



STOCKTON UNIFIED
SCHOOL DISTRICT

Interdisciplinary Ink:

Bridging Disciplines and Empowering
ALL Students through Writing



April 11, 2025

Curriculum & Professional Development





STOCKTON UNIFIED
SCHOOL DISTRICT



Tinta interdisciplinaria:

Uniendo disciplinas y empoderando a
TODOS los estudiantes a través de la
escritura

11 de abril de 2025

Plan de estudios y desarrollo profesional





**“Reading makes you brilliant,
writing makes you infinite.”**

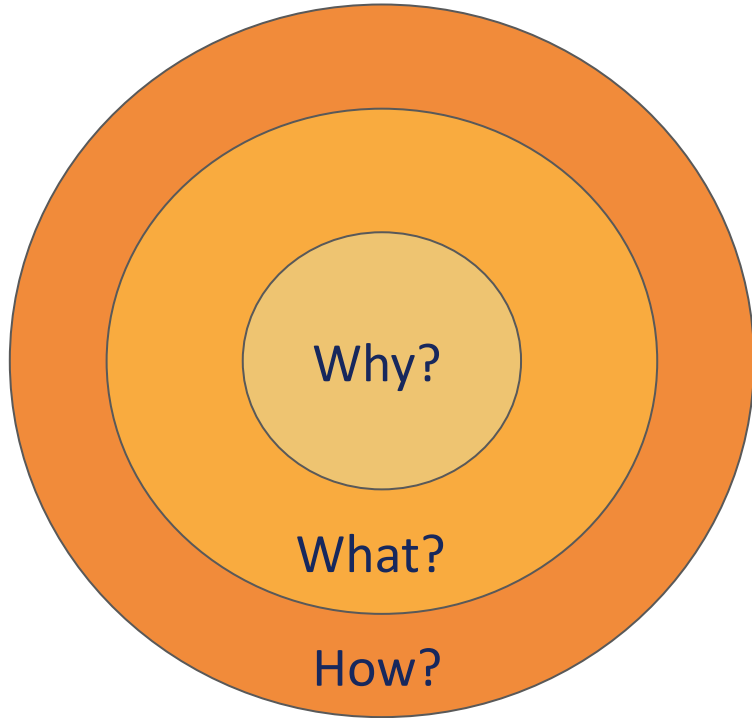
-Gabby Rivera



**“La lectura te hace brillante,
escribir te hace infinito”.**

-Gabby Rivera

Objectives



The Why

Vision, Beliefs, Principles of writing and the connection to reading

The What

Goals for SUSD
Interdisciplinary Ink

The How

Layers of support, plan for professional development, writing toolkits, building a team

Objetivos



El por qué

Visión, Creencias, Principios de la escritura y la conexión con la lectura.

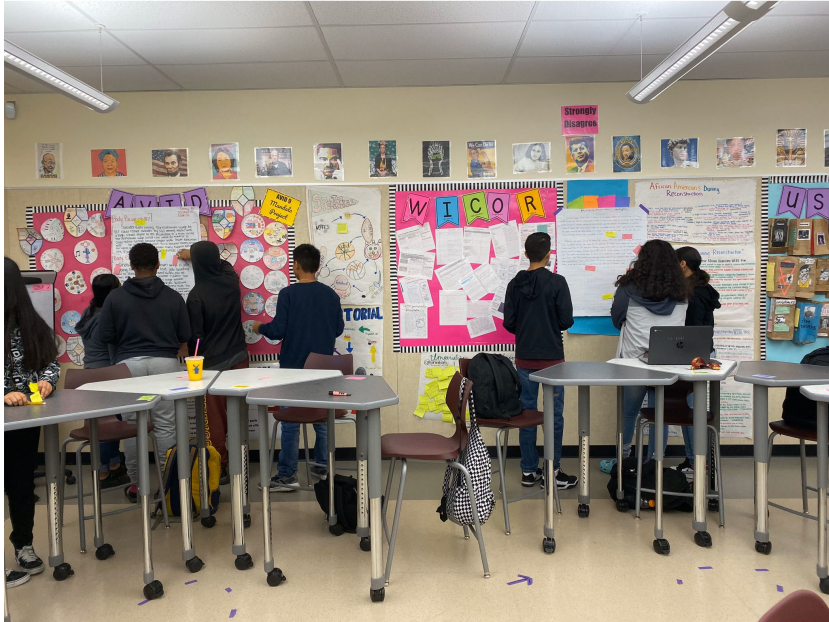
el que

Metas para el programa la tinta interdisciplinaria del SUSD

El cómo

Niveles de apoyo, plan de desarrollo profesional, redacción de kits de herramientas, formación de un equipo

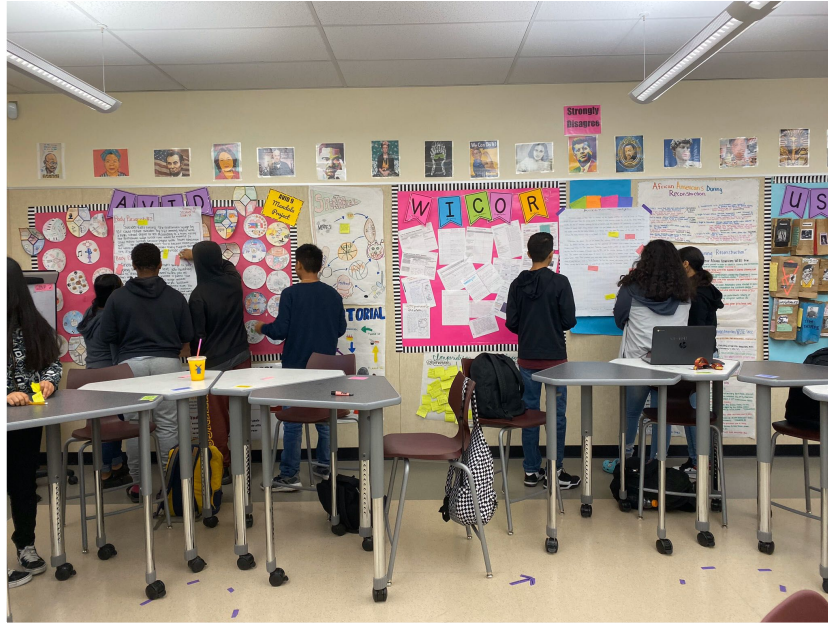
SUSD Interdisciplinary Ink Vision



“Every teacher plays an important role in developing students’ writing skills and abilities. When students are exposed to a consistent set of instructional practices and terminology related to writing as they move from grade to grade and subject to subject, they are likely to learn to independently apply writing skills, strategies, and techniques.”

