



# Content Area Literacy Task Force



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## On-Demand Writing In All Content Areas Maggie Brewer, Social Studies

Just like playing a sport, good writing takes work, and the same way that we expect our basketball players to practice layups and free throws, dribbling and foul shots, every aspect of writing requires practice. A true athlete doesn't just practice in the days right before a game. He doesn't just pick up a ball and play a scrimmage in the gym. A true athlete makes basketball a part of his life. He hears the rhythm of the dribble against the floor in his sleep and the ball becomes an extension of his arm as he walks.

Good writing is the same way. We can't just ask students to practice an on demand the week before the test or only write in English class and expect that they will naturally become good writers. The skills and techniques of writing need to be practiced in each content area so that they become natural thinking processes students can draw upon as they learn and grow.

At Boyle County High School, a team of teachers from across content areas met to look at how we were teaching our students to write, particularly how to write an On-Demand piece. We determined that there are several skills needed for writing an on demand. We mapped out how to best introduce and re-teach these skills in ways that met the writing and content needs of the students. Next, we created a plan for teaching the skills so that each subject area could demonstrate each writing skill in a way that also addressed their content appropriately. Thus, writing was addressed but time for content was not lost along the way.

We created mini-lessons for teaching how to form an opinion, create a claim, choose relevant support, and develop an idea (commentary).

### Sample Mini-Lesson Handouts for Incorporating Information

#### Incorporating Relevant Background Information

Read the paragraph from Dwight D. Eisenhower's book Crusade in Europe and answer the following questions.

1. What is Dwight D. Eisenhower's thesis for this paragraph?
2. List three pieces of evidence that Dwight D. Eisenhower uses in this paragraph to support his thesis.
  - a.
  - b.
  - c.

#### Using Relevant Background Information and Commentary

- You are writing a portion of a paper about D-Day during World War II and Dwight D. Eisenhower's book Crusade in Europe is one source you are using.
- Use one of the pieces of evidence you listed above to support your thesis statement that:  
**The military campaign at D-Day was a complex and multi-faceted endeavor.**
- Then add commentary - your further explanation- to connect the evidence to your thesis.

**More of these mini-lesson resources are available!**  
**Contact Maggie at [margaret.brewer@boyle.kyschools.us](mailto:margaret.brewer@boyle.kyschools.us)**

## Passage-Based Prompts

### Rhonda Orttenger, Social Studies/Language Arts

Teaching the writer is not an easy task. Many students, as well as teachers do not think of themselves as writers. **Yet, everyone has a story to tell, an opinion to give, an argument to defend, information to share, or explanations to make clear.**

Quality writing instruction will provide students with a platform where they can take ownership of their writing, receive feedback, and have time to revise. Quality writing instruction will also equip students with the tools necessary to perform effectively when it's time for on demand writing assessments.

If you live in the state of Kentucky, and I assume most of you reading this do, then I know you are familiar with state testing. Not only do many students have to show what they know by answering multiple-choice questions, but also these students have to write to answer constructed responses in various content areas. In several grades, students must also complete On Demand writing tasks.

When answering multiple-choice questions and constructed responses, students must demonstrate their knowledge of a content area, such as social studies or science.

On the other hand, On Demand Writing requires students to demonstrate their knowledge of writing through tasks accessible to all.

On the Heinemann website, the overview of *Writing on Demand* by Gere, Christenbury, and Sassi states, “*Research and experience show that writers need three things: ownership of the form and subject of their writing; feedback from other writers; and time to draft and revise. Yet the harsh and confusing reality of today's college-entrance and state-mandated examinations—or any test with an essay component—is that students, trained in writing workshops, go on the clock to compose a paper on an assigned topic, in a prescribed form, for which they will receive no feedback.*”

Where does this leave teachers who are faced with the demands of teaching content and teaching writing?

Teachers in the state of Kentucky know our content plates are full. Is there a way to combine content and writing instruction that will prepare students to succeed when state on demand assessments arrive each spring, especially with passage-based prompts?

