



# Writing To Learn: Improving Student Achievement & Supporting District Wide Goals

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**noredink**



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- Three decades in education
- Taught in 7 states, 8 school districts
- Mom of two
- Literacy Leader
- [Paige Whitlock](#)

# Today



**Why Writing and Why Now**



**District Strategies**



**Strategies for Teachers**



**NoRedInk Solutions**



**Q&A**



# **Why Writing & Why Now**



# Why writing and why now?

- Increased access to information
- Complexity of tasks with new technologies
- Rigorous writing standards at a younger age

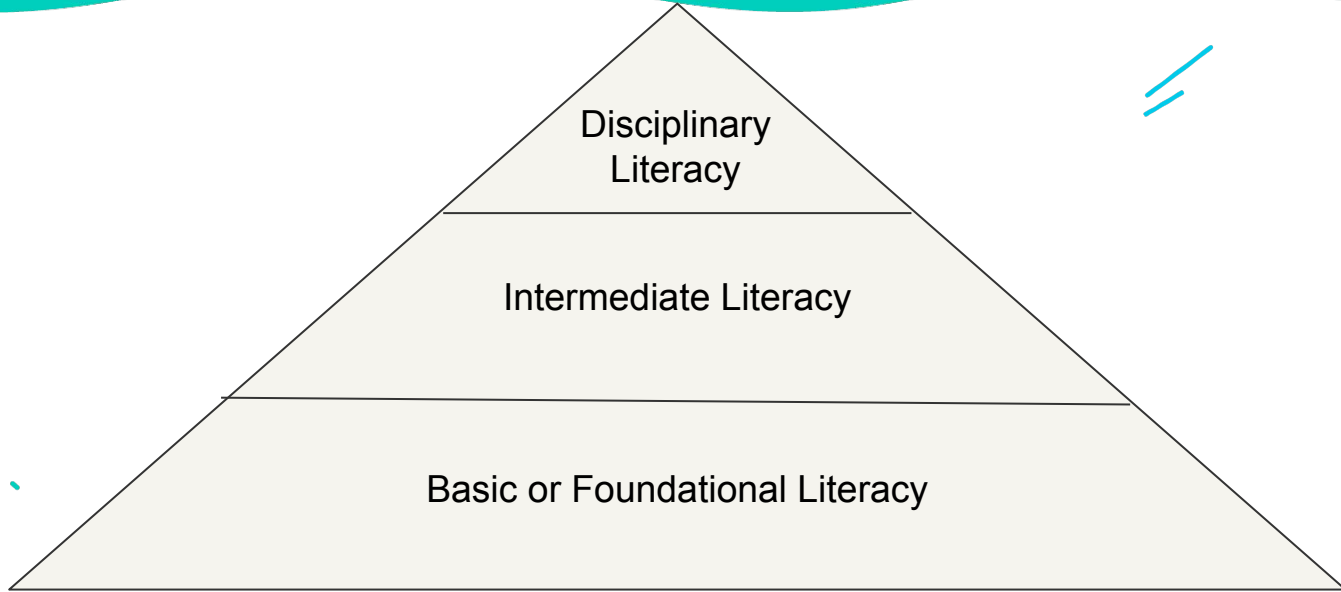
# A literacy journey: oral and written language

Research base



# A journey: basic or foundational, intermediate, and disciplinary literacy

Research base





# Writing allows students to show their “surface” understanding.

Research base

- Leveraging prior knowledge
- Vocabulary techniques
- Reading comprehension instruction in context
- Summarizing





# Writing allows students to show their “deeper” understanding.

Research base

- Concept mapping
- Discussion and questioning
- Reciprocal teaching
- Metacognitive strategies

# Writing allows students “to make their thinking visible.”

Research base



# Seeing student writing across the system

Research base



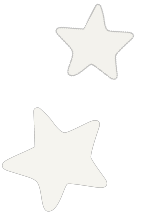


# Poll

# **Messaging and Vertical Integration: District Strategies**

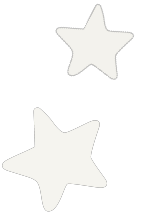
# Messaging and Vertical Integration

- Identify and implement high leverage “writing to learn” activities
- Look at individual and cohort data
- Establish a central location for writing
- Tell your literacy story by featuring student success stories



# “Writing to Learn” Activities

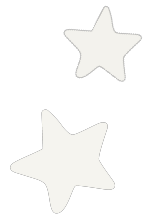
- Leveraging prior knowledge
- Summarizing
- Annotating
- Questioning the text
- Metacognitive strategies



# Year-over-Year Data

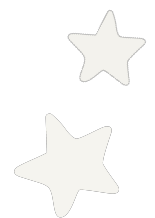
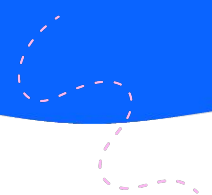
- District
- Cohort
- Student

What do the cohort data reveal?

