What Your Colleagues Are Saying . . .

“As Harper points out, writing is a superpower of the twenty-first century. If we want our children to flourish long term, we must teach them to write. I am grateful that in this book I’m given a host of fresh ideas for getting my students writing purposefully and often. I’ll keep this one very close to my planning desk.”

—Dave Stuart Jr., author
These 6 Things

“You will want to have a full stack of sticky notes when you open up this book. It is full of practical strategies that will add not only purpose across your academic days, but also play, laughter, and fun. Combining humor and wisdom, Harper weaves in lessons and reminders about the different ways people write across platforms and genres. She moves from solid rationale to practical tactics, providing differentiation through modifications and extensions. With a predictable format, this book encompasses higher-order thinking, expanding possibilities for engagement and expression for all learners. You will use up your sticky notes marking the pages you’ll want to bring to life in your classroom.”

—Melanie Meehan, author
Every Child Can Write and The Responsive Writing Teacher

“From quick writing strategies to summarizing techniques to vocabulary building to digital writing invitations, Write On & Write Now provides practical yet savvy strategies for any teacher who wants to increase student writing volume without sacrificing space in an already crowded curriculum.”

—Andy Schoenborn, co-author
Creating Confident Writers: For High School, College, and Life

“Rebecca Harper’s book Write On & Write Now: Grades 6–12 37 Strategies for Authentic Daily Writing in Every Content Area is a gift to students and teachers in ELA and content classes. What Harper does will surely resonate with teachers: She offers writing suggestions that can easily be integrated into units of study across the curriculum. She’s organized the chapters around daily writing students should and can do: writing summaries, learning academic vocabulary, and digital writing—writing to share text evidence. Practical writing experiences combined with detailed directions and expectations for teachers will ensure that students will be writing daily in every subject and developing an ease with thinking on paper. In the last chapter, Harper builds teachers’ self-confidence by addressing, in great detail, common questions such as How do I engage and motivate all students? How can I find the time in my schedule? What if necessary resources aren’t available? Teachers will appreciate Harper’s authentic voice and experience as well as the Appendix that provides teacher tips for specific writing suggestions. This book is sure to become a resource teachers continually turn to again and again!”

—Laura Robb, author
Guided Practice for Reading Growth and Read, Talk, Write
“Content-area teachers are asked to incorporate writing as a regular, often daily, practice. While that is obviously a good idea, what does such writing look like—and how much time will it take out of an already jam-packed curriculum? Harper clearly pondered those questions and then created quick and accessible ways to help teachers find the answers. Grab this book, take a look at the “Write Now & Write On” strategies on the first few pages, turn to the corresponding chapters, and watch your students happily (no kidding!) begin writing.”

—ReLeah Lent, author

Disciplinary Literacy in Action and This is Disciplinary Literacy
Write Now & Write On,
Grades 6–12
For my children—Amelia, Macy Belle, and Vin:

Amelia—Strong women like you run in this family, but remember, even Atlas shrugged. When the weight of the world becomes too great, lean on those who love you most.

Macy Belle—The world knew we needed you. Keep marching to that beat that only you can hear; your song is so much better than the music everyone else already plays.

Vin—Remember, I may not be the last woman you’ll love, but I was the first.

You are, and will always be, my three greatest accomplishments.

I will love you forever. No matter what.

But if you put me in Shady Pines, I’ll come back to haunt you. 😊

Love,

Mom

XXOO
Write Now & Write On, Grades 6–12

37 Strategies for Authentic Daily Writing in Every Content Area

Rebecca G. Harper
# CONTENTS

**Acknowledgments**  xi
**Write Now & Write On Strategies At a Glance**  xliii

## 1. Why Write Now?
- Daily Writing Evolution . . . or Revolution?  4
- Honor Many Different Kinds of Writing  5
- The Call to Write Throughout the Day  7
- *Most* Writing Is Messy  12
- Pre-Writing Does Not Have to Be Written  13
- Revision Is Ongoing  13
- Research Writing Needs to Be Relevant  13
- Write Now . . . and Write On  14