Joan Sedita, *The Writing Rope*

Visión de tinta interdisciplinaria del SUSD



"Cada maestro desempeña un papel importante en el desarrollo de las habilidades y habilidades de escritura de los estudiantes. Cuando los estudiantes están expuestos a un conjunto consistente de prácticas de instrucción y terminología relacionadas con la escritura a medida que pasan de un grado a otro y de una materia a otra, es probable que aprendan a aplicar de forma independiente habilidades, estrategias y técnicas de escritura".

Joan Sedita, *La cuerda de escribir*

Guiding Beliefs

- Everyone is a writer.
- Writing instruction should address multiple components and take place in multiple contexts.
- All teachers can play a role.
- Instruction must be explicit and utilize mentor models.



Creencias rectoras

- Todo el mundo es escritor.
- La enseñanza de la escritura debe abordar múltiples componentes y tener lugar en múltiples contextos.
- Todos los profesores pueden desempeñar un papel.
- La instrucción debe ser explícita y utilizar modelos de mentores.



The Reading and Writing Connection



The interconnection of reading and writing instruction has several well-established benefits.

When both disciplines are equally engaged, space is created for a mutual energy exchange that yields profits in two disciplines instead of one (Graham and Herbert, 2011).

La conexión entre lectura y escritura





La interconexión de la instrucción de lectura y escritura tiene varios beneficios bien establecidos.


Cuando ambas disciplinas participan de manera igualitaria, se crea espacio para un intercambio mutuo de energía que produce ganancias en dos disciplinas en lugar de una (Graham y Herbert, 2011).

The Reading and Writing Connection



 Writing and reading have reciprocal benefits making them high leverage instructional strategies to support student success.

 Writing about reading, prompts students to reflect on what they have learned, connect ideas, sort main ideas from the less important, paraphrase in their own words, and pursue the meanings of the text more closely.

 Through writing, students can better discover what they believe and demonstrate their understanding about a topic

La conexión entre lectura y escritura



La escritura y la lectura tienen beneficios recíprocos, lo que las convierte en estrategias de instrucción de gran influencia para apoyar el éxito de los estudiantes.

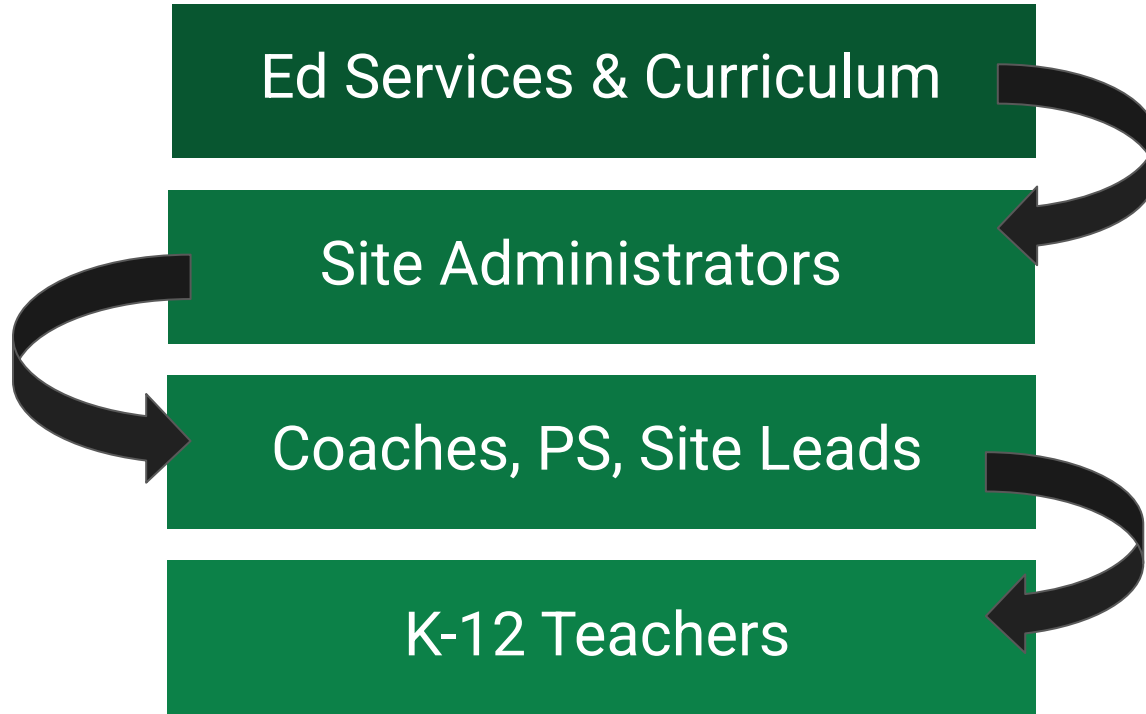


Escribir sobre la lectura incita a los estudiantes a reflexionar sobre lo que han aprendido, conectar ideas, separar las ideas principales de las menos importantes, parafrasear con sus propias palabras y explorar más de cerca los significados del texto.

