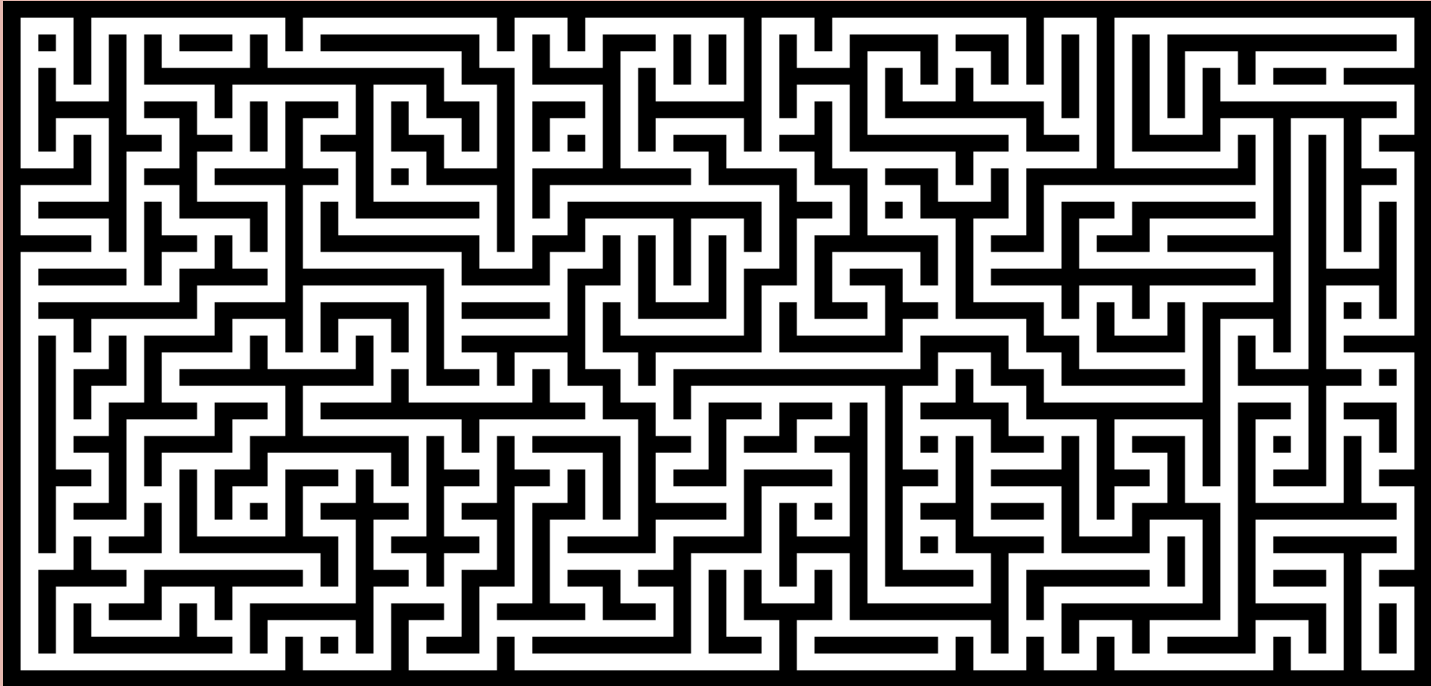




**S+E+E=D WRITING:**

**A Writing Model for ALL  
Content Areas**

# Life Before $S+E+E=D$ Writing



## **Student**

### **Perspective:**

“It gives me a guide, something to start with so I know where go when I write.”

Tiffanie Graebner,  
BHS Senior

## **Teacher**

### **Perspective:**

“I like it!!! I think it gets the kids to be specific in their writing, and I think it is pretty easy to grade!”

Jon McLean,  
SS teacher

“**Love** using it in the social science department. What is nice is that students are already using this format in other subject areas; therefore, they already know the format, and they just have to apply it to **Social Science** primary documents. Also, SEED style makes writing incredible easy to grade. The format allows me to "check" for parts answered and format.”

Tricia Unruh, SS Team Leader



Lacy Pitts, KSU Ag Education Major

# S+E+E=D WRITING

Clay Manes, Ellsworth High School  
Hastings College, Hastings Nebraska

- Introduced to BHS ELA department spring 2013.
- Implemented department-wide fall 2013.
- Introduced and implemented at MS spring 2014 (ELA) .
- Implemented BHS-wide fall 2014.
- Used school wide by fall 2015.

