



# Designing Purposeful and Engaging Arcs of Writing Instruction

Engaging Our Students and Building Their Digital Literacies



Today we are here on the beautiful lands maintained for generations by the Anishinaabe people, the indigenous inhabitants of Michigan with whom we continue to partner today here at Central Michigan University.





National Council of  
Teachers of English®

Being an anti-racist educator is a verb.

As our nation seems to grapple with acts of hatred more frequently, we, as educators, must consider our actions. We need to consider where we've spoken and where we've been silent in terms of quelling the growing violence our country faces. These perpetrators were once students. Our teaching must therefore be an act that addresses, challenges and dismantles racism in all its forms.

Anti-racist educators actively confront and challenge racism.

NCTE members Keisha Rembert, Patrick Harris, and Felicia Hamilton,  
members of the NCTE Committee Against Racism and Bias in the Teaching of English

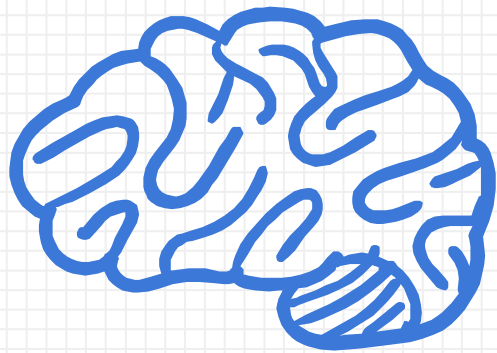


# Troy Hicks

[hickstro@gmail.com](mailto:hickstro@gmail.com)

[hickstro.org](http://hickstro.org)

[@hickstro](#)



# What do we value?

What do we value about the process of learning—and how do these values manifest themselves in our classroom practices?



## Guiding Questions

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### What holds true?

What principles of teaching writing still hold true across face-to-face, online, or hybrid spaces?

### What patterns work?

What patterns of writing, response, and revision can still be accomplished over an arc of instruction lasting from a few days to a few weeks?

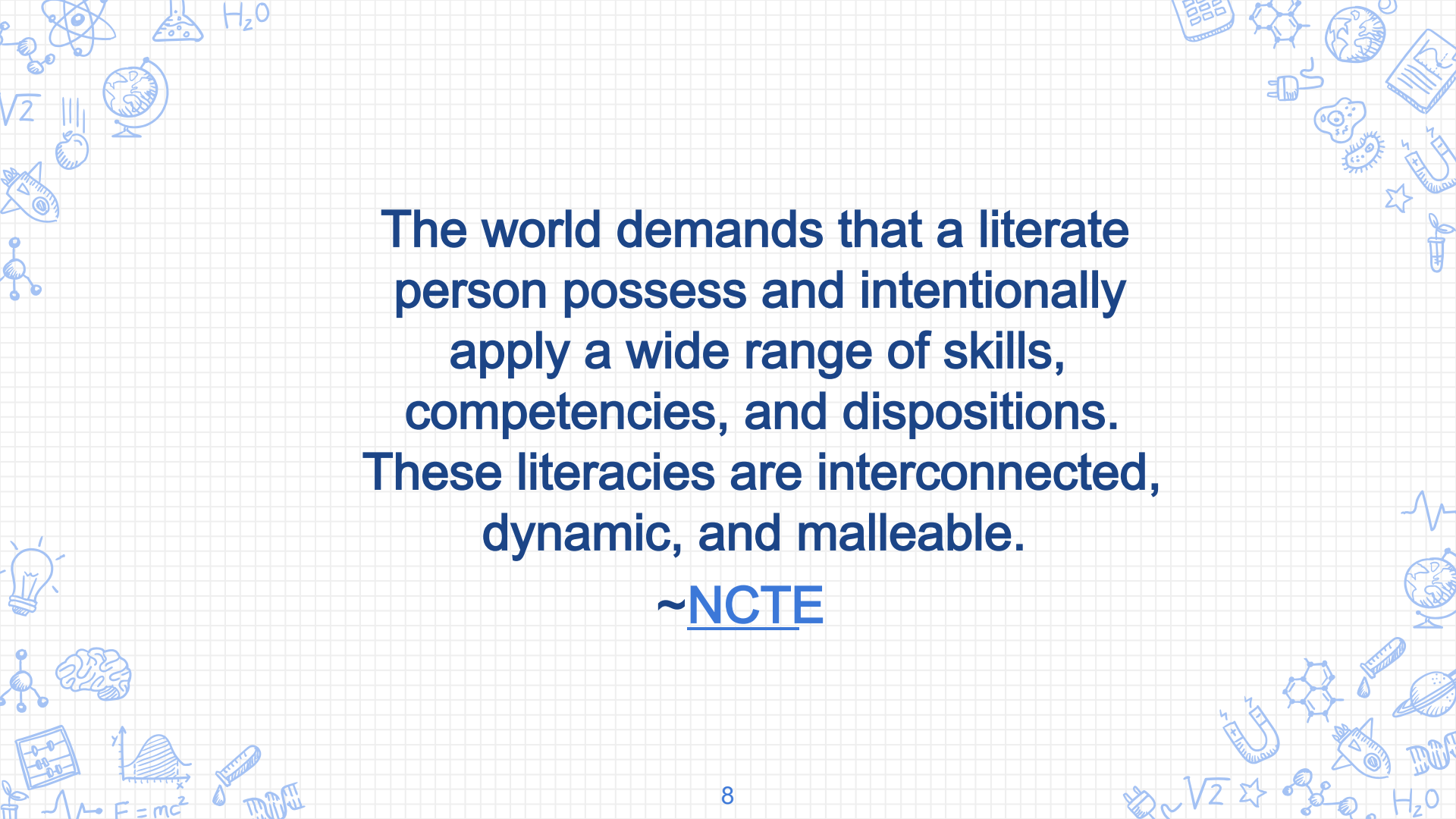
### Which tools?

