

Get it Write: Best Practices for Content-Area Instruction

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**Groves
Method®**

By Groves Literacy Partnerships

Meet the Presenters



Courtney Bierlein
GLP School Engagement &
Partnerships Lead



Brigid Berger
GLP senior content writer

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?

What writing strategies and activities support learning?

What are the next steps?



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

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

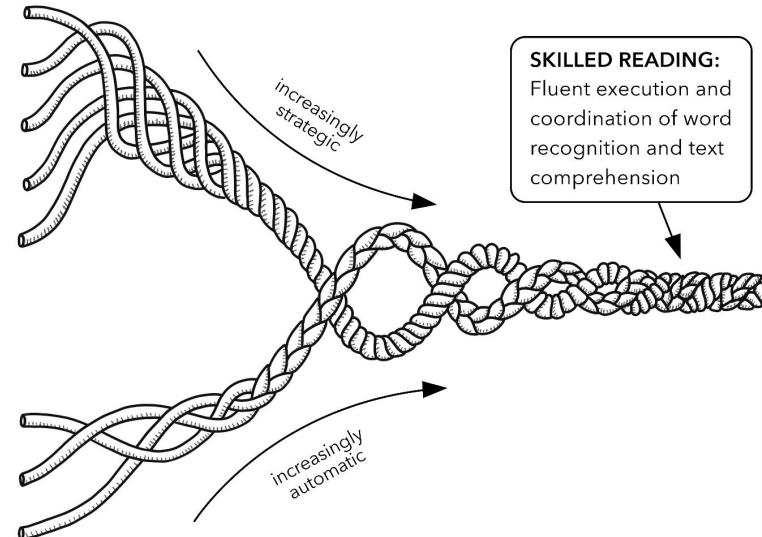
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

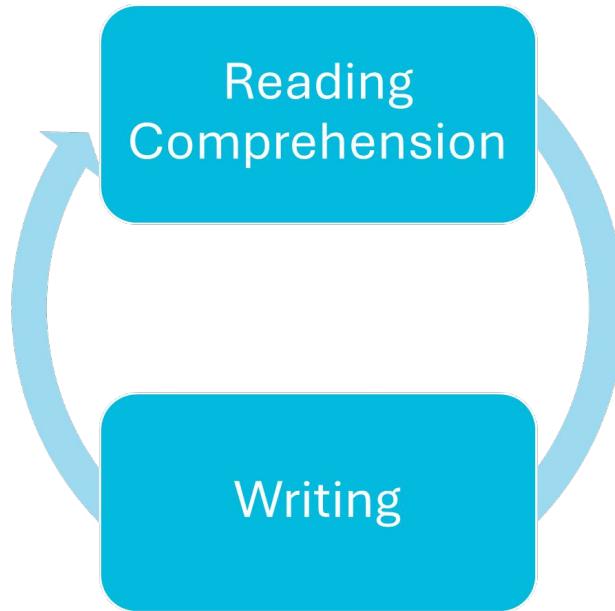
DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



Comprehension and writing are connected.

1. Use same knowledge and skills



2. Related communication processes

3. Stronger with combined use

How does writing impact comprehension?

memory

synthesis

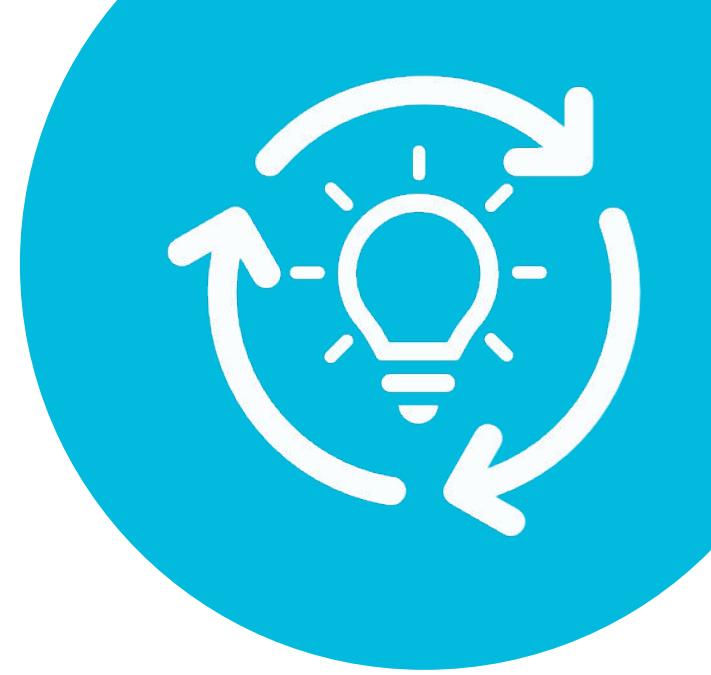


The Effects of Writing on Learning in Science, Social Studies and Mathematics, 2020