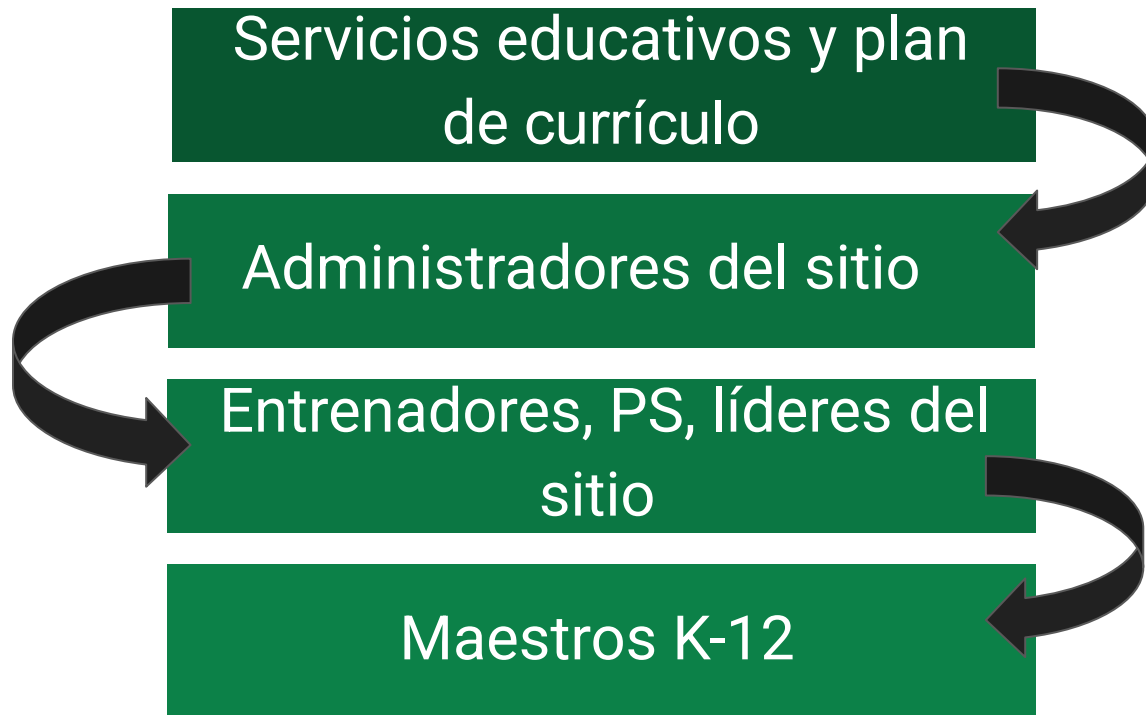


A través de la escritura, los estudiantes pueden descubrir mejor lo que creen y demostrar su comprensión sobre un tema.

Layers of Support for District Implementation



Niveles de apoyo para la implementación distrital



Scope and Sequence Year 1

Site Lead Meeting	Given to Staff	Title	Topic
Given to Admin in June	July 30, 2024	Introduction	Interdisciplinary Ink
August 19, 2024	September Staff Meeting	Module 1	Writing Reset
October 21, 2024	October/November/ December Staff Meeting	Module 2	Opinion/ Argument
November 18, 2024	January/ February Staff Meeting	Module 3	Informative/Explanatory
February 24, 2024	March/ April Staff Meeting	Module 4	Narrative
April 28, 2024	May Staff Meeting	Wrap Up	Reflection and Planning

Alcance y Secuencia Año 1

Reunión del líder del sitio	Entregado al personal	Título	Tema
Entregado al administrador en junio	30 de julio de 2024	Introducción	Tinta interdisciplinaria
19 de agosto de 2024	Reunión de personal de septiembre	Módulo 1	Restablecer escritura
21 de octubre de 2024	Octubre/noviembre/diciembre Reunión del personal	Módulo 2	Opinión/ Argumento
18 de noviembre de 2024	Reunión de personal de enero/febrero	Módulo 3	Informativo/Explicativo
24 de febrero de 2024	Reunión de personal de marzo/abril	Módulo 4	Narrativo
28 de abril de 2024	Reunión de personal de mayo	Envolver	Reflexión y planificación



Resources were provided for each grade level including:

- Year long writing plan for grades K-12
- Graphic organizers and templates
- Mentor Texts
- Rubrics
- Instructional Strategies
- Videos



Kits de herramientas de escritura

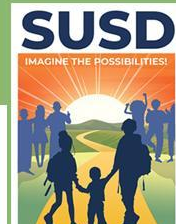


Se proporcionaron recursos para cada nivel de grado, incluyendo:

- Plan de escritura anual para los grados K-12
- Organizadores gráficos y plantillas.
- Textos de mentores
- Rúbricas
- Estrategias de instrucción
- Vídeos



Writing Toolkits



SUSD Writing Toolkits 2024-2025



Opinion



Narrative



Informative/Explanatory



Additional Teacher Resources



Benchmark Advance K-6 Year Long Writing Plan 



Content specific folders coming soon

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Kits de herramientas de escritura



SUSD Writing Toolkits 2024-2025



Opinion



Narrative




Informative/Explanatory



Additional Teacher Resources



Benchmark Advance K-6 Year Long Writing Plan 



Muy pronto, carpetas con contenido específico

Writing Toolkits - Alignment

Kits de herramientas de escritura - Alineación



Benchmark Advance Writing Aligned to Common Core Expectations										
Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
K/1	<p><i>Daily shared/interactive writing mini-lessons support all modes of writing in every unit. The shared writing experiences are extended into independent writing opportunities.</i></p> <p>Teacher and students compose informational, opinion, and narrative texts based on the unit topic and unit selections.</p> <p>Shared writing experiences support:</p> <ul style="list-style-type: none"> • concepts about print • high-frequency word knowledge • phonics skills • language conventions <p><i>Group/Modeled Process Writing Mini-Lessons</i></p> <p>Students and teacher collaborate to take one piece of writing in each unit through the complete process writing stages: Plan, Draft, Revise and Edit (with optional publishing ideas)</p> <p><i>Benchmark Advance Language Mini-Lesson Handbooks for K and Grade 1</i> provide an online bank of explicit lessons and activity pages to support language skills based on teacher's observations of students' shared and independent writing.</p>									
2	<p><i>Write to ONE Source*</i></p> <p>One writing mode per unit:</p> <ul style="list-style-type: none"> • Narrative • Informative/Explanatory • Opinion <p>Writing process mini-lessons support student writing.</p>			<p><i>Learn Research Skills</i></p> <p>Students learn to gather and organize information from print and online resources.</p>		<p><i>Write to TWO Sources</i></p> <p>One writing mode per unit:</p> <ul style="list-style-type: none"> • Narrative • Informative/Explanatory • Opinion <p>Writing process mini-lessons support student writing.</p>		<p><i>Class Research Project</i></p> <p>Informative/Explanatory Writing Product</p>	<p><i>Class Research Project</i></p> <p>Narrative Writing Product</p>	<p><i>Class Research Project</i></p> <p>Opinion Writing Product</p>
3-6	<p><i>Write to ONE Source*</i></p> <p>One writing mode per unit:</p> <ul style="list-style-type: none"> • Narrative • Informative/Explanatory • Opinion/Argument (Gr 6) <p>Writing process mini-lessons support student writing</p>			<p><i>Learn Research Skills</i></p> <p>Students formulate guiding questions based on the unit topic and conduct research with print/online resources.</p>		<p><i>Write to TWO Sources</i></p> <p>One writing mode per unit:</p> <ul style="list-style-type: none"> • Narrative • Informative/Explanatory • Opinion/Argument (Gr. 6) <p>Writing process mini-lessons support student writing</p>		<p><i>Conduct Independent/Peer Research</i></p> <p>Informative/Explanatory. Daily research and writing process mini-lessons support students' independent work.</p>	<p><i>Conduct Independent/Peer Research</i></p> <p>Narrative. Daily research and writing process mini-lessons support students' independent work.</p>	<p><i>Conduct Independent/Peer Research</i></p> <p>Opinion/Argument. Daily research and writing process mini-lessons support students' independent work.</p>

