



English Standards of Learning

PROJECT GRADUATION

WRITING SKILLS

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2007

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by the

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Preparation Creating a writing folder

Materials/Resources

Manila folders

Staplers

Copies of the two attached worksheets

Copies of the three writing rubrics for the End-of-Course Writing Test (see pp. 52, 54, 56)

Module

1. At the first class meeting, give each student
 - a manila folder
 - a copy of the attached “Writing Folder: Grammar/Usage Improvement Form”
 - a copy of the attached “Writing Folder: Annotated Table of Contents Form”
 - a copy of each of the three writing rubrics—for composing, written expression, and usage and mechanics
2. Ask each student to place his/her name on the front cover of the folder, staple the “Writing Folder: Annotated Table of Contents Form” on the inside front cover, and staple the “Writing Folder: Grammar/Usage Improvement Form” on the inside back cover.
3. Have students place the three writing rubrics in the folder so they may be easily accessed as necessary.
4. Tell students that each time they write in response to a writing prompt, their completed writing should be placed in their writing folder and the date, title, and score should be noted on the “Writing Folder: Annotated Table of Contents Form.” When usage and mechanics elements are scored, their progress should be tracked on the “Writing Folder: Grammar/Usage Improvement Form.” A copy of the appropriate rubric should be stapled to the writing.
5. Store the writing folders in the classroom so that students can easily retrieve, revise, and reflect upon their writings as the year progresses.

Writing Folder: Grammar/Usage Improvement Form

Areas	Areas of Strength	Need Help	Date of Improvement
spelling			
capitalization			
punctuation (end marks)			
commas			
semicolons			
colons			
word usage			
fragments			
run-ons			
subject/verb agreement			
pronoun/clear antecedents			
misplaced modifiers			
sentence formation			

Plan for improvement:

Writing Folder: Annotated Table of Contents Form

Date	Title	Score

Skill Prewriting: Brainstorming to write a persuasive essay on demand

SOL 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

Materials/Resources

Copies of the attached “Persuasive Essay Writing Prompt” brainstorming template
List of sample writing prompts for writing persuasive essays

Module

Warm-up

1. Ask students to share briefly what they know about good persuasive essay writing from the three lessons on the three rhetorical appeals (see lessons found on pp. 39, 42, 44). Tell them that this knowledge will help them with the SOL Direct Writing test if they should get a persuasive essay writing prompt.

Direct Instruction

2. Help students generate ideas about how they can recognize a persuasive essay writing prompt. Read several sample writing prompts that include a mixture of persuasive essay ones and narrative essay ones, and ask the class to raise their hands whenever they hear a persuasive essay writing prompt.
3. Model on the board or an overhead transparency a method students can use to help them decide which side of a given writing prompt to support in a persuasive essay. Distribute copies of the “Persuasive Essay Writing Prompt” brainstorming template, and model writing the answer to a given persuasive essay writing prompt (for example, “Should Virginia’s public school students be required to wear uniforms to school?”) on the Pro Side and also on the Con Side. If necessary, review the three rhetorical appeals listed under each column.
4. Model individually brainstorming details or reasons that could be listed in the boxes to support each side and then writing these on the template in the appropriate boxes.
5. Model the process of choosing which side to support in a persuasive essay by assessing the details and reasons you listed. Remind students of two key elements of the SOL Direct Writing test: (1) the test is not timed, so students can take their time with their brainstorming and listing to ensure that they will have a strong essay; (2) one of the scoring categories for the SOL Direct Writing test is Composing, which looks at their ability to choose a central idea and elaborate on it. By brainstorming, they will be able to choose a central idea that gives them ample room to elaborate.

Practice

6. Put a sample persuasive essay writing prompt on the board, and have each student brainstorm, using the template. Have students use their details and reasons listed on each side of the question to decide which side they should write about to create the strongest essay for the SOL Direct Writing.
7. Ask students to share their results and discuss the decision-making process. Discuss the fact that the lists under Logical Appeals and Emotional Appeals should be longer than that under Ethical Appeals, since their intrinsic Ethical Appeals will come from the style and credibility of their writing. Discuss ways that they may be able to establish *extrinsic* Ethical Appeals, especially if the topic is related to being a student, something at which they are experts.
8. Give students a second persuasive writing prompt, and ask them to complete the brainstorming process by drawing the template on blank paper and completing it. Because they will not have the template available in the test, doing this will help them remember the brainstorming process.

Wrap-up

9. Ask students whether any of them were able to elaborate more easily on a side of the issue with which they disagree. Discuss the personal choice they have to make for the essay—to write about the side they believe they can elaborate on more easily, or to write about the side they truly believe in. Help students examine the pros and cons related to this issue.

Persuasive Essay Writing Prompt

1. Answer the writing prompt question appropriately in both columns of the template—the Pro Side and the Con Side.
2. Brainstorm in your head details or reasons to support each side of the writing prompt question, and list these in the rhetorical appeals boxes under each side.

Pro Side	Con Side
Logical Appeals:	Logical Appeals:
Emotional Appeals:	Emotional Appeals:
Ethical Appeals:	Ethical Appeals:

Skill Researching: Developing topic ideas to begin the research process

SOL 11.10 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

Time 1 hour

Materials/Resources

Copies of the three attached handouts

Markers

Module

1. Introduce the concept of deciding on a topic for a research project, including the idea of beginning with a broad topic (e.g., “America” or “Virginia”) and narrowing it down to something manageable.
2. Distribute copies of the two flag handouts, and have students use them as brainstorming sheets, using markers to jot down their ideas about America or Virginia. Encourage them to add to their sheets whatever comes to mind—key words, decorations, symbols, scenes. Use writing prompts, such as “What does it mean to be an American (Virginian)?” “What do you know about the America (Virginia)?” Give some examples, such as
 - America → “baseball” or “freedom”
 - Virginia → “historical remembrance” or “tourism.”Have students brainstorm ideas they can research online.
3. Instruct students to work towards creating a collage-like representation of 10 topics about America or Virginia. Once they have accomplished this, discuss narrowing the topics. Give examples, such as narrowing “baseball” to “baseball in the 1920s” or “Civil War” to “General Robert E. Lee during the Civil War.” Emphasize that this process is absolutely necessary with all broad topics, such as “cars,” “movies,” “technology,” “nature,” or “social issues.”
4. Have students share their flag collages with a partner and share suggestions with one another about further narrowing of a topic.
5. Finally, have students select a topic. You may wish to introduce the spider map (see attached “Spider Map” handout) as a tool for narrowing a topic. This will give students the opportunity to develop subtopics to research.

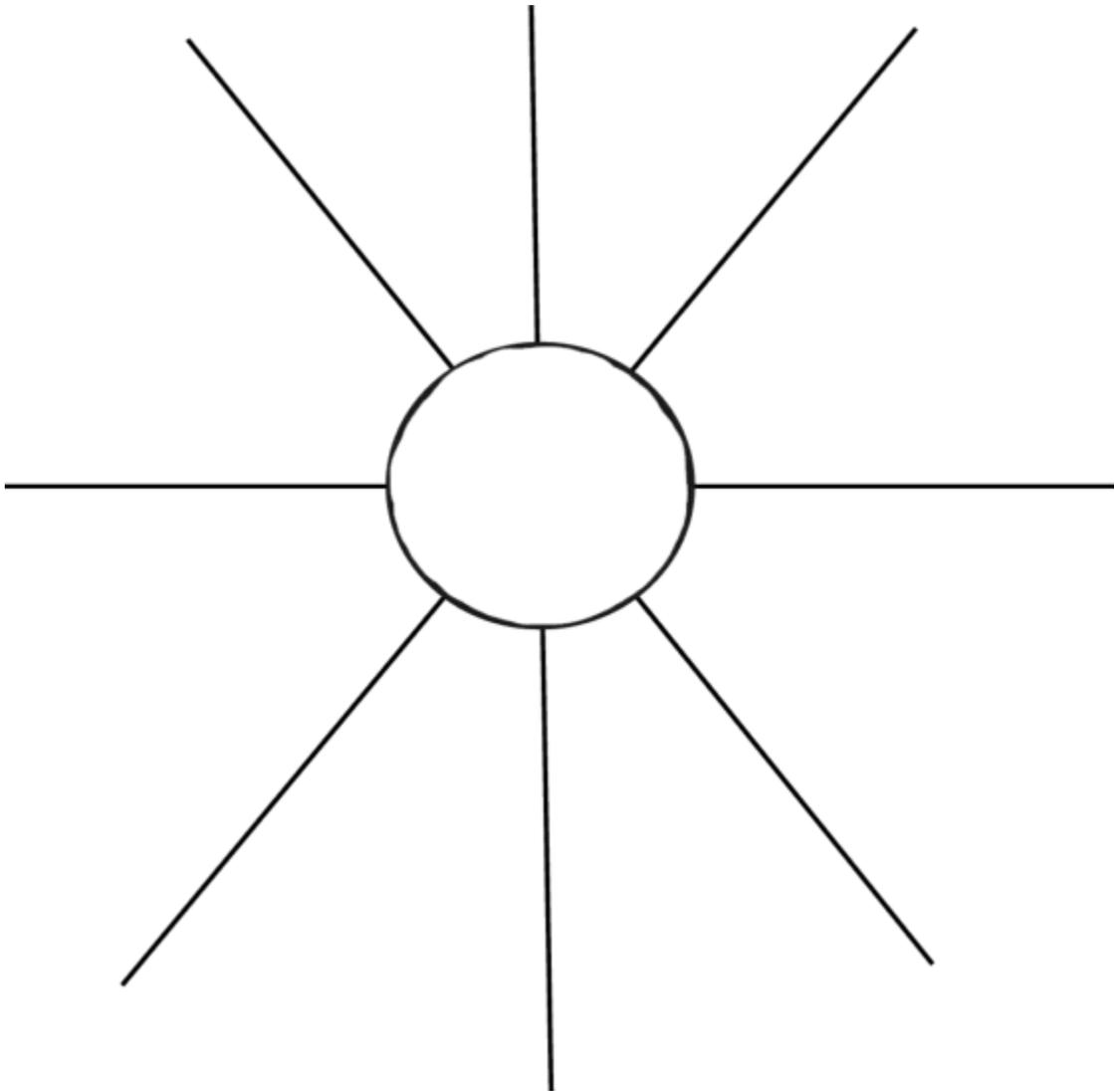
American Flag



Virginia Flag



Spider Map



Skill Researching: Researching information

SOL 11.10 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

Time 1 hour

Materials/Resources

Internet access for each student
Various resource books to use for research
Copies of the four attached handouts

Module

1. Give each student two copies of the attached “Research-Questions Card” and one copy of the “Research-Planning Card—The 5 Ws & H.” Have students write their research topic from the previous lesson on each card. Then have them generate four questions for which they would like to find answers through their research.
2. Have students research their topic, using various resource books and the Internet, in order to answer their questions and to fill in data on the Planning Card. Make sure they stay focused only on their topic and write complete notes on their cards. Have them ask questions to develop a purpose for researching their topic.
3. Have students use their notes on the three cards to write a report on their topic.
4. Distribute copies of the “Sources for Research” worksheet. Allow students to work in groups of two or three to develop a hypothesis regarding the contents of each source listed and to write their predictions.
5. Let students work 5 to 10 minutes before asking them what kinds of information would be found in each source. Discuss each source. Ask whether any information on their research topic could be found in these sources.
6. For each source on the handout, have students develop a complete list of information that could be used and cited in a research product.

Research-Questions Card

TOPIC: _____

In the spaces below, write two questions for which you would like to find answers through your research on your topic.

On the back of this card, answer your questions by writing key words, other notes, and your source information (if you are quoting from the text). Use this information to write your report.

QUESTION 1:

QUESTION 2:

Research-Questions Card

TOPIC: _____

In the spaces below, write two questions for which you would like to find answers through your research on your topic.

On the back of this card, answer your questions by writing key words, other notes, and your source information (if you are quoting from the text). Use this information to write your report.

QUESTION 1:

QUESTION 2:

Research-Planning Card—The 5 Ws & H

TOPIC: _____

In the spaces below, fill in information about your topic. Use these notes to write your report.