Which technology tools can help us maintain relationships and build community with our writers, as well as expand their opportunities for writing into multimodal forms?





Let's write...

The slide features a decorative border of hand-drawn blue icons representing various scientific fields: physics (atom,  $\sqrt{2}$ , rocket), chemistry (flask,  $H_2O$ , DNA), biology (cell, microscope, globe), and general science (lightbulb, brain, abacus, graph,  $E=mc^2$ , DNA helix).

**The world demands that a literate person possess and intentionally apply a wide range of skills, competencies, and dispositions. These literacies are interconnected, dynamic, and malleable.**

**~NCTE**





## Crash Course: Lesson Design with 5Es (+1A)

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### Engage

- X Assess prior knowledge
- X Identify knowledge gaps
- X Prompt with questions and pre writing

### Elaborate

- X Connect to previous content or realworld examples
- X Articulate the “why” and “how” behind the concept

### Explore

- X Read
- X View/listen
- X Play a game or interact with a simulation
- X Search for and curate examples

### Evaluate

- X Determine learner’s ability to comprehend the material
- X Determine learner’s ability to transfer materials to new contexts

### Explain

- X Direct instruction on content
- X Model a process
- X Scaffold through questions and prompts

### Accessibility

Because I know that you will go into much more detail in other sessions, the [User Experience Design for Learning \(UXDL\) honeycomb](#) was provided to me from a colleague in Ontario.

# Hyperdocs

HyperDocs

Start About Find Courses Book Media Blog Help Join

Sign In

Sign Up

Engage Every Learner  
No Matter **Where** They Are

Feedback

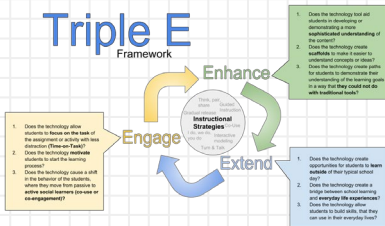




# Crash Course: Technology Integration Models

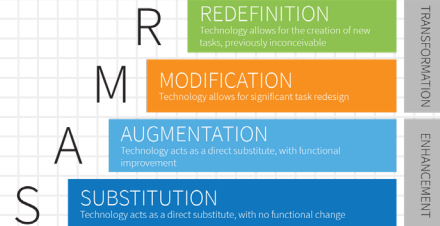
## Triple E

"A framework for educators to measure how well technology tools integrated into lessons are helping students engage in, enhance and extend learning goals." Dr. Liz Kolb



## SAMR

"Dr. Ruben Puentedura developed the SAMR model as a way for teachers to evaluate how they are incorporating technology into their instructional practice. You can use SAMR to reflect on how you're integrating technology into your classroom. Is it an act of Substitution? Augmentation? Modification? Or Redefinition?"



## TIM

"The Technology Integration Matrix (TIM) provides a framework for describing and targeting the use of technology to enhance learning. The TIM incorporates five interdependent characteristics of meaningful learning environments: active, collaborative, constructive, authentic, and goal directed."

**The Technology Integration Matrix**  
Table of Summary Descriptors

The Technology Integration Matrix (TIM) is a framework for describing and targeting the use of technology to enhance learning. It is based on five interdependent characteristics of meaningful learning environments: active, collaborative, constructive, authentic, and goal directed.

TECHNOLOGY USE	TECHNOLOGY USE LEVELS				
	NO USE	LOW LEVEL	MODERATE LEVEL	HIGH LEVEL	TRANSFORMATIVE LEVEL
CONSTRUCTIVE USE	1. No use of technology	1.1. No use of technology	1.2. No use of technology	1.3. No use of technology	1.4. No use of technology
COLLABORATIVE USE	2. No use of technology	2.1. No use of technology	2.2. No use of technology	2.3. No use of technology	2.4. No use of technology
ACTIVE USE	3. No use of technology	3.1. No use of technology	3.2. No use of technology	3.3. No use of technology	3.4. No use of technology
AUTHENTIC USE	4. No use of technology	4.1. No use of technology	4.2. No use of technology	4.3. No use of technology	4.4. No use of technology
GOAL-DIRECTED USE	5. No use of technology	5.1. No use of technology	5.2. No use of technology	5.3. No use of technology	5.4. No use of technology

The Technology Integration Matrix (TIM) was developed by the Center for Research and Learning in the Department of Educational Psychology at the University of North Carolina at Charlotte. It is based on the work of the Center for Research and Learning in the Department of Educational Psychology at the University of North Carolina at Charlotte. © 2008, Center for Research and Learning in the Department of Educational Psychology at the University of North Carolina at Charlotte.

# Opportunities to Learn

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## Any Time

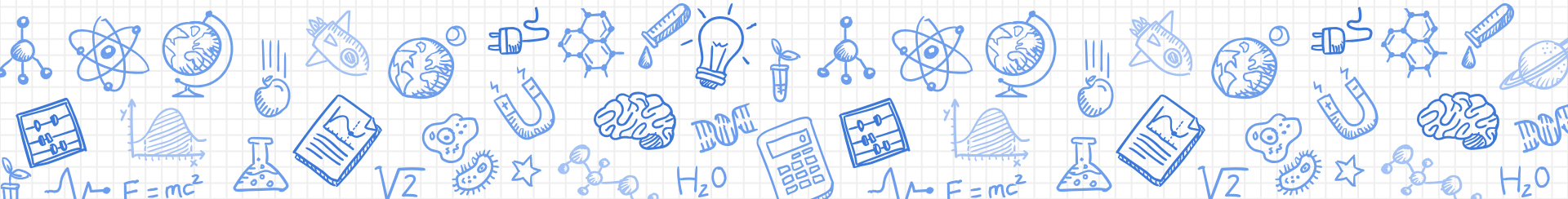
- Instructor curates and creates materials that students can access at their convenience.
- Activities are spread out over a (limited) amount of time, at students' own pace and preference.
- Usually individual (though can be cooperative).