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Writing Toolkits - Samples

Kits de herramientas de escritura: ejemplos



Grade	Unit	Topic	Week 1	Week 2	Week 3	Week 4		
K	1	Government and Citizenship	Daily Writing Activities (Shared writing activities in TRS, daily journal writing with phonics skills)					
K	2	Character	Daily Writing Activities		5 Day Process Writing: Narrative			
K	3	Grade	Unit	Topic	Week 1	Week 2	Week 3	Week 4
K	4	5	1	Government and Citizenship	Daily Writing Activities			Write to ONE Source: Opinion
K	5	5	2	Character	Daily Writing Activities			Write to ONE Source: Narrative
K	6	5	3	Life Science	Daily Writing Activities			Write to ONE Source: Informative/Explanatory
K	7	5	4	Point of View	Daily Writing Activities			Learn Research Skills
K	8	5	5	Technology and Society	Daily Writing Activities			Write to TWO Sources: Opinion
K	9	5	6	Theme	Daily Writing Activities			Write to TWO Sources: Narrative
K	10	5	7	History and Culture	Daily Writing Activities			Write to TWO Sources: Informative/Explanatory
		5	8	Earth Science	Daily Writing Activities			Independent Research Project Informative/Explanatory
		5	9	Economics	Daily Writing Activities			Independent Research Project Narrative
		5	10	Physical Science	Daily Writing Activities			Independent Research Project Opinion

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Writing Toolkits - Samples

Kits de herramientas de escritura: ejemplos



Grade 7		Unit 2	Unit 3	Unit 1	Unit 4	Unit 5
	Writing Focus	<i>Argument</i>	<i>Explanatory</i>	<i>Nonfiction Narrative</i>	<i>Argument</i>	<i>Informative</i>
	Whole Class	Do the benefits of exploring Mars outweigh the risks?	How does Scrooge's character transform over the course of the play?		Unit 3	Unit 2
	Small Group	Argument: Should space exploration be a priority for our country?	Explanatory: How are the turning points in the selections similar and different from each other?		Unit 3	Unit 2
	Performance Task	Argument: Should we spend valuable resources on space exploration?	Explanatory: What can cause a significant change in someone's life?		Unit 3	Unit 2
Grade 8	Writing Focus	<i>Argument</i>	<i>Explanatory</i>	<i>Nonfiction Narrative</i>	<i>Argument</i>	<i>Informative</i>
	Whole Class	What is a problem you think needs to be solved? How would you solve it?	How are the historical events reflected in The Diary of Anne Frank?	What event changed your understanding of yourself, or that of someone you know?	What has happened to you so far as a result of the experiment, and what do you predict will happen as time progresses?	What requirements must be met in order to say human flight is successful?
	Small Group	When you take a stand, how much does winning matter?	How do the selections contribute to your understanding of the Holocaust and the ways in which we remember the past?	What defines an event or experience in a young person's life as a milestone or rite of passage?	How does each selection highlight a different way to be intelligent?	Are inventions realized through inspiration or perspiration?
	Performance Task	Argument: Is it important for people to make their own choices in life?	Explanatory: How can literature help us remember and honor the victims of the Holocaust?	Nonfiction Narrative: What rite of passage has held the most significance for you or for a person you know well?	Informative: In what different ways can people be intelligent?	Argument: Which invention described in this unit has had the biggest impact on humanity?

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Writing Toolkits - Samples

Kits de herramientas de escritura: ejemplos



Name ↓

 Writing Paper-Story.pdf 

 Narrative Writing.pdf 

 Narrative Writing Organizer(

 Narrative Writing Organizer.

 Narrative Rubric 

Informativo/Explicativo

STOCKTON UNIFIED SCHOOL DISTRICT Grade 3 Informative Performance Task Rubric



SKILL/CONCEPT	1	2	3	4
FOCUS ORGANIZATION	<ul style="list-style-type: none"> Does not make topic clear Does not fully address the prompt Facts, definitions and details are irrelevant, absent, or in no understandable order Does not include a clear concluding statement or section 	<ul style="list-style-type: none"> Clearly states topic Partially addresses some parts of prompt Presents facts, definitions and details in a clear logical sequence Attempts conclusion but may be unclear 	<ul style="list-style-type: none"> Clearly states topic with an introductory sentence Addresses all aspects of the prompt Groups information in connected categories with linking words and phrases Uses text features to aid comprehension (headings, graphics, bullets, etc.) Provides concluding statement or section 	<ul style="list-style-type: none"> Clearly introduces topic and begins each paragraph with topic sentence Addresses all aspects of the prompt. Groups information into appropriate paragraphs using text features and linking words/phrases to aid comprehension Provide a concluding section clearly related to topic
FACTS AND SUPPORTING INFORMATION	<ul style="list-style-type: none"> Fails to provide adequate facts/definitions/information Information is not conveyed with academic vocabulary, and lacks appropriate descriptive or figurative language 	<ul style="list-style-type: none"> Provides 3 relevant facts/definitions from 2 or more resources Uses well-chosen descriptive and academic vocabulary, including figurative language 	<ul style="list-style-type: none"> Develops the topic with relevant facts, definitions, and details from multiple resources Distinguishes shades of meaning to make strong word choices Includes appropriate academic vocabulary 	<ul style="list-style-type: none"> Develops topic with appropriate information from print and digital sources, citing those sources Uses precise language including domain-specific vocabulary and figurative/ connotative choices as appropriate
GRAMMAR SPELLING CAPITALIZATION AND PUNCTUATION	<ul style="list-style-type: none"> Fails to demonstrate proper grammar usage to create readable document Does not incorporate new vocabulary Incorrectly spells learned sight words from K-2 Does not meet minimum bar for neatness or appropriate formatting Uses upper case inappropriately for proper nouns Uses end punctuation incorrectly 		<ul style="list-style-type: none"> Demonstrates proper word choice and order, including tense, number, gender, etc. Correctly incorporates new and learned academic vocabulary Correctly spells high frequency words and uses taught tools to attempt unknown words Creates neat and legible work including appropriately formatted keyboarded documents Uses appropriate capitalization for all proper nouns and sentence starts 	

