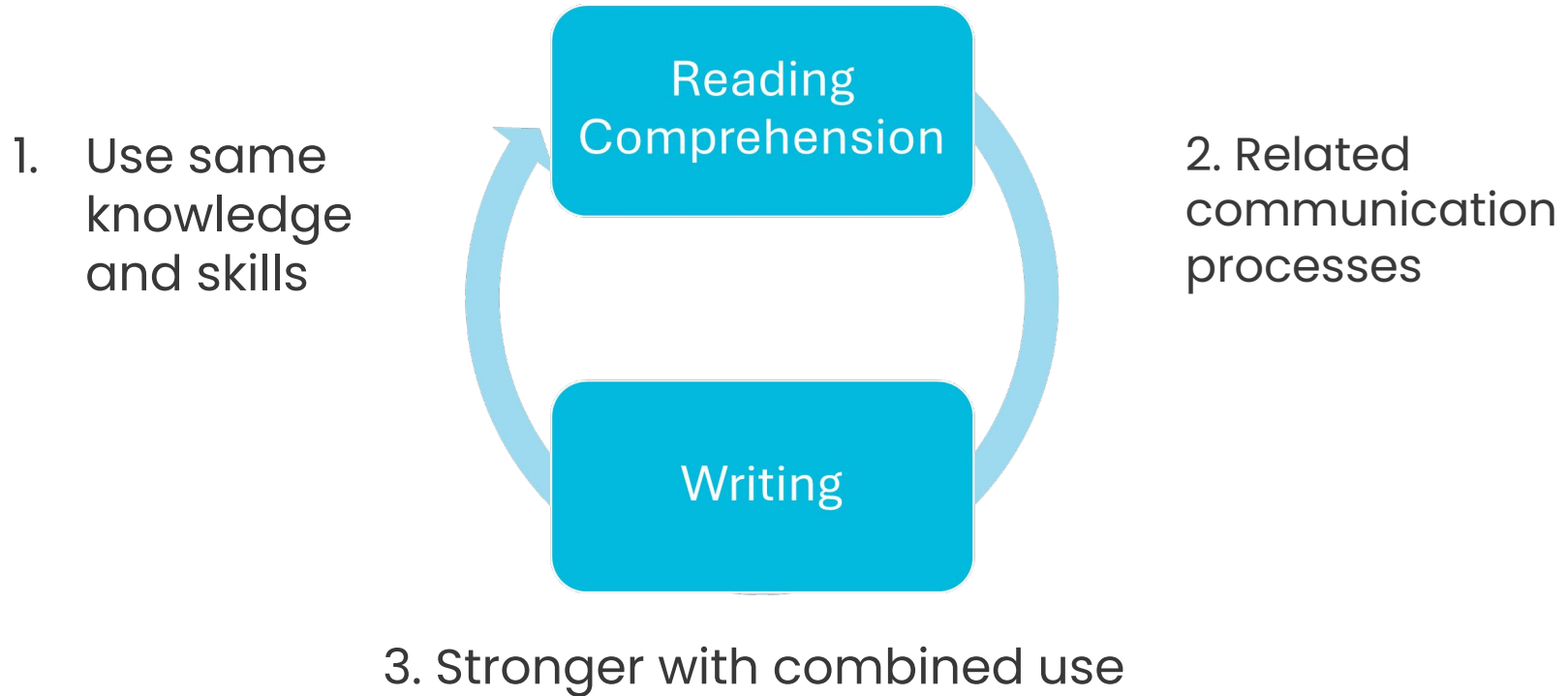
# Scarborough's Reading Rope

*Skills develop in isolation, become strategically interwoven over time*

H. S. Scarborough, 2001



# Comprehension and writing are connected.





# How does writing impact comprehension?

memory

synthesis

The Effects of Writing on Learning in Science, Social Studies and Mathematics, 2020



# Writing is a process, not a product.

“It is the process of exploration of what we know and what we feel about what we know through language. It is the process of using language to learn about our world, to evaluate what we learn about our world, to communicate what we learn about our world. “