WHO: _____

WHAT: _____

WHERE: _____

WHEN: _____

WHY: _____

HOW: _____

Research-Planning Card—The 5 Ws & H

TOPIC: _____

In the spaces below, fill in information about your topic. Use these notes to write your report.

WHO: _____

WHAT: _____

WHERE: _____

WHEN: _____

WHY: _____

HOW: _____

Sources for Research

With your group, develop a hypothesis regarding the contents of each source listed below. Write your predictions about the *kinds* of information each source provides. List two or three types of information under each source.

1. *Encarta* Web site

2. Newspapers

3. Magazines

4. *MLA Handbook for Writers of Research Papers* by Joseph Gibaldi

5. *Technical Editing: The Practical Guide for Editors and Writers* by Judith A. Tarutz

6. *Longman Companion to Twentieth Century Literature* by A. C. Ward

7. *Indexes and Indexing: A Guide to the Indexing of Books and Collections of Books, Periodicals, Music, Recordings, Films and Other Materials* by Robert L. Collison

8. *American Authors from the Puritans to the Present Day*

9. *A Handbook to Literature* by William Harmon

Skill Researching: Researching information

SOL 9.9 The student will use print, electronic databases, and online resources to access information.

Time 1 hour

Materials/Resources

Internet access for each student

Module

1. Have each student select a topic for research and determine two subtopics related to the topic.
2. Have students brainstorm at least 10 questions for research on their topic and subtopics.
3. Allow students to do research on the Web to locate information about the main and/or subtopics. You may wish to provide students with “Research-Questions Cards” and “Research-Planning Cards” attached to the previous lesson. Make sure students determine the following when choosing an article:
 - Who is the author of this article?
 - What qualifications or experience does this author have in connection to this topic?
 - Does the author of the article exhibit strong language skills?
 - Does the author exhibit extensive knowledge of the topic?
 - Does the author have education in field of topic?
 - Does the author have experience in field of topic?
 - Has the article been published in a newspaper, magazine, journal, or book?
 - Was the article written recently? Is the information up to date?
4. Have each student present his/her article and explain why it was chosen.

Skill Researching: Paraphrasing

SOL 9.8 The student will credit the sources of both quoted and paraphrased ideas.

Time 1 hour

Materials/Resources

Internet access for each student

Spring 2004 Released Tests for End of Course English: Reading/Literature and Research
(<http://www.doe.virginia.gov/VDOE/Assessment/home.shtml>)

Module

1. Have students access 2004 Released Tests for End of Course English: Reading/Literature and Research to read Chuck Stanowicz's text "Daedalus Flies Again" on page 16. Then, have them write paraphrases of the following quotations from the text:

In *Encyclopedia Mythica*, Martha Thompson noted that "Daedalus used his skills to build wings for himself and Icarus. He used wax and string to fasten feathers to reeds of varying lengths to imitate the curves of birds' wings."

Engineers and scientists at the Massachusetts Institute of Technology and the National Air and Space Museum prepared to reenact the legend using a craft propelled entirely by human power. They devised a seventy-pound aircraft, aptly named Daedalus, made from a material that was lighter than fiberglass yet stronger than steel.

According to an *Applied Physics* article by James Langford, "Except for a few metal screws, everything in the airplane has been handcrafted and meticulously screened for weight—even the glue was weighed."

...prospective pilots for Daedalus were screened for their endurance and aerobic capacity. The most likely candidates were cyclists, and most of the men and women who applied for the position had already broken bicycling records.

2. Have students review the paraphrases of a partner. Then, hold a class discussion to determine:
 - What is *plagiarism*? Why must it be strictly avoided?
 - How can you use synonyms to help rephrase the author's ideas?
 - What words from the original text may be kept?
 - Which words from the original text must be changed?
 - How can changing the order of phrases, clauses, etc. help in avoiding plagiarism?
 - If you are paraphrasing something that is already a quotation, how do you credit the original source?
3. Have students locate an article that is related to a topic for research. The article should include quotations from at least two sources. Have students paraphrase two passages from the article that develop the main author's main idea or topic. Then, have students paraphrase two quotations that are attributed to other authors and cite these original sources, according to accepted standards.

Skill Generating, gathering, planning, and organizing ideas

- SOL** 9.9 The student will use print, electronic databases, and online resources to access information.
- 10.11 The student will collect, evaluate, organize, and present information.
- 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

Materials/Resources

Copies of the attached “3-2-1 Graphic Organizer”

Copies of the three writing rubrics for the End-of-Course Writing Test (see pp. 52, 54, 56)

Module

Do this lesson prior to having students write an essay for the first time.

1. Have students review the three writing rubrics for the End-of-Course Writing Test, copies of which they previously put into their writing folders.
2. Distribute copies of the “3-2-1 Graphic Organizer,” and discuss how students will use it for self-assessment.
3. Then, have students fill in the organizer, using the items in the writing rubrics.
4. Have students write a short practice essay.
5. Assess the essays and the completed organizers to see whether the students’ self-assessments are on target. If not, have students rethink their initial assessment.
6. Have each student reflect on what he/she learned about personal strengths and weaknesses in regard to essay writing.

3-2-1 Graphic Organizer

Name: _____ Date: _____

3 areas in writing an essay that I think I do well:

2 areas where I probably need help:

1 area that confuses me. I need help with this:

Skill Developing an essay

SOL 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

Materials/Resources

Highlighters or colored pencils

Module

1. Begin with a mini-lesson on the structure of an essay: A *thesis* is the central idea of an essay. The writer develops the thesis with specific evidence or information. After the thesis has been proven, the writer concludes with a paragraph that completes the development of the essay, concisely restates the proven thesis, or even recognizes relationships for the reader.
2. Have students write one or two pages on a topic with which they are very familiar—themselves. Give them the topic: “I am proud of the fact that I accomplished...,” and get them started by having them answer the 5 Ws & H questions:
 - Who am I proud of?
 - What am I proud of?
 - Where was I proud?
 - When was I proud?
 - Why was I proud?
 - How was I proud?You may wish to have them use the “Research-Planning Card—The 5 Ws & H” found on p. 12.
3. Have students combine the answers to these questions to form a rough draft of one or two pages.
4. After students finish writing, have them exchange drafts, read through them, and mark with highlighters or colored pencils places where they find natural breaks or transitions in the writing that the author could make into the introduction, the body, and the conclusion.
5. When students get their own papers back, have the authors identify a sentence that could become the thesis statement for a more formal essay.
6. Have students examine their progress in essay writing by answering the following questions. Have them write their answers at the bottom of their essay.
 - What important components of my essay writing need improvement?
 - What important components of essay writing do I already do well?
 - What question(s) would I like to ask the teacher before I proceed in shaping my essay?

Additional Resources

Writing on Demand: Best Practices and Strategies for Success by Anne Ruggles Gere, Leila Christenbury, and Kelly Sassi. (see <http://books.heinemann.com/products/E00728.aspx>).

Skill Developing an essay

SOL 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

Materials/Resources

Rough draft of students' accomplishment essays (from previous lesson)
Copies of the attached "Thesis Statement" handout

Module

1. Have students use the rough draft of their accomplishment essay, written in the previous lesson, and the answers to the three questions at the bottom. Use the questions to prompt a short class discussion, addressing the components of essay writing that students think they already do well and then the components think feel need improvement. Answer questions that students may have written.
2. After students are more aware of what components of essay writing they should be trying to improve, inform them that the thesis is the most important tool they have for organizing an essay. Distribute the "Thesis Statement" handout, and discuss.
3. Have students complete the practice exercises on the handout. Ask several students to share their rewritten thesis statements with the class.
4. Students will copy the thesis statement as they had originally written it in their rough draft onto their Thesis handout in the space provided. Ask students if they can identify the topic and the comment in their thesis statement. If they can't, have students rewrite the thesis to reflect a topic and a comment. If they can, have students rewrite the thesis in another way that ALSO reflects a topic and a comment.

Additional Resources

Writing on Demand: Best Practices and Strategies for Success by Anne Ruggles Gere, Leila Christenbury, and Kelly Sassi. (see <http://books.heinemann.com/products/E00728.aspx>).

Thesis Statement

A **thesis statement** has two basic components—a **topic** and a **comment**.

For example, you want to write an essay saying that reading is a very important part of your life and detailing just how reading has helped you in life. Your thesis statement cannot be simply that you enjoy reading. On the contrary, it must also make a comment that is going to be proven by the details in your essay. For this topic, a possible, good thesis statement is:

Reading is an enjoyable part of my life that has provided me with the opportunity to develop my vocabulary, improve my knowledge of the world, and hone my reasoning skills.

Topic: *Reading is an enjoyable part of my life...*

Comment: *...that has provided me with the opportunity to develop my vocabulary, improve my knowledge of the world, and hone my reasoning skills.*

Identify whether each of the following statements is a good thesis statement:

1. I have been working at the grocery store since last summer.
2. As a checker at the grocery store, I have learned how to work quickly and to provide good customer service.
3. Some women join the military.
4. Women in the military enjoy the same benefits and endure the same hardships as men in the military.

Turn the following essay topics into true thesis statements:

1. My neighbor is a police officer.

2. I drive an SUV.

3. Many students take drivers ed at school.

4. A new shopping mall opened down the street.

5. Most students take math classes.

My original thesis statement:

My new thesis statement (identify the topic and the comment):

Skill Developing an essay: Combining sentences

- SOL** 11.7 The student will write in a variety of forms, with an emphasis on persuasion.
- 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence, structure, and paragraphing.

Time 1 hour

Materials/Resources

Chart paper

Markers

Sticky dots

Numerous teacher-created sentence-combining sets based on school news or current events to increase students' interest

Module

Warm-up

1. Introduce students to the concept of sentence combining by asking whether anyone in the class has ever used this strategy before. Ask whether they have ever put together two sentences in their writing to make a paragraph sound better. If so, they have used sentence combining. Tell students that sentence combining is a strategy that they can use to make their writing more sophisticated by varying their sentence patterns.

Direct Instruction

2. Begin by writing the following sentence-combining set on the board:

- The team won the game.
- The game was the state championship.
- The team was tired.
- The team was excited.

Ask students to combine the four short sentences in the set into one correct sentence. The two rules for combining are the following:

1. Include all important details from the sentence set.
2. Create one grammatically correct sentence.

Ask students to share their combined sentences. As each student shares, have the class give a thumbs up or thumbs down on whether it includes all details and is grammatically correct. Remind students that there is no single correct sentence as long as the rules are followed.

3. Repeat the process with the following sentence-combining set:

- Nina applied for a job.
- Nina needed to earn money.
- Nina is a hard worker.

Cooperative Learning/Practice

4. Put students into groups of three or four, and give each group markers and chart paper.
5. Have each group pick one sentence-combining set from the teacher-created sets. Have each student create a combined sentence from their group's set, and then, have the group members share their combined sentences with their group. Allow the members of each group to work together to determine whether every sentence they have created follows the two rules of sentence combining.
6. Have the groups record their correct combined sentences on chart paper and hang their charts in the front of the room.

Wrap-up

7. Distribute sticky dots to each student, one dot for each group.
8. Have students walk around the room, read the various sentence combinations, and put a dot on each chart next to the sentence combination they think is the most effective.

9. Lead a final discussion of what makes the sentences that received the most dots the most effective. Ask students to brainstorm ways they can use sentence combining on a direct-writing essay assessment.

Additional Resources

“Sentence Patterns and Combining,” <http://www.csus.edu/owl/index/sentence.htm>.

Writing on Demand: Best Practices and Strategies for Success by Anne Ruggles Gere, Leila Christenbury, and Kelly Sassi. (see <http://books.heinemann.com/products/E00728.aspx>).