## 2. Parachute Writing: Strategies for Quick Writing  17
- Parachute Writing Is Safe Writing  18
- Pinpoint Placement  18
- Timing Is Everything  19
- Drop Drafts  20
- Quick Writes  24
- Hear This!  29
- Attack or Defend Writing  33
- Say What?  40
- Neighborhood Map  45
- Figure This  51
- Written Conversations  54

## 3. Sum It All Up: Strategies for Finding Key Details and Summarizing  59
- Clarity Is Key  60
- Get Real With Real-World Examples of Summarization  60
Pizza Slice Summary 63
Summary Sentence Sweeps 67
Three-Panel Summaries 76
Summary Memes 83
Brochure Summaries 87
Commercials 92
Obituaries 96

4. **All the Right Words: Strategies for Learning Academic Vocabulary** 101
Background Knowledge Matters 102
Comprehension vs. Word Calling 103
Context Is Key 104
Survival Words 108
Pictorial Definitions 111
What's the Word? 117
Ransom Note Writing 121
Word Sort 125
Word Splash 130

5. **Digital Worlds: Strategies for Meeting Students Where They Are Already Hanging Out** 135
Finding Rigor in the Digital World 135
Making Meaningful Connections 136
Instagram Ideas 140
Pinterest Paragraphs 145
Picture Collage Content 153
Tweet the Text 158
Hashtag Summaries 163
List, Pin, Label, Share 168

The Importance of Evidence 173
Quantity and Quality Make a Difference 173
Evidence Tug-of-War Activator Strategy 175
What's Missing Activator Strategy 177
Mix and Match 179
ACKNOWLEDGMENTS

Writing this book would never have been possible without the support, encouragement, and help from some very special people who know me, and yet still love me.

My family certainly deserves a lot of the gratitude. Thank you to my husband, Will, and children, Amelia, Macy Belle, and Vin, who tolerate, and make fun of, I might add, my constant examination of all things literacy in this great wide world. Thank you for loving a woman who can be hard to love, because I sure do love you. To my mother-in-law, Deborah, who picks the kids up, takes them to swim and karate, and does anything else I ever need her to do with no questions asked, thank you. To Mom, Dad, and my stepmom, Kathy, I miss the three of you every single time I open my eyes. Here’s hoping I have made you proud. I love you all.

Thank you to my boomerang department chair, Dr. E. Wayne Lord, who is probably one of the two people at work who really “get” me. Thank you for helping me spread my wings at work this year and for leaving me alone and letting me just be me.

Thank you to all of my Augusta University Writing Project peeps. You are the absolute BEST and brightest part of my job and I love every single one of you. A special thanks to those who assisted directly with this book:

Sacha Curtis
Carissa Keels
Alysha Mooney
Ashley Noble

Kirsten Pitock
Katie Strickland
Leigh Willmann

Other awesome people have provided me with writing examples and samples:

Melissa Delman
Donna Dugan
Jessica Horne
Lark Jones

Alicia Stephenson
Cindy Taylor
Rae Leigh Warner
Thank you to all the students who provided writing samples for this book:

Violet Childers                     Vin Harper
Patrick Fields                    Gina Hofstetter
Will Fields                    Lauren Hofstetter
Hannah “Gunslinger” Gunsallus  Colette Kearney
Amelia Harper                     Esther Marks
Macy Belle Harper               Emma Velie

People in this world who I just love:

Nicole Cain                  Robert Jackson
Darby Finley                 Dr. Karen Wish
Ashley Holland

And to all the people who still ask me if I am a hairdresser, thank you. It makes me smile. Seriously. Every. Single. Time.

