**East Meadow School District**

**Curriculum Area Project**

**Gr. 9 Using the Common Core to Teach Writing Skills for the Academically Challenged Student**

**2013 - 2014**

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**Abstract**

**Using the Common Core to Teach Writing Skills to the Academically Challenged Student**

**Grade Level: 9**

**2013**

This CAP teaches students who struggle with writing to elevate their writing skills through a series of focused the early stages of writing lessons. A strong writer will understand the necessary steps in the development stages of his writing process and this CAP looks at different strategies that implement and emphasize these steps. The CAP looks at the ***process*** versus the ***final outcome***, as it has been noted that once the process is understood, the final product will be that much more successful.

**NYS Common Core English Language Arts Standards for 9th & 10th graders:**

*-WS.9-10.1 a-b:* Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

*- WS .9-10. 4:* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

*- WS . 9-10. 5:*  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**Rationale**

Upon high school graduation, students are expected to write at a college level. However, for many ninth graders and tenth graders, when they enter high school, they are nowhere near that level. There are many factors that go into the writing process, but it is the pre-writing process that becomes most valuable to the struggling writer. This CAP focuses on those aspects of the writing process, with a heavy emphasis on the use of graphic organizers, outlines, and drafts aligned with writing conferences.

**Aim:**Using graphic organizers to help generate ideas.

*This is a two period lesson plan. Struggling writers need to understand the importance of using the graphic organizers so it is important that the instructor takes his/her time in explaining each one. Introducing the graphic organizers should be accomplished in the first period and modeling the graphic organizer should be accomplished in the second period.*

**Do Now:** Your teacher has given you an essay topic…Oh no!!! You have no idea where to begin. What could you do? Write down a list of what you do before you begin to write the essay.

**Materials**: Smart Board lesson plan, graphic organizers handout.

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**Procedure**:

* Discuss the student responses to the “Do Now.” Create a list on the board.
* Hand out the graphic organizer packet: Venn Diagram, Cluster Chart, Compare and Contrast, and Pyramid.
* Use the Smart Board presentation titled “Graphic Organizers” attached at the end of this CAP to parallel the samples the students have in front of them.
* Demonstrate how different graphic organizers are useful for different types of writing assignments.
	+ Venn Diagram: Good for comparison and contrast types of essays, critical lens/essays.
	+ Cluster Chart: Good for general types of writing, especially where the author has no idea how or where to begin. Allows the writer to just put down any idea/word/phrase associated with a topic. This is also good for research papers.
	+ Pyramid: Ideal for top-down stories, where the assignment is to focus on the five W’s initially and then complete the rest of the story with less important information.
	+ Compare and Contrast Chart: These graphic organizers are great for persuasive pieces as well as writing assignments that ask the writer to compare two ideas/topics.
* After reviewing the different types of graphics organizers, introduce the first writing assignment: Comparing reasons why schools should or should not implement dress codes/uniforms.
* Determine with the class the two best graphic organizers that could be used for a piece like this (Cluster Chart and Compare and Contrast).
* Model the Clustering Chart on the board, with the students’ input, to demonstrate how the writer can use it.

**Homework:** Create a second graphic organizer for the writing assignment using the Comparison and Contrast chart.

Graphic Organizers Packet



**Who is organizing your work?**

**What types of graphic organizers are there that we can use?**

**Venn Diagram**

**Clustering Chart**

**Comparison and Contrast**

**Pyramid**

**Which will you choose?**

What is a graphic organizer?

* A *resource* to help you **organize** your work.
* A *resource* to help you **generate** ideas.
* A *resource* to help you **decide** if you have a worthy topic.



**Samples of Graphic Organizers**

Pyramid

**Venn Diagram**

**Clustering Chart**

**Compare and Contrast Chart**

|  |  |
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**Writing Assignment**

**Using two of the graphic organizers listed in the packet, begin to *generate* and *organize* your thoughts on the following topic:**

***Schools should or should not have dress codes.***

1. **We will work together to complete a Clustering Chart graphic organizer to generate ideas for the writing assignment.**
2. **For HW, you are expected to complete a second graphic organizer for the same assignment, using the Comparison and Contrast Chart. This is due tomorrow.**
3. **We will be using the computers on wheels (COWS) to help find information that will support your point of view. You will include this information in your graphic organizer.**
4. **Soon, we will begin to look at organizing your information even further in an outline format.**

To wear uniforms or not to wear…that is the question.