# **S+E+E=D WRITING**

## **What's it mean?**

**S** STATEMENT  
**E** EXAMPLE  
**E** EXPLANATION  
**D** DEDUCTION



# S+E+E=D WRITING: Advantages

- Higher-level thinking and writing
- Support for reluctant writers
- Flexibility
- Putting different models together within one paper
- Ease of Grading
- Absence of “Englishese”
- Cross-Curricular Appeal
- MDPT





# **Cross-Curricular Implementation**

Collaboration

Team Teaching

S+E+E=D Manual

Content Area Resources

# **Cross-Curricular Implementation:**

**Collaboration is the key;  
“buy-in” is essential.**

# Collaboration

Other departments, even counselors, ask for help with paragraph prompts, questions while grading responses.

English teachers ask other content areas for prompt ideas to practice within class.

**End result: How can I make my students better writers?**

4  
8  
15  
25  
40  
12:25  
02  
missile

The cell cycle is necessary  
for all living things. What  
is the cell cycle? List  
the three phases, and explain  
what happens in each  
stage?

Def/enum.  
By def,  
First,  
~~For example,~~  
Second ...

Topic  
Sort  
By  
definition  
List  
(instructions)  
Explain  
Concluding  
Sort  
(then list)  
As a result

1st  
example  
illustration  
2nd  
example  
illustration  
3rd  
example  
illustration

Surface  
1st  
example  
illustration  
2nd  
example  
illustration  
3rd  
example  
illustration

1st  
example  
illustration  
2nd  
example  
illustration  
3rd  
example  
illustration

# Team Teaching

English Teachers teach in the science room for a class/ day.

Ag teachers stop class to call an English teacher to get an opinion.

# **S+E+E=D Writing Manual**

Every student and teacher gets one.

**The BHS S+E+E=D Writing**  
**Manual**

# **Content Area Handouts**

Rubrics

Posters

Google Docs Folder





**WHY WE LOVE IT:**

**Cross-Curricular Implementation  
= Common Language for ALL!**

***NO MORE GUESSING!***



# ELA Department Responsibilities:

1. Teach meaning of SEED.
2. Identify types of paragraphs and purpose.
3. Practice topic sentences.
4. Practice transition/ memorize order.
5. Practice concluding sentences.
6. Offer assistance to other departments in developing prompts.
7. Team teach in other content classes during “writing” days.

**The ELA Department's job:** to teach the “HOW”.

**Other teachers' jobs:** to teach the “WHAT” and use the correct wording in prompts and require good paragraph structure.

# Cross-Curricular Implementation

*Buy-In: Teachers and Students*  
Social Science SEED Plan

“This is science. Why are we doing  
English?”

# Cross-Curricular Implementation

*Sample Hon. Physical Science Prompt*  
*“Invention vs. Innovation?”*

*The first question a student asked was “How do I restate that when it is not a sentence?”*

## *“Invention vs. Innovation”*

This prompt led to the discussion of whether the student possessed enough knowledge about the two concepts to determine if she wanted to discuss similarities or differences. She did not.

So she researched.

# *“Invention vs. Innovation”*

After exploring them, she determined she could examine their **differences**.

Type of  
paragraph =

Contrast

Transitions used:

- For example,
- On the Other hand,
- Explain:
- As a result,
- Another example of \_\_\_\_ is \_\_\_\_.
- However,
- Explain:
- Therefore,

# *“Invention vs. Innovation”*

Final Result =

a more extensive  
shows understanding  
more organized fashion



Student =  
a plan

happy because

Science teacher =

happy because quality writing  
shows higher level thinking.

ELA Department =

happy because writing taking place  
ACROSS the building

## Let's try it:

Prompt:

How can your school benefit from a cross-curricular writing program? Give two reasons and explain.

To start, a topic sentence must:

1. restate the prompt
2. contain because/ by
3. have an answer



# **We teach 5 initial types of paragraphs:**

Clarification = explains

Definition/ Clarification = defines, then explains

Enumeration = lists

Comparison = similarities

Contrast = differences

# Let's try it:

Prompt:

**How** can your school benefit from a cross-curricular writing program? Give two reasons and explain.

What type of prompt is this?

What transitions will you use?

# Let's try it:

Prompt:

**How** can your school benefit from a cross-curricular writing program? Give two reasons and explain.

What transitions will you use?

- For example,
- Explain:
- As a result,
- Another example of \_\_\_\_ is \_\_\_\_.
- Explain:
- Therefore,



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