

**Southern Regional School District  
Writing Across the Curriculum Initiative**



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## **Southern Regional School District Writing Across the Curriculum Initiative**

**Purpose:** The Southern Regional School District Writing Across the Curriculum Initiative (WAC) provides a common “tool,” therefore consistency in expectations, for both faculty and students as the processes of writing introduced in English classes are extended/reinforced in assignments written in content-based subject disciplines.

### **The Initiative is based on the following premises:**

- Literacy development is the responsibility of all teachers
- Writing is a tool that enhances critical thinking and learning, thus, should be an essential component of all learning
- Good writing is a trait of a well-educated person
- Frequent, guided writing will likely improve writing skills
- Writing is a learned skill that should be adapted at different developmental stages of learning to continue to meet the challenges extended to even the most sophisticated learner
- Good writing is expected and valued in most, if not all, career areas
- An easy to understand, district-wide writing plan with accompanying assessment rubrics is necessary to facilitate the implementation of the plan in all content areas
- Students will be more successful in completing content-area assignments if the writing procedures are already “a given” and they can instead focus primarily on content
- While tasks vary from discipline to discipline and grade level to grade level, there are common writing traits/expectations that are applicable to all situations
- The use of common vocabulary terms will result in less confusion
- On-going teacher training is a critical component of the successful implementation of the WAC

## **TAP**

### **Presentation of Written Assignments**

Written assignments will be presented/considered using the acronym **TAP**. This will provide a basis for a clear focus of the task at hand:

- Task-** This represents the type of writing assignment that is expected: essay, report, recipe, proposal, etc.
  
- Audience-** Students generally write to four audiences: self, teacher, community, larger society. Each audience requires a unique language and strategy.
  
- Purpose-** All writing has intent and requirements; various techniques are used dependent upon the purpose: describing, summarizing, reflecting, imagining, expressing feelings, informing, reporting, etc.

**Rationale:** Acronyms are a powerful metacognitive strategy.

## **Open-Ended Questions**

The acronym **RUNWAY A** provides a tool for students to address all parts of an open-ended question. Many teachers have found it beneficial to use just the **RUN** portion of the acronym.

**R**ead the question or problem twice

**U**nderline the key words

**N**umber the question or problem's parts

**W**rite an introductory sentence that restates the question or the problem

**A**nswer all the parts

**Y**ou must self-edit your work

**A**chieve excellence by extending and expanding the information

## **TOWER** **Process Writing**

The acronym **TOWER** provides students with a tool to write a comprehensive essay. It leads students/faculty through the **process** of writing.

**TAP** it out = **T**ask, **A**udience, **P**urpose

**Organize** using brainstorming, graphic organizers, outlines, pre-writing, prior knowledge,

KWL, etc. = (Organization of writing plan)

**Write** = (Application of conventions and appropriate format in writing essay)

**Edit** = (Make corrections to piece for the purposes of publication)

**Revise** = (Rewrite final copy after consideration of editing suggestions)

## TOWER

### Process Writing

The acronym TOWER provides students with a tool to write a comprehensive essay. It leads students through the process of writing.



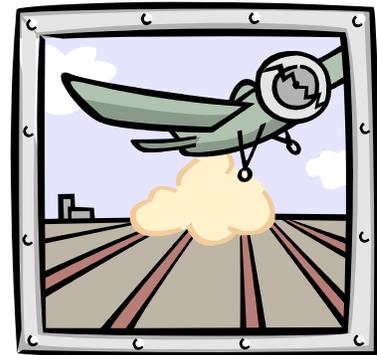
<b>T</b> AP it out:	<b>T</b> ask, <b>A</b> udience, <b>P</b> urpose
<b>O</b> rganize:	Using Techniques to Plan
<b>W</b> rite:	Application of format Conventions in Writing
<b>E</b> dit:	Make Corrections to Writing
<b>R</b> evise:	Rewrite Final for Publication

## RUNWAY A

### Open-Ended Questions

The acronym RUNWAY A provides a tool for students to address all parts of an open-ended question. Many times it beneficial to use just the RUN portion of the acronym.

