

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



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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,

The image shows two handwritten signatures in cursive. The top signature is 'Debra' and the bottom signature is 'Debra' with a long, sweeping flourish extending to the right.

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WRITE NOW & WRITE ON STRATEGIES AT A GLANCE

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

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Strategy	Page	Brief Description	Chapter	Skill(s) Supported	Student Resource Available?
Drop Drafts	20	Students informally respond to a question or prompt and then discard the writing.	2: Parachute Writing	Quick writing Reflection	No
Evidence Tug-of-War Activator Strategy	175	Students compare the quantity of evidence from two separate texts.	6: Just the Facts	Finding textual evidence	No
Figure This	51	Students use figurative language to explain their understanding of a specific concept, topic, or idea.	2: Parachute Writing	Quick write Summarization Comparison	Yes (page 51) <i>(optional)</i>
Hashtag Summaries	163	Students create a hashtag to summarize a piece of text or concepts studied and then defend their work.	5: Digital Worlds	Summarization Justification of response	No
Instagram Ideas	140	Students create an Instagram post using visuals and text related to the concept or idea they are studying.	5: Digital Worlds	Visualization Summarization	No
List, Pin, Label, Share	168	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.	5: Digital Worlds	Activating prior knowledge Academic vocabulary	No
Mix and Match	179	Students use colored paint strips to pull text evidence related to a specific prompt from multiple sources.	6: Just the Facts	Finding textual evidence Evaluation of multiple sources	No
Murder Mysteries	198	Students use a crime scene scenario to evaluate text evidence and make conclusions to solve the crime/mystery.	6: Just the Facts	Finding and evaluating text evidence Summarization Drawing conclusions	Yes (page 253) <i>(optional)</i>
Neighborhood Map	45	Students draw a neighborhood map of places that are important to them, orally explaining while they draw.	2: Parachute Writing	Visualization Oral presentation	No

Strategy	Page	Brief Description	Chapter	Skill(s) Supported	Student Resource Available?
Obituaries	96	Students use the style of an obituary to summarize a piece of text, concept, or unit of study.	3: Summarizing	Summarization Key details Comprehension	No
Paint Strip Partners	210	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.	6: Just the Facts	Summarization Synthesis	Yes (page 235) <i>(optional)</i>
Pictorial Definitions	111	Students create visual pictures or images to represent the definition of key vocabulary terms.	4: Academic Vocabulary	Comprehension Vocabulary development Imagery	No
Picture Collage Content	153	Students create their own Picture Collage around a specific concept or topic using images, graphics, and words.	5: Digital Worlds	Visualization Summarization Design	No
Pinterest Paragraphs	145	Students create their own Pinterest boards around a specific concept or topic using images, words, and written text.	5: Digital Worlds	Visualization Classification of information Summarization	No
Pizza Slice Summary	63	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.	3: Summarizing	Summarization Main idea Comprehension	Yes (page 230) <i>(optional)</i>
Quick Writes	24	Students informally respond to a question or prompt to springboard into a lesson or at a key point in the lesson.	2: Parachute Writing	Quick writing Synthesis of information	No
Ransom Note Writing	121	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.	4: Academic Vocabulary	Vocabulary development Imagery	No

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Strategy	Page	Brief Description	Chapter	Skill(s) Supported	Student Resource Available?
Sketch to Stretch	19	Students informally draw what they “see” in their heads while a text or selection of text is being read.	2: Parachute Writing	Visualization Comprehension	No
Summary Memes	83	Students write a brief summary of the text by creating a meme.	3: Summarizing	Summarization Key details Comprehension Visualization	No
Summary Sentence Sweeps	67	Students categorize details from the text as Important, Not Important, and Don’t Know, in order to write a summary of the content.	3: Summarizing	Summarization Key details Comprehension	No
Survival Words	108	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.	4: Academic Vocabulary	Activating prior knowledge Vocabulary development	Yes (page 231)
Text Mapping	190	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.	6: Just the Facts	Evaluation Finding textual evidence Close reading Text annotation	Yes
Say What?	40	Students gather specific evidence/arguments on both sides of an issue/ topic.	2: Parachute Writing	Quick writing Arguments and claims using evidence	Yes (<i>optional</i>)
Three-Panel Summaries	76	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.	3: Summarizing	Summarization Key details Comprehension Visualization	No

Strategy	Page	Brief Description	Chapter	Skill(s) Supported	Student Resource Available?
Tweet the Text	158	Students create tweets in response to a series of images or text excerpts to summarize or respond to the content.	5: Digital Worlds	Summarization Quick Writing	No
Two Truths and a Lie	207	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.	6: Just the Facts	Finding text evidence Summarization Evaluation	Yes (page 234) <i>(optional)</i>
Word Sort	125	Students sort and classify a group of vocabulary words from a text or unit of study and justify their work.	4: Academic Vocabulary	Vocabulary development Justification of response	No
Word Splash	130	Students make connections between two words from a list related to a text, concept, or unit of study, and then justify their responses.	4: Academic Vocabulary	Vocabulary development Activating prior knowledge	No
What's Missing Activator Strategy	177	Students learn about the quality of text evidence through the use of puzzles.	6: Just the Facts	Finding quality text evidence	No
What's the Word?	177	Students use academic vocabulary to complete sentence frames around a topic, text, or unit of study, and justify their responses.	4: Academic Vocabulary	Vocabulary development Argument/ Justification	No
Write Around the Text	195	Students respond to a text excerpt to evaluate, examine, and annotate based on specific requirements set by the teacher.	6: Just the Facts	Evaluation Finding textual evidence Close reading Text annotation	No
Written Conversations	54	Students take turns writing a conversation back and forth on a selected concept or topic.	2: Parachute Writing	Quick writing Review Synthesis of information	No