## Real Time

- Instructor designs purposeful activities that students participate in together.
- Activities are structured for a specific time, facilitated by the instructor with encouraged engagement.
- Usually collaborative (though can be individual).

# Any Time

a·syn·chro·nous: (of two or more objects or events) not  
existing or happening at the same time.



# Asynchronous Learning Activities



Read + Take Notes



Watch Video-based Instruction



Listen to Podcasts



Explore Teacher-curated Resources



Engage in Online Discussions



Practice + Review

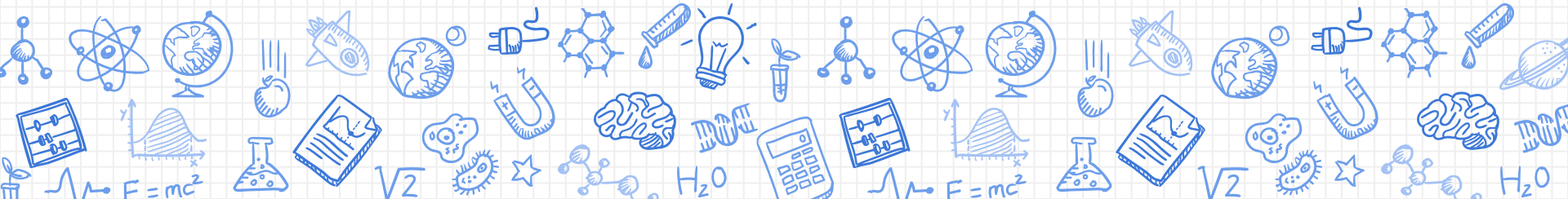


Research + Explore



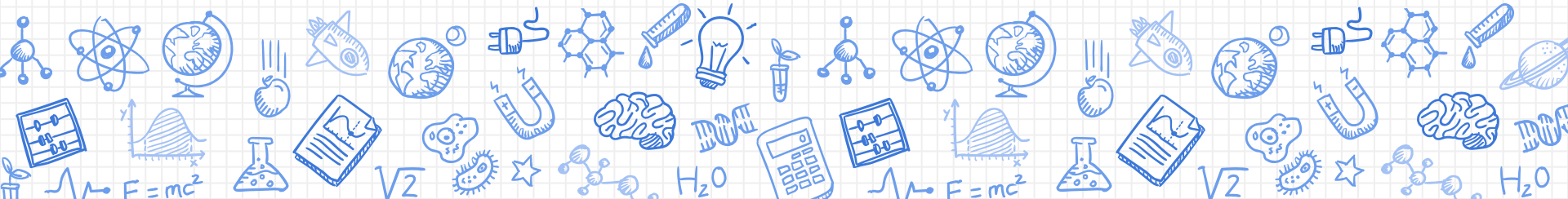
Reflect + Document Learning

Image created by Catlin Tucker [@catlin\\_tucker](https://www.linkedin.com/in/catlintucker)

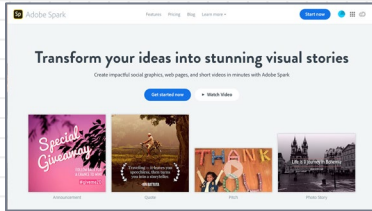




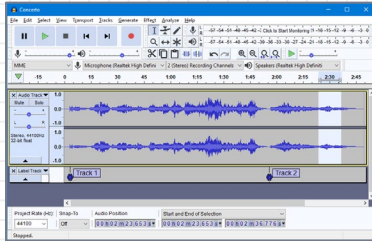
# Digital Tools to Consider



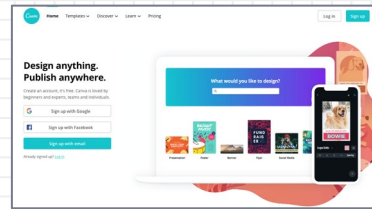
## Adobe Spark (EDU)



