



Step Up to Writing #2

El Monte Union High School District

Day 2

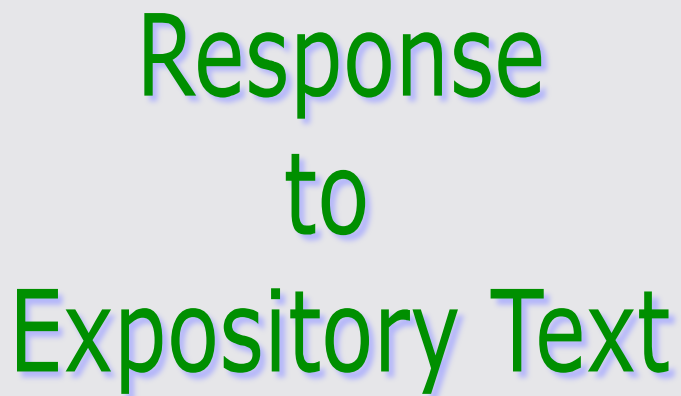
Deana Hippie




Day 2 Topics

- Response to Expository Text
- Persuasive Composition
- Site Planning
- Narrative Composition
- Developing Style (if time)






Response to Expository Text



The Standard

Writing Application 2.2: Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - d. Identify and assess the impact of perceived ambiguities, nuances, complexities within the text.
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CAHSEE Scoring Guide

Score Point 4

- demonstrates a thoughtful comprehensive grasp of the text.
- accurately and coherently provides specific textual details to support the thesis and main ideas.
- demonstrates an understanding of the ambiguities, nuances, and complexities of the text.
- provides a variety of sentence structures and uses precise, descriptive language.
- contains few, if any, errors in the conventions of the English language (errors are first draft in nature)



Task Analysis

Our Task:

- Do a task analysis on making ice cubes
 - What do we need to know to successfully make ice cubes?
 - What skills do we need to successfully make ice cubes?



Task Analysis

Your Task:

- In your groups analyze the standard or the scoring guide.
 - What knowledge must students have to meet the standard or score a 4?
 - What skills must students have to meet the standard or score a 4?



Vocabulary Study

- Teachers must preview the text and choose those words that a student must know in order to comprehend the text.
- Teachers must provide the definitions for textual words.
- Students need to experience the word in multiple ways.



Vocabulary Study

- Word Maps allow students to experience the word in multiple ways.
 - by definition
 - through synonyms
 - through antonyms
 - in context
 - through non-linguistic representations



Vocabulary Study

Use three column notes to teach vocabulary.

Word or Term	Definition	Clue



Vocabulary Study

alliteration: the repetition of a sound at the beginning or two or more neighboring words

Word or Term	Definition	Clue
alliteration	—repetition <ul style="list-style-type: none">•of beginning sound•2 or more words	She sells sea shells.