Skill Developing an essay: Combining sentences

SOL 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Time 1 hour

Materials/Resources

Copies of the attached “Sentence Combining: Coordination and Subordination” worksheet
Already written SOL writing prompt response

Module

1. Instruct students that combining sentences can improve an essay’s pace and flow, content, and variety. Combined sentences are more interesting and can improve not only usage, but also written expression. There are two ways of combining sentences: *coordination* and *subordination*. Coordination results in a *compound sentence*, while subordination results in a *complex sentence*; subordination and coordination together in one sentences results in a *compound-complex sentence*.
2. Review sentence combining with students, using the “Sentence Combining: Coordination and Subordination” worksheet.
3. Give students a practice SOL writing prompt, and have them find five places where sentences can be combined, using coordination and/or subordination. Have them highlight the sentences in the original essay that are to be combined and then write the combined sentences on a separate sheet of paper.
4. Have students revise one of their own essays by combining sentences. Alternatively, have students exchange their essays and revise them by combining sentences.
5. Have students complete a one paragraph reflection discussing how the sentence combining changed/improved their essay writing. Ask the following questions:
 - Did the pacing and flow of the essay change?
 - Did the tone of the essay change?
 - Did the new sentence variety make the essay easier or more interesting to read?
 - Did manipulating the sentences make you feel more invested in the essay?

Additional Resources

“Sentence Patterns and Combining,” <http://www.csus.edu/owl/index/sentence.htm>.

Writing on Demand: Best Practices and Strategies for Success by Anne Ruggles Gere, Leila Christenbury, and Kelly Sassi. (see <http://books.heinemann.com/products/E00728.aspx>).

Sentence Combining: Coordination and Subordination

Coordination

Coordination is combining two sentences so that both remain equally important—i.e., both remain *independent* clauses.

Coordination uses either (1) a semi-colon or (2) a comma followed by a coordinating conjunction (*and, but, or, for, so, nor, yet*).

The dog likes to take walks around the block. Most of the time my brother takes him.

The dog likes to take walks around the block, and most of the time my brother takes him.

Or

The dog likes to take walks around the block; most of the time my brother takes him.

Subordination

Subordination is combining two sentences so that one is clearly more important than the other—i.e., one remains an independent clause, and the other becomes a subordinate clause.

Coordination attaches a subordinating word (e.g., *although, if, once, because, while, though, until, when, where, as, as if, before, even though, in order that, as long as, whether, provided that*) to the dependent clause. If the subordinate clause comes first in the sentence, a comma follows it. If the subordinate clause follows the independent clause, a comma is not necessary.

I am tired. I am going to bed.

Because I am tired, I am going to bed. (The subordinate clause is underlined.)

Or

I am going to bed because I am tired.

Practice

Combine the following independent clauses, using coordination:

1. John would like to be a police officer. He would also like to be a fireman.

2. _____
I would love to come to the party. I have other plans.

3. _____
Marybeth found her assignment. She turned it in late.

Combine the following sentences, using subordination:

1. John would like to join the army. He thrives on danger.

2. _____
I can't come to the party. I have other plans.

3. _____
Marybeth turned her assignment in late. She didn't get a very good grade.

Skill Developing an essay: Using specific nouns, strong verbs, and vivid adjectives

- SOL** 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
10.7 The student will develop a variety of writing, with an emphasis on exposition.
11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

Materials/Resources

Copies of the attached “Diction: Word Choice Controls Tone” worksheet

Module

For improvement in the area of written expression, have students work to improve their tone vocabulary. This should be considered an on-going activity.

1. Review the definition of *diction* as “word choice,” and give examples of diction controlling tone. (Review the definition of *tone*, if necessary, and give examples.) Help students examine the idea that words can have negative, positive, or neutral effects on a reader. Give examples.
2. Distribute copies of the attached “Diction: Word Choice Controls Tone” worksheet, and have students add words to it as they encounter them.
3. Emphasize that every time a student receives a scored paper noting a weakness in written expression, he/she should examine the tone words to see if better words can be used. Have students concentrate on tone words from their worksheet to strengthen their writing in the written expression area. Have them highlight tone words when they write.

Additional Resources

Writing on Demand: Best Practices and Strategies for Success by Anne Ruggles Gere, Leila Christenbury, and Kelly Sassi. (see <http://books.heinemann.com/products/E00728.aspx>).

Diction: Word Choice Controls Tone

Expand this starter list by adding new words as you learn them.

dislike resent hate disapprove of	funny hilarious silly humorous
sad depressed melancholy blue	happy joyous ecstatic glad
upset annoyed vexed mad	laugh chuckle giggle roar
old mature experienced elderly	fat obese heavy set overweight
sad withdrawn silent unhappy	smart clever astute skillful

Skill Developing an essay: Using specific nouns, strong verbs, and vivid adjectives

SOL 10.7b Elaborate ideas clearly through word choice and vivid description.

Time 1 hour

Materials/Resources

Highlighters
Newsprint
Copies of the three attached handouts

Module

Nouns

1. Distribute the “Using Specific Nouns” worksheet. Tell students to highlight the dull nouns and replace them with specific ones. Ask the students to share their replacement nouns with the class.

Verbs

2. Write the verbs *cry, talk, think, run, walk, play, laugh, yell, eat, watch, dream, see, and sleep* on the board. Ask the students to copy each verb and then write beside it as many strong verbs as they can think of to replace it.
3. Allow students to share their answers with one another in groups of four students each.
4. Distribute the “Using Strong Verbs” handout, and have students highlight any verbs on the handout that they wrote on their paper.

Adjectives

5. Write the adjectives *brown, blue, white, purple, gray, black, green, yellow, orange, red, fast, and slow* on the board. Have each student come up with as many synonyms as possible for each adjective and share their answers with their groups. Emphasize that students must think individually and write down a good number of adjectives before sharing their answers.
6. Give each group a sheet of newsprint and a marker. Assign one of the adjectives from step 5 above to each group, and have the group members write all their answers on the newsprint. Post the sheets on the wall to share with the class.
7. Distribute the “Using Vivid Adjectives” handout to the students, and have them compare it to their lists. Have students highlight any adjectives on the handout that they wrote on their newsprint.

Using Specific Nouns

Dull nouns can be replaced with specific nouns to improve writing.

Example of dull nouns: The **man next door** likes to eat **beef** for **meals**.
Example of specific nouns: **Mr. Johnson** likes to eat **sirloin steak** for **dinner**.

Highlight the dull nouns in the sentences below, and write a specific one above it.

1. That little girl likes candy.

2. Alphonso had meat, potatoes, vegetables, and a dessert for a meal yesterday.

3. Ralph put on warm clothing before he went out into the storm.

4. My teacher is reading a book.

5. That teenager is watching a television program on some channel.

6. That animal ran down the street after some man's car.

7. After she won some money, she went downtown to buy some clothes.

8. The ball player did some exercises in a gym.

9. For breakfast, the woman put some fruit on her cereal.

10. Nicole has always wanted to travel to different countries to have breakfast in one country,

to have lunch in another country, and dinner in still another one.

Using Strong Verbs

When you replace a weak verb with a strong one, be sure the replacement works in your sentence and with your meaning. Words have their own shades of meaning and often create a distinct tone. For example, it would not work to replace *cry* with *boohoo* in the following sentence: “She boohooed when she heard the news of her son’s death.” Clearly, a word that creates a more serious tone should be chosen.

Weak Verb	Strong Verbs
cry	weep, shed tears, sob, blubber, snivel, boohoo, mourn, lament, whimper, wail, howl, groan, bawl, plead, moan
talk	speak, converse, chat, reply, gossip, consult, confer, discuss, reveal, confess, address, negotiate, lecture, rant, rave, mutter, chatter, utter, prattle, babble, jaw, rattle on
think	reflect, consider, ponder, imagine, meditate, picture, contemplate, deem, recollect, recall, speculate, conceive, envision, fancy, realize, surmise, rationalize, muse, ruminate, brood upon, digest
run	race, hurry, speed, hasten, dash, sprint, dart, zoom, scamper, scoot, scurry, bustle, rush, hustle, trot, scramble, flee, take flight, skedaddle, jog, glide, bolt
walk	stroll, promenade, wander, saunter, march, trudge, tramp, hike, parade, tread, pace, step, prance, amble, trek, waddle, cruise
laugh	chuckle, giggle, roar, chortle, cackle, guffaw, snicker, titter, snicker
yell	shout, holler, scream, bellow, roar, howl, shriek, bawl, whoop, yowl
eat	gobble, devour, munch, snack, consume, swallow, dine, chew, feast, feed, nibble, gulp, wolf down, lunch, sup, ingest
watch	look, stare, gaze, peep, ogle, observe, notice, attend, regard, survey, scrutinize, pore over, eye, note, examine, view, tend, oversee, patrol, guard
dream	daydream, fantasize, wish, hope, envision, imagine, fancy, muse, desire
see	behold, discern, distinguish, spy, mark, mind, note, notice, observe, view, detect, glimpse, spot, witness
sleep	nap, doze, drowse, rest, nod off, snooze, get shut-eye
say	reply, converse, disclose, explain, inform, express, state, report, announce, mention, acknowledge, answer declare, suggest

Using Vivid Adjectives

Dull Adjective	Vivid Adjectives
brown	sandy, almond, amber, tawny, cinnamon, nutmeg, chocolate, coffee, rust
blue	sapphire, turquoise, aqua, peacock, azure, navy, indigo
white	snowy, marble, creamy, ivory, oyster, pearl, silver, platinum
purple	violet, lavender, lilac, orchid, mauve, plum, amethyst, mulberry, pansy, fuchsia
gray	ashen, dove, steely
black	jet, ebony, licorice, midnight
green	celery, mint, apple, lime, chartreuse
yellow	beige, buff, sunny, straw, banana, butter, buttercup, lemon, citron, canary, mustard, golden
orange	gold, topaz, tangerine, persimmon, carrot, apricot, peach
red	rose, coral, raspberry, strawberry, tomato, currant, crimson, vermilion, flame, ruby, burgundy, scarlet, cherry
fast	quick, speedy, rapid, swift, hasty, high-speed, express, immediate, instant
slow	sluggish, unhurried, measured, deliberate, leisurely, dawdling, lingering, gradual
adjectives denoting appearance or state of being	flashy, formal, elegant, branching, twiggy, split, broken, frail, worn, drab, shabby, dull, stout, wide, scalloped, ruffled, frilled, crinkled, calm, sunny, pleasant, oval, conical, cylindrical, wiry, tubular, rotund, portly, swollen, lumpy, clustered, padded, tufted, pendulous, jutting, angular, triangular, fiery, blazing, fresh, immaculate, scrubbed, fragile, pale, pasty, sickly, tiny, miniscule, miniature, timid, reticent, fearful, tearful, nervous, terrified, hysterical, lean, slender, hardy, powerful, robust, sturdy, lively, exhausted, messy, rigid

Skill Organization: Using transitions

- SOL** 11.7 The student will write in a variety of forms, with an emphasis on persuasion.
11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Time 1 hour

Materials/Resources

Copies of student-written stories typed in a word-processing program
Photocopy machine
Scissors
Tape
Chart paper
Colored pens or markers

Module

Warm-up

1. Remind students that a well-written narrative should have a clear organizational pattern. Unlike an expository essay, which must have a clear thesis in the introductory paragraph, topic sentences in each body paragraph, and a conclusion, the narrative form gives writers more freedom. This freedom does not mean, however, that the writer can ignore organization.

Practice

2. Have students use scissors to cut apart the paragraphs of one of their own printed-out stories and then trim the top and bottom of each piece so that the resulting pieces do not exactly fit together. Have them shuffle the paragraphs so that the story parts are no longer in order.
3. Have students exchange their pile of story parts with a partner who has not yet read the story.
4. Have students read the story parts they were given and then try to put the paragraphs back into logical, correct order. Have them tape the restored stories in proper order on pieces of chart paper.
5. Have students check their own stories to see whether their story organization was clear enough for their partner to restore the story to the proper order.
6. Have students share their experiences with the class and discuss the clues that made it easier to put the paragraphs back in order.
7. Introduce the concept of transitions. Point out examples of them in the students' stories, if any students have used them.
8. Have students brainstorm a list of words that could be used to show a transition between ideas in a narrative. Write these on the board.
9. Have students use a marker to add transitions at the beginnings or ends of their paragraphs to make it easier to understand the relationship between the paragraphs.

Wrap-up

10. Have students type the new transitions into their stories saved in the computer and print them out for use next time.

