

## Writing Across the Curriculum in SCIENCE

### Remember:

- Implementation of The Simple 6™ should be done in Language Arts classes.
- The students in your classes know the program. Let them help you.

### When writing about SCIENCE:

- Always use The Simple 6™ components. Call them by name.
- Refer to your classroom poster throughout the year.
- Focus on the development of the concise, content-based paragraph.
- Recognize the value in 10-15 minute opportunities to write: essay questions, reflections, critiques, opinions, etc.
- Set a monthly or quarterly goal (*personal or as per school improvement plan*).
- Score the writing using The Simple 6™ mini rubric.
- Analyze and turn in data.
- Model appropriate responses so students get a better understanding of the exemplary expectation.

## IDEAS FOR WRITING ABOUT SCIENCE

**Explain a scientific process.**

**Write complete paragraphs when responding to essay questions on exams.**

**Prepare in advance.**

**Take extensive lab notes that include questions, inferences, and hypotheses.**

### ADDITIONAL WRITING ACTIVITIES FOR SCIENCE:

1.

2.

3.

A general weakness I see in writing about SCIENCE is:

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## Writing about Science

**Writing Task:** Explain a scientific process or idea of your choice.

**Student Samples: Scientific Process**

### High

Embryonic stem cell research is a topic of ethical debate that many scientists and theologians cannot agree on. One of the main topics discussed is the point in time an embryo becomes a human being. From a theologian's stand point, once sperm and egg meet, a zygote is formed, the earliest form of an embryo. Some scientists, however, disagree with this opinion. Many scientists believe that an embryo is not a human because of the absence of a nervous system and human-like features. This debate becomes very personal. Should we murder embryos to save lives or should we use the resources we already have to learn more about the human body?

#### **Analysis: Score 6**

*This paragraph focuses on the **topic**, has **logical order**, and uses scientific **vocabulary**. **Sentences** are fluent, **details** are provided, and the **tone** is appropriate.*

### Average

Have you ever needed to find the density of something? It is quite simple actually, all you have to do is divide the objects mass by its volume. To find the mass you place it on a scale and write down the readings. Its volume is found either by placing it in a fluid and doing the calculations or by multiplying its length, width, and height. Density may be very useful to you some day.

#### **Analysis: Score 3**

*The paragraph focuses on the **topic**, has **logical order**, and uses **vocabulary** related to the concept of density. Sentence patterns are lower level, details could be more precise, and tone is too familiar.*

### Low

One of the most popular experiments that most kids did when they were young is the mouse and maze experiment. First you make four mazes and put a piece of cheese. Each maze has a different level. You then use a stopwatch to count the time it takes the mouse. This is my favorite experiment.

#### **Analysis: Score 2**

*This student focuses on the **topic** of a favorite science experiment. The paper has **logical order**, but no **vocabulary**, no complex sentence patterns, and no scientific details. The tone of the paper is too informal.*