

# Shifts in Writing and Drawing for Sensemaking

Less of a Focus on	More of a Focus on
Writing/drawing only for students to show what they know	Writing/drawing for students to figure things out - building understandings of phenomena and science ideas
Writing/drawing for recall, fact recitation, copying down notes or images, or procedure writing	Writing/drawing to make sense of investigations, readings, and experiences; to synthesize learning; to communicate to others
Decontextualized science vocabulary work	Using science vocabulary when students need it and building off of their resources and language repertoires
Privileging final form only - reports, written arguments, final models, etc	Prioritizing multiple different forms of writing/drawing across the unit
Writing/drawing for a “general” single audience (i.e. teacher)	Writing/drawing for different audiences (myself, others) for different pieces with different purposes
Single, disconnected writing/drawing tasks	Writing/drawing as a continuing practice