Skill Organization: Using outlines

SOL 11.7d Organize ideas in a logical manner.

Time 1 hour

Materials/Resources

Copies of student-written accomplishment essays (written during lesson on p. 18)
Copies of the attached “Outline for a Multi-Paragraph Essay” handout

Module

1. Tell students that in order to write a great essay, you must be able to write great paragraphs. To write great paragraphs, you must have supporting details that are *organized*. An outline is the traditional way of organizing the information collected for an essay. The outline provides a helpful template for the writer to organize the information, and it provides a fail-safe check to make sure enough details and examples are included. On an outline, if you have a I, you must have a II; if you have an A, you must have a B; if you have a 1, you must have a 2, and so forth.
2. Review the sample outline on the “Outline for a Multi-Paragraph Essay” handout. Address any questions that students might have concerning the organization of an outline and its requirements.
3. Have students use the bottom section of the handout to organize into an outline form the information from the rough draft of their accomplishment essay. (Teacher Note: If your expectations are different from the provided outline sample, amend it as desired.)
4. After students have finished outlining their essay, have them exchange essays with a partner and do the same outline process with the partner’s essay.
5. Have the pairs of students work together to analyze their outlines, answering the following questions about each:
 - Does the organizational structure of the original outline make sense?
 - Can or should possible alternatives to the structure of the outline be considered?
 - Are all important points, examples, illustrations, and details included in the outline?

Outline for a Multi-Paragraph Essay

Essay Topic: "Accomplishment of Which I Am Proud"

- I. Introduction
 - A. Background information—presents *who, what, when, where*
 - B. Thesis statement—answers *what, why, how*
- II. Body Paragraph 1
 - A. Example or information describing the accomplishment
 - B. Example or information describing the accomplishment
 - C. Transition to next paragraph
- III. Body Paragraph 2
 - A. Example or information describing feelings the accomplishment provoked
 - B. Example or information describing others who were happy/proud for you
 - C. Transition to next paragraph
- IV. Body Paragraph 3
 - A. Example or information describing other opportunities this accomplishment opened for you.
 - B. Example or information describing how this accomplishment can help your future.
- V. Conclusion—explains to the reader the importance of accomplishments in our lives, how they give us self-assurance, help us work toward future accomplishments, or make other things in our lives more enjoyable and worthwhile.

Your Outline: Use the rough draft of your accomplishment essay to organize all your information into an outline for a multi-paragraph essay.

- I. _____
 - A. _____
 - B. _____
 - C. _____
- II. _____
 - A. _____
 - B. _____
 - C. _____
- III. _____
 - A. _____
 - B. _____
 - C. _____
- IV. _____
 - A. _____
 - B. _____
- V. _____

Skill Writing in a variety of forms: Persuasion

SOL 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

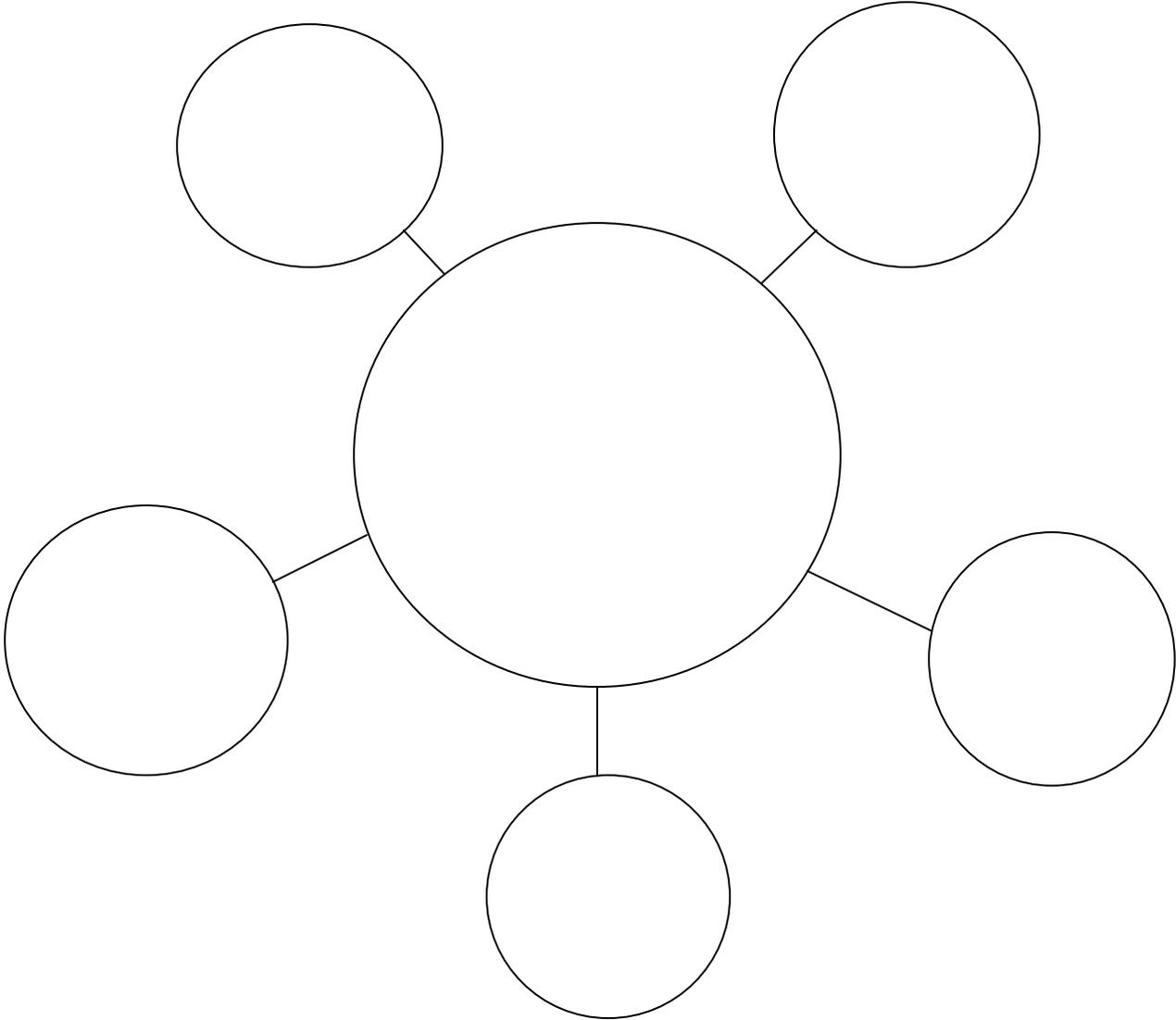
Materials/Resources

Copies of the attached graphic organizers

Module

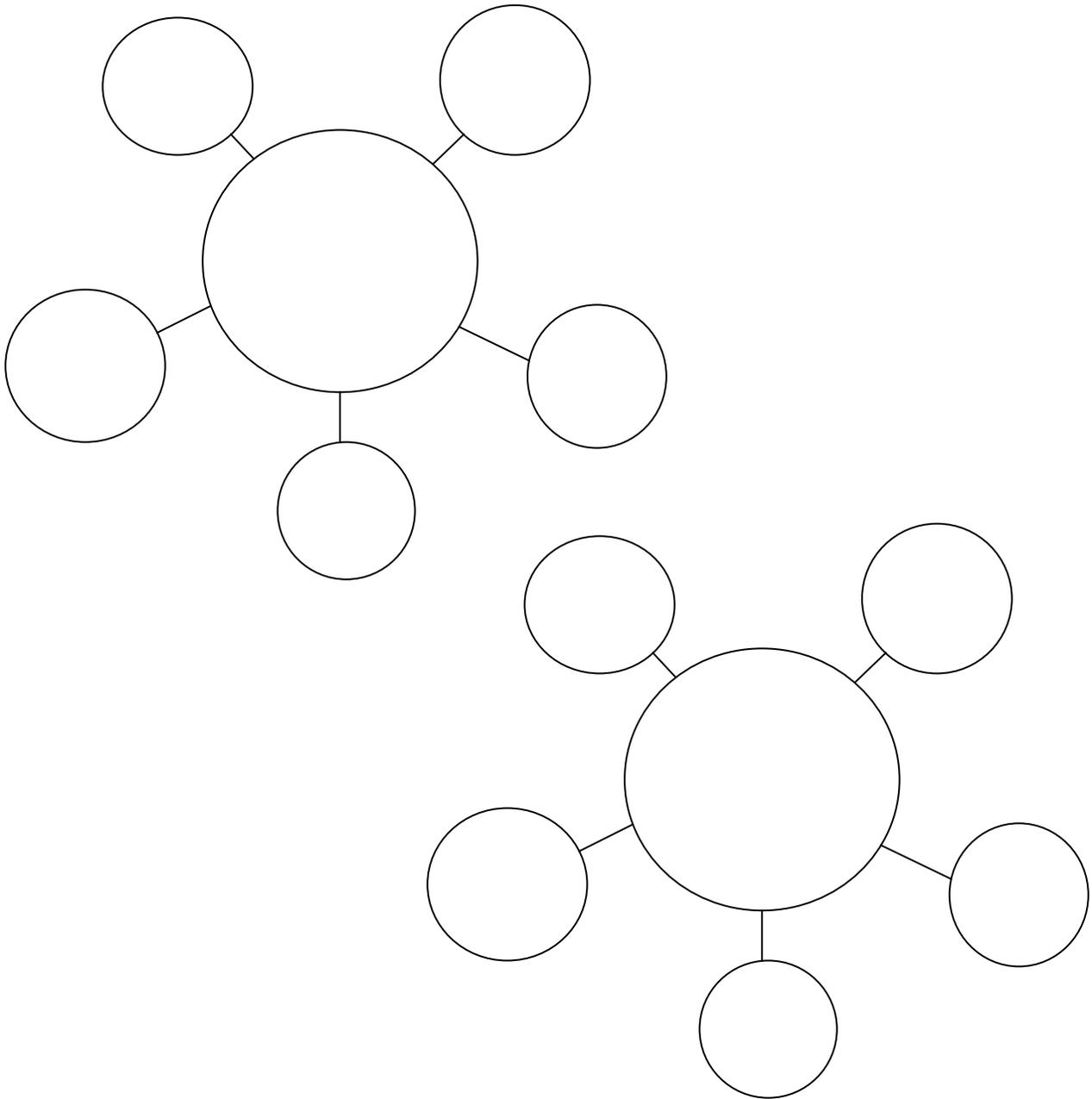
1. Distribute copies of the attached “Bubble Map to Plan a Persuasive Essay” and “Double Bubble Map to Plan a Persuasive Essay” graphic organizers. Explain how they can be used to plan and organize information to include in a persuasive essay.
2. Have students write the first draft of a persuasive paper, using one of the graphic organizers.
3. Review the students’ rough drafts, checking to see whether the graphic organizer has been fully utilized to make the rough draft as complete as possible.
4. Have students revise and complete their essays, incorporating teacher comments and suggestions.

Bubble Map to Plan a Persuasive Essay



Double Bubble Map to Plan a Persuasive Essay

The Double Bubble Map is used for comparing and contrasting two things, such as two characters in a story, two historical figures, or two social systems. It is also used for prioritizing which information is most important.



Skill Writing in a variety of forms: Persuasion

SOL 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

Materials/Resources

Copies of the attached “Essay Planning: Persuasion” worksheet

Module

1. Instruct students that SOL writing prompts might ask them to relate a story, describe a person, recall an experience, or *convince* or *persuade* the reader for or against a position or argument. To argue effectively, the author’s opinions must be supported with evidence that is presented in an organized fashion. Explain the following to the students:
 - An **issue** is a matter about which there is public concern. An issue often has two or more sides to it. Smoking in public is an issue; censorship of books in public libraries is an issue.
 - In a persuasive essay, the author makes a **claim** about an issue. A claim is the author’s opinion of *what* is true or needs to be done about an issue, as well as *why* it is true or needs to be done. For example, one might make the claim, “More controls and regulations should be put on handguns in the United States because the number of guns on the streets is out of control.” Opposing claims, showing that there are other opinions about an issue, also need to be addressed in a persuasive essay.
 - The author must give **evidence** that his/her claim is correct, and he/she may also give evidence to show that other claims are incorrect. Types of evidence are
 - **hard evidence**, which includes facts, examples, or true anecdotes that support the writer’s opinion
 - **soft evidence**, which includes personal opinions and values.
2. Distribute copies of the “Essay Planning: Persuasion” worksheet. Have students read the writing prompt and decide which side of the argument they want to address. You may wish to remind them that they do not have to choose the side in which they believe; sometimes examining the arguments “on the other side” of an issue and then writing a persuasive essay supporting them can be instructive and even fun.
3. Have each student write one sentence that states his/her claim. For example: “Public school students should not be required to wear uniforms to school because....”
4. Have students complete the worksheet.