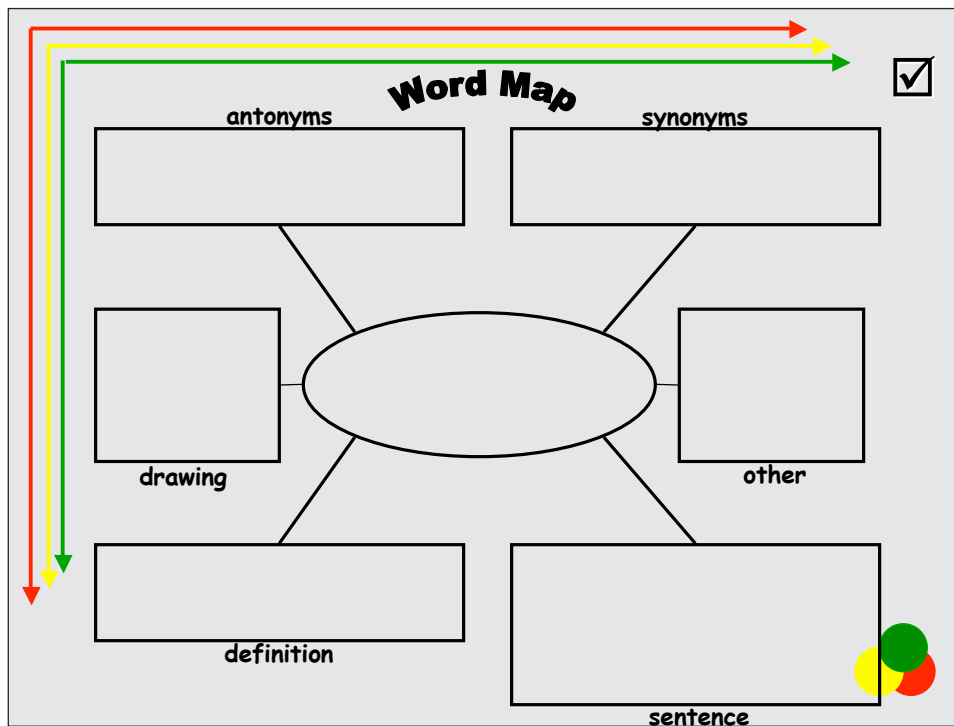


Vocabulary Study

isthmus: a narrow landform connecting two larger land areas

Word or Term	Definition	Clue
isthmus	—landform <ul style="list-style-type: none">•narrow•connects 2 larger land areas	<p>A diagram illustrating an isthmus. It shows two rectangular boxes, one labeled 'N.A.' (North America) at the top and one labeled 'S.A.' (South America) at the bottom. A narrow, horizontal landform connects the two boxes. An arrow points from the 'N.A.' box to the narrow landform, and another arrow points from the 'S.A.' box to the same narrow landform.</p>





Two-column Notes

- Read the article “A Self-propelled Dream”
- Take notes as you read.
 - Remember
 - read the entire paragraph before deciding on the specific idea for the left column
 - jot the supporting details in the right column
 - use dashes and dots

The diagram is a two-column notes template. It features a large rectangular box divided into two columns. The title 'Two-column Notes' is at the top left, followed by a checkmark icon. The instructions are listed below. In the bottom right corner, there are three overlapping circles in green, yellow, and red. On the left side, three colored arrows (red, yellow, green) point from the top towards the bottom, indicating a reading or writing direction.

The Summary Sentence (N - V - B)

Name	Verb	Big Idea



Using the Prompt to Create the Thesis

- Teach students to use the prompt to create a clear thesis.
 - Students box the important words in the prompt.
 - Those words must appear in the thesis.
 - A reader should be able to state the prompt after reading the thesis.



Using the Prompt to Create the Thesis

- Prompt: Explain how Henry Ford's personal characteristics helped him become a successful inventor.



Using the Prompt to Create the Thesis

- Prompt: Explain how Henry Ford's personal characteristics helped him become a successful inventor.
- Thesis: Henry Ford's personal characteristics helped him become a successful inventor.



Brainstorming the Ideas



- Have students work in pairs or small groups to generate ideas.
- Share out and note down possibilities.
- For ELL students, have a list of characteristics along with definitions.



Blocking Out the Essay

Introduction

N-V-B
Thesis
Plan

TR.()

Characteristic



TR.()

Characteristic



Conclusion

Learn?
Future?
Do?



Introduction

- The introduction for Response to Literature or Expository Text includes
 - The summary statement
 - The thesis statement
 - The plan sentence
 - At a later time, students can combine the thesis and plan sentences into one sentence.



Introduction



- Working Thesis:
Henry Ford's personal characteristics helped him become a successful inventor.
- Revised Thesis
Although Henry Ford had a number of setbacks in his life, his personal characteristics helped him become a successful inventor.



Introduction



- Plan Sentence:

His personal characteristics included _____
and _____.

- Combined Thesis and Plan

Although Henry Ford had a
number of setbacks in his life, his
personal characteristics of _____
and _____ helped him become a
successful inventor.