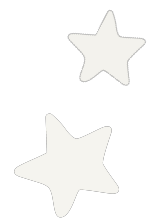
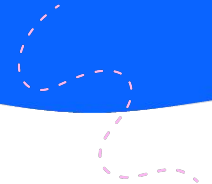




# House qualitative and quantitative data



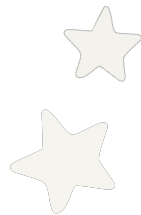
# Tell your literacy story



# Which district strategy have you used in the past?

Drop in the chat a ***district strategy*** you have used in the past.

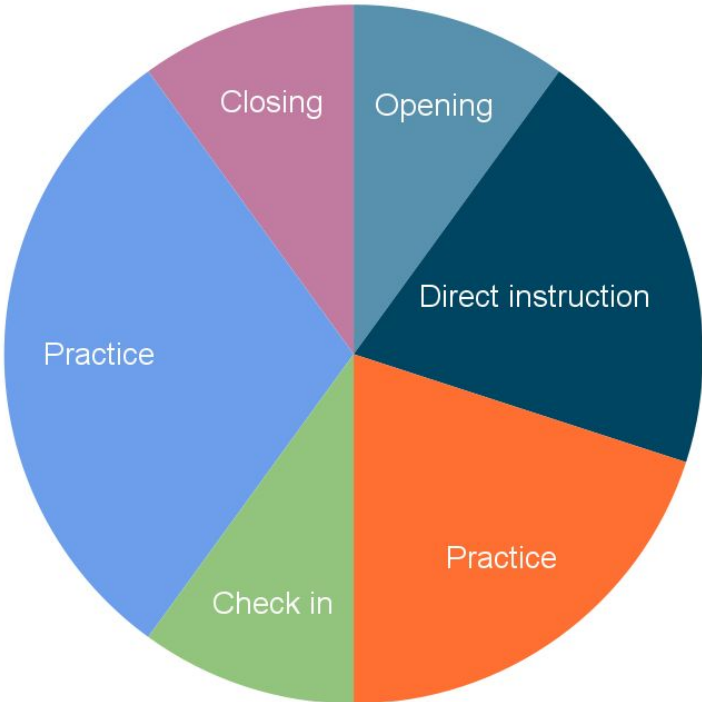
1. Leveraging “Writing to Learn” activities
2. Reviewing year-over-year data
3. Improving how you house your big data
4. Telling your literacy story



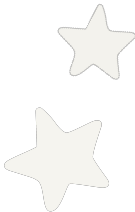
# Concrete Strategies for Teachers

# How do teachers/students use class time?

60 Minute Class Period



- Opening
- Direct instruction
- Practice
- Check in
- Practice
- Closing



# What are the opportunities to write?

Opening prompts (Bell ringers, warm ups)

## English Language Arts

“During our last class, we discussed the context in which the novel was written. How does historical context shape a story?”

## History

Write one idea you remember and one question you still have from our last class.

# What are the opportunities to write?

Practice or student work time

## Think-Puzzle-Explore

- What do you think you know about this topic?
- What questions or puzzles do you have about this topic?
- How might you explore your puzzles about this topic?



# What are the opportunities to write?

**Checks for Understanding:** Quickly identify surface understanding

“In two sentences, tell me the biggest flaw in the main character’s plan.”

“Answer the poll question: What 3/4 factors listed played into post WWII reconstruction?”



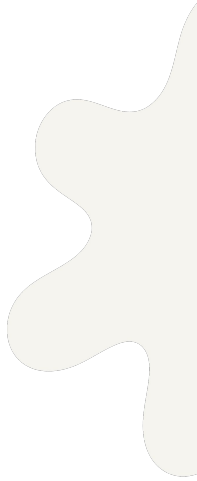
# What are the opportunities to write?

## Closing

Think about what you have learned about the topic we have been studying and complete the following sentence stems:

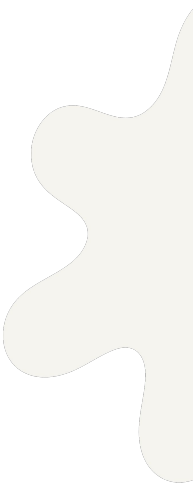
I used to think...

Now I think...

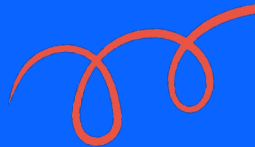




# Poll



# NoRedInk Solution



# Personalized, High-Interest Content

## My Interests

Fill the bar all the way up by selecting your interests.