Essay Planning: Persuasion

SOL Persuasive Essay Writing Prompt

Many private schools require that students wear uniforms to school. Now, many public schools are following suit. So the **issue** is: *Should public school students be required to wear uniforms to school?* State your claim, and back it up with hard and soft evidence. Also, address what you think the opposing side's arguments would be and why they are wrong. Write a persuasive letter to your high school principal explaining your claim about the matter and why the other side is mistaken.

State your opinion about the issue:

State *why* your opinion is correct:

Combine the two statements above into your **claim**, which will become the thesis statement that you will use in your letter:

List your hard evidence:

List your soft evidence:

State the opposing side's opinion about the issue:

State why the opposing side's opinion is wrong:

Use all the information above to develop a persuasive essay in response to the writing prompt.

Skill Writing in a variety of forms: Persuasion

SOL 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

Materials/Resources

Copies of the attached “The Three Rhetorical Appeals” worksheet
A box of small classroom items, such as stapler, small flag, pen, roll of tape
Three index cards with one rhetorical appeal written on each

Module

Warm-up

1. Ask students to think of recent TV commercials that are emotional or touching. You may want to give some examples, such as the “Save the Children” commercials or greeting card commercials. Then, ask them about other ways commercial try to persuade viewers to buy products. Help the students make a connection between commercials and persuasive writing.

Direct Instruction

2. Distribute copies of the “The Three Rhetorical Appeals” worksheet. Explain to students that *rhetoric* is a term for writing or speaking effectively. The three rhetorical appeals were defined in ancient Greece as the three different ways to persuade a reader or listener, and these appeals are just as valid today as they were then. In fact, they are used frequently in advertising, but they can also be used in persuasive essays.
3. Explain each of the three appeals to the students, giving examples of each and asking students to give examples to check their understanding. As they come to understand each appeal, ask the students to create a definition of it in their own words and to share their definition with the class.
4. For each appeal, have students develop a class definition that is clear, correct, and easy to remember. Make sure each definition covers the following points, but do not dictate the definitions; the students will more easily remember definitions that they write than ones given to them.
 - **The Emotional Appeal (*Pathos*):** The appeal based on the emotional response of the audience (e.g., anger, nostalgia, pity, or joy) in order to convince or persuade. The speaker or writer attempts to create an emotional connection of some type with the audience in order to convince them.
 - **The Logical Appeal (*Logos*):** The appeal based on the logical response of the audience in order to convince or persuade. This appeal can include inductive or deductive logic. The appeal establishes a clear and reasonable line of argument in which each claim is given logical support.
 - **The Ethical Appeal (*Ethos*):** The appeal based on establishing the credibility or authority of a writer or speaker on a topic. This can be established intrinsically or extrinsically, as follows:
 - **Intrinsic:** The internal credibility established by writing or speaking correctly, knowledgeably, and confidently about a topic. For example, if someone discussing a legal uses legal jargon correctly and uses language in a sophisticated way, he or she would establish credibility with the listener.
 - **Extrinsic:** The external credibility a speaker or writer brings to an argument. For example, top hairdressers would be credible if they were arguing against the use of a certain hair product because of their years of experience in the field of hair care, but they would not have extrinsic credibility giving medical advice. In this case, a doctor from a top university medical center would have greater extrinsic credibility.

Practice

5. Ask a student volunteer to come up and select an item from the box of small classroom items. Also, have the student select one of the rhetorical appeal cards from the three placed face down. The student should look at the card and show it to the teacher, but not let the rest of the class see it.

6. Challenge the student to make an oral sales pitch, using the rhetorical appeal chosen, to persuade the class to buy the selected item. For example, he/she might describe how happy a good stapler will make the owner as an example of an emotional appeal.
7. Have the class vote to identify which of the three appeals the student volunteer was using and then analyze the effective strategies and words the volunteer used.
8. Repeat the process with other student volunteers to have the class practice using and recognizing the three rhetorical appeals. If students need an extra challenge, you might wish to have the volunteer draw two cards and attempt to use both rhetorical appeals in the sales pitch.

Wrap-up

9. Ask students to collect, outside of class, examples of the use of the three rhetorical appeals. Use these examples to facilitate a class discussion of how the three appeals are used in our culture to persuade.

The Three Rhetorical Appeals

(The ancient Greek terms appear in italics next to the modern names for each appeal.)

The Emotional Appeal (*Pathos*)

Definition:

Examples:

The Logical Appeal (*Logos*):

Definition:

Examples:

The Ethical Appeal (*Ethos*)

Intrinsic:

Definition:

Examples:

Extrinsic:

Definition:

Examples:

Skill Writing in a variety of forms: Persuasion

SOL 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

Materials/Resources

Completed “The Three Rhetorical Appeals” worksheet from the previous lesson
Chart paper
Copies of the attached “Persuasive Speech Critique Form”
Computer lab (optional)

Module

Warm-up

1. Review the three rhetorical appeals, if necessary, and as a class, come up with a list of examples of each appeal that the students perceive in the world around them.

Direct Instruction

2. Have the class brainstorm a list of good topics for persuasive speeches. List them on chart paper, making sure all of them are appropriate. If students have difficulty thinking of topics, suggest a few topics, such as the following:
 - Sodas and candy should not be sold in schools.
 - The driving age should be raised.
 - School should begin later in the morning.
3. Explain to students that they will practice using the three rhetorical appeals by working in small groups to write a persuasive speech about one of these topics.

Practice

4. Have each group of two or three students write a persuasive speech about one of the topics that the group chose from the list created in step 2. Challenge them to include all three rhetorical appeals in their speech.
5. If possible, have students write on computers so they can easily save and edit their speeches.

Wrap-up

6. Distribute copies of the “Persuasive Speech Critique Form.” Have each group read the speech to the class. After each reading, have each audience member fill in the form to rate how much and how well the speech used the three appeals.
7. Have students give their critique forms to the groups who wrote the speeches so that group members can see the audience reaction to the speech.
8. Lead a brief class discussion of the strong points of each speech.

Persuasive Speech Critique Form

For each speech that is read, list the names of the authors, and rate the speech by circling the degree to which each appeal was used. Then make a list of the strong points of the speech.

Names of the authors:

This speech used the **Emotional** appeal

very well somewhat well sort of not really not at all

This speech used the **Logical** appeal

very well somewhat well sort of not really not at all

This speech used the **Ethical** appeal

very well somewhat well sort of not really not at all

Other strong points of the speech included:

Skill Writing in a variety of forms: Persuasion

SOL 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

Materials/Resources

Completed “The Three Rhetorical Appeals” worksheet from the previous lesson

Full-page advertisements cut from a variety of magazines, such as *Good Housekeeping*, *McCalls*, *Money*, *Fortune*, *Gourmet*, and *The New Yorker* (Note that these kinds of magazines yield a better range of rhetorically based advertisements than do other kinds of magazines, such as fashion magazines.)

Module

Warm-up

1. Ask students to cite some examples they have noticed of the use of the three rhetorical appeals in the real world since the last lesson on the topic. Discuss examples that are mentioned.

Practice

2. Give each group of two or three students one advertisement from a magazine, and have the group analyze it to determine which rhetorical appeal(s) it utilizes to sell the product. Remind students that ads may use more than one appeal.
3. Have students determine which appeal is the dominant one in their advertisement and whether they feel it is used effectively.
4. Have each group present their advertisement to the class and describe the appeals that are used.
5. Have each group repeat the process with another advertisement.

Wrap-up

6. Lead a class discussion of other ways persuasion is used in our culture and ways that persuasive skills may be useful in our lives.

Skill Writing in a variety of forms: Narrative

- SOL** 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
- 10.7 The student will develop a variety of writing, with an emphasis on exposition.

Time 1 hour

Materials/Resources

Copies of the two attached worksheets

Module

1. Instruct students that an SOL writing prompt might ask them to tell or *narrate* a story. Narration is a way of organizing and presenting a story. We use narration as part of our everyday conversation when we relate a story of something that happened to us or to someone else. A narrator is someone who tells a story. When a story begins, a reader expects to discover
 - who the story is about
 - what happened to them
 - where it happened
 - when it happened
 - why it happened
 - how the event(s) affected the people involved.

Point out that the most common way to write narration is in chronological order but that it can be done in other ways, such as by using flashbacks or writing a **frame story**—an introductory dialogue, situation, or scene that occurs at the beginning of a story and again at the end of the story and that *frames* another story that happened in the past. For example, in Stephen King’s short story “The Man in the Black Suit,” the frame is a bedridden old man who is explaining why he is about to tell a story of something that happened to him when he was 9 years old. At the end of story, the frame is completed when we learn why the old man is afraid to die and how his narration (the story he told) relates to his fear. Sometimes, writers write a narration in the present tense, but most often they write narration in the past tense because the stories they are telling happened in the past.
2. Distribute copies of the “Narration Prewriting Assignment” worksheet, and have students complete it. Discuss their responses.
3. Distribute copies of the “Narration Planning: Frame Story” handout, and assist students in completing the details for their frame story. Check that their responses to these questions are vivid enough to use as a basis of a good story.
4. Have students write their frame story, using the information they have created.

Narration Prewriting Assignment

Setting up a frame story

A frame story can be one that is told by a parent to a child, by a suspect to the police, by a dying man to his wife or another family member, by one friend having coffee with another, by a person giving a speech to an audience. There are endless numbers of frame possibilities. Here is one:

A recovering alcoholic walks into a crowded AA meeting in a church basement. It is the first anniversary of her sobriety. The meeting begins, and she is called up to the front to tell her story to the crowd. She then tells the story of her journey to sobriety, which is the real narration. The frame might be told by an omniscient narrator who tells the reader what the woman is thinking and feeling before she tells her story. The frame is completed when she is finished telling her story, the crowd applauds, they all have refreshments, and the audience “hears” how she feels now that her speech is over as she walks out to her car to go home.

1. Who is this story about? _____
 2. What happened to them? _____
 3. Where did it happen? _____
 4. When did it happen? _____
 5. Why did it happen? _____
 6. How did the event(s) affect the people involved? _____
-

Narration Planning: Frame Story

SOL Narrative Writing Prompt

Everyone experiences conflict in their lives, and many times people like to share their crises with others, whether to get sympathy, to get advice, or to give advice to others who may be enduring a similar crisis. Think of a crisis experience that you or someone close to you had, and relate the story of that event. Make sure you include an appropriate frame to introduce and conclude the story.

Planning your frame story

Using the above SOL narrative writing prompt, plan your own frame story by filling in the blanks below. Be creative and be specific!

1. Who is this story about? _____
2. What happened to them? _____
3. Where did it happen? _____
4. When did it happen? _____
5. Why did it happen? _____
6. How did the event(s) affect the people involved? _____

Writing your frame story

Now, write your frame story, using the information above and following these guidelines:

1. Address the above SOL narrative writing prompt by keeping in mind the three writing rubrics (for composing, written expression, and usage and mechanics), located in your writing folders. If you need to review the rubrics, do it before you begin writing.
2. Write the frame in the present tense.
3. Write the story itself in the past tense.
4. Write the story itself in chronological order.
5. Avoid saying “and then,” or “so,” or “next” as transitions to the next point in the story.
6. Use plenty of descriptive details.
7. Watch your pronoun usage. Sometimes when people tell a story, they overuse pronouns and readers get confused.
8. Add some dialogue to make the story more interesting and to vary the writing style.

Skill Writing in a variety of forms: Narrative

- SOL** 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
- 10.7 The student will develop a variety of writing, with an emphasis on exposition.