Introduction



- Simple introduction:

The article "Self-propelled Dream" describes how Henry Ford achieved his dream of building an automobile for the common man. Although Henry Ford had a number of setbacks in his life, his personal characteristics of _____ and _____ helped him become a successful inventor.



Adding the Hook or Lead



- Simple introduction:

Henry Ford is widely known as the creator of the assembly line. However, few people know that Ford had worked for many years to develop an automobile that could be mass-produced and sold at a price that the common man could afford. The article “Self-propelled Dream” describes how Henry Ford achieved his dream of building an automobile for the common man. **Although Henry Ford had a number of setbacks in his life, his personal characteristics of _____ and _____ helped him become a successful inventor.**



The Conclusion



Teach students to answer one of the following questions in the conclusion:

What have I learned from writing this composition?

What do I want people to do?

How will the future be different?






The Persuasive Composition



The Standard

Writing Application 2.4: Write persuasive compositions:

- a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.
- 

CAHSEE Scoring Guide

Score Point 4

- provides a *meaningful* thesis that is responsive to the writing task.
- *thoroughly* supports the thesis and main ideas with *specific* details and explanations.
- demonstrates a consistent tone and focus, and illustrates a *purposeful* control of organization.
- demonstrates a *clear* sense of audience.
- provides a variety of sentence types and uses precise, descriptive language.
- contains few, if any, errors in the conventions of the English language (errors are first draft in nature)



CAHSEE Scoring Guide

Score Point 4

A Persuasive Composition

- states and maintains a position, authoritatively defends that position with precise and relevant evidence, and convincingly addresses the reader' concerns, biases, and expectations.



Brainstorming

Thesis: _____

Argument	Counterargument	Rebuttal
●	→ ●	→ ●
●	→ ●	→ ●
●	→ ●	→ ●

T=

A

C

R

Writing Template



Five Sentence Accordion Persuasive Paragraphs

I believe _____.

One reason is _____. **I will admit**
that _____. **However,** _____.

Therefore, _____.



Rubric Scoring



Analytical Rubric Training Models

Paragraph A:

Soccer

I think soccer is good for kids. It is a really cool sport. Not everyone agrees with me. If they played it they would think I'm right. Kids should play soccer.



Rubric Scoring



Analytical Rubric Training Models

Paragraph B:

Soccer: An Ideal Sport

Soccer is an ideal sport. One good reason is that it provides exercise. Some people don't have the physical fitness to play. If they practiced, they would get better. Therefore, soccer is an ideal sport.



Rubric Scoring



Analytical Rubric Training Models

Paragraph C:

Soccer: An Ideal Sport for Children

I believe soccer is an ideal sport for children. One reason is that all of the running helps active children release energy. I will admit that for some children the sport may be too physically demanding. However, the conditioning drills and actual play will improve the physical fitness of anyone who participates. Therefore, parents should encourage their children to play soccer.



Adding Supporting Details

- Having mastered the A-C-R rhetorical pattern and developed a familiarity with the appropriate transitions, students are ready to expand the persuasive paragraph by the addition of supporting details and/or evidence.
- This evidence includes
 - real life scenarios
 - reasonable examples
 - facts and statistics
 - expert opinion



Adding Supporting Details

- Students identify words or phrases that invite further explanation.
- As they find these words, they box them.
- On the right side of the Easy Outline, they add brief notes of explanation.



Adding Supporting Details



T = Soccer the ideal sport for children

A teaches teamwork

- every position has job
- must work together to win

C too intimidating for some

- physically smaller
- not as athletic

R teamwork necessary

- work together well
 - home
 - school
- jobs require teamwork



Drafting the Extended Paragraph



Soccer: The Ideal Sport for Children

I believe soccer is an ideal sport for children. One reason is that soccer teaches teamwork. Each position has a specific job. In order to win, everyone must work together. I will admit that other people feel that team sports can intimidate some children. Some children may be physically smaller than others their age. Others may not be as athletic as other team members. However, learning to work as part of a team is essential to success in many other areas. Children have to learn to cooperate both at school and at home. When they are older, these children may have a job that requires teamwork. Therefore, I believe that parents should encourage their children to play soccer.