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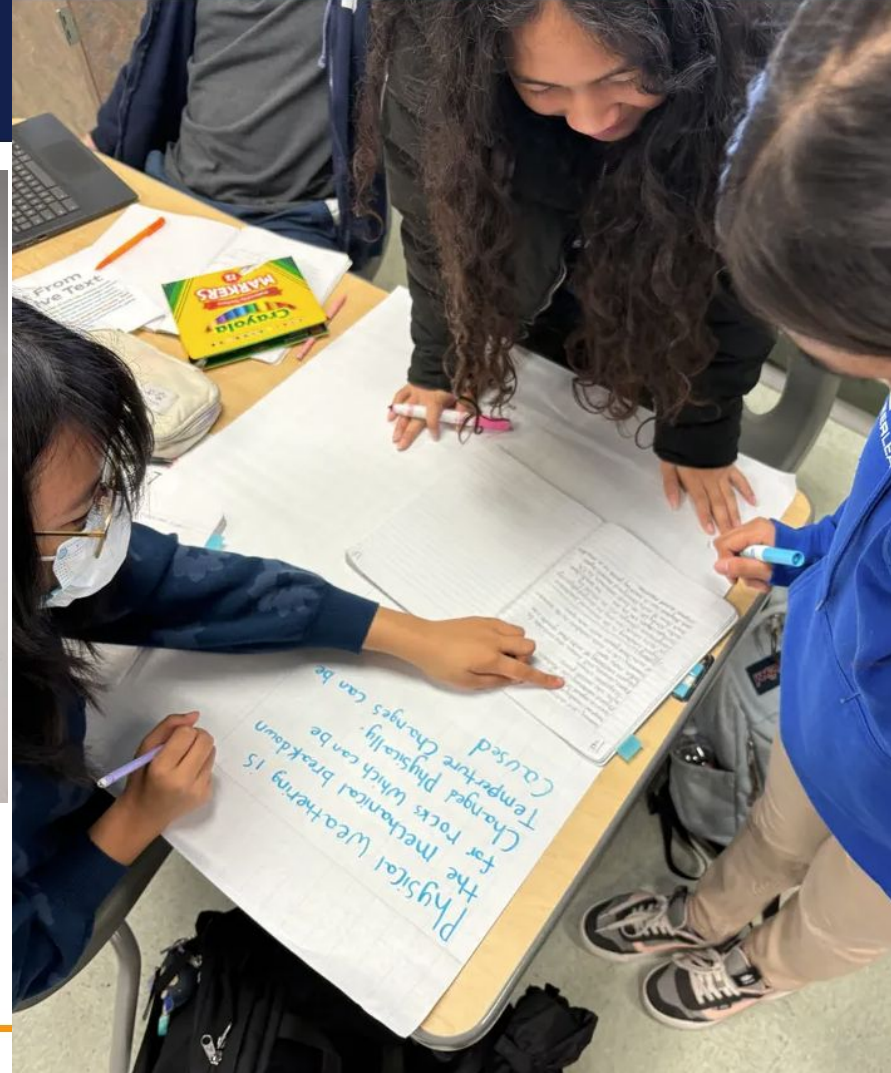


Writing Samples

Muestras de escritura

Excerpt From Informative Text

Physical weathering is the mechanical breakdown of rocks into smaller pieces. Physical weathering involves only physical changes. Temperature changes caused by the sun's energy or ice can cause cracks that eventually break rocks apart. Energy transfers caused by wind, water, and gravity can smooth rock surfaces, wear down rock, and transfer rock matter to other locations on Earth's surface. Plants, animals, and humans also contribute to physical weathering of rocks. Plant growth can break rocks apart. Burrowing animals can expose and displace soil and rock. A well-worn walking path in a meadow exposes buried rocks to wind, water, air, and other agents of weathering..



Writing Samples

Muestras de escritura



ELD

Write an opinion about why a dog would make a good pet. Give two reasons that support your opinion.

Student 1: I think a dog would make a fantastic pet because I can take it for walks. I can also use it up like a person and run with it. I want a dog as a friend.

Student 2: I think a dog would make a great pet because it can play fetch with you. A dog can also shake hands with you. Some dogs can do tricks. They are very smart. I would love to have a dog.

Student 3: I think a dog would make the best pet because it's soft and nice. I like dogs because they can make tricks. I think dogs are awesome animals.

Student 4: I think a dog would make the best pet because it's soft and nice. I like dogs because they can make tricks. I think dogs are awesome animals.

adjectives

- *intelligent
- clever
- cute
- *loyal
- friendly
- furry
- playful
- awesome
- *protective

C-E-R Graphic Organizer

Question: What area of earth has the most photosynthesis?

Claim: South America on the top has the most photosynthesis.

Evidence #1
The Amazon rain forest is there. which has a lot of trees and plants that create carbon.

Evidence #2
Trees and plants create carbon. I don't know why. but the ice age ended cause of the carbon.

