

Creating a Writer's Notebook



Career and Technical Education
 Creating Real-World Writers
 November 5, 2012

One topic: <input style="width: 100px; height: 40px;" type="text"/> =	
Purpose	Possible Writing Topics
Express and Reflect	
Inform and Explain	
Evaluate and Judge	
Inquire and Explore	
Analyze and Interpret	
Take a Stand/Propose a Solution	

Table of Contents

1. Writing Process (Prewriting, Draft, Revision, Edit, Publish)
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6. Writing a Cause-and-Effect essay
7. Writing a Problem-Solution essay
8. Writing an Analysis of a Topic
9. Expository Writing
10. Argumentation (Supporting a Position)
11. Writing a Research Paper
12. Writing assignments
 - Write an objective summary from _____
 - Take notes from a video in preparation for summarization of _____
 - Write a fully developed description of _____
 - Write a personal narrative

Writing Assignment #3

14

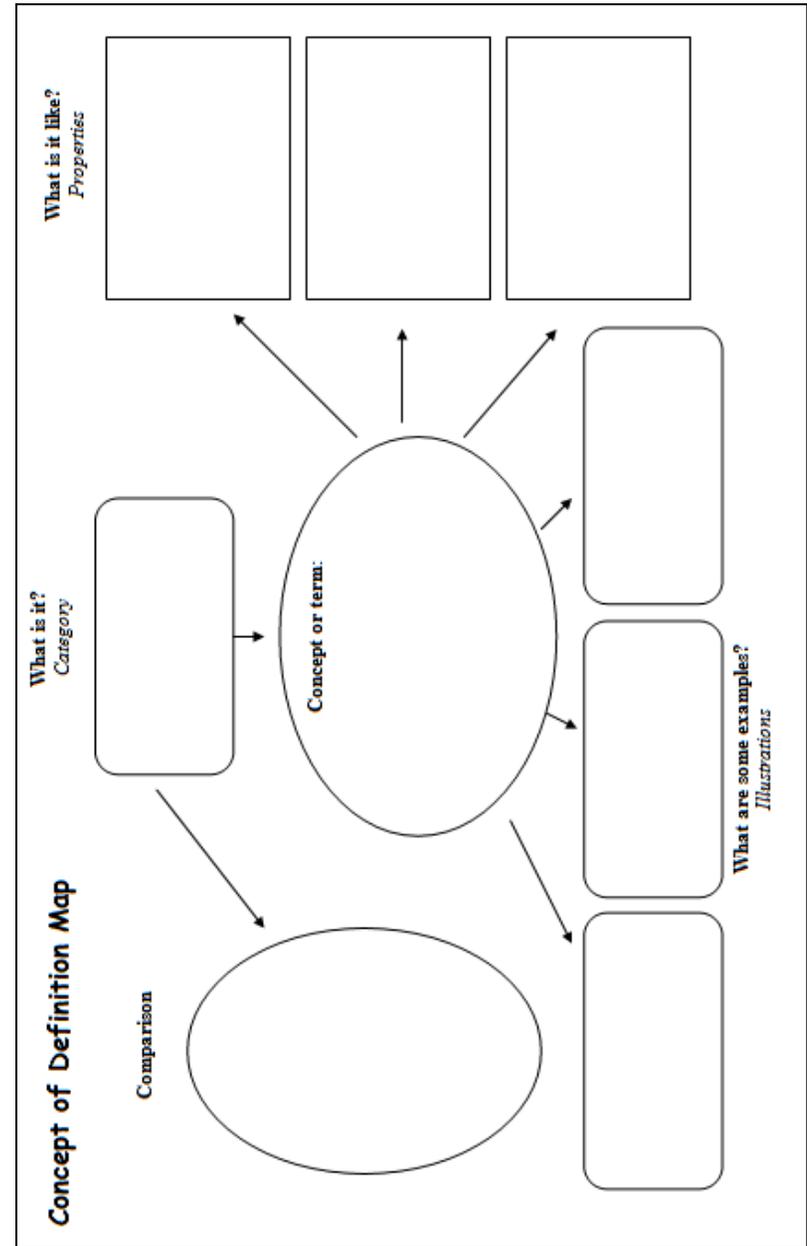


- What can Rachel Ray's "Thirty Minute Meals" video teach us about writing?
- As you watch the video clip, write down what you think the show has to do with writing.

Teaching Revision and Editing

R	A	D and	R
REPLACE...	ADD...	Delete...	Reorder...
<p>...words that are not specific.</p> <p>...words that are overused.</p> <p>...sentences that are unclear.</p>	<p>...new information.</p> <p>...descriptive adjectives and adverbs.</p> <p>...rhetorical or literary devices.</p>	<p>...unrelated ideas.</p> <p>...sentences that sound good but create unity problems.</p> <p>...unnecessary details.</p>	<p>...to make better sense or to flow better.</p> <p>...so details support main ideas.</p> <p>...to avoid "bed-to bed" writing.</p>

Writing Assignment #1



Informative Essay

An informative essay provides information about a clearly defined topic. Each point is fully supported and elaborated. Use this template to plan your essay.