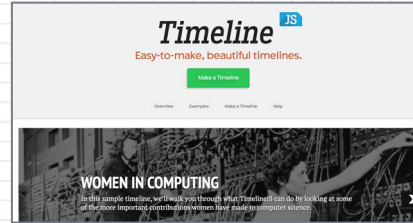
## Audacity



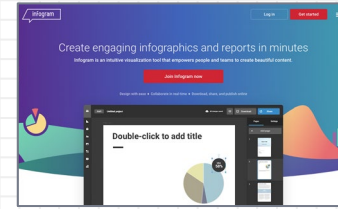
## Canva



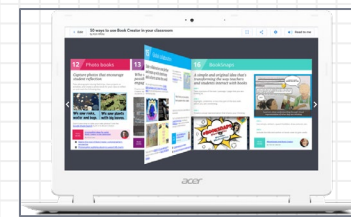
## Timeline JS



## Infogram



## Book Creator

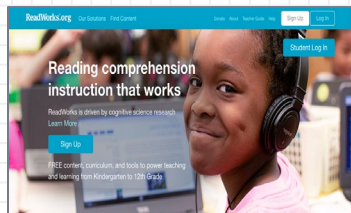


Multiple Purposes and Audiences

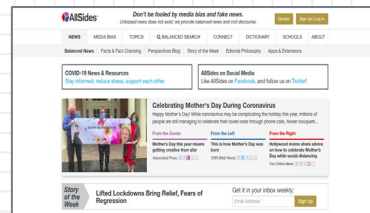
## Tween Tribune



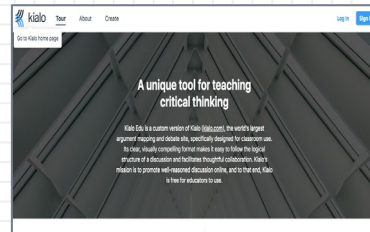
## Read Works



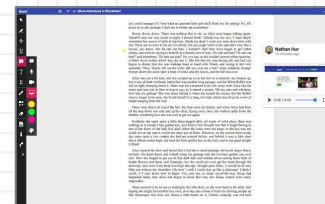
## All Sides



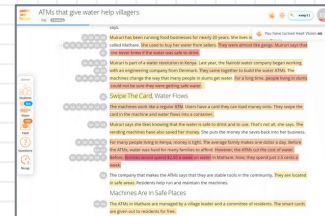
## Kialo EDU



## Kami



## Edji



## Connect Writing & Reading

## Graphic Organizers

25 FREE Google Drawings graphic organizers – and how to make your own

25 Free Google Drawings graphic organizers and how to make your own

DITCH THE WORKBOOK

## Writing-to-Learn Strategies

Thoughtful Learning

### 12 Writing-to-Learn Activities

No matter what subject you teach, writing can empower learning. And yet, finding time to write during class is no simple feat. The secret? You don't need to design lengthy writing prompts for your students to benefit from writing as a learning tool. Instead, short bursts of free writing hold the most learning potential.

Students receive immediate comprehension and they write regularly and voluntarily about their learning – not only about what they learn but also the difficulties they face, the questions they encounter, and the strategies they employ along the way.

You can empower your students' thinking across the curriculum by making writing a regular part of your instruction. Consider adding any of the following writing to learn activities, or tailor them to fit the needs of your students. Each activity takes less than 10-15 minutes to complete.

#### 1. Learning Logs

A learning log is a journal for students. Students use learning logs to write their thoughts, feelings, and questions about the subject they are studying. Writing in this way helps them connect new information to what they already know, reflect on their learning processes, and bring things closer to their own lives.

Note: Learning logs begin the best for students who can incorporate almost all of the other writing to learn activities in their class.

## Critical Thinking

eduroppia

### Low-Stakes Writing and Critical Thinking

Fostering a culture of risk taking and critical thinking with low-stakes writing in every subject.

By [Cynthia Moore](#)  
May 31, 2018

Overview

## WiseMapping

WiseMapping

What is WiseMapping?

WiseMapping is a powerful tool for creating mind maps, flowcharts, and diagrams. It allows you to organize your thoughts and ideas in a visual way, making it easier to understand complex information and to communicate your ideas to others.

## Sentence Templates

### Sentence Templates - Transitions

Students can use these sentence templates to write about their learning process. They can use them to describe what they learned, how they learned it, and what they think about it. They can also use them to explain their thinking and to share their ideas with others.

Remember the transition words you learned in the lesson on transitions. Use them to write about your learning process. Write at least one sentence for each transition word. Use the sentence templates to help you get started.

With this task, play around with them, notice how they are used in the writings of others, and determine that you will use them as you begin to write.

And remember this, use arguments to back up, and hard evidence to get to grow quickly free from day to go all in.

#### Introducing What an Author Says

- 1. I remember that \_\_\_\_\_
- 2. I agree that \_\_\_\_\_
- 3. I disagree that \_\_\_\_\_
- 4. I am not sure about \_\_\_\_\_
- 5. I am confused about \_\_\_\_\_
- 6. I am surprised that \_\_\_\_\_
- 7. I am interested in \_\_\_\_\_
- 8. I am curious about \_\_\_\_\_
- 9. I am excited about \_\_\_\_\_
- 10. I am happy that \_\_\_\_\_
- 11. I am sad that \_\_\_\_\_
- 12. I am angry that \_\_\_\_\_
- 13. I am disappointed that \_\_\_\_\_
- 14. I am proud that \_\_\_\_\_
- 15. I am proud of \_\_\_\_\_