Moving to the Essay



When students have mastered the rhetorical structure of the persuasive composition and understand the necessity of support, they can then begin to add sufficient detail to support an essay.

Working from an outline or a completed paragraph, students again identify words and phrases that invite further explanation.

As you read the extended paragraph in the handouts, box words or phrases in the more specific sentences that invite further explanation.



Blocking Out the Essay

Introduction	Argument	C-Argument	Rebuttal	Conclusion
Identify the issue Thesis	Explanation	Explanation	Explanation	Learn? Future? Do?



Outlining the Essay

T = Soccer the ideal sport for children

- Ⓐ teaches teamwork
- every position has job
 - forwards scoring
 - fullbacks defense
 - halfbacks assist
 - goalie defends goal
 - must work together to win
 - encourage each other
 - execute plays properly



Model Argument Paragraph

One reason that soccer is an ideal sport for children is that it teaches teamwork. Each position has a specific job. Forwards have the responsibility of scoring goals. The fullbacks' job is defense, and the halfbacks assist both forwards and fullbacks. Defense of the goal is the duty of the goalie. In order to win, everyone must work together. Team members need to encourage each other when they are behind. Proper execution of plays requires working together rather than individually.



The Introduction

The introduction paragraph for timed writings does not have to be elaborate. One or two sentences to introduce the topic and the thesis statement are sufficient.



Model Introduction

*Sports are an important part of growing up.
Parents sometimes wonder what is the best sport for
children to play. I believe soccer is an ideal sport for
children.*



The Conclusion

Conclusions for Persuasive Compositions use the same three questions:

- What have I learned?
- How will the future be different?
- What do I want people to do?



Collaboration

- As you meet with your colleagues, consider the following:
 - What are the 3-5 most important strategies to use in our teaching?
 - What is our working timeline?
 - How will we assess our progress?






The Narrative Composition



The Standard

Writing Application 2.1: Write biographical or autobiographical narratives or short stories:

- a. Relate a sequence of events and communicate the significance of the events to the audience.
 - b. Locate scenes and incidents in specific places.
 - c. Describe with concrete sensory details the sights, sounds, smells or a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - d. Pace the presentation of actions to accommodate changes in time and mood.
 - e. Make effective use of descriptions of appearance, images, shifting perspectives and sensory details.
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Brainstorming