One strategy I have found useful for combining content and writing is **The DBQ**

**Project.** This program's goal is “helping all students to read smart, think straight and write clearly.” Their binders provide teachers with lessons and organizers that can be used to combine close analysis, document questioning, and argument writing.

With the three to seven primary and secondary documents and highly scaffolded lessons that can be adapted for the different skill levels of students, teachers can teach history while teaching students how to write evidence-based arguments, how to use and cite evidence, how to address questions of style, and how to analyze and evaluate writing.

Students also learn how to become critical readers, how to develop higher level critical thinking skills, and how to utilize different perspectives through historical thinking, discussion, debate, and writing.

To learn more about The DBQ Project, check out the [DBQ Project Website](#)

## March Madness Music Review On-Demand Opinion Writing Sandy Allen, Music

If there's one subject everyone has an opinion about, it's music. Writing a music review will give your students the opportunity to apply their knowledge of language structure and language conventions to compose a written critique of a musical selection and to use a variety of technological resources to gather, synthesize and communicate knowledge.

Before beginning this assignment, spend some time discussing what a music review is. Choose a few to look at as mentor texts. Then have students choose a song to review. Care must be taken to choose songs that are school appropriate and age appropriate. If you are not familiar with a song, look up the lyrics online. There are several good sources for finding lyrics. Or, you could provide a list of songs for students to choose from.

Prepare a worksheet for students to use when collecting information for their review. This might include:

- name of the artist or band
- name of the song
- genre/style of music
- background information on the artist/band
- other songs by this artist
- explanation of meaning of the song
- unique elements of the song

After listening to the song several times and spending some time researching the artist/band, it's time to write the review. Students should take a position on the song's message and sound and then be prepared to back up their position. They will begin the review with the facts about the song and the artist/band, then share their impressions of the song.

Encourage students to be descriptive, bring their view to life for the reader. Have students quote some of the lyrics to help support their opinion. If appropriate, students may include a comparison of this song to that of another artist. They should conclude the review with a rating: a scale of 1 to 10, 1 to 5 stars, a letter grade, or another rating of their choosing.

Even though our March newsletter focus is On-Demand writing, encourage students to explore creative publishing options. Does your school have a student newspaper? Are your students internet bloggers? How about audio or video reviews? The choices are nearly as varied as your students' musical tastes.

## **Draping: On-Demand Writing With Reasons to Support** **Lisa Antoniou, Science**

“But, Mrs. Antoniou, I *cannot* come up with reasons to support my thesis.” Sound familiar? My students repeatedly tell me how they are unable to creatively come up with reasons to support their on-demand writing responses, specifically in writing to persuade.

Kentucky Writing Project Director, Jean Wolph, shared with me a strategy that enables my students to have more success in writing “reasons to support.” This strategy, DRAPES, is an acronym which stands for the following:

**D**=Direct Quote

**R**=Rhetorical Question

**A**=Anecdote

**P**=Personal Experience

**E**=Examples

**S**=Statistics

Students may or may not use each letter of the DRAPES strategy to add reasons of support to their writing response, or they may even use one of the letters multiple times, such as giving 3 examples. However, this is a quick guide that students could practice writing in the margin of their rough draft and check off each letter once they included that supporting reason in their response.

My students recently responded to the following prompt which was written collaboratively by fellow science and language arts colleagues on my team. The prompt assesses student understanding of the carbon cycle, specifically how human activity affects the increased amount of carbon dioxide that enters our Earth’s atmosphere. Prior to receiving the prompt, studied this content and also read a text titled, “Welcome to the City of the Future” taken from *Comprehension and Critical Thinking*. Students were permitted to cite evidence from the text in their on-demand writing. Here is the prompt:

### **On-Demand Prompt**

Situation: Human activity is impacting the amount of CO<sub>2</sub> in the earth’s atmosphere. This causes climate change, and you are concerned about this hot topic.