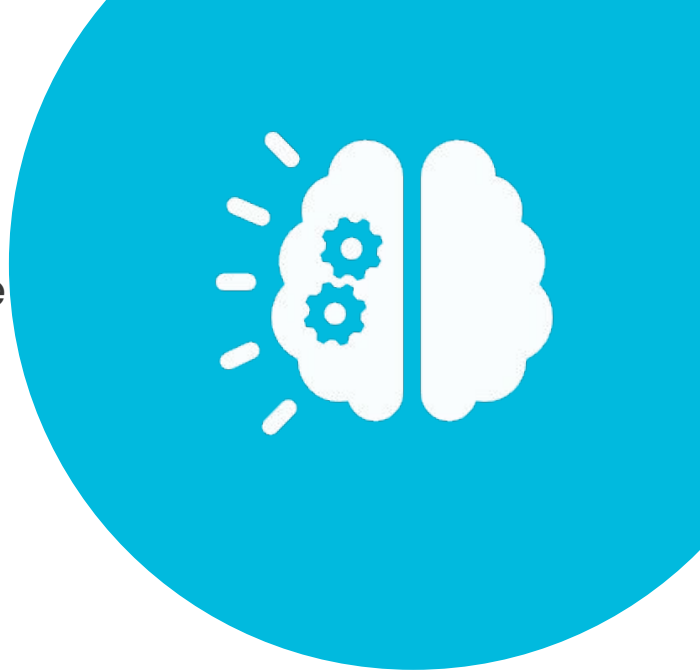
Donald Murray, 1972



# Writing is Complex

Proficient writers...

- **continually use thinking skills** as they generate ideas, gather information, and apply the writing process
- **use knowledge of syntax**
- **apply knowledge of text structure**, including paragraph and longer text structure, and incorporate organization and transitions
- **practice writing craft** when they consider the task, audience, and purpose for writing
- **use transcription skills continually** – can spell words and write by hand or a keyboard at an automatic level

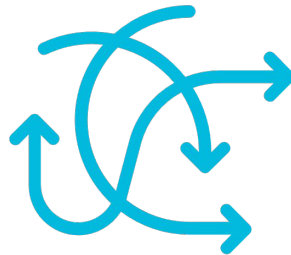


# Why do we skip writing?

Focus on  
covering  
“content”



Unsure,  
unprepared



Students  
lack skills



# Think & Share

How do you feel about  
incorporating writing into  
your lessons?

What questions do you have?



# Today's Agenda

What do we know about the impact of writing?

What writing strategies and activities support learning?

What are the next steps?

1



2



3

# Effective Strategies



**Problem:** I have too much content to cover. There's no time to add writing projects.



**Try Power Writing.**



# Power Writing

Goal: Build writing fluency through brief, timed writings

1. Share a content word or phrase with students as a prompt
2. Students write as much as they can for one minute
3. Reread the writing, marking any errors and count words
4. Repeat this routine two more times, for a total of three passages
5. Record the highest number of words written on a sheet of graph paper in their journal

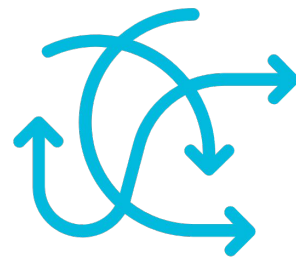
# Power Writing

How are comprehension  
and writing connected?

01:00



**Problem:** My students don't know where to start.



**Try Because But So.**

# Because But So- Sentence Starters

Goal: Give students structure to their sentence that allows them to show deeper understanding

1. Start with a simple sentence
2. Add "because"
3. Add "but"
4. Add "so"

Writing is important.

Writing is important because...

Writing is important, but...

Writing is important, so...

# Because But So

**The tilt of the Earth's axis causes the seasons...**

because

but

so

**Lines are one dimensional...**

because

but

so

Because- explain why something is true

But- compare two opposing ideas

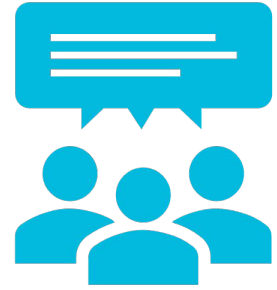
So- cause and effect

# Because But So

Background knowledge is critical to comprehension.



**Problem:** I don't think my students know how to do what I'm asking.



**Try Shared Writing.**

# Shared & Interactive Writing

## Shared writing

- **Focuses on meaning**
- **Teacher** facilitates discussion
- **Teacher** scribes message students agree upon
- **Students** negotiate the message

## Interactive writing

- **Focuses on meaning & conventions**
- **Teacher** uses prompts to guide the discussion
- **Teacher** offers feedback on conventions
- **Students** negotiate the message and write



# An All-Ages Approach

- Connects to anchor standards
- Supports multilingual learners
- Emphasizes oral language development
- Collaboration between teacher and student
- Scaffolds writing tasks, leading to independence



# But wait, there's more!

- Graphic organizers to plan composition
- Note-taking strategies support citing sources
- Post transition words, model usage



# Today's Agenda

What do we know about the impact of writing?

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What are the next steps?

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# Next Steps



# Think & Share

What can you try next month?

What planning is needed?

What collaboration is needed?



# Final Thoughts

**If you want to increase comprehension with writing, you should:**

- Have students write about the texts they read
- Explicitly teach writing skills
- Dedicate more distributed time to writing



# Any closing questions?

Did we achieve our objectives?

1

**Describe the connection between reading comprehension and writing**

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**Identify an evidence-based practice you can incorporate into a unit that will support your students' writing development**

# Thank you for joining us.

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