



This training focuses on critical thinking strategies that improve student achievement by deepening their understanding of key concepts in all content areas.

- DATE:** June 22-23, 2009 **TIME:** 8:00am – 4:00pm
- LOCATION:** Comfort Inn & Suites, 3980 W Atlanta Highway, Athens, GA
Conference Rooms
- COST:** \$430/teacher—Double Occupancy
\$530/teacher—Single Occupancy
(includes hotel room, teacher materials and breakfast & lunch each day)
- BRING:** Course standards and/or a textbook

The session includes the following elements:

- Learning rituals and routines that set the stage for students to write every day for about 5-7 minutes.
- Learning how critical-thinking strategies empower students to articulate and respond to key concepts in writing in all subjects (from math, reading, social studies and science to career technology).
- Setting expectations for student writing that are quantitative, then later, qualitative.
- Teaching students to make text-to-self and text-to-world connections in writing.
- Teaching students to assess their own work as part of their course grade.
- Guiding students to provide significant and constructive feedback to peers.
- Creating short-answer essay prompts for expository and persuasive genres in all content areas.
- Using journal writing to support the development of Ideas— a key trait of state writing rubrics.

Name _____ **Title** _____

School Name _____ **District** _____

School Address _____

School Phone # _____ **Home Phone #** _____

School E-mail _____

Home E-mail _____

_____ Check here if you are interested in receiving PLU credit for this workshop.

Grade level of materials that I prefer for this workshop (please circle one):

K 1 2 3 4 5 6 7 8 9 10 11 12

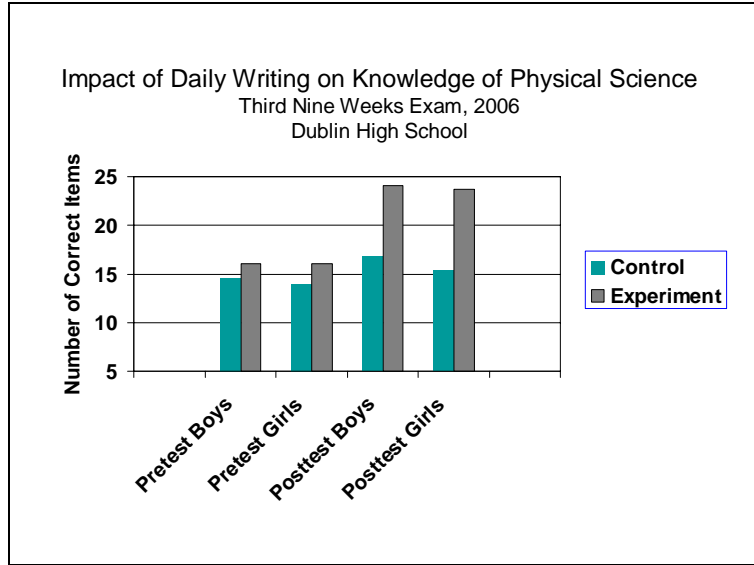
Workshop Questions?
contact April Turner
office@writingtowin.com – 706-850-5854

Mail your completed registration form with payment to Erincort
Consulting. 1231 Founder’s Blvd., Athens, Georgia 30606
FAX # (706) 543-6306



Journal Writing Boosts Knowledge of Math and Science

Two 9th-grade physical science teachers participated in a study of the impact of daily use of *Writing to Win* critical-thinking journal strategies. The first day of the third nine weeks, students took a multiple-choice test of state standards to be covered. Every day, two experimental classes wrote a journal entry explaining what they had learned; two control classes limited their explanations to oral discussions. The last day of the



nine weeks, all students took the state test again. The chart shows that on the posttest, students who wrote daily outscored the students who discussed daily, 24 to 15 items correct out of 32. On the pretest, the two groups scored roughly the same. Gender was not a significant variable. The data is fully presented in Dolores Byrne, *The effects of the Writing to Win program on high school science achievement*, doctoral dissertation, The University of Georgia at Athens, August 2006.

Writing to Win focus studies action research in classrooms

Jenkins County MS—How journal writing impacted scores in 7th grade math, ELA and science on the *Georgia Criterion Referenced Tests*.

Subject	Gr 6—2007	Gr 7—2007	Gr 7—2008
Pass rate of Math CRCT	48%	54%	77%
Pass rate of ELA CRCT	81%	87%	92%
Pass rate of Science CRCT	47%	51%	66%

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In 7th-grade math, one teacher “freed up 10-15 minutes a day for students to write in their *Writing to Win* journals” by compressing her normal routine for teaching math. “As journal entries indicated that students were struggling, I re-introduced topics to show students how the pieces helped create a whole. Otherwise, I did nothing different this year.” Her 7th-grade math students beat their 6th-grade scores on Georgia’s *Criterion Reference Competency Test* by 29%.

In 7th-grade life science class, another teacher used *Writing to Win* “critical-thinking journal strategies frequently to link prior knowledge to a preview of what they were studying. Students write three days a week in a variety of ways throughout the class period.”

The payoff? 7th-graders increased 19% above their 6th-grade performance on Georgia’s state science test.