With a full and grateful heart,

Publisher’s Acknowledgments

Corwin gratefully acknowledges the contributions of the following reviewers:

Lynn Angus Ramos                     Marsha Voigt
Curriculum and Instruction Coordinator,  Literacy Consultant and Author
K-12 English Language Arts           Elgin, IL
DeKalb County School District
Decatur, GA

WRITE NOW & WRITE ON, GRADES 6–12
## WRITE NOW & WRITE ON
### STRATEGIES AT A GLANCE

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Page</th>
<th>Brief Description</th>
<th>Chapter</th>
<th>Skill(s) Supported</th>
<th>Student Resource Available?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attack or Defend Writing</td>
<td>33</td>
<td>Students are given a quote and then write a brief argument for or against the issue/topic from the quote.</td>
<td>2: Parachute Writing</td>
<td>Argument writing</td>
<td>No</td>
</tr>
<tr>
<td>Brochure Summaries</td>
<td>87</td>
<td>Students write summaries of a text to create a brochure through the use of brief written statements, persuasive writing, and images.</td>
<td>3: Summarizing</td>
<td>Summarization Key details Comprehension Visualization</td>
<td>No</td>
</tr>
<tr>
<td>Close Reading Images</td>
<td>185</td>
<td>Students closely evaluate an image related to a concept or topic being studied to gather evidence for a specific purpose.</td>
<td>6: Just the Facts</td>
<td>Evaluation Close reading</td>
<td>No</td>
</tr>
<tr>
<td>Commercials</td>
<td>92</td>
<td>Students use persuasive writing to create and perform their own commercials to support the summarization of a text or a concept/unit of study.</td>
<td>3: Summarizing</td>
<td>Summarization Key details Comprehension Oral presentation</td>
<td>No</td>
</tr>
<tr>
<td>Continuum Debate 2.0</td>
<td>202</td>
<td>Students use text evidence to craft an argument on a specific concept or topic and then participate in an oral debate against a classmate.</td>
<td>6: Just the Facts</td>
<td>Finding and evaluating text evidence Arguments and claims Oral debate</td>
<td>No</td>
</tr>
</tbody>
</table>