Writing Directions: Write a letter to your mayor persuading him why he should take efforts to decrease the amount of CO<sub>2</sub> released into the atmosphere by human activity. Use information from the article and your own knowledge to support your reasons.

Share your knowledge about the carbon cycle and what needs to be done to improve the conditions of our environment. Include and underline key vocabulary, such as carbon dioxide, oxygen, fossil fuel, greenhouse effect, photosynthesis, etc. Remember: Assume the reader doesn’t know anything about carbon cycle or the vocabulary words you use.

*See page 5 for Lisa’s Example to accompany this prompt*

## ***Draping*: On-Demand Writing With Reasons to Support** **Lisa Antoniou, Science**

*Continued from example on previous page*

In teaching DRAPES to my students, I offered the following example:

**D = Direct Quote:** Students could interview a classmate, teacher, administrator, parent, grandparent, etc. to glean ideas on what they suggest our community could do reduce the amount of carbon dioxide emitted into Earth's atmosphere. Students could use a direct quote from the interview in their writing piece as a reason to support. If there was not time to do an interview, students could take a direct quote from the text.

**R = Rhetorical Question:** Doesn't everybody want our Earth's atmosphere to be safer? This question would also make a great lead/hook into their writing piece.

**A = Anecdote:** Students write a quick, amusing or interesting story about a way their family and/or neighbors, etc. contribute to the reduction of carbon dioxide in our atmosphere. For example, maybe the students carpool to school with other neighborhood kids, a funny exert about one of their adventures while carpooling would definitely attract the reader's attention, and strengthen their writing.

**P = Personal Experience:** Students give an example of how he/she or how his/her family contributes to cutting back on releasing carbon dioxide; perhaps they recycle.

**E = Example(s):** Students provide examples from the text or their life that offers a suggestion on carbon dioxide reduction. For example, San Francisco, California has banned the use of any Styrofoam containers.

**S = Statistics:** Students could use statistics from the text. For example, our text stated, "Mayors in at least 453 United States cities have signed an agreement to reduce pollution."

It is my hope that DRAPES will be one more "tool" your students can place in their writing toolbox. Maybe you have tried similar strategies that spell a different acronym. Perhaps mixing those up a bit will keep the ideas fresh and interesting for your students.

## Writing to Demonstrate Learning—Stand Alone Prompts

### Jennifer Bernhard, Clark County Schools

#### Organizing Our Thoughts

We are probably all familiar with prewriting activities that focus on analyzing the prompt for form, audience, and purpose to help a writer focus. But, from my experience, students are not guided to find clues in the prompt to suggest a logical text structure for the response. Since in their reading instruction, students are expected to recognize organizational text structures commonly found in nonfiction reading, such as **sequence, description, compare/contrast, cause/effect and problem/solution**, it makes sense that they should be encouraged to glean a logical way to organize a response from analyzing the prompt. I would recommend, then, in addition to identifying the **form, audience and purpose**, students examine the prompt to see if it is giving clues about a **logical organizational structure** to use in their response. The following stand alone prompts are offered to use with your students to try out this strategy.

#### Analyzing a Prompt – Trying It Out

Read the **Situation** and **Task** – twice. Look for **key words** in the **Situation** that indicate the topic to be addressed. Look for **text clues/signal words** in the **Writing Task** that could suggest a specific text structure for your response and the **power verb** that tells you what to do.

##### SITUATION ONE:

Think about a science lesson that helped you understand how important it is to become aware of environmental problems and to take action to help save our planet.

##### WRITING TASK:

Write an article for the class science blog in which you explain how you have taken positive action to solve a specific environmental problem.