## Critical Thinking

teachthought

### 48 Critical Thinking Questions For Any Content Area

48 Critical Thinking Questions For Any Content Area

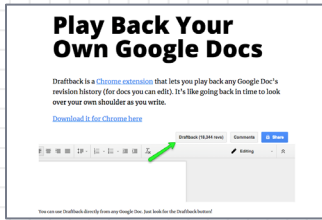
34.6k 150.6k

48 Critical Thinking Questions For Any Content Area

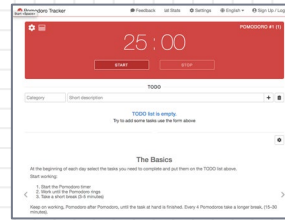
ONLINE WORKSHOPS

Write About Material They Are Learning

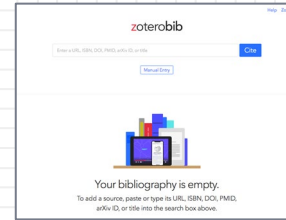
## Draftback



## Pomodoro Timers



## Zbib



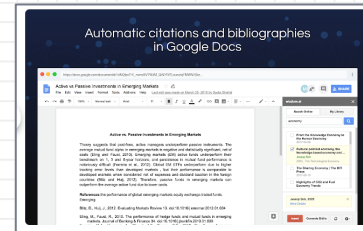
## Writable



## Stay Focused

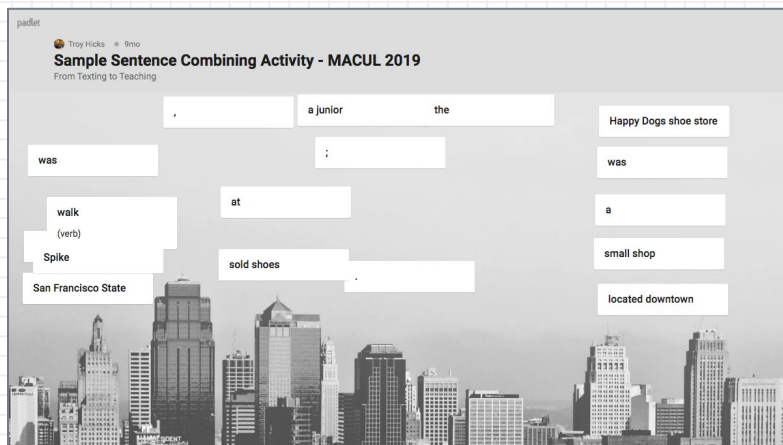


## Wizdom

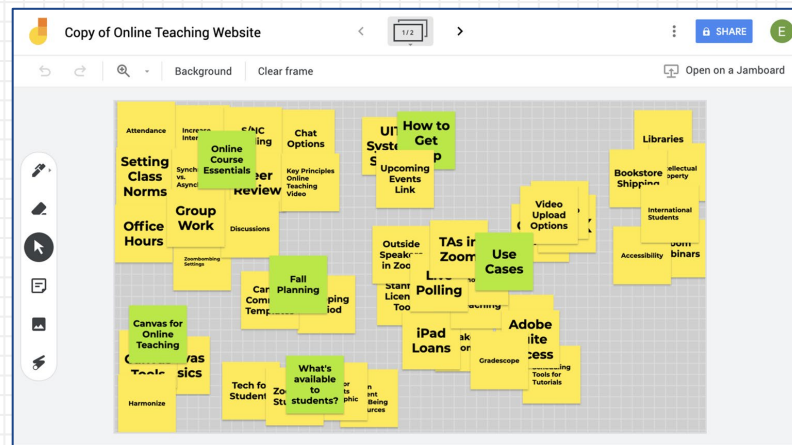


# Regulating the Writing Process

## Padlet



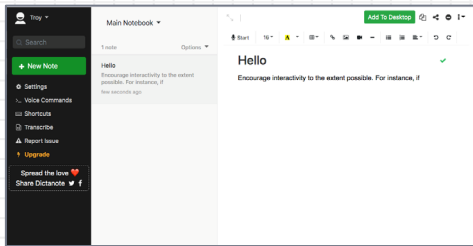
## Jamboard



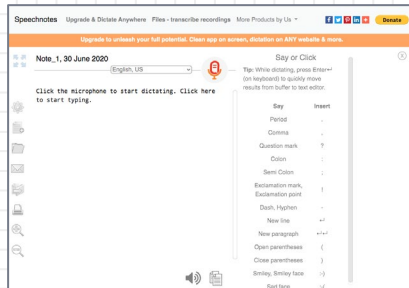
## Teach Sentence Construction Skills



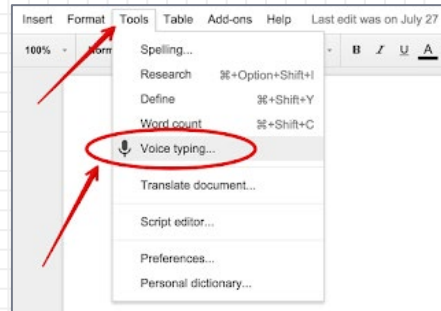
## Dictanote



## Speechnotes

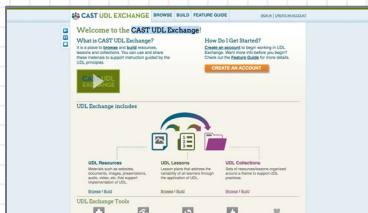