**![C:\Users\cpiombin.INST.000\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\AMLIWMR4\MC900134551[1].wmf]()**

**Compare and Contrast Chart**

|  |  |
| --- | --- |
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**Clustering Chart**

**Venn Diagram**

**Pyramid**

**Aim:** Showing students the importance of using outlines for writing assignments.

*This lesson is used in conjunction with the previous lesson of graphic organizers and is part one of a two period lesson.*

**Do Now**: Read over the following terms and group them together by category (determined by the individual student):

Vegetable Chairs Computer Fruit Hamburger

Keyboard Desk Table Pasta Monitor

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**Procedure:**

1. Have students come to the board and show how they grouped together the terms. Discuss why certain words would be grouped together.

2. Introduce (using the attached Smart Board presentation) two different types of outlines and explain that outlines help you take the ideas you generated in the graphic organizer and group them according to topic.

3. Using one supplemental short essay, work backwards to create an outline. Resources for possible essay samples: <http://www.nysedregents.org/comprehensiveenglish/>.

Demonstrate to students how this essay has information grouped together by topic. Work together to create what would have been the outline prior to writing the essay.

\*\*This is where the first day lesson of outlines should end.\*\*

***Day Two:***

**Aim:** Showing students the importance of using outlines for writing assignments.

*This lesson is used in conjunction with the previous lesson of graphic organizers and is part two of a two day lesson.*

**Do Now**: Give students a second sample of a formal piece of writing to break down into an outline (student samples from website: <http://www.nysedregents.org/comprehensiveenglish/> .

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1. Review the work the students generated from the Do Now. Reiterate the importance of grouping by general topics and then further grouping into sub-topics to help organize the outline.

2. Continue working with the writing assignment of school uniforms from the previous graphic organizer unit. Use a Roman Numeral outline to help organize the ideas generated from the school uniform topic.

3. Hand out the sample school uniform outline and have students work in pairs on each individual school uniform outline sheet.

4. Circulate throughout the room, addressing problems as they arise.

**Homework**: Using the outline, begin work on your draft

**School Uniform**

1. Main Topic – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Thesis Statement (what is the main idea of your paper)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Example of school uniform issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Transition Sentence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Body Paragraph I – Pro School Uniforms
2. Reason 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Example 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Example 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Reason 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Example 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Example 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Transition Sentence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Body Paragraph 2 – Cons for School Uniforms
10. Reason 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. Example 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. Example 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. Reason 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. Example 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
15. Example 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
16. Body Paragraph 3 – Persuasive Paragraph
17. Reason 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Example 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Example 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Reason 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Example 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Example 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Conclusion

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Aim**: Understanding the importance of peer editing and writing conferences.

**Do Now**: Read the following piece (see attached) and write down three suggestions you have for the writer and three concepts you like about the piece.

*\*This is a lesson plan that is in conjunction with the rest of the unit with regards to the school uniform essay.\**

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**Procedure**:

1. Students will complete the Do Now and place responses on the board. Teacher will conduct a review of the responses, address the constructive ones, and demonstrate alternative comments and suggestions for the attached writing piece.

Positive reinforcement:

 a. “I really like the way the writer was excited for the dog’s achievement!”

 b. “The writer really showed enthusiasm for his dog.”

 c. “There were a lot of action verbs.”

Constructive Suggestions:

a. “Some of the words were repeated a lot. Perhaps changing the word “dog” to “Izzy” or using pronouns would vary the word choice.”

 b. “Try to combine some of the sentences to avoid repeating phrases.”

 c. “Utilize spell check or a dictionary to help with the spelling issues.”

2. Students will be grouped together in writing groups (one strong writer, two average writers and one weak writer) and begin to peer edit each other’s work. Students will use the peer editing guide sheet to help construct responses to each other’s work. Each student will read his/her work out loud to the group and the group will take notes. Afterwards, the group will discuss their responses to the writer’s paper. The editors will hand the author their notes and the process will begin again with the next writer. The teacher will circulate throughout the class and sit in on discussions to help generate ideas and suggestions. (See Peer Editing Sheet.)

3. Immediately after the peer editing sessions, students will commence their second round of draft writing in class. During this process, students will meet with the teacher and discuss their paper. (See Teacher-Student Writing Conference Sheet.)

**Homework**: Continue working on drafts, using peer and teacher suggestions.

Writing Sample

Editor’s Response

Three Positive Parts of the Story:

1.

2.

3.

Three Suggestions:

1.

2.

3.

It wuz a cleer day in May. In May the dog ran out and leaped over the watter. The dogs name is Izzy. The dog ran in circles. Ran and ran and ran in circles. I watched my dog run in circles. All of a sudden, she jumped into the pool! I run to the pool. But Izzy swum to me and I hugged her. I love my dog.