**Key words:** environmental problems; take action to help save our planet

**Power verb:** Explain

**Text clues/signal words:** positive action to solve environmental problem

**Logical text structure for response:** **PROBLEM AND SOLUTION**

*As a writer, I need to explain an environmental problem and action I took to solve it.*

**Topic example:** *The greenhouse effect of global warming is trapping heat near the surface of the earth and threatening our environment. To help solve this problem, I have helped to plant trees in our neighborhood that were donated by our electric company.*

##### SITUATION TWO:

Throughout our lives we all learn lessons based on things that happen to us or around us. Your school newspaper is going to publish a special edition about environmental lessons learned. Think about a time when you learned an environmental lesson that had an impact on your life.

##### WRITING TASK:

Write an article for your school newspaper in which you explain an environmental lesson you learned that resulted in a changed behavior or way that you live.

**Key words:** environmental lesson learned; impact on life

**Power verb:** Explain

**Text clues/signal words:** environmental lesson learned that changed behavior or way of life.

**Logical text structure for response:** **CAUSE AND EFFECT**

*As a writer, I need to explain an environmental lesson that I learned (cause) and explain how it changed the way I live (effect).*

**Topic example:** *I learned some amazing recycling facts during an Earth Day presentation that made me make some changes involving choice of food packaging, recycling newspapers, and using reusable shopping bags. I convinced my parents to make some changes too.*

**Examples Continued on Next Page**

## Writing to Demonstrate Learning—Stand Alone Prompts

### Jennifer Bernhard, Clark County Schools

*Examples Continued from Previous Page*

#### **SITUATION THREE:**

Students in a Science class in Australia are learning about environmental problems around the world. They would like to hear from students in America about what they think is the most serious problem where they live and they also want to know what has caused this problem.

#### **WRITING TASK:**

Write a letter to a student in Australia to explain what you think is the most serious environmental problem where you live. Be sure to explain what you think has caused this problem.

**Key words:**

**Power verb:**

**Text clues/signal words:**

**Logical text structure for response:**

*As a writer, I need to*

**Topic example:**

#### **SITUATION FOUR:**

The *Kids for the Environment Magazine* is collecting articles from students who are concerned about an endangered species. They would like to hear from you about what you think is a major environmental problem that is contributing to harming this species and your ideas for solving this problem.

#### **WRITING TASK:**

Write an article for *Kids for the Environment Magazine* in which you explain how an endangered species that you care about is being harmed by an environmental problem and your ideas about how to solve this problem.

**Key words:**

**Power verb:**

**Text clues/signal words:**

**Logical text structure for response:**

*As a writer, I need to*

**Topic example:**

#### **SITUATION FIVE:**

There are many environmental issues that we need to be concerned about. These issues can include endangered species, pollution, conservation, and global warming, to name but a few. Unfortunately, many people do not seem concerned. To promote public awareness about serious current issues, the local newspaper is seeking input from you.

#### **WRITING TASK:**

Select one environmental issue that you feel young people should be concerned about. Write a letter to the editor of the local newspaper to explain this issue. Support your position with specific reasons to convince the readers they should be concerned.

**Key words:**

**Power verb:**

**Text clues/signal words:**

**Logical text structure for response:**

*As a writer, I need to*

**Topic example:**

### **Debriefing and Following Up**

For discussion with your class: what worked well, what didn't? Choose one of the above situations and complete the writing task, using a logical structure in which to develop your ideas.

## Use of Evidence in Mathematics

### Lee Alan H. Roher, Ed.D.

When completing a constructed response problem, it is important to show evidence using multiple formats.

Acceptable formats can include verbal description, two column verification, diagrams, charts, and tables, in addition to mathematical calculations. The student's use of multiple evidences in solving one problem allows the reader to verify depth of conceptual knowledge.

In reading a student's math work, the final answer to the problem does not give the teacher information on the students' thought processes or skills. If an answer is wrong and there is no work leading up to the answer, it can only be marked wrong. There can be no educational discussion of what went wrong in the calculation. The teacher has no evidence to refer to in helping a student with either a conceptual error or a calculation error.

A *verbal description* allows the students to communicate knowledge of the mathematics. Written verbal descriptions allow

readers to be guided through the students thought processes. The verbal communication allows for students to discuss mathematics with each other and collaborate.