(Continued)
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Page</th>
<th>Brief Description</th>
<th>Chapter</th>
<th>Skill(s) Supported</th>
<th>Student Resource Available?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop Drafts</td>
<td>20</td>
<td>Students informally respond to a question or prompt and then discard the writing.</td>
<td>2: Parachute Writing</td>
<td>Quick writing Reflection</td>
<td>No</td>
</tr>
<tr>
<td>Evidence Tug-of-War Activator Strategy</td>
<td>175</td>
<td>Students compare the quantity of evidence from two separate texts.</td>
<td>6: Just the Facts</td>
<td>Finding textual evidence</td>
<td>No</td>
</tr>
<tr>
<td>Figure This</td>
<td>51</td>
<td>Students use figurative language to explain their understanding of a specific concept, topic, or idea.</td>
<td>2: Parachute Writing</td>
<td>Quick write Summarization Comparison</td>
<td>Yes (page 51) (optional)</td>
</tr>
<tr>
<td>Hashtag Summaries</td>
<td>163</td>
<td>Students create a hashtag to summarize a piece of text or concepts studied and then defend their work.</td>
<td>5: Digital Worlds</td>
<td>Summarization Justification of response</td>
<td>No</td>
</tr>
<tr>
<td>Instagram Ideas</td>
<td>140</td>
<td>Students create an Instagram post using visuals and text related to the concept or idea they are studying.</td>
<td>5: Digital Worlds</td>
<td>Visualization Summarization</td>
<td>No</td>
</tr>
<tr>
<td>List, Pin, Label, Share</td>
<td>168</td>
<td>Students create a list of words they know related to a specific concept or topic, then they group the words together and create a collage-style board to visually display the word relationships.</td>
<td>5: Digital Worlds</td>
<td>Activating prior knowledge Academic vocabulary</td>
<td>No</td>
</tr>
<tr>
<td>Mix and Match</td>
<td>179</td>
<td>Students use colored paint strips to pull text evidence related to a specific prompt from multiple sources.</td>
<td>6: Just the Facts</td>
<td>Finding textual evidence Evaluation of multiple sources</td>
<td>No</td>
</tr>
<tr>
<td>Murder Mysteries</td>
<td>198</td>
<td>Students use a crime scene scenario to evaluate text evidence and make conclusions to solve the crime/mystery.</td>
<td>6: Just the Facts</td>
<td>Finding and evaluating text evidence Summarization Drawing conclusions</td>
<td>Yes (page 253) (optional)</td>
</tr>
<tr>
<td>Neighborhood Map</td>
<td>45</td>
<td>Students draw a neighborhood map of places that are important to them, orally explaining while they draw.</td>
<td>2: Parachute Writing</td>
<td>Visualization Oral presentation</td>
<td>No</td>
</tr>
<tr>
<td>Strategy</td>
<td>Page</td>
<td>Brief Description</td>
<td>Chapter</td>
<td>Skill(s) Supported</td>
<td>Student Resource Available?</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------</td>
<td>------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Obituaries</td>
<td>96</td>
<td>Students use the style of an obituary to summarize a piece of text, concept, or unit of study.</td>
<td>3: Summarizing</td>
<td>Summarization Key details Comprehension</td>
<td>No</td>
</tr>
<tr>
<td>Paint Strip Partners</td>
<td>210</td>
<td>Students use paint strips to write a detailed description of a process, sequence, or protocol as a result of a concept or topic being studied.</td>
<td>6: Just the Facts</td>
<td>Summarization Synthesis</td>
<td>Yes (page 235) (optional)</td>
</tr>
<tr>
<td>Pictorial Definitions</td>
<td>111</td>
<td>Students create visual pictures or images to represent the definition of key vocabulary terms.</td>
<td>4: Academic Vocabulary</td>
<td>Comprehension Vocabulary development Imagery</td>
<td>No</td>
</tr>
<tr>
<td>Picture Collage Content</td>
<td>153</td>
<td>Students create their own Picture Collage around a specific concept or topic using images, graphics, and words.</td>
<td>5: Digital Worlds</td>
<td>Visualization Summarization Design</td>
<td>No</td>
</tr>
<tr>
<td>Pinterest Paragraphs</td>
<td>145</td>
<td>Students create their own Pinterest boards around a specific concept or topic using images, words, and written text.</td>
<td>5: Digital Worlds</td>
<td>Visualization Classification of information Summarization</td>
<td>No</td>
</tr>
<tr>
<td>Pizza Slice Summary</td>
<td>63</td>
<td>Students use the sections of an inverted triangle to narrow the amount of information in their summaries, getting down to only the most important main idea(s) at the tip of the triangle.</td>
<td>3: Summarizing</td>
<td>Summarization Main idea Comprehension</td>
<td>Yes (page 230) (optional)</td>
</tr>
<tr>
<td>Quick Writes</td>
<td>24</td>
<td>Students informally respond to a question or prompt to springboard into a lesson or at a key point in the lesson.</td>
<td>2: Parachute Writing</td>
<td>Quick writing Synthesis of information</td>
<td>No</td>
</tr>
<tr>
<td>Ransom Note Writing</td>
<td>121</td>