## Google Docs

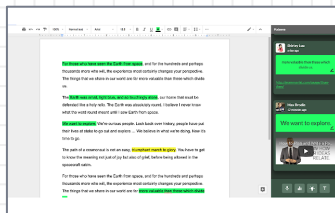


## Teach Typing (and Voice Dictation)

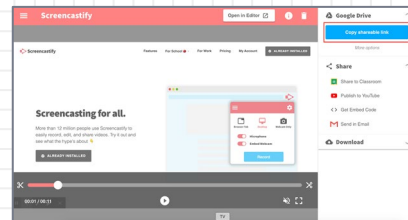
## CAST UDL Exchange



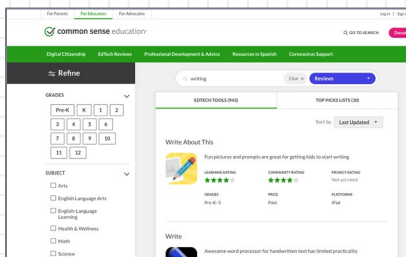
## Kaizena



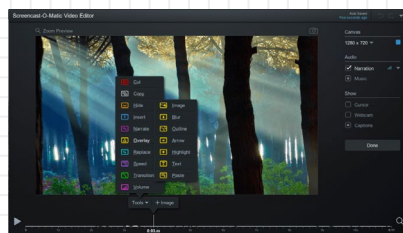
## Screencastify



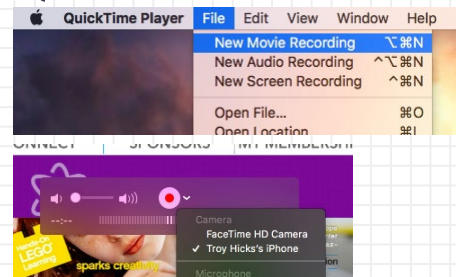
## Common Sense Reviews



## Screencast-o-matic



## Quicktime



## Scaffolded and Differentiated Instruction

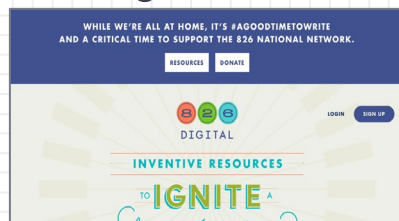
## New York Times Curriculum



## Moving Writers Mentor Texts



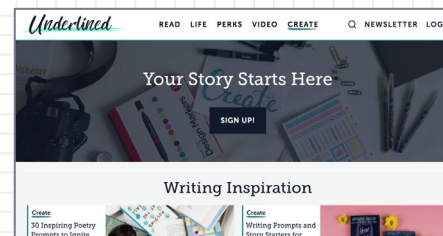
## 826 Digital



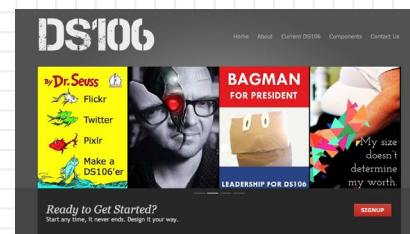
## Write About



## GetUnderlined

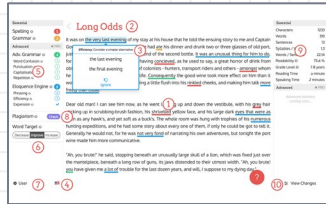


## ds106

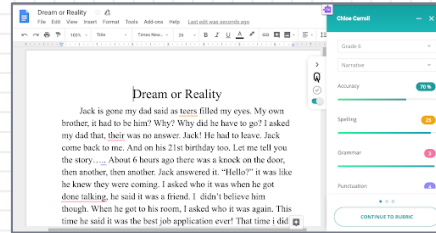


Become More Motivated Writers

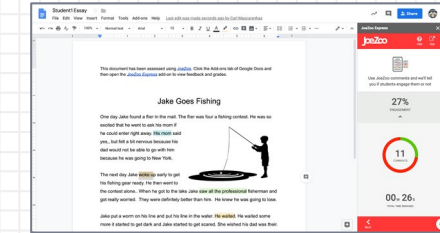
## Gradeproof (OutWrite)