Some students state that they need to see what is going on in the math problem. A *diagram* gives a concrete picture or representation of the math situation. Diagrams can be used as a pre-write for a problem. By creating a diagram before solving the problem, students can organize the information. Also, in creating a diagram for a mathematical problem the students are using both sides of their brain.

*Two column verification* has the math calculation step by step in one column and in the second column is a description of what is happening in each step. This description is generally the mathematical properties that have been used to solve the problem. The two-column display of mathematics is often used in textbooks for example problems. It is important for students to not only be able to create this description of the mathematics but also to be able to read this description of mathemat-

ics as a learning tool.

*Charts and tables* give a pictorial display of the mathematics represented in a problem. Again depending on the student's creativity in making a chart or table, a student can be using both sides of the brain working mathematics. With increase in accessibility for creating infographics, students can make connections between pictures and the mathematical information. As the saying goes, a picture is worth a thousand words.

Step-by-step *mathematical calculations*, recorded by the student, allow the teacher to examine the students thought processes. Examination of this work can guide conversations during teacher – student consultation.

The use of multiple evidences in mathematics is important to the educational process for the student. Therefore, teachers need to use multiple displays of information while teaching as well as require students to use multiple evidences in constructed responses.

## Teaching Content Through On-Demand Writing

### Lee Ann Hager, District Literacy Coach Franklin County Public Schools

On-demand writing is a critical skill for students to master. Aside from this assessment being a part of an accountability score for a school, the skill is probably the most commonly-used type of writing skill in the workplace. Your boss asks you for a report by morning; the committee you chair needs examples to follow; you must write rationales for program reviews.

Regardless of the situation, the ability to write to a given situation, purpose, and audience—quickly—is critical for students to master.

Teachers often look at on-demand writing and wonder what they can do to help improve this skill among their students. Sometimes, they take released items from the state department of education and have students respond to them for practice.

While this is not an inappropriate practice, content teachers, in particular, often express some unease with taking time away from their content teaching to “practice on-demand.” And rightly so. I agree that if the only purpose of doing a writing assignment is to practice on-demand, and teachers get

no pay off from it for students, it may very well be a hollow instructional activity for which its only purpose is to practice the test. I’d like to offer another approach:

### The Process

It is my firm belief that teachers can get content learning payoff through the practice of on-demand-like writing tasks. In order to do this, teachers can follow the simple process below to develop their own on-demand tasks for the content they are teaching. An accompanying download supports the discussion of the process I recommend for developing these tasks. Go to [FCPS Literacy For Teachers](#) and download the “On-Demand Writing Planning Template” located on the bottom right listed under “Assessment Resources”. You will likely find it helpful to look at pages 3-5 of the template which include an example of this process.

The first thing you will notice about this template is that it asks you to make a content connection at the top of the chart. In other words, start with the standard—whatever standard you want to teach. Common Core, Program of Studies, KOSSA, Next-generation Science Standards—whatever standards are guiding your teaching you

should write in this top space. This is, of course, what teachers want students to get out of the learning.

The second step is to determine the general content being studied within the standard and write that in the left-hand side box below the Content Connections space in the chart. For example, if the standard is “*Proper nutrition is essential to growth and development,*” the general content being studied is *Personal Wellness: Nutrition*.

In the center box, check whether the prompt you are preparing is a direct prompt (no passage) or a passage-based prompt (dependent upon the reading passage you will provide students). It is important to know that, regardless of grade level assessed, students must write to both kinds of prompts. Therefore, it is important to practice both depending upon which is most suitable for the content you are teaching.

Below the type of prompt you checked, brainstorm the topic *associated* with this content. This may not be directly linked to the standard, but it is the *application* of the understanding

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## Teaching Content Through On-Demand Writing

### Lee Ann Hager, District Literacy Coach Franklin County Public Schools

#### *Continued from Page 9*

of the standard. In the case of my nutrition example, the topics I brainstormed that are associated with the content (and may be engaging to students) are: *Too much sugar and caffeine, well-balanced diets vs. fad diets, weight loss, and fast food choices.*

While there are four spaces provided on the template, you do not have to have four. On the other hand, you may have more than four.