Author’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer Editing Worksheet

**Directions:** Edit your written work using the Self-Edit columns, fixing any errors you notice. Then, have a peer complete the Peer Edit columns while you observe.

|  |  |  |
| --- | --- | --- |
|  | Self-Edit | Peer-Edit |
|  | Checklist Items | After completing each step, place a check here. | Checklist Items | After completing each step, place a check here. | Comments and Suggestions |
| Thesis Statement | Did you state the main reason for writing this paper with an interesting sentence grabber? |  | Thesis Statement | Did the writer state the main reason for writing this paper with an interesting sentence grabber? |  |
| Essay Structure | Pro School Uniform Paragraph: Explain, with reasons and support: |  | Essay Structure | Pro School Uniform Paragraph: Explain, with reasons and support: |  |
| Con School Uniforms Paragraph: Explain, with reasons, and support: |  | Con School Uniforms Paragraph: Explain, with reasons, and support: |  |
| Opinion Paragraph: |  | Opinion Paragraph: |  |
| What You Liked About Your Essay | Identify three parts of your essay that you are proud of: | a.b.c. | What You Liked About Your Essay | Identify three parts of the essay that you like: | a.b.c. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Teacher-Writer Conference Sheet*

Checklist: \_\_\_\_\_\_\_\_ Outline Paper Topic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_ Rough Draft Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

 \_\_\_\_\_\_\_\_ Read Aloud (name partner)

 \_\_\_\_\_\_\_\_ Conference

|  |  |
| --- | --- |
| **Pre – Conference Questions (Do you have any questions regarding the specific content of your paper…facts, examples, support needed, wording etc.)** | **Answers** |
| 1. |  |
| 2. |  |
| 3. |  |
|  |  |
| **Conference Questions/Suggestions** | **How the writer intends to improve this aspect of the paper:** |
| 1. |  |
| 2.  |  |
| 3. |  |
|  |  |
| **Goals** |
|  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Essay Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher-Writer Conference Sheet Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Teacher’s Writing Goals | How You Plan To Address It | Initial As Completed |
|  |  |  |
|  |  |  |
| Student’s Writing Goals | How You Plan To Address It |  |
|  |  |  |
|  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment: School Uniforms/Persuasive Paragraph

|  |  |  |  |
| --- | --- | --- | --- |
| ***Finding Details:***I have found details that support my claim of:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Detail 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Detail 2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Detail 3:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Connecting Your Details:***Reread the details you wrote in the above boxes. Connect them to your claim. | Connecting detail 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Connecting detail 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Connecting detail 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| ***Rewriting Your Initial Claim:***Now that you have evidence (proof) of you claim, rewrite it using sophisticated language: | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Teacher’s Comments |  |

***This is a supplemental writing lesson that enables the teacher to include both writing and vocabulary.***

***Vocabulary-Writing Project Lesson Plan***

***Aim***: Students will demonstrate knowledge of content roots and affixes.

**This lesson is one that is designed for the first few days of school and allows the teacher to assess the students’ writing capabilities. It is BOTH a writing and reading assessment.**

***Do Now***: Students will select from a hat five different roots and/or affixes.

**NYS CCLS:**

***HW:*** Complete unfinished work at home.

***Supplies***: “Common Content Area Roots and Affixes” Chart, construction paper, short story (e.g. “Three Little Pigs”, graphic organizer

***Procedure***: Part I will focus on learning new vocabulary words, part II will incorporate these words into a writing assignment.

***Part I:***

Define (on board):

*root word*: the form of a word after all affixes are removed.

*Affixes*: a bound inflectional or derivational element, as a prefix, infix, or [suffix](http://dictionary.reference.com/browse/suffix), added to a base or stem to form a fresh stem or a [word](http://dictionary.reference.com/browse/word), as -ed  added to want  to form wanted,  or im-  added to possible  to form impossible.

Example: “mal” – bad; malnutrition, malicious, Maleficient

* Working in pairs, students will think of five words that contain each root or affix. Students will list them on a sheet of paper. Students will work together (in groups of threes) to determine the definition of the root/affix.
* Once the meaning is determined, students will use construction paper to list the root/affix, the definition, and the five supporting words. These will be posted around the room. Each group will be responsible for presenting their group of words.
* Students are encouraged to walk around the room to see the roots/affixes one more time.

***Part II:***

* Review a ***basic*** story’s structure: Introduction, Middle, Conclusion. Use a simple fairy tale to exemplify this structure (the “Three Little Pigs” is a good choice because of its brevity). Students will then be asked to choose 7-10 of the roots/affixes and create a short story that contains a root/affix within a word in the story.
* Graphic Organizer: Hand out so students can brainstorm their ideas.
* Outline: Hand out so students can organize their ideas.
* Pre-write: Students will utilize their graphic organizers and outlines to create a first draft.
* Post first draft: Conference with the original vocabulary group. See checklist.
* Rewrite the first draft.
* Final Copy