Introduction (state subject)

Thesis statement

Supporting point 1

Evidence

-
-
-
-

Supporting point 2

Evidence

-
-
-
-

Supporting point 3

Evidence

-
-
-
-

Conclusion

Directions: The box below contains a writing frame for compare/contrast text structure. The words in the writing frame are organized to guide the writer toward constructing a compare/contrast paragraph.

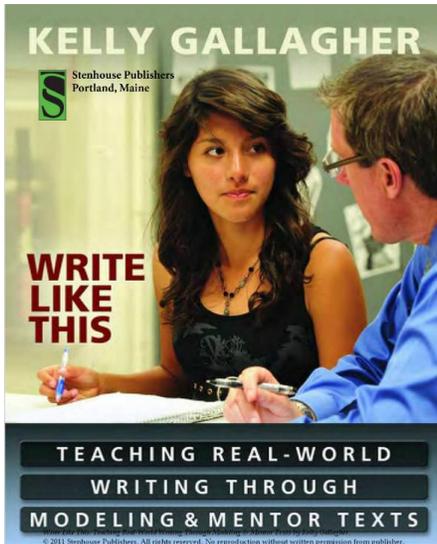
- Draft a compare/contrast paragraph by writing relevant information in the blanks. The words in italics require the writer to choose one of two words or phrases.
- Refer to a list of sequence compare and contrast signal words and phrases if other word options are needed to better fit the particular paragraph you are drafting.
- Record the final version of the paragraph in the blank space.

Compare and Contrast Paragraph

There are several differences between _____ and _____. They _____

In contrast to _____, _____ has _____. Unlike _____,

_____ does not _____. On the other hand, _____



Course	Date
Keywords/ Questions	Main Idea
Summary	

Take notes as you listen to the short video by Kelly Gallaher.

Use the summary frame to write an objective summation of the video.

- The Kelly Gallagher video clip “Write Like This”
- begins with/by.....
- discusses or develops the idea that....
- and ends with

What You do During the Writing Process

Prewriting

- Choose your topic
- Identify your purpose and audience
- Generate ideas and gather information
- Begin to organize information
- Decide the main point you wish to express

Writing a Draft

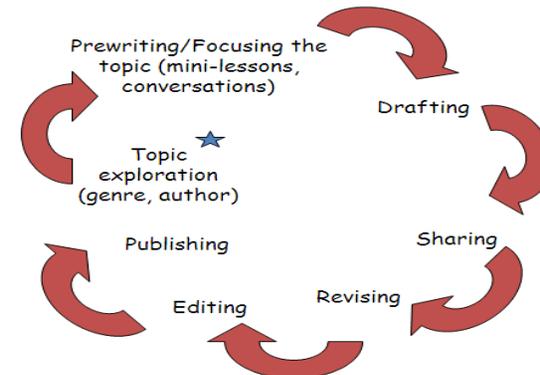
- Grab your reader’s attention
- Provide background
- State your main points, your support, and your elaboration
- Follow a plan of organization
- Wrap up with a conclusion

Revising and Editing

- Evaluate your draft
- Revise the draft to improve content, organization and style

Publishing

- Proofread your final draft
- Publish, or share, your finished writing with readers
- Reflect on your writing experience



Writing a Cause-and-Effect essay

Directions: The box below contains a writing frame for cause/effect text structure. The words in the writing frame are organized to guide the writer toward constructing a cause/effect paragraph.

- Draft a cause/effect paragraph by writing relevant information in the blanks. The words in italics require the writer to choose one of two words or phrases.
- Refer to a list of cause/effect signal words and phrases if other word options are needed to better fit the particular paragraph you are drafting.
- Record the final version of the paragraph in the blank space.

Cause and Effect Paragraph

_____ is influenced by _____. Since _____ happened, then _____. Therefore, _____. This provides explanation for _____ and _____. The impact is _____.

Writing a Problem-Solution essay

Directions: The box below contains a writing frame for problem/solution text structure. The words in the writing frame are organized to guide the writer toward constructing a problem/solution paragraph.

- Draft a problem/solution paragraph by writing relevant information in the blanks. The words in italics require the writer to choose one of two words or phrases.
- Refer to a list of problem/solution signal words and phrases if other word options are needed to better fit the particular paragraph you are drafting.
- Record the final version of the paragraph in the blank space.

Problem/Solution Paragraph

_____ present(s) a dilemma that is _____. The problem is _____.

_____ This *has/have* occurred because _____.

A resolution *is/was* possible. To solve *it/this*, it *will be/has been* necessary to _____.