Select one of the topics around which you will develop the on-demand prompt. In my example, I chose *fast food choices* as I believe that many students will identify with it, *and* it will provide content learning payoff.

Now, based on the selection you made, quickly describe a scenario that is either happening (using actual situations is always better) in the school or is a possibility that could happen.

My scenario goes like this: *The administrators at the school are considering adding a new lunch line which will serve pizza from a local restaurant every day. Some teachers are concerned that a number of stu-*

*dents will eat only from the pizza line and that this would not be a healthy choice for students.*

It would be ideal to use an actual situation that is happening at the school, but even if it is not, you will notice that it *could* happen, and it does link my topic selection (fast food choices) related to my standard (proper nutrition). See how I'm setting this up to get content payoff?

I'm teaching nutrition and my on-demand prompt will be linked to it, so that students consider an aspect of the content in depth in their writing. Please note that if this were a passage-based prompt, the only difference would be that I would provide a short, related passage to which students may refer and utilize to develop their writing.

Make certain you review the top part of this chart if it is unclear at this point. A clear understanding is essential as we continue.

### **Purpose, Audience, Form, and Task for Writing Purpose**

The next portion of the template requires you to choose and check a purpose for writing. Remember that there are three purposes for writing

in the standards: opinion (elementary)/argumentative (middle and high school), informational/explanatory, and narrative writing.

You will notice on the chart that some purposes are greyed out and some are not. The ones not greyed out are the purposes for which students are held responsible on the assessment. However, there are other purposes for which writers write. While it is essential that students have sufficient practice with the required purposes, choose the purpose of the task carefully to get what you want from the teaching.

The row below the "purposes" row offers other words/phrases that students may see in an assessment situation. It is important that students understand that there may be alternate wording that means the same thing as the targeted purpose (for example, instead of using the word "inform" in the prompt, test-makers may use the word "explain" or "discuss").

### **Audience**

The next page of the template asks you to determine an audience for the students, an essential part of any on-demand prompt.

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## Teaching Content Through On-Demand Writing

### Lee Ann Hager, District Literacy Coach Franklin County Public Schools

#### *Continued from Page 10*

In my nutrition example, a likely audience for writing would be school administrators if they are making the choice about whether to have pizza every day.

Choose a likely audience given the situation you describe and the purpose for which you ask students to write.

#### **Form**

Now consider the form in which you would like students to write and mark an X in the appropriate space.

In my example, I marked two possible forms as some on-demand prompts offer more than one form (e.g., “write a letter or a speech”).

It is also important to note that, while it is essential to discuss form and the characteristics of form while teaching writing, not all on-demand prompts on the assessment will mention form. Therefore, it is critical for students to be able to make a selection of which form is most appropriate given their purpose and audience.

#### **Task**

Now, let’s put all this together. Your on-demand prompt will consist of two parts: a situation and a task.

You have already described the situation or scenario for the writing on the first page of the planning template. Simply transfer that information to the bottom right box on the chart.

Next, you will develop the task using the purpose, audience, and form you have decided upon. This task will transfer to the last column on the template.

My sample task, again based on my nutrition example is this: *Write to the **administrators of the school** (audience) **to convince them** (purpose) **of whether you feel adding a “pizza only” line to your school cafeteria is a good idea or not** (situation). *Be sure to include reasons and support for why you believe your opinion is correct.**

Notice I did not include form in this particular example. The state assessment doesn’t always provide the form or choice of forms, as mentioned before, so in my example, I want students to practice determining the best form on their own.

I would talk to them about selecting appropriate forms prior to giving this prompt for practice.

#### **Conclusion**

That’s pretty much it. Once you put all the parts of

the prompt together, you have an assignment for the students that is on-demand-like *and* reinforces your teaching of content.