## WriQ



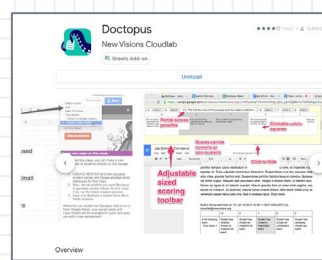
## JoeZoo



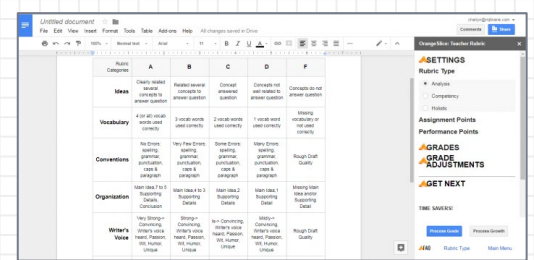
## Writable



## Doctopus

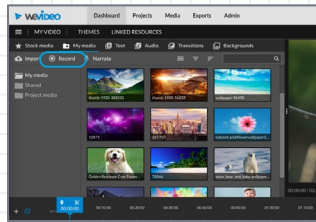


## OrangeSlice

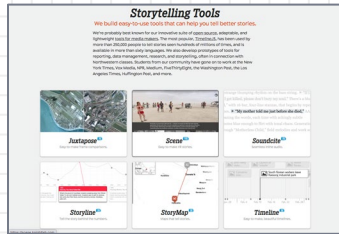


# Assess Students' Writing and Learning

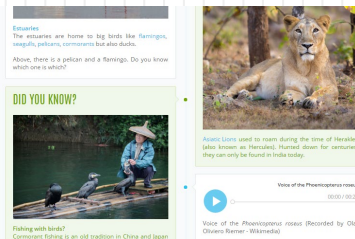
## WeVideo



## Knightlab



## Sutori



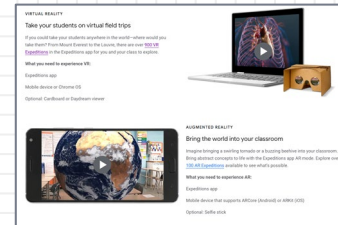
## NatGeo Map Maker



## Thinglink



## Google Expeditions



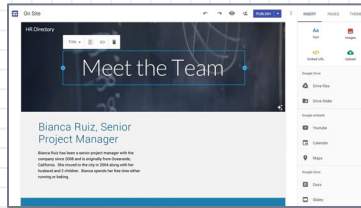
## Use 21st Century Writing Tools



## Flipgrid



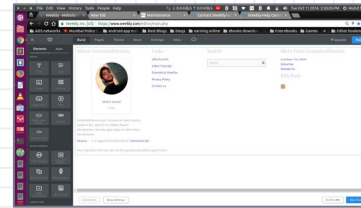
## Google Sites



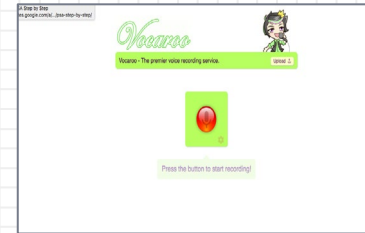
## Voice Thread



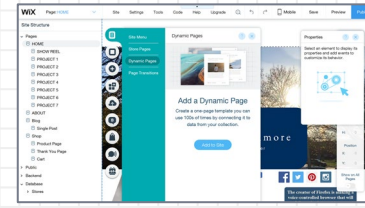
## Weebly



## Vocaroo



## Wix

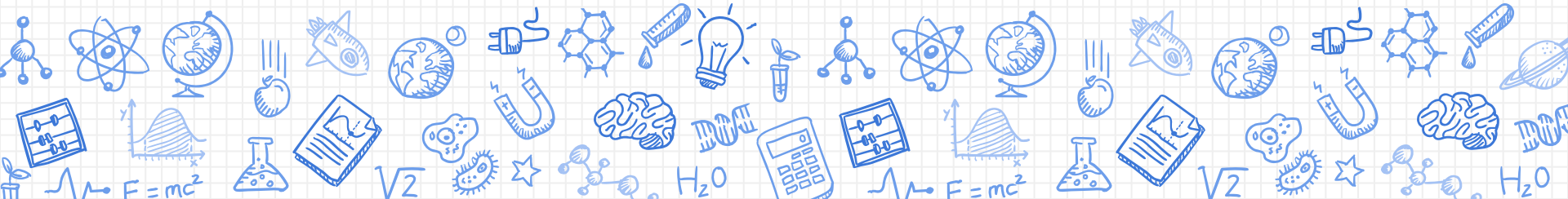


Establish a Supportive Class Environment



# Real Time

syn·chro·nous: existing or occurring at the same time



# Synchronous Learning Activities



Build Community + Relationships



Lead Interactive Modeling Sessions



Differentiate Instruction for Small Groups



Personalize Instruction + Provide 1:1 Coaching



Guide Practice + Application



Facilitate Real-time Conversations

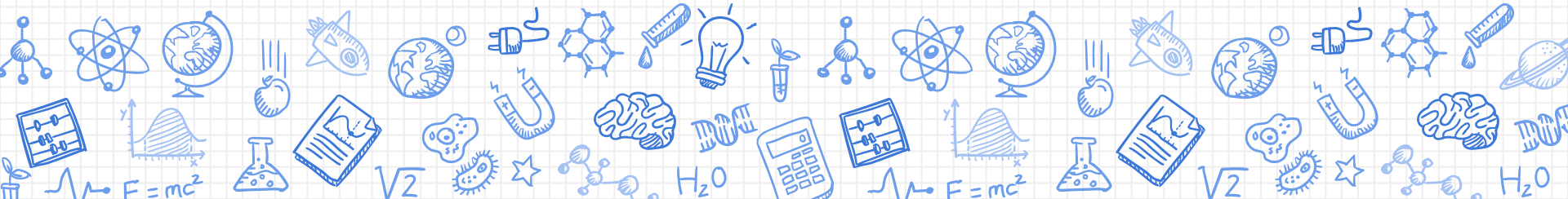


Foster Collaboration Among Students



Real-time Feedback on Work In Progress

Image created by [Catlin Tucker](https://www.catlintucker.com)



“[O]ur students have made it clear they want to learn, and they want connections with one another and with us as we continue to live through these uncertain and disruptive times. And I’ve found that in classes like mine, Zoom, far from fatiguing, can be both an energizer and a bridge.”

~ Elizabeth Stone *Inside Higher Ed*



## Crash Course: Lesson Design

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### How to Overcome Classroom Zoom Fatigue

Recent blog post from Elizabeth Stone in Inside Higher Ed, with practical tips for facilitating real time videobased class sessions.

### Zoom: Interactivity & Active Learning Strategies

A guide from Lakehead University (Ontario) with many structures for adapting active learning to Zoom.

### Active Learning in Online Teaching

A guide from Cornell's Center for Teaching Innovation, with suggestions for structuring class sessions and engaging students in peer learning.

### Active Learning for Your Online Classroom: Five Strategies Using Zoom

A similar guide from Columbia.

### Facilitating Active Learning with Zoom

A guide from Oregon State University's Ecampus with specific suggestions for breakout room tasks and facilitating lab experiences.

### About That Webcam Obsession You're Having...

Maha Bali's critical response to the requirement that we ask students to have their webcams "on" for our class sessions.