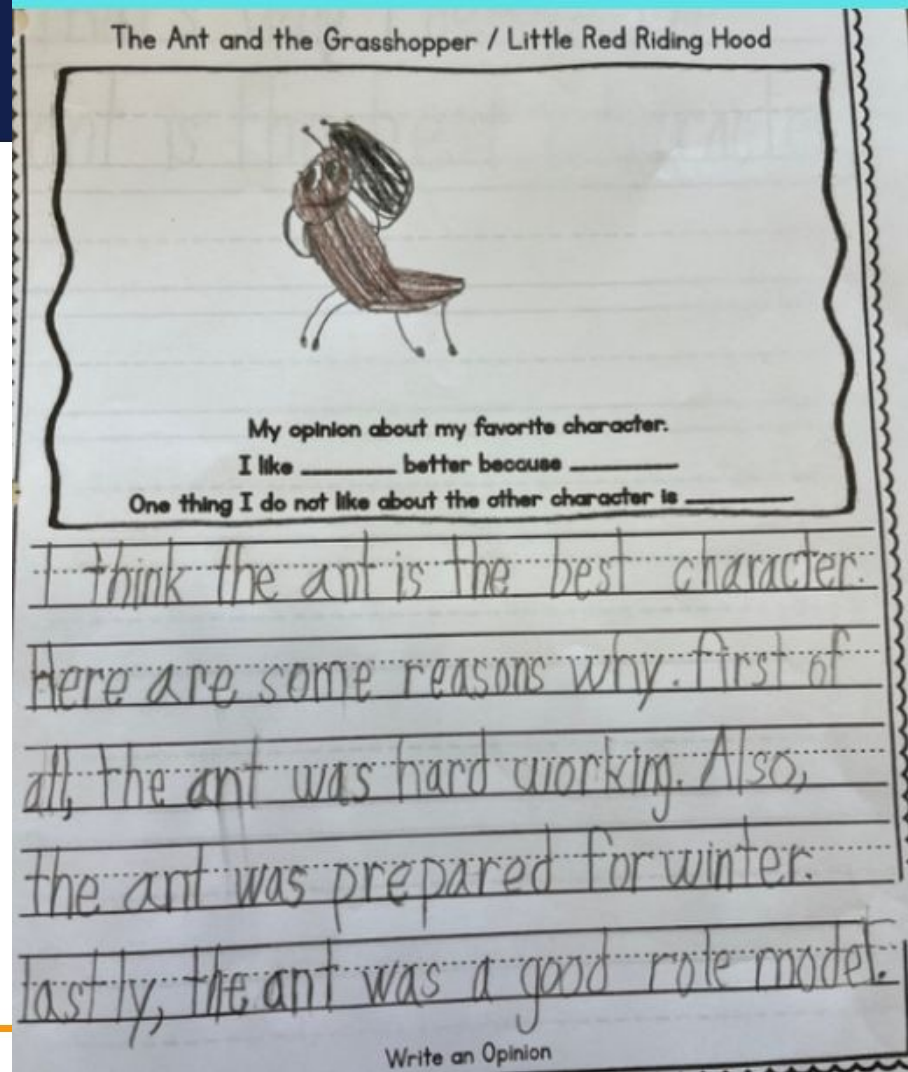
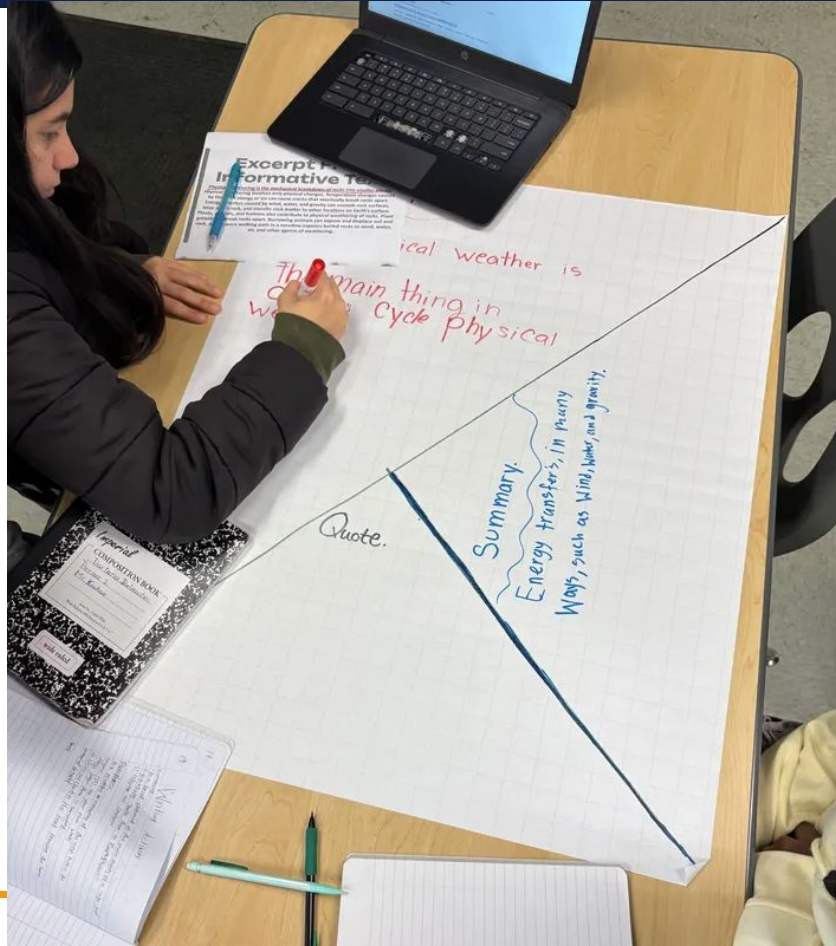
Evidence #1
I was studying The carbon absorption and it shows a lot of carbon on South America.

Reasoning: The area on earth that has a lot of carbon/photosynthesis is South America. It is because there are a lot of trees in the area.



Writing Samples

Muestras de escritura



Writing Samples

Muestras de escritura

C-E-R Graphic Organizer

Question: How can static electricity make a balloon move a stream of water?

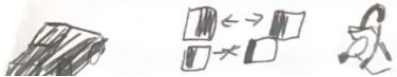
Claim: The static electricity (from our hair) was transferred to the balloon and caused the water to bend because of the negative charge is attracted to the positive (water) molecules.

Evidence #1
One piece of evidence was that water had positive and the balloon the had static had negative.

Evidence #2
After a bit of second the water stopped bending because it was a little balloon and it had a little static.