Time 1 hour

Materials/Resources

Copies of the two attached charts

Module

Warm-up

1. Ask students to share a few well-known ghost stories or urban legends. As each story is shared, ask students to notice the way we traditionally tell ghost stories—in past tense from third person view point.
2. Ask students whether they have ever had any scary or spooky experiences themselves. Ask several students to share their stories, and again have them notice that we naturally tell stories about things that happened to us in past tense, using first person view point.

Direct Instruction

3. Distribute copies of the “Point-of-View Chart” and the “Past Tense versus Present Tense Chart.” Explain to the students that when they write in response to a narrative writing prompt on the SOL Direct Writing Test, they will need to choose a point of view from which to tell the story. They will also need to decide on an effective verb tense for their narrative. Stress that that it is very important to be consistent in the use of point of view and verb tense in their narratives.

Practice

4. Write the following scary story narrative writing prompt on the board:

Write about a real or imaginary time when you experienced something spooky, scary, or frightening. How did you react to the situation? What was the outcome?
5. Have each student begin by brainstorming a list of ideas in response to the writing prompt.
6. Once students have a list of ideas, have each of them describe the plot of his/her story to a partner. Have each partner determine the point of view and tense in which the story is being told and then share this information with the author of the story, who will decide whether this will be most effective for the written version.
7. Once students have made their decisions on point of view and tense, have them write this information on the top of their brainstorming sheet in large letters. This will serve as a reminder to them as they write.
8. Have students work to compose their stories.

Wrap-up

9. When the stories are complete, ask students to edit their partners’ stories, circling any inconsistent use of verb tense or point of view.
10. Have students then go back over their own stories to make any changes necessary to correct any inconsistencies in point of view or verb tense.

Point-of-View Chart

First Person	Second Person	Third Person Limited	Third Person Omniscient
<p>The narrator is a character in the story. Uses pronouns like I, me, us, we.</p>	<p>The writer is telling the reader what to do. Uses commands and the pronoun you.</p>	<p>The narrator is not a character in the story, but the narrator is able only to describe the events that one of the characters experiences. Uses pronouns like she, he, they.</p>	<p>The narrator is not a character in the story, and the narrator is able to describe any action taking place anywhere, involving any characters. Uses pronouns like she, he, they.</p>
<p>Example:</p> <p><i>I was going to my babysitting job when I saw a strange sight on the sidewalk in front of me. A two-foot tall man with wings, dressed in a purple suit, was standing there. He seemed to be waiting to talk to me. I was ready to run in the other direction, but I didn't want to seem rude.</i></p>	<p>Example:</p> <p><i>You need to get to your babysitting job immediately or you will be fired. Just ignore the man with the wings and the purple suit standing on the sidewalk. You can do it!</i></p>	<p>Example:</p> <p><i>Antoinette was on her way to a babysitting job when she saw a strange sight on the sidewalk. It was a two-foot tall man in a purple suit. He also had wings and magic wand. He seemed to be waiting to talk to her.</i></p>	<p>Example:</p> <p><i>Antoinette was on her way to a babysitting job when she saw a strange sight on the sidewalk. It was a two-foot tall man in a purple suit. Meanwhile, the children she was on her way to baby-sit were having problems of their own. A huge green dragon had mysteriously appeared in their basement, and they didn't know what to do.</i></p>

Past Tense versus Present Tense Chart

Past Tense	Present Tense
<p>Why use it?</p> <p>Past tense is traditional when telling a story, especially if it is something that has already happened. Readers are accustomed to past tense, and it is usually fairly easy for writers to write using past tense.</p>	<p>Why use it?</p> <p>When writing a creative story, present tense can build suspense and make the events seem realistic as the reader experiences them along with the main character. It can be a bit more difficult to maintain present tense when writing.</p>
<p>With which point(s) of view does it work?</p> <p>Past tense works with first person, third person limited, and third person omniscient points of view.</p>	<p>With which point(s) of view does it work?</p> <p>Present tense works with first person, third person limited, and third person omniscient points of view.</p>
<p>Example:</p> <p><i>Antoinette was on her way to a babysitting job last weekend, when she saw a strange sight. A two-foot tall man was standing on the sidewalk.</i></p>	<p>Example:</p> <p><i>Antoinette is on her way to a babysitting job. She sees a strange sight. A two-foot tall man is standing on the sidewalk.</i></p>

Skill Composing

- SOL** 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
- 9.7, 10.8, 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- 10.7 The student will develop a variety of writing, with an emphasis on exposition.
- 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

Materials/Resources

Copies of the attached “Composing Rubric for the End-of-Course Writing Test” handout

Highlighters

Overhead projector

Module

1. Have students access their copies of the “Composing Rubric for the End-of-Course Writing Test” handouts, which they previously placed in their writing folders. Distribute highlighters and fresh copies of the handout, as needed.
2. Place the rubric on the overhead, and explain that as you read the Score Point 4 rubric aloud, students are to highlight key words identifying characteristics that produce a score of 4 or one of the other scores.
3. Read the rubric aloud while students highlight the key words.
4. Discuss the highlighted key words, and ask students to revise their highlighting as necessary as you highlight the key words on the copy on the overhead.
5. Follow the same procedure for the other three score points. Be sure to emphasize the key words, such as *consistent* and *reasonable*.
6. Have students use the rubric to score a piece of their writing they are keeping in their folder.
7. Ask the students to return the scored writing along with the highlighted rubric to their folder for use at a future time.

Composing Rubric for the End-of-Course Writing Test

Score Point 4

The writer demonstrates consistent, though not necessarily perfect, control of the composing domain's features. The piece is generally unified in that all of the parts contribute to the creation of a dominant impression or idea. The sharply focused central idea is fully, but not exhaustively, elaborated with key examples, illustrations, reasons, events, or details. In all successful responses, layers of elaboration are present. Surface signals, like transitions, logically connect their respective statements into the whole of the paper. In all types of writing, a strong organizational plan is apparent. Any minor organizational lapses that occur do not significantly detract from the presentation. The writing provides evidence of unity by exhibiting a consistent point of view (e.g., not switching from "I" to "you"), a lack of digressions, appropriate transitions both within paragraphs and across the entire piece, the presence of careful logic, and a strong lead and closure.

Score Point 3

The writer demonstrates reasonable, but not consistent, control of the composing domain's features; the writer may control some features more than others. The clearly focused central idea is purposefully elaborated with key examples, illustrations, reasons, events, or details. Occasionally, some thinness or unevenness in elaboration may occur. In all types of writing, an organizational plan is apparent. Any minor organization lapses that occur do not significantly detract from the piece. Although there may be occasional lapses in coherence or cohesiveness, unity is evidenced by the fact that few, if any, digressions or shifts in point of view occur. Transitions are, on the whole, appropriate. The opening and closing show some skill, but not the sophistication of a 4 performance.

Score Point 2

The writer demonstrates inconsistent control of several features, indicating significant weakness in the composing domain. At this score point, ideas often compete, or no one idea emerges as central. Even if a single idea dominates, the paper may lack focus because of the little or no elaboration. The paper may be a list of general, underdeveloped statements or the skeleton of a narrative. In the case of persuasive writing, it may consist of a few unelaborated reasons accompanied by inappropriate attempts (begging, pleading, negotiating) to persuade. Typically, the writer extends ideas with a few brief details and moves on, though chunks of irrelevant material may appear as well. Often, no more than a hint of organization is apparent. Even though an opening and closing may be present, the lack of a logically elaborated central idea prevents unity from emerging.

Score Point 1

The writer demonstrates little or no control of most of the composing domain's features. The focus on a central idea is lacking, or the piece is so sparse that the presence of a clear focus is insufficient for it to earn a higher score. Typically, the writing jumps from point to point, without a unifying central idea. No overall organizational strategy is apparent. The writing seems haphazard, and sentences can be rearranged without substantially changing the meaning. Bare statement is the norm, but even in responses that are several pages long, no purposeful elaboration is present.

Skill Written expression

- SOL** 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
- 9.7, 10.8, 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- 10.7 The student will develop a variety of writing, with an emphasis on exposition.
- 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

Materials/Resources

Copies of the attached “Written Expression Rubric for the End-of-Course Writing Test” handout
Highlighters
Overhead projector

Module

1. Have students access their copies of the “Written Expression Rubric for the End-of-Course Writing Test” handouts, which they previously placed in their writing folders. Distribute highlighters and fresh copies of the handout, as needed.
2. Place the rubric on the overhead, and explain that as you read the Score Point 4 rubric aloud, students are to highlight key words identifying characteristics that produce a score of 4 or one of the other scores.
3. Read the rubric aloud while students highlight the key words.
4. Discuss the highlighted key words, and ask students to revise their highlighting as necessary as you highlight the key words on the copy on the overhead.
5. Follow the same procedure for the other three score points. Be sure to emphasize the key words, such as *consistent* and *reasonable*.
6. Have students use the rubric to score a piece of their writing they are keeping in their folder.
7. Ask students to return the scored writing along with the highlighted rubric to their folder for use at a future time.

Written Expression Rubric for the End-of-Course Writing Test

Score Point 4

The writer demonstrates consistent, though not necessarily perfect, control of the written expression domain's features. The result is a purposefully crafted message that the reader remembers, primarily because its precise information and vocabulary resonate as images in the reader's mind. Highly specific word choice and information also create a purposeful tone in the writing and enhance the writer's voice. If metaphors, similes, personification, or other examples of figurative language are present, they are appropriate to the purpose of the piece. The writer repeats or varies sentence construction for effect and appropriately subordinates ideas and embeds modifiers on a regular basis, resulting in a rhythmic flow throughout the piece.

Score Point 3

The writer demonstrates reasonable, but not consistent, control of the written expression domain's features. On the whole, specific word choice and information cause the message to be clear; occasionally, a few examples of vivid or purposeful figurative language may be present. Along with instances of successful control, some general statements or vague words may be present, flattening the tone and voice of the piece somewhat. Overall, the writing is characterized by a smooth rhythm created by the effective use of normal word order and competent variation in sentence length and complexity. An occasional awkward construction or the lack of structural complexity is not distracting.

Score Point 2

The writer demonstrates inconsistent control of several features, indicating significant weakness in the written expression domain. Some specificity of word choice might exist, but generally the piece is written in imprecise, bland language. As a result, the writer's voice rarely emerges. The selection of information may be uneven and/or consist of an attempt to tell everything that the writer knows about a topic. A relative lack of a sentence variety may make reading monotonous, and occasional awkward constructions may be distracting enough to make the writer's meaning unclear. While a few brief rhythmic clusters of sentences may occur, an overall sense of rhythmic flow is not present.

Score Point 1

The writer demonstrates little or no control of most of the written expression domain's features. Both word choice and information are general, vague, and/or repetitive. A lack of sentence variety makes the presentation monotonous. The existence of several extremely awkward constructions reduces the paper's stylistic effect. The writer's lack of control of vocabulary and information prevents both tone and voice from emerging.

Skill Usage and mechanics

- SOL** 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
- 9.7, 10.8, 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- 10.7 The student will develop a variety of writing, with an emphasis on exposition.
- 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

Materials/Resources

Copies of the attached “Usage and Mechanics Rubric for the End-of-Course Writing Test” handout
Highlighters
Overhead projector

Module

1. Have students access their copies of the “Usage and Mechanics Rubric for the End-of-Course Writing Test” handouts, which they previously placed in their writing folders. Distribute highlighters and fresh copies of the handout, as needed.
2. Place the rubric on the overhead, and explain that as you read the Score Point 4 rubric aloud, students are to highlight key words identifying characteristics that produce a score of 4 or one of the other scores.
3. Read the rubric aloud while students highlight the key words.
4. Discuss the highlighted key words, and ask students to revise their highlighting as necessary as you highlight the key words on the copy on the overhead.
5. Follow the same procedure for the other three score points. Be sure to emphasize the key words, such as *consistent* and *reasonable*.
6. Have students use the rubric to score a piece of their writing they are keeping in their folder.
7. Ask students to return the scored writing along with the highlighted rubric to their folder for use at a future time.