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. “

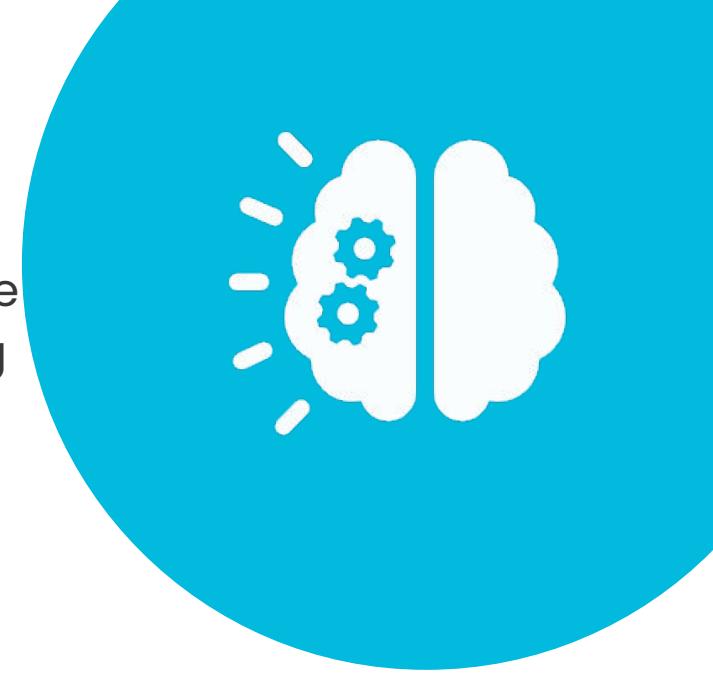
Donald Murray, 1972



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

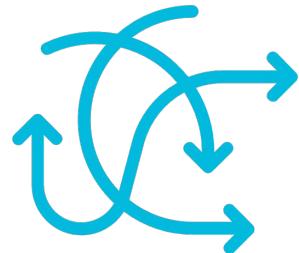


Why do we skip writing?

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?



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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

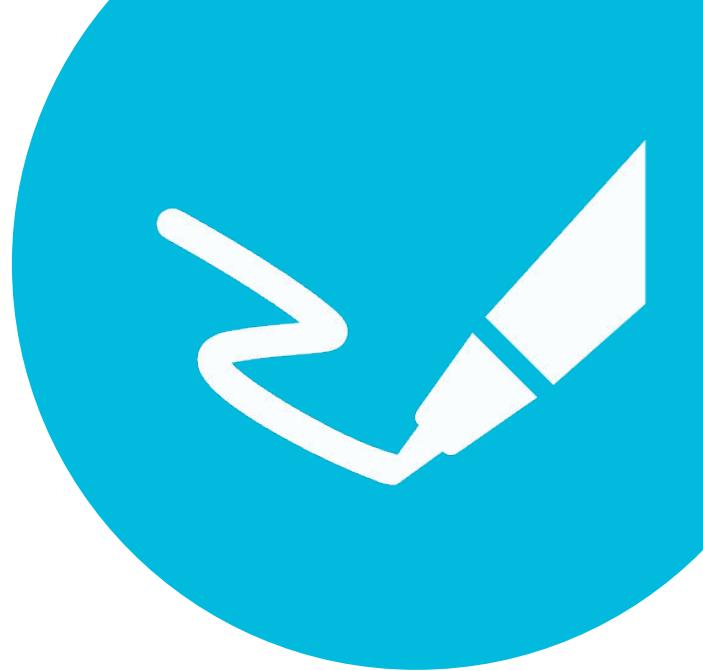
1. Share a content word or phrase with students as a prompt
2. Students write as much as they can for one minute
3. Reread the writing, marking any errors and count words
4. Repeat this routine two more times, for a total of three passages
5. Record the highest number of words written on a sheet of graph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



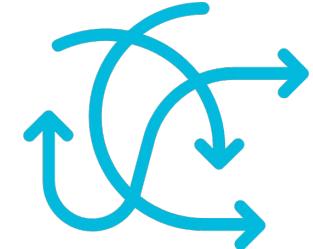
Power Writing

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
Writing is important.
2. Add “because”
Writing is important because...
3. Add “but”
Writing is important, but...
4. Add “so”
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



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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?

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**Thank you
for joining us.**

glp@groveslearning.org



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