The interests you choose will show up here.

→ Continue

Movies and TV

Video Games

Sports

Football Players (NFL)

Basketball Players (NBA)

Soccer Players

Hockey Players (NHL)

Tennis Players

Baseball Players (MLB)

Basketball Players (WNBA)

NASCAR

Olympic Athletes

Other Interests

Friends

### Soccer Players



Lionel Messi



Alex Morgan



Mallory Swanson



Kylian Mbappé



Cristiano Ronaldo



Rose Lavelle



Sam Kerr



Christian Pulisic



Sophia Smith

# Standards Alignment



Assignment Library > Standards & Tests



Choose your standards or a test to find aligned activities.

Common Core  
Standards

Smarter Balanced

Alabama Standards

Alabama ACAP

Alaska Standards

Alaska STAR

Arizona Standards

Arizona State Tests

Arkansas Standards

Arkansas ATLAS

California Standards

Colorado Standards



Colorado CMAS

Connecticut Standards

Delaware Standards



Florida B.E.S.T.  
Standards

# Opportunities to Write to Learn



- ▶ Readers are introduced to the house on Mango Street from the narrator's perspective. How might this story be different if it were told from the narrator's parents' point of view?

Write a paragraph explaining what the narrator's parents might describe differently. Support your response with details from the text.




## Prompt

- ▶ Imagine one of your friends missed our last class.

Write your friend a note to fill them in. **Explain three important ideas from last class.**



# Feedback and Assessment

 Supports the claim with evidence

0

1

2





## Explanation for Student

Nice start! You supported your claim with one piece of evidence. To convince your reader, add another piece of evidence.

[Post score and comments](#)



# Scalable Differentiation

How to make the most of Guided Draft

## Want help with your introduction?

**Key Parts of the Introduction**  
In your first paragraph, draw your readers in and present your argument.

**Hook**  
Open your essay with an attention-grabbing statement.

**Bridge**  
Transition readers from the larger idea in your hook to the specific argument in your thesis statement.

**Thesis Statement**  
State the debatable opinion you will argue in your essay.

[View tutorial](#)

[View examples](#)

**Tips and Tricks**

You don't have to write your essay in order. For example, if you're having trouble coming up with a hook, try starting out by just writing your thesis. Then, draft your body paragraphs. It's okay to write your introduction last!

Title Most Useful App

Introduction B I U ☰ ↶ ↷

Enter your introduction here...

Add your body paragraphs Required

Add your counterargument Required

Add your conclusion Required

**Tips, lessons, and exemplars guide students through composing essays in all genres**



# Classroom, School, District Data

## Admin Tools > Usage Report

too-cool 2024-2025 School Year

### Year-to-Date Stats

**5,991,919** Questions Answered  
**217,64** Topics Mastered

Activation Usage S

**50%** 12 / 24 Teachers Using / Expected **579** Sta

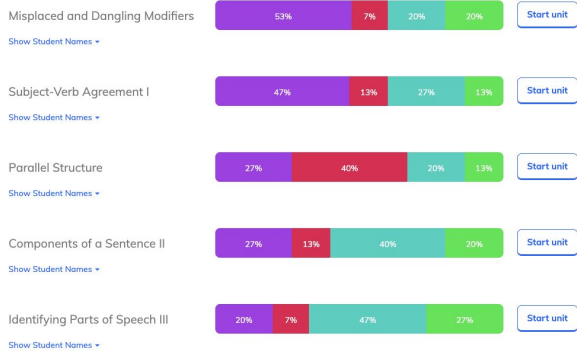
School ▾ Walker Middle School  
Waldo High School  
Coral Middle School

### Assignment Results

1st Period English Planning Diagnostic - Semester 1

Class Performance Item Analysis

Legend: Struggling Beginning Approaching Proficient Incomplete



### Student Data

1st Period English

Grades Mastery Writing Portfolios

School year All School Years Print Writing Portfolios include all of your students' published Quick Write, Guided Short Response, and Guided Essay assignments. Learn more about Writing Portfolios

Name	Featured	Published	Unpublished	Total
Amina Anteater	0	1	0	1
Bradley Badger	0	0	0	0
Kenji Chameleon	0	7	0	7
Kwame Coyote	0	0	0	0
Jessica Giraffe	0	7	0	7
Gloria Gopher	0	0	0	0
Lian Lynx	0	0	0	0
Michael Manatee	0	0	0	0
Olivia Otter	0	3	0	3
Priya Platypus	0	0	0	0
Ronan Rabbit	0	0	0	0
Sania Salamander	0	0	0	0
Trevor Turkey	0	0	0	0
Victor Viper	0	1	0	1
Walid Wolverine	0	3	0	3

# Q & A

# Works Referenced

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