Usage and Mechanics Rubric for the End-of-Course Writing Test

Score Point 4

The writer demonstrates consistent, though not necessarily perfect, control of the domain's features of usage/mechanics. The writing demonstrates a thorough understanding of usage and mechanics as specified in the Virginia K–11 SOL. The author uses capitalization, punctuation, usage, and sentence formation and applies the structural principles of spelling. A few errors in usage and mechanics may be present. However, the writer's control of the domain's many features is too strong for these mistakes to detract from the performance.

Score Point 3

The writer demonstrates reasonable, but not consistent, control of most of the domain's features of usage/mechanics. The writing demonstrates a basic understanding of usage and mechanics as specified in the Virginia K–11 SOL. For the most part, the author appropriately applies both the rules of capitalization, punctuation, usage, and sentence formation and the structural principles of spelling expected of high school students. Most of the errors contained in the piece are not elementary ones.

Score Point 2

The writer demonstrates inconsistent control of several features, indicating significant weakness in the domain of usage/mechanics. Evidence of the author's knowledge of features of this domain appears alongside frequent errors. In terms of both usage and mechanics, the writer inconsistently applies the rules of capitalization, punctuation, usage, spelling, and sentence formation as specified in the Virginia K–11 SOL. Often, these papers exhibit a lack of control of tense consistency, meaningful punctuation, and the principles of spelling, thus making it difficult for the reader to follow the writer's thought. The density of errors that emerges across features outweighs the feature control present in the paper.

Score Point 1

The writer demonstrates little or no control of most of the domain's features of usage/mechanics. Frequent and severe errors in the Virginia K–11 usage and mechanics SOL distract the reader and make the writing very hard to understand. Even when meaning is not significantly affected, the density and variety of errors overwhelm the performance and keep it from meeting minimum standards of competence.

Skill Usage and mechanics: Understanding frequently confused words

SOL 9.7, 10.8, 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Time 1 hour

Materials/Resources

Internet access for each student

Module

1. Have all students access the Web site <http://grammar.ccc.commnet.edu/grammar/>. Under “Ask Grammar, Quizzes, Search Devices,” have them select “170+ Interactive QUIZZES” from the drop-down menu. When that page opens, tell them to scroll down to the heading “NOTORIOUS CONFUSABLES” (#125–132) and select a quiz to take.
2. After taking the quiz, have students select “Submit Application.” They will then receive answers with justifications.
3. Have students take as many quizzes as time permits.
4. At the bottom of each quiz are three additional options. You may wish to have students select “Notorious Confusables” from this list and then do one or both of the two interactive tutorials. One is a list of confusable words in interactive sentences, while the other is the menu version that gives the student one pair of confusables at a time.

Skill Usage and mechanics: Using verbals

SOL 11.8b Use verbals and verbal phrases to achieve sentence conciseness and variety.

Time 1 hour

Materials/Resources

Copies of the two attached handouts

Module

1. Instruct students about verbals, as follows: A **verbal** is a type of word that is derived from a verb, is similar to a verb in showing action, but *functions as another part of speech*, such as a noun, an adjective, or an adverb.
 - A **gerund** is a verb form that ends in “ing” and is used as a *noun*.
 - **Singing** is my favorite hobby.
 - I enjoy **singing** so much, I plan to take lessons.
 - I started **singing** in the church choir.
 - A **participle** is a verb form that ends in “ing” or “ed” and is used as an *adjective*.
 - The **ticking** clock struck one.
 - The **carved** pumpkins are scary!
2. The women **singing** songs are talented!
- An **infinitive** is a verb introduced by *to* and used chiefly as a *noun* (but less frequently as an *adjective* or *adverb*).
 - If it were easy **to graduate** from college, everyone would do it.
 - The girls wanted **to eat**, but no one else was hungry.
 - **To be** or not **to be**, that is the question.
3. Distribute copies of the “Verbals: Gerunds, Participles, and Infinitives” worksheet, and have students complete it.
4. After students finish, review the answers, and have students read their sentences aloud to the class.
5. Distribute copies of the “SOL Writing Prompt: Verbals,” and write a letter to Gov. Kaine according to the instructions.

Additional Resources

“Verbals: Gerunds, Participles, and Infinitives.” *Purdue University Online Writing Lab*.

http://owl.english.purdue.edu/handouts/grammar/g_verbals.html.

Writing on Demand: Best Practices and Strategies for Success by Anne Ruggles Gere, Leila Christenbury, and Kelly Sassi. (see <http://books.heinemann.com/products/E00728.aspx>).

Verbals: Gerunds, Participles, and Infinitives

Underline the **gerunds** in the following sentences:

1. Knitting is my grandmother's idea of fun.
2. My least favorite chore is cutting the grass.
3. Loving a dog is a great thing in life.
4. Washing my hair is always a chore.
5. Children introduced to reading at an early age develop strong verbal skills.

Underline the **participles** in the following sentences:

6. Cats chasing dogs is a sight you don't see every day.
7. The howling dog kept the neighborhood awake all night.
8. The condensed soup was really good after all.
9. Calling cards are the way to go when traveling overseas.
10. Bikers riding down the side of a busy road are taking many risks.

Underline the **infinitives** in the following sentences:

11. Uncle Harry wanted to sail the seven seas before he died.
12. On his way to school, he stopped to pick wild blackberries.
13. A good thing to learn is how to tie your shoes.
14. After they ate, Rick taught Susan how to play golf.
15. I like to listen to the radio at night.

Write a sentence that uses a gerund.

Write a sentence that uses an infinitive.

Write a sentence that uses a participle.

SOL Writing Prompt: Verbals

Secondhand smoke in public places is a serious issue. Governor Tim Kaine has recently acknowledged this by banning smoking in all state capital buildings. Some cities have banned smoking all together in public places. Write a letter to your state representative expressing your opinion on whether or not the state should pass a law banning smoking in all public places in Virginia. Use six verbals (participles, infinitives, and gerunds), and highlight or underline and label each.

Skill Usage and mechanics: Using commas in dates, series, and addresses

SOL 9.7, 10.8, 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Time 1 hour

Materials/Resources

Copies of the attached worksheet

Module

1. Review with students the rules for the use of commas in dates, series, and addresses. Then, have students collectively word class rules for the use of commas in these items. Have students copy these rules on paper for their own use when working with the attached worksheet.
2. Write on the board examples from which the punctuation has been removed, and have students add back the missing punctuation. Discuss any points of confusion.
3. Distribute the attached worksheet, and have students complete it.
4. When all students are finished, have partners compare their worksheets. Lead a class discussion about any discrepancies.

Commas in Dates, Series, and Addresses

Insert commas in the following sentences where they are needed.

1. I moved from Painesville Ohio to Chester Virginia.
2. After the Declaration of Independence was signed on July 4 1776 the colonists must have breathed a sigh of relief.
3. Were you born on May 8 1987 or May 9 1986?
4. We visited Athens Georgia and St. Petersburg Florida this summer.
5. Everyone turned on his or her TV set on July 20 1969 to watch the lunar landing.
6. I wrote to Ms. Shonda Poole 1300 Rushton Road Cleveland Ohio for more information on hummingbirds.
7. The sweater comes in blue green pink and black.
8. We washed the car vacuumed it out and dressed the tires.
9. My mother said I had to sweep the floor scrub the sink or cut the grass.

Write three sentences of your own, using the rules for punctuating with commas.

10. _____

11. _____

12. _____

Skill Usage and mechanics: Punctuating quotations

SOL 9.7, 10.8, 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Time 1 hour

Materials/Resources

Copies of the attached “Situation Cards”

Module

Warm-up

1. Write the following sentences on the board, and have students work individually to punctuate them:
 1. Jackie said I am looking for Burger King
 2. Can you help me find it she asked
 3. With a groan, she whined I am starving and must have a burger
 4. I also love fries she said
2. Ask for volunteers to provide answers to the sentences, writing each on the board as the correct punctuation is called out. Check individual students’ answers to check for level of understanding.

Direct Instruction

3. Discuss the importance of knowing how to punctuate quotations correctly. Emphasize the use of quotations when writing dialogue as well as when repeating the written words of others.
4. Go over the rules of punctuating quotations, including placement of commas, quotation marks, and closing punctuation.

Practice

5. Cut apart the attached situation cards, and put them in a pile at the front of the room. Ask two student volunteers to come to the front of the room, and tell one of them to draw a situation card. Have the two students read the short dialogue on the card to the class, and instruct the other students to listen carefully and write down the dialogue completely, including all the punctuation/ The readers may have to repeat the dialogue several times for the students to get all the words down on paper. Tell students to take notes as the dialogue is read. Remind students to begin a new, indented line to indicate each change in speaker.
6. Ask individual students to share parts of their transcriptions aloud, sentence-by-sentence, and to call out the punctuation. Write each correctly punctuated sentence on the board as the students dictate it.
7. Repeat this activity with the other two situation cards and different volunteer readers.

Wrap-up

8. Write the following sentences on the board, and have students work individually to punctuate them:
 1. Who are you screamed Alex
 2. What are you doing in my basement he asked
 3. Alex yelled Get out of here
 4. I am going to call the police he said
9. Ask for volunteers to provide answers to the sentences, writing each on the board as the correct punctuation is called out. Check individual students’ answers to check for level of understanding.
10. Remind students that the SOL Direct Writing Test may include a narrative writing prompt that asks them to tell a story and that they may use properly punctuated and formatted dialogue to enhance their narratives.

Situation Cards

Situation 1 Card

- Student 1 Hello. My name is Superman.
- Student 2 Nice to meet you, Superman. I'm Batman.
- Student 1 You're not a real superhero!
- Student 2 Yes, I am. I save people from villains.
- Student 1 No, you're just a rich guy with a lot of gadgets.
- Student 2 At least I'm immune to kryptonite.

Situation 2 Card

- Student 1 I don't want to eat my broccoli!
- Student 2 You're not leaving this dinner table until you finish it!
- Student 1 It's cold and smelly.
- Student 2 It's full of vitamins, and you'll eat it.
- Student 1 Yuk!
- Student 2 If you don't eat your broccoli, you won't get dessert.

Situation 3 Card

- Student 1 Please, can I have a car when I turn 16?
- Student 2 If you earn the money, you can buy one for yourself.
- Student 1 I can't afford anything decent.
- Student 2 You need to learn the value of hard work.
- Student 1 If you buy me a car, I'll be able to get to a job and work really hard.
- Student 2 Nice try.

Skill Revising: For clarity and information

- SOL** 11.7 The student will write in a variety of forms, with an emphasis on persuasion.
- e) Elaborate ideas clearly and accurately.
 - f) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
 - g) Revise writing for accuracy and depth of information.
 - h) Proofread final copy and prepare document for intended audience and purpose.

Time 1 hour

Materials/Resources

Outline and rough draft of a previously completed writing
Highlighters in several colors

Module

1. Instruct students that even though many people tend to do assignments at the last minute, allowing time to do a thorough revision is very important. Writers should allow themselves time to see their writing with a fresh perspective. Coming back to a piece of writing a day or two later will help the writer be aware of mistakes, transitions that are unclear, and writing that does not follow an organized pattern.
2. Have students retrieve from their writing folder an outline (see p. 33) and rough draft to revise according to the following instructions.
3. Introduction: Have students revise their introduction by organizing the background information from their outline at the beginning of the paragraph with the thesis statement at the end.
4. Body Paragraphs: Have students use the second, third, and fourth sections of their outline to revise the material in this section of the essay.
 - What appears on the outline after the “II.,” “III.,” and “IV.” should be used as topic sentences for the body paragraphs.
 - What appears after “A.” and “B.” should be used as supporting details in each paragraph.
 - What appears after “C.” should be used as a transition to the next paragraph.
5. Conclusion: What appears on the outline after “V.” should be turned into the conclusion.
6. Double-checking: Have students make sure everything is organized correctly and included in the essay by allowing student partners to highlight each other’s papers. This will provide unbiased opinions about the essays.
 - Blue: thesis and topic sentences
 - Pink: background information, supporting details, examples
 - Yellow: transitions
7. Have students assess their own essays to see whether all colors are in all paragraphs. If they are not, have them rewrite as necessary to ensure that all colors occur in all of their paragraphs.