- R**ead the question or problem twice
- U**nderline the key words
- N**umber the question or problem's parts
- W**rite an introductory sentence that restates the question or the problem
- A**nsWER all the parts
- Y**ou must self-edit your work



**A**chieve excellence by extending and expanding the information

Note taking

Subject  
Period

Date

page # \_\_\_\_\_

**Reduce** Notes to Key  
Words/Concepts

**Record** Major Concepts from Text or Lecture

	<p>Place new notes on top of older notes  Note taking is skill: Learnable with practice</p> <p>Note taking is important: Why?  Provides accurate, complete, organized info.  Provides a study guide  Quick ID of key concepts/info.</p> <p>How do I start?  Be aggressive, never passive:  Tune in, not out  Come prepared:  Notebook, pen, paper, ruler, colored pencils or  highlighters  Impt. to always write subject, period, date and page #</p> <p>Draw a line about 2 ½" down left side of paper (rt. side  if left- handed) or fold paper  Label small column as Key Words  Label large column as Major Notes  Draw a line horizontally about 4" from bottom of one sheet  of notes  Label narrow column "Questions"  Label wider column "Summary"</p> <p>Lecture:  Practice listening:  Tune In  Eye contact with speaker  Focus: gestures &amp; tone are clues; listen for clue words  Question: aloud or write ? to self</p> <p>During class:  Take notes in Major Concept Area  Write only important info., ie. main idea, facts  Underline speaker's stressed words, concepts or</p>
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	<p>text's main ideas  Write legibly  Skip line between ideas  Use phrases, not sentences  Develop your own system:      Abbrev., skip words, use symbols, graphic organizers  Look &amp; Listen for signals/clues:      Illustrations, text reference, on board,      Clue words/directional signals          thus, because, too, also = thoughts continue          but, however, on the other hand = thoughts          change direction  ** Those ideas that conflict or disagree with the  "picture" you have of the concept or idea</p> <p>After class:  Write key points in Key Concept Area  Use graphic organizer in smaller area to organize thoughts  Highlight key concepts/underlined words in larger area  Summarize in your own words after last sheet of notes      Add your own thoughts or ? in notes or in summary      Find answers to your ?s</p> <p>Use notes to study:      Cover right and recall info. using trigger words from      left column  <b>Review</b> often</p>
<p><b>Reflect/Question:</b></p>	<p><b>Recall:</b>  <b>There are 6 R's of Note taking:</b></p> <ul style="list-style-type: none"> <li>• Record</li> <li>• Reduce</li> <li>• Rewrite</li> <li>• Recall</li> <li>• Reflect</li> <li>• Review</li> </ul> <p><b>Re-write</b> notes in own words</p>

## Common Vocabulary Terms

**Audience-** The person who will make sense of the writing.

**Body-** The main presentation of thought that is presented in the introduction.

**Citation-** The accepted format to credit the sources of information used in the text.

**Cohesive-** The quality of an essay being focused, with a logical transition of thought centered around a topic.

**Concise-** The maximum benefit that can be attained by using fewest words.

**Conclusion-** The summarizing or tying up the story, sharing the implications of the thought in the body.

**Content-** What is written in a piece.

**Context-** How the information is written in a writing piece.

**Conventions-** The mechanical pieces of the writing. They include spelling, grammar, usage, paragraphing, punctuation, capitals, etc.

**Directed Journal Response-** The type of entry in which a prompt is provided for the writer's response.

**Edit-** The process of checking for errors and making corrections to prepare for publication.

**Extend/elaborate-** The expansion of a piece of writing to include detail, complexity and/or "ornateness."

**First Person-** The "I" form of writing. The writer uses personal experiences and expertise.

**Fluidity-** The manner in which thoughts flow in graceful, non-interrupted, articulate manner.

**Focused-** The text doesn't digress from main idea; one thesis with sufficient elaboration/support related to the thesis.

**Free Journal Response-** The type of entry which permits the writer to freely write whatever is on his mind that is related to the topic.