_____ The solution(s) include(s) _____.

MIAMI LAKES EDUCATIONAL CENTER
 ACADEMY OF TELECOMMUNICATIONS & INFORMATION TECHNOLOGY
Sophomore Showcase Project Presentation Evaluation Rubric

Student Name _____ Topic _____
 Judge _____ Start Time _____ End Time _____

Score _____ Highest _____ →
 Lowest _____

AREA I – CONTENT (30 pts.)

Introduction – has interesting attention getter. States or implies purpose of the presentation. 10 9 8 7 6 5 4 3 2 1 0

Body of Speech – main ideas and points supported by accurate and appropriate details. Career fields related to project addressed. 10 9 8 7 6 5 4 3 2 1 0

Organization – not choppy, but logical idea flow. 10 9 8 7 6 5 4 3 2 1 0

Language Usage – transitions, use of slang phrases, appropriate word choice, style. 10 9 8 7 6 5 4 3 2 1 0

TOTAL POINTS - AREA I _____

AREA II – DELIVERY (30 pts.)

Eye Contact – not reading speech, looks around, not bound to note cards. 10 9 8 7 6 5 4 3 2 1 0

Verbal – volume, rate clarity, vitality. 10 9 8 7 6 5 4 3 2 1 0

Professional Appearance – neatness, appropriateness. 10 9 8 7 6 5 4 3 2 1 0

Audio/Visual Component (Product, slideshow, model etc.) – something beyond the actual project integral to the speech created to enhance presentation such as PowerPoint, Flash, HTML etc. 10 9 8 7 6 5 4 3 2 1 0

TOTAL POINTS - AREA II _____

AREA III – QUESTION & ANSWER PERIOD (20 pts.)

Impromptu Skills – how frequently, confidently, and easily the student answers questions. 10 9 8 7 6 5 4 3 2 1 0

Quality of Student Responses – knowledge and information-questions rephrased in answers. 10 9 8 7 6 5 4 3 2 1 0

TOTAL POINTS - AREA III _____

Capstone Plan for Sophomores & Juniors

- Our 10th graders will do a "**Sophomore Showcase**" in the last grading period. This will be a *PowerPoint* presentation on a topic that will be introduced in the 3rd grading period. It will be graded by both English and CTE teachers. This project will be worth 20% of their CTE and English grade for the last grading period.
- Our 11th graders will do a "**Junior Case Study**" in the *3rd grading period*. This will be a Documented Paper and *PowerPoint presentation* on a topic that will be introduced to them by their CTE teachers. The documented paper will be graded by the English teachers and the technical content and PowerPoint will be the responsibility of the CTE teachers. This project will be worth 25% of their CTE and English grade for the (3rd and 4th grading periods).

Directions: During the reading process, record text information

STEP 1: Selection Process

- Place notes with text relevant details under the "Relevant Details" column.
- Move relevant text notes to the "Irrelevant Details" column on the right when further text-reading determines that it is no longer relevant.
- Place notes with main ideas under the "Main Idea" column.

STEP 2: Reduction Process

- Move notes from the "Main Idea" column to the "Summary Information" column on the right when further text-reading determines that it represents the overarching idea of the text.
- Prioritize notes in the "Summary Information" column by ranking them from:
 - the most significant main text idea at the top.
 - the least significant main text idea at the bottom.

SUMMARIZATION			
Details		Main Idea	Summary Information
Relevant	Irrelevant		

STEP 3: Summary Statement

Writing a Description

Directions: The box below contains a writing frame for description text structure. The words in the writing frame are organized to guide the writer toward constructing a description paragraph.

- Draft a description paragraph by writing relevant information in the blanks. The words in italics require the writer to choose one of two words or phrases.
- Refer to a list of description signal words and phrases if other word options are needed to better fit the particular paragraph you are drafting.
- Record the final version of the paragraph in the blank space.

Description Paragraph

Have you ever _____? _____ *has/have* very interesting characteristics.

It/they has/have _____. For instance, *it/they has/have* _____

which enhances _____. *It/they* also _____. For these

reasons, _____.

Argumentative Writing

Persuasive Essay

A persuasive essay requires a clear statement of opinion, evidence supporting that opinion, and responses to possible objections. This template will help you organize your notes.

Introduction (identify issue)

Statement of opinion (thesis)

Reasons

-
-
-

Supporting evidence

-
-
-

Objections

-
-
-

Possible responses

-
-
-

Conclusion

	Peer Editing	1	2	3	4	5	6
	_____ Introduction - Beginning						
	_____ Attention-getter						
	_____ Necessary information / summary						
	_____ Thesis statement						
	_____ Body paragraphs – Middle						
	_____ Relevant support / sentence variation						

_____ Elaboration / transition words

_____ Body paragraph – Middle

_____ Relevant support / sentence variation

_____ Elaboration /transition words

_____ Conclusion – End

_____ Restate thesis

Writing an Analysis of a Topic
Expository Writing
Argumentation (Supporting a Position)
Writing a Research Paper