Additional Resources

Writing on Demand: Best Practices and Strategies for Success by Anne Ruggles Gere, Leila Christenbury, and Kelly Sassi. (see <http://books.heinemann.com/products/E00728.aspx>).

Skill Revising: Using bookmarks

- SOL** 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
- 10.7 The student will develop a variety of writing, with an emphasis on exposition.
- 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

Materials/Resources

Copies of the attached “Bookmarks for Sentence Formation, Usage, and Mechanics Skills” handout, copied on heavy card stock

Copies of the “English Writing Prompt No. 680” worksheet

Scissors

Highlighters

Module

1. Distribute copies of the “English Writing Prompt No. 680,” and have students write a response to the prompt. Make sure they do the things listed on the checklist.
2. Distribute copies of the “Bookmarks for Sentence Formation, Usage, and Mechanics Skills” handout, and have students cut them out.
3. Have students focus on one of the three skill areas—sentence formation, usage, or mechanics (punctuation, capitalization, formatting, and spelling)—that they have identified as a weakness and needing improvement. Have students use their bookmarks (and, optionally, the *Writing on Demand* handbook cited below) to check their new writing for correctness in this area. Have them highlight all such examples, and indicate whether they are correct or not.
4. You may wish to have students repeat step 3 for one or both of the other skill areas.
5. Have students place all corrected work in their writing folder.

Additional Resources

Writing on Demand: Best Practices and Strategies for Success by Anne Ruggles Gere, Leila Christenbury, and Kelly Sassi. (see <http://books.heinemann.com/products/E00728.aspx>).

Bookmarks for Sentence Formation, Usage, and Mechanics Skills

Listed below are skills in the areas of sentence formation, usage, and mechanics (punctuation, capitalization, formatting, and spelling). The list is not exhaustive, but is intended to provide examples of the skills that students should acquire.

Sentence Formation	Usage	Mechanics
<p>In the area of sentence formation, I have</p> <ul style="list-style-type: none"> • used complete sentences • avoided comma splices • avoided fused sentences (run-ons) • avoided dangling modifiers. 	<p>In the area of usage, I have</p> <ul style="list-style-type: none"> • used the following correctly: <ul style="list-style-type: none"> ◦ subject-verb agreement ◦ pronoun case ◦ pronoun reference ◦ pronoun-antecedent agreement ◦ adjective comparisons ◦ possessives (singular and plural) ◦ negatives, including avoidance of double negatives ◦ frequently confused words (e.g., <i>accept/except</i>) • maintained a consistent point of view (In direct writing, a shift in the writer’s point of view is scored in composing; a shift in person [e.g., “School is important to students; you have to do well to get a good job.”] is considered a usage error.) • maintained tense consistency • avoided common usage problems (e.g., <i>lie/lay, less/fewer</i>). 	<p>In the area of mechanics, I have used the following correctly:</p> <ul style="list-style-type: none"> • punctuation including <ul style="list-style-type: none"> ◦ colons ◦ commas around interrupters (including but not limited to appositives) ◦ commas and semicolons in sentence types ◦ punctuation of dialogue ◦ apostrophes in contractions and possessives ◦ quotation marks around dialogue and titles • formatting including <ul style="list-style-type: none"> ◦ indenting between paragraphs ◦ paragraphing dialogue correctly • spelling including <ul style="list-style-type: none"> ◦ spelling frequently used and common words correctly.



Student Name _____
(Please Print)

ENGLISH: WRITING

PROMPT No. 680

Think back to a moment you'll never forget. Write about what happened and why you will always remember it. Be specific and include as many details as possible.

CHECKLIST FOR WRITERS

- _____ I planned my paper before writing it.
- _____ I revised my paper to be sure that
 - _____ the central idea of my paper is clear;
 - _____ the central idea of my paper is elaborated;
 - _____ everything in my paper talks about my central idea;
 - _____ my paper is logically organized so readers will understand my message;
 - _____ my words and information make my paper interesting to readers; and
 - _____ my sentences make sense, sound like me, and read smoothly.
- _____ I edited my paper to be sure that
 - _____ I used good grammar;
 - _____ I used capital letters and punctuation marks correctly;
 - _____ I made my spelling correct; and
 - _____ I let my readers know where I started new paragraphs.
- _____ I checked my paper to make sure that it is the way that I want readers to read it.

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Skill Revising: Including dialogue and vivid details

- SOL** 11.7 The student will write in a variety of forms, with an emphasis on persuasion.
11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Time 1 hour

Materials/Resources

Drafts of scary stories from lesson on p. 48, with mistakes in grammar and usage highlighted

Module

Direct Instruction

1. Explain to students that because the SOL Direct Writing test is not timed, students will have plenty of time to edit their writings thoroughly, as well as to add elaboration to their stories. Hand back the students' first drafts of their scary stories, and explain that you have highlighted mistakes. Have students look at the highlighted areas and figure out what needs to be corrected.
2. Model the thought process an expert writer would use to figure out what is wrong with a sentence—e.g., read it aloud to see how it sounds, look for missing or incorrect punctuation, and see whether there is an agreement problem.
3. Work with students on strategies for correcting a mistake if they know something is wrong but do not know the grammar rule that would help them fix it. Mention the idea of rewriting the sentence in a different form to avoid the problem altogether rather than fixing it in its current form.
4. Tell students that their goal during the first half of class is to correct all highlighted areas on their stories and then find at least one place where they can add some dialogue to enhance their story. Review proper formatting and punctuation for dialogue, if necessary.

Practice

5. Have students use half of the class to correct highlighted mistakes and add dialogue. Circulate to help students who have difficulty editing their work. Do not tell students what changes to make, but point out and explain the errors, allowing students to figure out how to fix them.

Direct Instruction

6. Once students have completed their editing, model the process of adding details to make a story more realistic and exciting. Challenge the class to add details to a sample sentence (for example, "I was sitting in my room, when the door opened.") to make it a richer piece of writing.
7. Once students gain experience with adding details to a sentence, discuss the difference between vivid details and plain or generic details.
8. Show students how vivid details can change the picture that their description creates in the reader's mind. For example, begin with the sentence: "A car sat on the parking lot." Ask students for details and/or adjectives to add to this sentence to make it seem like the start of a very depressing story. Then rework the sentence to make it into the beginning of a cheerful story.

Wrap-up

9. Have students go back through their drafts and include vivid details to make their descriptions come alive.

Skill Editing: Peer editing

SOL 11.7 The student will write in a variety of forms, with an emphasis on persuasion.

Time 1 hour

Materials/Resources

Copies of the attached “SOL Scoring Sheet”
Copies of student essays

Module

Warm-up

1. Ask students to describe any past experiences they have had with peer editing, and discuss the pros and cons of peer editing.
2. Tell students that today they will be scoring their peers’ essays to help them learn what the scorers of the SOL Direct Writing Test will be looking for; however, the authors’ and scorers’ names will remain anonymous so that scoring can be as objective as possible.

Direct Instruction

3. Distribute copies of the “SOL Scoring Sheet,” and go over each of the scoring categories with the class.
4. Tell students that each of them will each get four essays. They will assess it according to the ratings in each of the three domains and will then assign each essay a score in each domain. Emphasize the they must read each essay very carefully to determine the scores. They must also be ready to provide a one- or two-sentence justification for each score.

Practice

5. Give each student copies of four student essays with the authors’ names replaced by numbers that are coded to the names of the authors.
6. Have students use the “SOL Scoring Sheet” to score each essay.
7. Collect the scored essay, and use the names code chart to return each student’s essays to him/her.

Wrap-up

8. Ask each student to examine his/her four scored essays to see how close the scores are across the board. Ask each student to identify the domain(s) in which he or she may need to improve.

Additional Resources

Pearson Mentor. <http://www.ncsmentor.com/default.htm>. (Click on “customers” at the top of the page; select “Click here for Virginia”; then, register for “NCS Mentor™ for Virginia.” To receive a key word for use in registering, call Customer Service at 1-800-662-0727.)

SOL Scoring Sheet

Circle one score in each of the three categories. Provide a one- or two-sentence rationale for your score.

Composing

Features	4	3	2	1
Central idea Elaboration Organization Unity	Consistent Control (not necessarily perfect but very strong)	Reasonable Control (quality may be uneven across features, but fair to good in all categories)	Inconsistent Control (shows ability to use some features but little ability to use others)	Little Control (weak performance in all or most of the features)

Rationale for the score you gave the essay:

Written Expression

Features	4	3	2	1
Vocabulary Information Voice Tone Rhythm	Consistent Control (not necessarily perfect but very strong)	Reasonable Control (quality may be uneven across features, but fair to good in all categories)	Inconsistent Control (shows ability to use some features but little ability to use others)	Little Control (weak performance in all or most of the features)

Rationale for the score you gave the essay:

Usage/Mechanics

Features	4	3	2	1
Sentence formation Mechanics Usage	Consistent Control (not necessarily perfect but very strong)	Reasonable Control (quality may be uneven across features, but fair to good in all categories)	Inconsistent Control (shows ability to use some features but little ability to use others)	Little Control (weak performance in all or most of the features)

Rationale for the score you gave the essay:

Skill Editing: Proofreading

SOL 9.7, 10.8, 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Time 1 hour

Materials/Resources

The revised draft of each student's accomplishment essay (see lesson on p. 18)

Module

1. Instruct students that after a rough draft has been revised and edited, it is time to produce the final copy of the writing. This is the last step, and it involves **proofreading**. Emphasize that you should always allow some time to pass between the last time you worked on the writing and the time that you proofread it because you will spot the mistakes better if you can read the piece more objectively. You want your final copy to be as free of errors as possible. There are several ways to make sure that you are not just doing a cursory "read-over" of your work—ways that will really help you catch the mistakes. In this lesson, you are going to look for three specific things as you read your own essay and a partner's essay:
 - Use of the passive voice
 - Use of wordiness
 - Use of clichés.
2. Passive voice: Make sure each student understands the meaning of "active voice" and "passive voice," reviewing as necessary. Tell them that sentences written in the passive voice are not wrong, they just tend to be less direct and more wordy. The writer sounds more assertive by writing in the active voice.
Have students read their own essays and change all instances of passive voice to active voice.
3. Wordiness: Essays should be written without a lot of "filler." Sometimes students want to include "filler" so that their essay is longer or because they believe they will sound smarter if they use more words or longer phrases. However, generally a writer should say "because" instead of "due to the fact" or "now" instead of "at the present time." Changing passive voice to active voice helps eliminate wordiness. Sometimes sentences can be combined to help eliminate wordiness and pare down an essay. If you find a spot where you have written many simple sentences that are related to one another, you can use coordination or subordination to combine them into compound, complex, or compound-complex sentences. You should do this, however, only if you have not written the simple sentences on purpose for parallelism, repetition, or emphasis.
Have students read their own essays and look for words or phrases that can be eliminated and for sentences that can be combined.
4. Clichés: Review the meaning of cliché: an old saying that has lost its spark or verve and is now tired, worn out, and over-used. When you proofread your work, you look for clichés that you might not even realize you have used. Some common ones to look for are
 - "last but not least"
 - "easier said than done"
 - "it goes without saying"
 - "your worst nightmare"
 - "been there, done that"
 - "clueless, sick and tired"
 - "nine times out of ten."Of course, there are many more.
Have students read their own essays and eliminate clichés.
5. After students have proofread for the three things above, have them read their papers backwards. Because the writing does not make sense that way, your eyes can see it afresh. Reading backwards causes you to see every word, so you are much more likely to find spelling errors.

6. Tell students that reading aloud helps you find errors that you may have overlooked yourself, even with thorough proofreading. It is often very revealing to hear our words read aloud. Therefore, have the finalized essays read aloud by partners. Have each partner read the essay of his/her partner aloud. Then have partners reverse roles.
7. Have students print the final copy only after it has been proofread carefully and thoroughly.

Additional Resources

Writing on Demand: Best Practices and Strategies for Success by Anne Ruggles Gere, Leila Christenbury, and Kelly Sassi. (see <http://books.heinemann.com/products/E00728.aspx>).