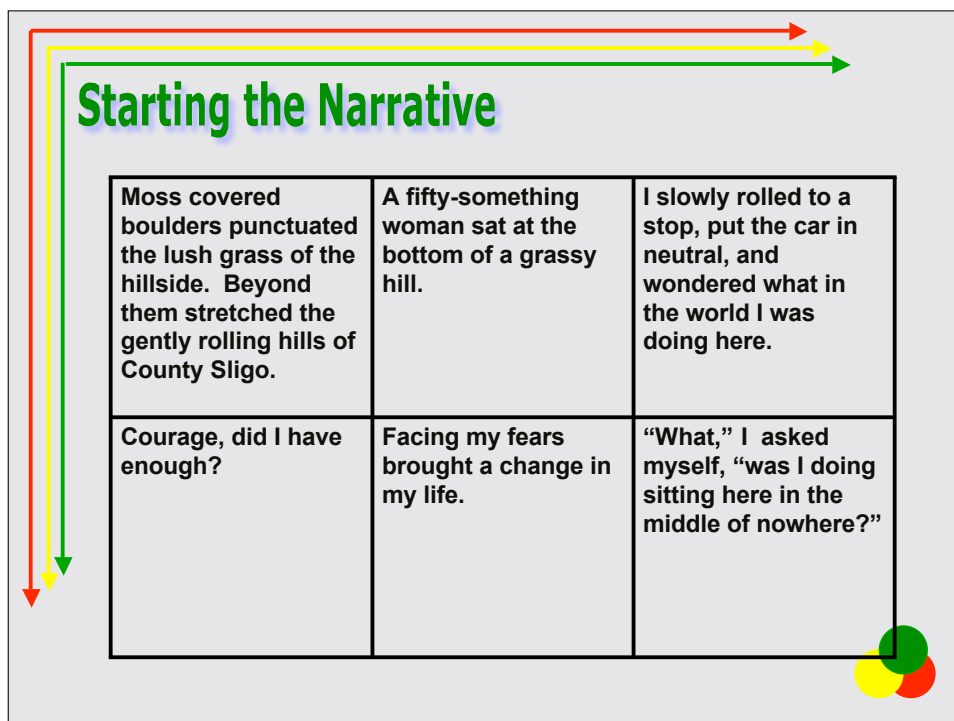
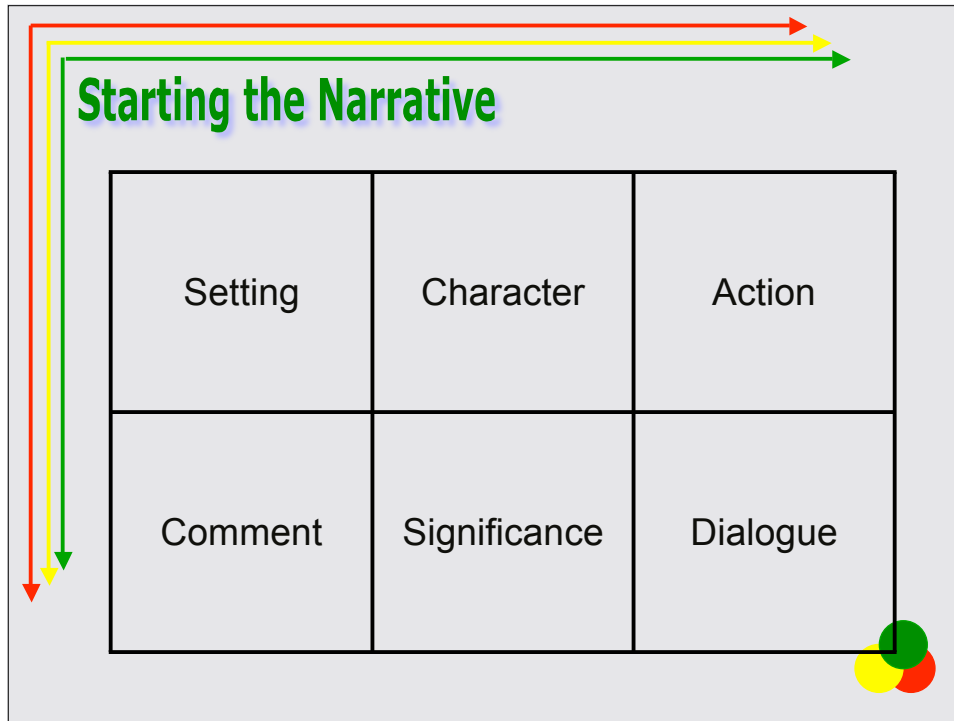
A change in perspective	A time of pride	A time of embarrassment
A time to move on	A teachable moment	A time of joy, sadness, peace, etc.



Creating the Storyboard

Title _____	
Exposition	— —
Inciting Incident	— —
Rising Action	— —
Climax	— —
Falling Action	— —
Resolution	— —





Concluding the Narrative

The concluding questions also work with narrative.

What did I learn?

After facing my fears of being on my own and claustrophobia, I knew that I was stronger than I thought I was.



Concluding the Narrative

How will the future be different?

Because I faced my fears, I know that as challenges arise that I will be able to look back and realize that I am strong enough to meet them.



Concluding the Narrative

What do I want people to do?

When others have the opportunity to face their fears, I hope that they too will accept the challenge, for I know that they will also be stronger for the experience.



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