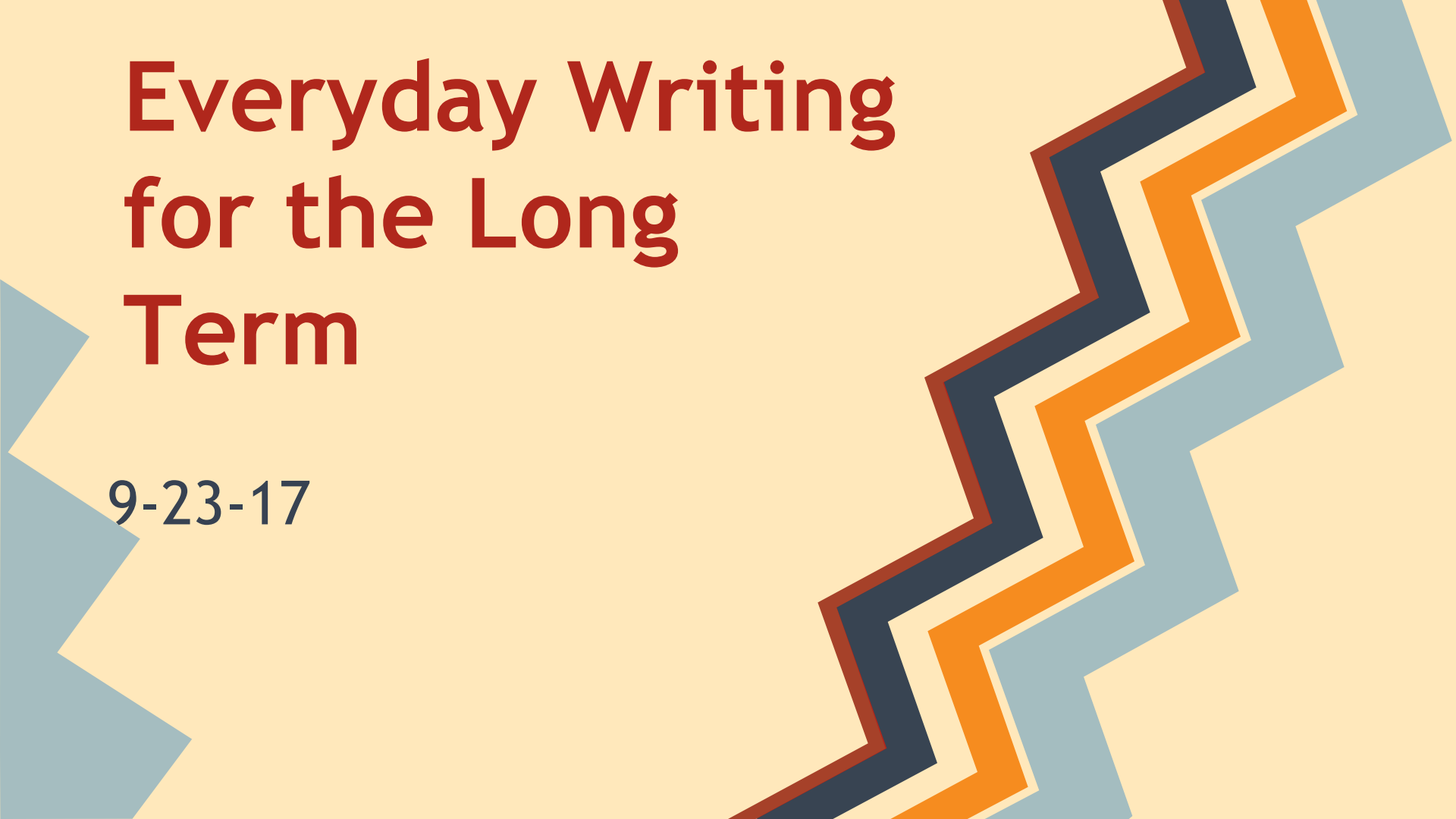


Everyday Writing for the Long Term

9-23-17



Your thoughts.....

