



## Engaging Writing in Your Content: Applying Knowledge

### Writing Within Your Content

Writing assignments can encourage students to process course material more deeply. Through writing assignments and prompts, teachers are able to assess students' comprehension of course topics in real world applications. Teachers must provide an opportunity for students to develop writing and research skills in the manner of college and career readiness conventions.

### Types of Writing for CTE Courses

#### *Writing-to-Learn*

The main purpose of writing-to-learn is to help students think through key concepts or ideas presented in a course. Writing-to-learn assignments are short, impromptu, or otherwise informal writing tasks. These writing tasks provide students an opportunity to reflect on themselves as learners and practice writing as a way to engage with the content initially. Examples include, but are not limited to, think-pair-share, journaling, capturing notes during a lecture, and a one-sentence summary.

#### *Writing-to-Demonstrate Learning*

The main purpose of writing-to-demonstrate learning is for the teacher to gauge a student's understanding of the content and/or concepts being taught. By regularly asking students to think and write at higher levels, students are challenged to think through the content and reveal their understanding in more depth. Examples include, but are not limited to, summary of a demonstration, lab report, explanation of a process, and essays.

#### *Writing-to-Apply Learning: The Authentic Writing Task*

The main purpose of writing-to-apply learning is to engage students in authentic writing tasks. This creates a bridge between what is learned in the classroom and why this knowledge is important to the world outside of the classroom. Authentic writing tasks require students to demonstrate proficiency by applying existing knowledge to solve a real-world problem in their content, simulating a work-place experience. Examples include, but are not limited to, diet recommendations for a patient, safety infographic (similar to those found at a work site), proposal, memo, or customer quote.

### Process for Creating Authentic Writing Task

#### **Step 1:**

Read the course standard. Are there any authentic writing tasks outlined in the standards? If so, you can start this process by simply underlining or highlighting the authentic writing task within the standard. If not, you should think critically about how students are expected to write in their academic and professional career. Let's take a look at an example below.

#### **Example: A/V Production I**

##### **Standard 16**

Distinguish between the various types of fasteners commonly used in construction, such as nails, screws, and bolts, by **creating a visual display outlining the properties and uses of each type**. Demonstrate the ability to accurately select and install the appropriate fastener in a variety of situations. (TN Reading 2, 3, 4, 7; **TN Writing 2**)



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### Step 2:

Refer to the nouns and verbs worksheet from the previous session with the embedded TN State Standards expectations for students. Pay close attention to the referenced standards in the skills section with an embedded Tennessee Writing Standard attached. These embedded standard alignments will assist you in Step 3 as you design your authentic writing task. For example, looking at the Tennessee State Standard for Writing 2 will assist the teacher in teaching about “writing informative/ explanatory texts.”

Fundamentals of Construction Standard 16		
Standard	Knowledge	Skills
<p>Distinguish between the various types of fasteners commonly used in construction, such as nails, screws, and bolts, by creating a visual display outlining the properties and uses of each type. Demonstrate the ability to accurately select and install the appropriate fastener in a variety of situations. (TN Reading 2, 3, 4, 7; TN Writing 2)</p>	<p>Fasteners</p> <ul style="list-style-type: none"> <li>Nails                             <ul style="list-style-type: none"> <li>Common nails, box nails, finishing nails, roofing nails, casing nails, duplex nails</li> <li>Staples, brads</li> </ul> </li> <li>Screws                             <ul style="list-style-type: none"> <li>Wood screws, drywall screws, sheet metal screws, lag screws</li> </ul> </li> <li>Bolts                             <ul style="list-style-type: none"> <li>Cap screws, stove bolts, carriage bolts</li> <li>Washers</li> <li>Anchors</li> </ul> </li> </ul> <p>Properties</p> <ul style="list-style-type: none"> <li>Nails                             <ul style="list-style-type: none"> <li>Type, size, installation method</li> </ul> </li> <li>Screws                             <ul style="list-style-type: none"> <li>Head shape, slot type, length, thread pitch, gauge</li> </ul> </li> <li>Bolts                             <ul style="list-style-type: none"> <li>Type, diameter, length, thread pitch, material</li> </ul> </li> </ul> <p>Uses, Situations</p> <p>Wood light-frame, steel, concrete, masonry, exterior finishes, interior finishes, roofing, mechanical systems</p>	<p>Distinguish</p> <ul style="list-style-type: none"> <li>R2- Determine central ideas</li> <li>W2- Write informative texts</li> </ul> <p>Create</p> <ul style="list-style-type: none"> <li>R7- Translate words into visual form</li> <li>W2- Write informative texts</li> </ul> <p>Outline</p> <ul style="list-style-type: none"> <li>R2- Determine central ideas</li> </ul> <p>Demonstrate</p> <ul style="list-style-type: none"> <li>R3- Multistep procedure</li> </ul> <p>Select</p> <ul style="list-style-type: none"> <li>R3- Multistep procedure</li> </ul> <p>Install</p> <ul style="list-style-type: none"> <li>R3- Multistep procedure</li> </ul>



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### Step 3:

Design your authentic writing prompt or task based on skills students need to develop in the course.

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#### Fundamentals of Construction

##### Standard 16

Distinguish between the various types of fasteners commonly used in construction, such as nails, screws, and bolts, by **creating a visual display outlining the properties and uses of each type.**

Demonstrate the ability to accurately select and install the appropriate fastener in a variety of situations. **(TN Reading 2, 3, 4, 7; TN Writing 2)**

#### Writing Prompt:

**Congratulations! You are hired as a carpenter's helper at a local construction company. In the past, the company owner has noted inefficiency among construction crews due to disorganization of supplies. Your supervisor gives you the task of creating an organization system for the crew's supply of commonly used fasteners and an accompanying visual reference guide outlining properties and uses of each type.**

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### Step 4:

Ensure the expectations of the writing assignment task are clear and precise.

Ask yourself these guiding questions:

- What is the purpose of the writing prompt or task?
- Which of the Tennessee State Standards conventions does it follow?
- Does the writing prompt or task follow the description in the Tennessee State Standards?



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### Bridge to Practice

#### It's your turn!

Questions about this process or need assistance? Please contact [CTE.Questions@tn.gov](mailto:CTE.Questions@tn.gov).

Follow the four-step process outlined above with a course of your choosing using the blue templates below.

Standard	Writing Prompt or Task