**Genre-** The traditional form of a writing piece, i.e., poetry, narrative, etc.

**Graphic Organizers-** The pictorial, graphic manner in which information can be organized for clearer understanding.

**Guided Writing-** The type of writing in which students apply the understandings they have gained from modeled and shared writing sessions, with varying degrees of support from the teacher.

**Hook-** The information or idea used to grab the readers' interest. It usually appeals to the readers' senses.

**Introduction-** The first paragraph used to tell the reader, generally slowly, what will be said before it is stated throughout the piece of writing.

**Informational Writing-** The type of writing that presents facts and information or gives directions. It doesn't usually contain conclusions or recommendations, but generally provides new ideas to the reader.

**Main Idea-** The single most important thought. It is the framework for writing.

**Narrative-** The type of fictional writing that tells a story.

**Organization-** The internal structure of a piece of writing, the thread of central meaning. It has strong connections, a pattern of fluidity, and a sense of the opening moving to a closing.

**Outline-** The skeleton of information gleaned from text which helps to organize content.

**Paragraph-** The subdivision of a publication that has a topic sentence and numerous supporting sentences.

**Peer Editing-** The process by which students offer suggestions to enhance or correct sections of a piece of writing.

**Persuasive-** The type of writing that attempts to convince the reader of the point of view of the writer.

**Presentation-** The format of the piece. It should be pleasing in both word and appearance. It is exhibition of the writing.

**Pre-Writing-** The activities to access/organize facts, ideas that are stored in the brain, i.e., brainstorming, mapping. It is used to obtain ideas for an essay.

**Process Writing-** The steps used to produce a quality piece of writing; prewriting, writing, editing, revising, publishing.

**Proof of a thesis statement-** An arguable assertion that imposes a burden of proof on the writer to interpret the facts.

**Persuasive Writing-** The type of writing in which the writer seeks to interpret and convince the reader to think in a certain way; can be based on facts or ideas, but includes a "call to action."

**Prompt-** The phrase, statement or picture that is used to elicit a response from a writer.

**Purpose-** The reason the writer is writing.

**Sentence Fluency-** Well crafted sentences that have a rhythm and flow to them. They easily move the reader from thought to thought.

**Speculative Writing-** The type of writing in which the writer reacts to a picture prompt and creates a possible scenario of events that deal with the prompt.

**Supporting Evidence-** The facts/information that supports the topic and give it validity.

**Task-** The type of writing that is required: poster, letter, lab report.

**Theme-** The general overarching idea of an essay that is usually unstated, ie. love, hate, etc.

**Thesis Statement-** The question posed which is answered in the paper.

**Third Person-** The “He” or “She” form that allows the writer to stand back and observe from a distance.

**Timed Writing-** A writing assignment that includes timed parameters. It can be used to summarize, think out a topic or idea, brainstorm, etc.

**Topic Sentence-** The encapsulated statement that is the focus of the sentence. It is supported by additional facts/concepts/information.

**Transition-** The smooth flow of an essay with transitional words used to connect thoughts and ideas.

**Voice-** The writer coming through the words; in a sense, one can “hear the person” speaking through words.

**Word Choice-** is the selection of rich, varied, pertinent, colorful, precise language throughout the piece.

## Appendix A

<b>Transitional Words</b>		
	<b>Mild</b>	<b>Stronger</b>
<b>Addition</b>	a further x and and then then also too next another other nor	further furthermore moreover in addition additionally besides again equally important first, second finally, last
<b>Comparison</b>	just as ... so too a similar x another x like	similarly comparable in the same way likewise
<b>Contrast</b>	but yet and yet still otherwise or though but another rather	however still nevertheless on the other hand on the contrary even so notwithstanding for all that in contrast alternatively at the same time though this may be otherwise instead nonetheless conversely
	then	meanwhile