The last page of the download shows an alternate example I developed to give students a choice on this particular writing assignment.

Because the state tests offers students a choice on the direct prompt, I like to provide options for students from which students may choose to model what they may actually see.

Now it’s time to have students write. Remember that “practicing on-demand” should be more than getting ready for a test. It should provide content teachers some payoff with their content teaching.

If it does not, students will not get all that they can out of it.

While this article is not directly about scoring on-demand or providing feedback, those are the two last steps you should never leave out.

Like you expect feedback about your teaching from your principal in order to improve, so must students have feedback about their writing to improve.

**Eastern Kentucky University Writing Project  
is now accepting applications for the  
2014 Summer Institute**

**EKUWP is part of the [National Writing Project](#)**

**Are you ready for the best June ever?**

**Are you ready to think hard about what you teach, how you teach it, and  
how you can do it better?**

**Are you ready for the best Professional Development of your life?**

**Are you ready to join a network of committed, thoughtful educators from  
across the region, across the state, and across the country?**

**If so, The ECU Writing Project Summer Institute is for you!**

**Check out Summer Institute Fellow Sandy Al-  
len's video of her experience: ["Home"](#)**

**E-mail [gill.hunter@eku.edu](mailto:gill.hunter@eku.edu)  
for application and details**

**Join us in April/May as we discuss  
End of Year Reflective Writing!**

*We want to hear from you! We are planning our future  
and the topics we will cover next year.*

*If you have questions, comments, or suggestions  
please email*

*[margaret.brewer@boyle.kyschools.us](mailto:margaret.brewer@boyle.kyschools.us) or  
[tricia.mckenny@bourbon.kyschools.us](mailto:tricia.mckenny@bourbon.kyschools.us)*

This newsletter is a publication of the Eastern Kentucky University Writing Project

Dr. Sally Martin, Director

Dr. Gill Hunter, Co-Director

Content Area Literacy Task Force Members and Contributors:

Sandy Allen, Roundstone Elementary School

Lisa Antoniou, Montgomery County Intermediate School

Jennifer Bernhard, Clark County Schools

Maggie Brewer, Boyle County High School

Lee Ann Hager, Franklin County Schools

Katie McClain, Farristown Middle School

Tricia McKenny, Bourbon County High School

Rhonda Orttenger, Kit Carson Elementary School

Lee Alan Roher, Boyle County High School

For comments, suggestions, or

to be added to the electronic distribution list, contact

[margaret.brewer@boyle.kyschools.us](mailto:margaret.brewer@boyle.kyschools.us)

or

[tricia.mckenny@bourbon.kyschools.us](mailto:tricia.mckenny@bourbon.kyschools.us)

or



## Essay Writing Resources Collected by Katie McClain, Library Media Specialist

*-How to Align Literacy Instruction, Assessment, and Standards* by Nancy L. Akhavan

*-Breakthrough to Meaning: Helping Your Kids Become Better Readers, Writers, and Thinkers* by Jean Anne Clyde, Shelli Zechella Barber, Sandra Hogue, and Laura Wasz

*-Real World Writing for Secondary Students: Teaching the College Admission Essay and Other Gate-Openers for Higher Education* by Jessica Singer Early and Meredith DeCosta

*-Writing Extraordinary Essays: Every Middle Schooler Can!* by David Finkle

*Razzle Dazzle Writing: Achieving Excellence Through 50 Target Skills* by Melissa Forney

*-Teaching Adolescent Writers* by Kelly Gallagher

*-Step-by-Step Strategies For Teaching Expository Writing* by Barbara Mariconda

*-Teaching Essay Strategies* by Mark Pennington

*-Teaching Students to Write Effective Essays: Meaningful, Step-by-Step Lessons That Get Students Ready for Writing Assessments* by Marilyn Pryle

*-Mastering the 5-Paragraph Essay* by Susan Van Zile