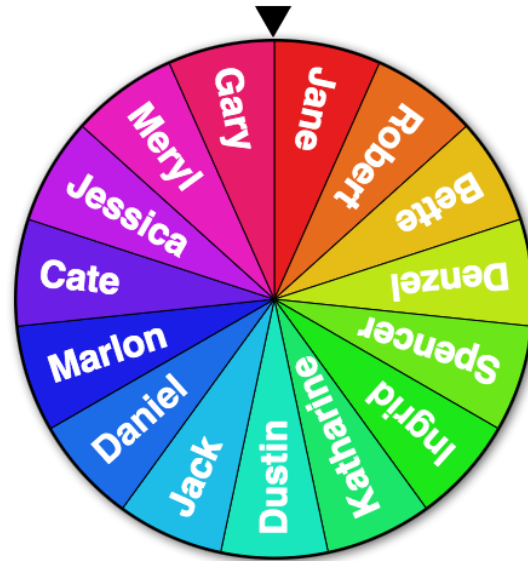
Spinner

Single  
Name

Lineup

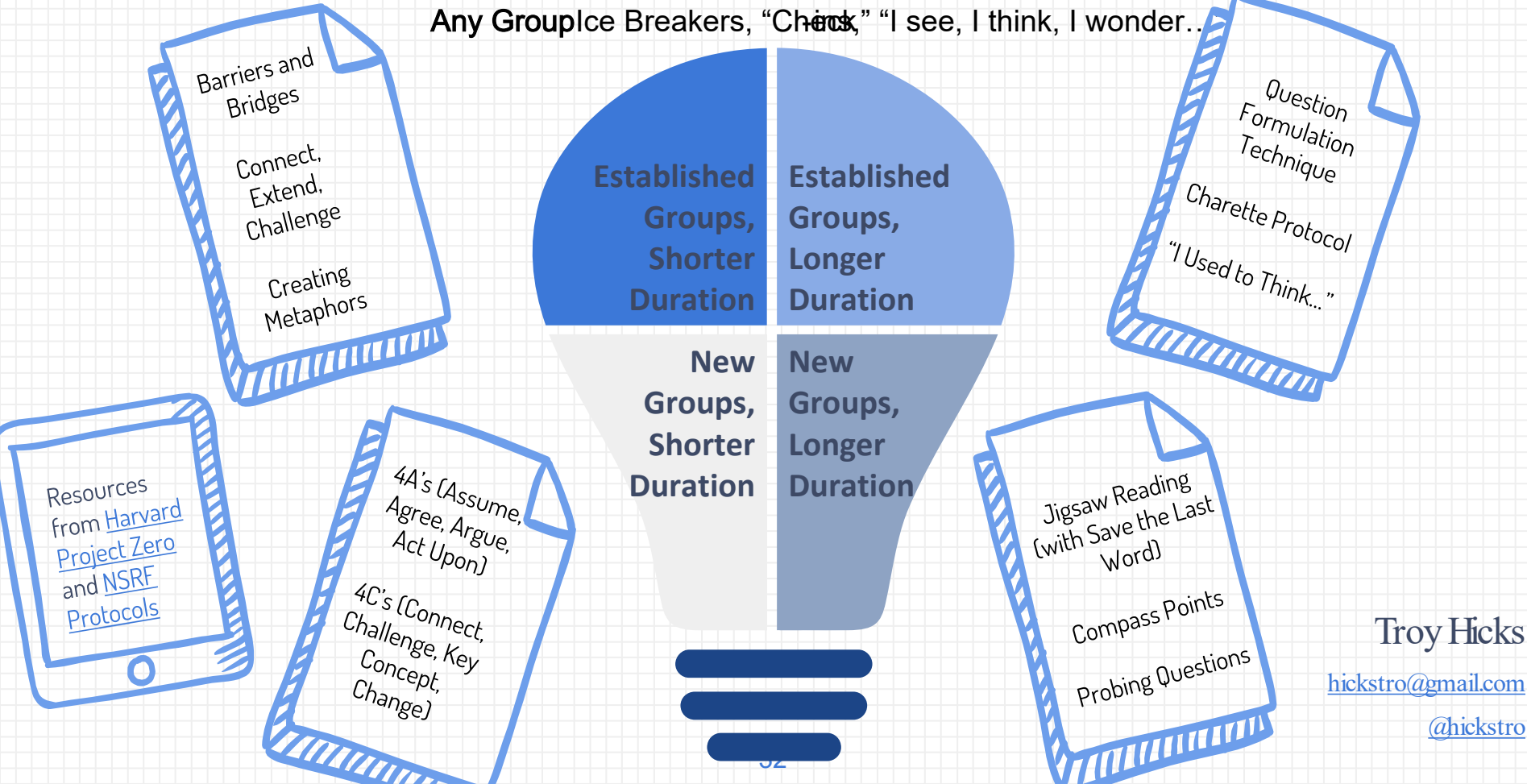
Groups  
of 2Groups  
of 3Groups  
of 4Groups  
of 52  
Teams3  
Teams4  
Teams5  
TeamsSeating  
Chart

More...

[Flippity.net](https://flippity.net)

# Structuring Real Time Activities in Video Conference Sessions

Any Group Ice Breakers, “Check,” “I see, I think, I wonder...”



Troy Hicks

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1. As we close a year of teaching unlike any other that we have experienced in our lifetimes, what are the “lessons learned,” both large and small, in the classroom and in our communities, that we can carry forward with us?
2. With hybrid and flexible schedules, in what ways have we reconceptualized our sense of “time,” synchronous/real time settings?
3. With devices in (nearly) every student’s hands, in what ways have we reconsidered our use of posts, infographics, timelines, story maps, and multimodal compositions?
4. 4. With our (re)new(ed) technical and pedagogical skills, what are the ways that we can reimagine literacy pedagogy to make our teaching practices equitable, authentic, and inquiry-driven?



# Online Professional Learning for Summer 2021

## 1. All Things Hyperdocs

**Course Description** Learn all things related to Hyperdocs while engaging in sessions on how they are used in elementary, middle school, and secondary classrooms.

**Cost:** \$150 / 20 SCECHS

**Dates/Times:** August 9-13 from 9:00 AM-12:15 PM EST and additional async. hours.

## 2. Telling Your Digital Story

**Course Description** Learn how to craft your own digital story and apply these principles to your own classroom.

**Cost:** \$150 / 20 SCECHS

**Dates/Times:** Tuesday evenings, 7:00 to 9:00 PM EST June 15, 22, & 29 and July 13 & 20 and additional async. hours.

## 3. Making Practice Public

**Course Description** Develop your digital presence with professional websites, peer reviewed publication, and crafting conference proposals.

**Cost:** \$150 / 20 SCECHS

**Dates/Times:** July 26-30 from 9:00 AM-12:15 PM EST and additional async. hours.

## 4. An Intro to the C3WP

**Course Description:** Explore the NWP's College, Career, and Community Writers Program resources for evidence-based writing.

**Cost:** \$150 / 20 SCECHS

**Dates/Times:** August 3-6 from 9:00 AM-12:15 PM EST and additional async. hours.

**Find out more:** [bit.ly/CRWPsummer-2021](https://bit.ly/CRWPsummer-2021)



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