**Example of “Next Steps” Workshop**

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**Next Steps in Implementing the *Writing in Science* Approach**

* Explore implementation strategies that will improve instruction and learning.
* Examine specific issues that students have in thinking and writing scientifically. For example:
	+ Confusing scientific observations, inferences, and opinion, and claims and evidence (e.g., using a claim as evidence for another claim)
	+ Leaving out important causes and effects in flow maps and/or writing
* Highlight potential issues for teachers’ instruction. For example:
	+ Moving too quickly from students’ concrete experiences to oral and written expressions of abstract thinking
	+ Providing scaffolding and/or writing frames that are too complex
	+ Moving students toward more independent writing
* Focus assessment on what should be valued in science notebook entries, which are rough drafts rather than final copies:
	+ Science content, scientific thinking and practices
	+ Writing traits: idea/content, organization, word choice

**Note:** In rough drafts, the following are not assessed: spelling, punctuation, grammar, sentence fluency, and handwriting. These traits are revised during the revision process of writing final, published pieces.

* Recognize effective vs. ineffective focus questions (each science lesson has a question that focuses students’ minds on what they will be exploring and/or investigating) and written notebook entries.
* Plan effective focus questions, graphic organizers, and scientific writing for specific lessons.