<td>Students cut out terms from magazines and newspapers to create a collage of words to support a key academic topic, concept, or unit of study.</td>
<td>4: Academic Vocabulary</td>
<td>Vocabulary development Imagery</td>
<td>No</td>
</tr>
<tr>
<td>Strategy</td>
<td>Page</td>
<td>Brief Description</td>
<td>Chapter</td>
<td>Skill(s) Supported</td>
<td>Student Resource Available?</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Sketch to Stretch</td>
<td>19</td>
<td>Students informally draw what they “see” in their heads while a text or selection of text is being read.</td>
<td>2: Parachute Writing</td>
<td>Visualization Comprehension</td>
<td>No</td>
</tr>
<tr>
<td>Summary Memes</td>
<td>83</td>
<td>Students write a brief summary of the text by creating a meme.</td>
<td>3: Summarizing</td>
<td>Summarization Key details Comprehension Visualization</td>
<td>No</td>
</tr>
<tr>
<td>Summary Sentence Sweeps</td>
<td>67</td>
<td>Students categorize details from the text as Important, Not Important, and Don’t Know, in order to write a summary of the content.</td>
<td>3: Summarizing</td>
<td>Summarization Key details Comprehension</td>
<td>No</td>
</tr>
<tr>
<td>Survival Words</td>
<td>108</td>
<td>Students use a Likert scale rating system to self-assess their vocabulary knowledge of key terms that are essential for understanding prior to reading a text or learning about a concept or unit of study.</td>
<td>4: Academic Vocabulary</td>
<td>Activating prior knowledge Vocabulary development</td>
<td>Yes (page 231)</td>
</tr>
<tr>
<td>Text Mapping</td>
<td>190</td>
<td>Students lay out an entire text on a sheet of chart paper to examine, evaluate, annotate, and gather evidence from the text based on specific requirements set by the teacher.</td>
<td>6: Just the Facts</td>
<td>Evaluation Finding textual evidence Close reading Text annotation</td>
<td>Yes</td>
</tr>
<tr>
<td>Say What?</td>
<td>40</td>
<td>Students gather specific evidence/arguments on both sides of an issue/topic.</td>
<td>2: Parachute Writing</td>
<td>Quick writing Arguments and claims using evidence</td>
<td>Yes (optional)</td>
</tr>
<tr>
<td>Three-Panel Summaries</td>
<td>76</td>
<td>Students create summaries of a text by incorporating key details onto a trifold sheet of paper, adding visuals or images to each portion of written text.</td>
<td>3: Summarizing</td>
<td>Summarization Key details Comprehension Visualization</td>
<td>No</td>
</tr>
<tr>
<td>Strategy</td>
<td>Page</td>
<td>Brief Description</td>
<td>Chapter</td>
<td>Skill(s) Supported</td>
<td>Student Resource Available?</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Tweet the Text</td>
<td>158</td>
<td>Students create tweets in response to a series of images or text excerpts to summarize or respond to the content.</td>
<td>5: Digital Worlds</td>
<td>Summarization Quick Writing</td>
<td>No</td>
</tr>
<tr>
<td>Two Truths and a Lie</td>
<td>207</td>
<td>Students use text evidence to write two truths and a lie in response to a text that they read, and then they present their work to their peers to have them guess which one is the lie.</td>
<td>6: Just the Facts</td>
<td>Finding text evidence Summarization Evaluation</td>
<td>Yes (page 234) (optional)</td>
</tr>
<tr>
<td>Word Sort</td>
<td>125</td>
<td>Students sort and classify a group of vocabulary words from a text or unit of study and justify their work.</td>
<td>4: Academic Vocabulary</td>
<td>Vocabulary development Justification of response</td>
<td>No</td>
</tr>
<tr>
<td>Word Splash</td>
<td>130</td>
<td>Students make connections between two words from a list related to a text, concept, or unit of study, and then justify their responses.</td>
<td>4: Academic Vocabulary</td>
<td>Vocabulary development Activating prior knowledge</td>
<td>No</td>
</tr>
<tr>
<td>What’s Missing Activator</td>
<td>177</td>
<td>Students learn about the quality of text evidence through the use of puzzles.</td>
<td>6: Just the Facts</td>
<td>Finding quality text evidence</td>
<td>No</td>
</tr>
<tr>
<td>Strategy</td>
<td>177</td>
<td>Students use academic vocabulary to complete sentence frames around a topic, text, or unit of study, and justify their responses.</td>
<td>4: Academic Vocabulary</td>
<td>Vocabulary development Argument/Justification</td>
<td>No</td>
</tr>
<tr>
<td>Write Around the Text</td>
<td>195</td>
<td>Students respond to a text excerpt to evaluate, examine, and annotate based on specific requirements set by the teacher.</td>
<td>6: Just the Facts</td>
<td>Evaluation Finding textual evidence Close reading Text annotation</td>
<td>No</td>
</tr>
<tr>
<td>Written Conversations</td>
<td>54</td>
<td>Students take turns writing a conversation back and forth on a selected concept or topic.</td>
<td>2: Parachute Writing</td>
<td>Quick writing Review Synthesis of information</td>
<td>No</td>
</tr>
</tbody>
</table>