	<p>now soon afterward later shortly earlier recently first, second, third next before after today tomorrow</p>	<p>at length presently at last finally immediately thereafter at that time subsequently eventually currently in the meantime in the past in the future</p>
<b>Purpose</b>	<p>to do this so that</p>	<p>to this end with this object for this purpose for that reason because of this x</p>
<b>Place</b>	<p>there here beyond nearby next to</p>	<p>at that point opposite to adjacent to on the other side in the front in the back</p>
<b>Result</b>	<p>so and so then</p>	<p>hence therefore accordingly consequently thus thereupon as a result in consequence</p>
<b>Time</b>	<p>that is specifically in particular for one thing</p>	<p>for example for instance an instance of this this can be seen in</p>

<p><b>Summary and Emphasis</b></p>	<p>in sum generally after all by the way in general incidentally naturally I hope at least it seems in brief I suppose</p>	<p>in short on the whole as I said in other words to be sure in fact indeed clearly of course anyway remarkably I think assuredly definitely without doubt for all that on the whole in any event importantly certainly</p>
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**Current Types of Written Assignments  
(As submitted by the SRSD Faculty Abstracts)**

<b>Acrostic Writing</b>	<b>Lab Reports</b>
<b>Advertisements</b>	<b>Labeling</b>
<b>Analysis</b>	<b>Learning Logs</b>
<b>Annotations</b>	<b>Life Cycles</b>
<b>Annual Reports</b>	<b>Lists</b>
<b>Applications</b>	<b>Literature Response</b>
<b>Articles</b>	<b>Lyrics</b>
<b>Biographies</b>	<b>Manuals</b>
<b>Book Review</b>	<b>Maps</b>
<b>Brochures/Flyers/</b>	<b>Marketing Plans</b>
<b>Business/Friendly Letters</b>	<b>Marketing Case Studies</b>
<b>Business Law Case Studies</b>	<b>Memos</b>
<b>Business Plans</b>	<b>Memoirs</b>
<b>Business Presentations</b>	<b>Multimedia Development</b>
<b>Catalogs</b>	<b>Narrative Writing</b>
<b>Captions</b>	<b>News Articles/Letters</b>
<b>Cartoons</b>	<b>Obits/Epitaphs</b>
<b>Case Studies</b>	<b>Opinion papers</b>
<b>Catalogs</b>	<b>Outlines</b>
<b>Captions</b>	<b>Overviews</b>
<b>Cartoons</b>	<b>Pamphlets</b>
<b>Case Studies</b>	<b>Personal Expression</b>
<b>Catalogs</b>	<b>Persuasive Writing</b>
<b>Compare/Contrast</b>	<b>Poetry</b>
<b>Content Reports</b>	<b>Policies</b>
<b>Contracts</b>	<b>Posters/Signs/Bumper Stickers</b>
<b>Critiques</b>	<b>Procedures</b>
<b>Diaries</b>	<b>Profiles</b>
<b>Dictionary Entries</b>	<b>Proposals</b>
<b>Directions</b>	<b>Public Relations Material</b>
<b>Descriptions</b>	<b>Recipes</b>
<b>Data Analysis Reports</b>	<b>Recount/Relate/Discuss</b>
<b>DECA Written Projects</b>	<b>Reports</b>
<b>Depositions</b>	<b>Resumes</b>
<b>Desk Publishing Minutes</b>	<b>Reviews</b>
<b>Editorials</b>	<b>Research</b>
<b>Evaluations</b>	<b>Riddles</b>
<b>Explanations</b>	<b>Role Playing</b>
<b>Financial Statements</b>	<b>Rubrics</b>
<b>Forms</b>	<b>Scientific Methods/Procedures</b>
<b>Grant Proposals</b>	<b>Speeches</b>
<b>Graphic Organizers</b>	<b>Story Problems</b>
<b>Graphs, Charts, Diagrams</b>	<b>Story Writing</b>
<b>Guidelines</b>	<b>Summaries</b>
<b>Identification</b>	<b>Surveys</b>
<b>Illustrations</b>	<b>Timelines</b>
<b>Informational Writing</b>	<b>Travelogues</b>
<b>Interpretations</b>	<b>Venn diagrams</b>
<b>Interviews</b>	<b>Website Development</b>
<b>Journal Entries</b>	
<b>K-W-L Charts</b>	