Evidence #3
Static is like magnets because when you put magnets in the same way it will be correct together.

Reasoning: The balloon gets extra negative charges when rubbed on your hair or wool. Water has both neg. and pos. charges. When the balloon gets close, it pulls on the positive parts of water, making it move without touching it. This is because of static electricity which creates invisible forces between the charges in matter.



Name:

Due Date: January 8, 2024

**The first FIVE submissions will get extra credit and a prize!*

**¡Las CINCO primeras presentaciones obtendrán un crédito extra y un premio!*

Proyecto de vacaciones de invierno: Construye un diorama de un ecosistema

What to Do / Qué hacer:

Vas a crear un diorama en una caja de zapatos de un ecosistema (un lugar donde las plantas y los animales viven juntos). Vas a mostrar cómo las plantas, los animales y la energía trabajan juntos en su hábitat.

Pasos para hacer tu diorama:

1. **Pick an Ecosystem / Elige un ecosistema:**

Choose one of these places:

Elige uno de estos lugares:

- Forest / Bosque (selva tropical o bosque)
- Desert / Desierto (caliente y seco)
- Ocean or River / Océano o río (hábitat de agua)
- Grassland / Pradera (espacio abierto)
- Tundra (frío y nevado)

2. **What to Include in Your Shoebox / Qué incluir en tu caja:**

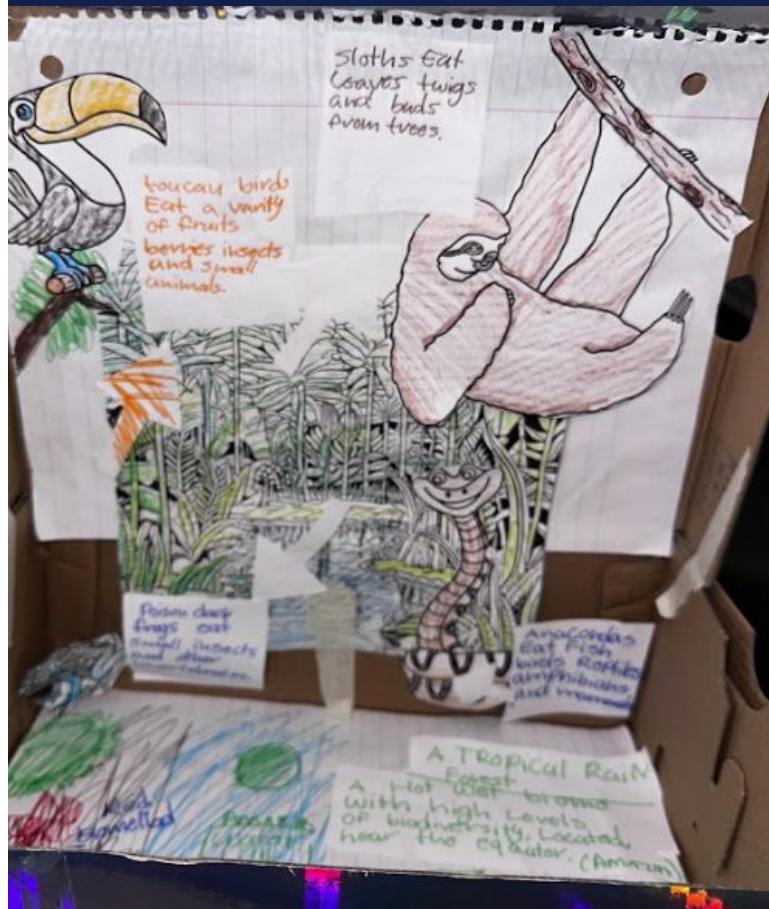
- Animals / Animales: Elige al menos 2 animales que viven en tu ecosistema.
- Plants / Plantas: Agrega al menos 2 plantas de tu ecosistema.
- Energy Flow / Flujo de energía: Dibuja o agrega flechas para mostrar cómo se mueve la energía. (Ejemplo: Sol → Planta → Animal).
- Optional / Opcional: Agrega una especie invasora (una planta o animal que no pertenece y causa problemas).

3. **Write About Your Diorama / Escribe sobre tu diorama:**

On a piece of paper or index card, write 2-3 sentences:

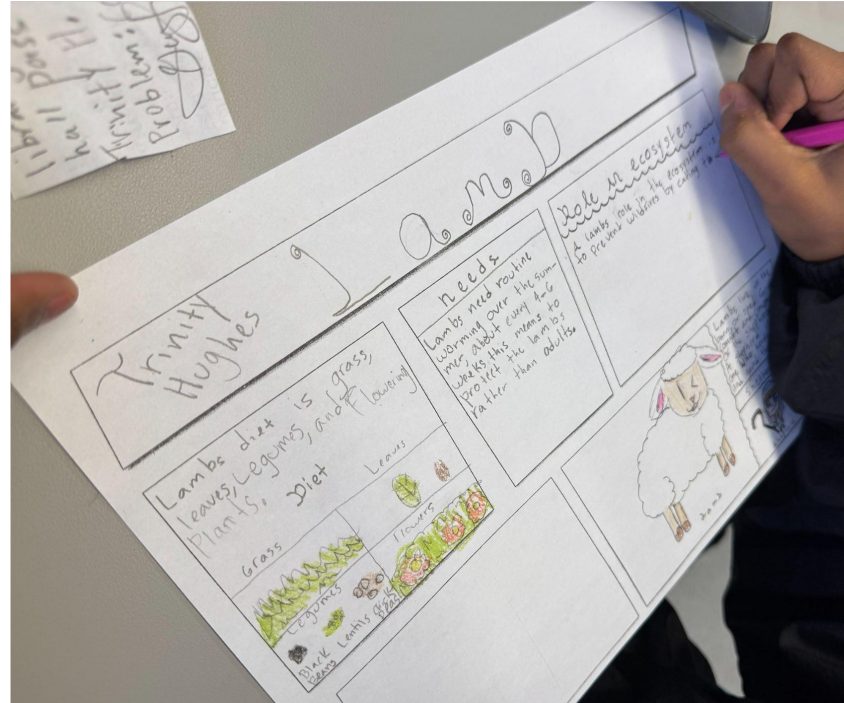
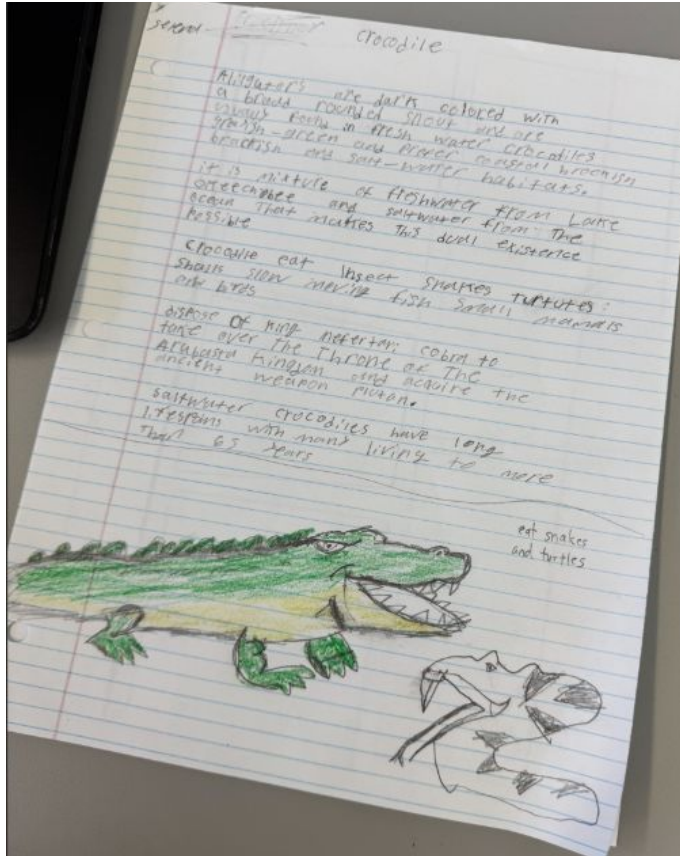
En una hoja de papel o tarjeta, escribe 2-3 oraciones:

- ¿Cuál es tu ecosistema?
- ¿Qué plantas y animales viven allí?
- ¿Cómo se mueve la energía en la cadena alimentaria? (¿Quién come a quién?).



Writing Samples

Muestras de escritura




Writing Samples

Muestras de escritura

Name _____

How will math and science be involved in your investigation?

Math and Science will be used to measure volume and physics in this project



STEP 4 Carry out your plan, and record your results. Present your data in a way that everyone can see what you did and what happened. You might choose a table or a graph as a presentation tool, or you might choose to make a poster with photographs.

Make a **claim** that answers the question or questions your class decided to explore. You may need to have a claim for each question. Support your claim with **evidence** from your investigation and **reasoning** to explain how the evidence supports your claim. Use a separate sheet of paper to record your findings. Compare and contrast your results with other groups.

Discuss the structure and function of your design.

My design the structure of straws is to be in order to hold pennies.

What is something new or surprising that you discovered?

Something new I learned/discovered is that tape / weak tape and straws is actually very good for support.

Take It Further

After your investigation, what new questions do you have about engineered beams? You can start your question with "What happens if..." or "Is this always..."

What happens if I add the weight of a human on a very good structure?

Hands-On Activity Worksheet
Houghton Mifflin Harcourt Publishing Company

2 of 2 How Are Science and Math Used in Engineering?

Questions 55

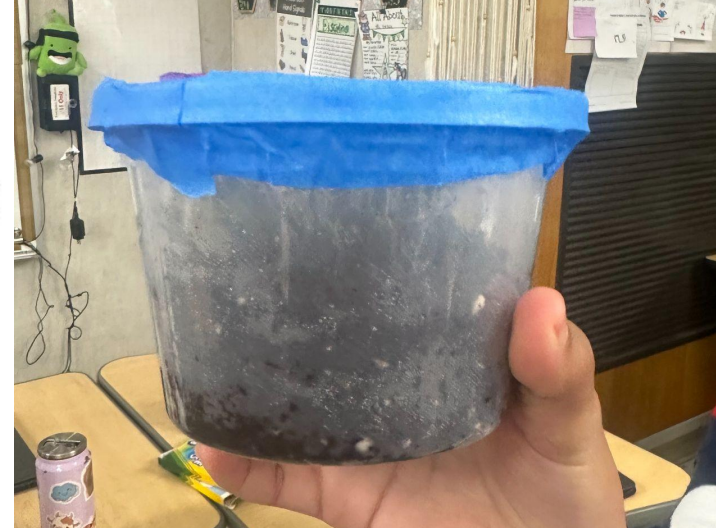
- ① We observed that the structures that were paper were the strongest through all trials.
- ② The most weight was distributed in the middle and the sides.
- ③ The straws and the tape was holding the most support.
- ④ The paper was the most used and strongest material.
- ⑤ What worked the best was the straws and the Q-tips also the tape helped hold the straws.
- ⑥ We needed to use more materials such as paper, strings, sticks and cup.

Weight	First trial
2.5g	6.6g
	Second trial
	4.7g
	Third trial
	4.5g

$2.5 \times 41 = X \text{ grams}$
 $2.5 \times 22 = 4.7$
 $2.5 \times 20 = 4.5$

Terrarium adventure

How my terrarium is doing is pretty well because first of all when we had to do this science experiment I think I did the right amount of soil and water because after I saw some of the terrariums some of them like Leo and Juju were dead because they added a lot of water, exactly about 250 millimeters I think. Also after a day or so I saw my terrarium growing with showed signals of life and a healthy plant because I saw roots around the bottom and also a little bit of green stuff that was in the soil. After a week I saw lots of green stuff coming out of the soil and more roots than ever before! I also checked my neighbor's terrarium and they sprouted a lot in the soil and looked really cool. After another week has passed I saw that mine looked like it was in a forest full of nature and roots because I looked around and was surprised that it was still alive because I thought that it will only live for about 2 weeks, But I guess photosynthesis is true and was doing its thing. Now in the present my terrarium was healthy and still alive with I'm surprised because I didn't expect it to still be alive.





STOCKTON UNIFIED
SCHOOL DISTRICT

¡GRACIAS!





STOCKTON UNIFIED
SCHOOL DISTRICT

THANK YOU!

SUSD

IMAGINE THE POSSIBILITIES!



ONWARD