On the slip of paper at your table, write every word that comes to mind when you hear the word

WRITING

Writing, to me, is simply
thinking through my fingers.

Isaac Asimov

© 2000

Isaac Asimov
Biochemistry professor, writer

9-28

Write a letter to summer OR fall... think of his/her attributes, what would you say to him/her at this point?

9-28

Write a letter to summer OR fall... think of his/her attributes, what would you say to him/her at this point?

- **Use 3 sensory details and 2 figurative devices to flatter her/him**
- **Make a plea for some sort of action**
- **Explain your reason for the request**

Student Sample

Dear Summer

I cannot lie, it feels good to see the back of you. Fall is here to take your place and you know what that means, tons of holidays! I know I'm being kind of rude right now, but is it really my fault? Every year you come around with your scorching heat and take me away from the place I love the most, school! I mean, sure there are times where I've had a little fun with you, but you only have a few holidays, the most recognized of which being the 4th of July! I know you you're pretty popular with other people, but you're not with me. So I only have one thing to say to you, "See ya, wouldn't want to be ya!" TD

What Writing is and isn't.....

"I write because I don't know
what I think until I read what I say."

— FLANNERY O'CONNOR

Venues for everyday writing

- Back of the cereal box
- Homepage on the computer (site with articles)
- NPR: author interviews, Storycorps, etc.
- Share an excerpt of what you're reading
- Have notecards handy for a response!!!

3 Genres of Writing Focus

- Expository: inform and explain
- Argumentative: persuade & convince
- Narrative:
 - NOT tell a story anymore
 - but use what you've read, and create what you're asked.

Argumentative

The student's response is a well-developed essay that effectively relates and supports claims with clear reasons and relevant evidence.

- Effectively introduces a claim
- Uses specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claims fully
- Acknowledges and counters opposing claims, as appropriate
- Uses an organizational strategy to present reasons and relevant evidence

Argumentative (con't)

- Uses words, phrases, and/or clauses that effectively connect and show relationships among ideas
- Uses and maintains a formal style that is appropriate for the task, purpose, and audience
- Provides a strong concluding statement or section that logically follows from the argument presented

Expository/Informational/Explanatory

The student's response is a well-developed informative/explanatory that examines a topic in depth and presents information clearly based on text as a stimulus.

- Effectively introduces a topic
- Effectively organizes ideas, concepts and information using various strategies
- Effectively develops the topic with multiple, relevant facts, definitions, concrete details, quotations, or other information and examples

Expository/Informational/Explanatory

- ❑ Uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
- ❑ Uses precise language and domain-specific vocabulary to inform about or explain the topic
- ❑ Establishes and maintains a formal style
- ❑ Provides a strong concluding statement or section

Narrative

The student's response is a well-developed narrative that fully develops a real or imagined experience **BASED ON A TEXT AS A STIMULUS.**

- ❖ Effectively establishes a situation, a point of view, and introduces a narrator and/or characters
- ❖ Organizes an event sequence that unfolds naturally
- ❖ Effectively uses narrative techniques, such as dialogue, description, pacing, and reflection to develop rich, interesting experiences, events, and/or characters

Narrative (con't)

- ★ Uses a variety of words and phrases consistently and effectively to convey the sequence, signal shifts from one time frame or setting to another , and show the relationships among experiences and events
- ★ Uses precise words, phrases, and sensory language to convey experiences and events and capture the action
Provides a conclusion that follows from the narrated experiences or events
- ★ Integrates ideas and details from source material effectively

Has very few or no errors in usage and/or conventions that interfere with meaning*

Text Stimulus???

Current person in the media

Commercial, Favorite show, Video game,
magazine photo

What would he/she/it say?

Journal entry?

Role reversal

Change one event

Everyday Application

- *Teen Talk in a Jar* (Free Spirit Publishing)
- *Get Your Teenager Talking: Everything You Need to Spark Meaningful Conversations*
180 Conversation starters! (McKee)
- *Starters: Conversations With Teens*
(Weingarten)

georgiastandards.org

Georgia Milestones Resources:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOG-Study-Resource-Guides.aspx>

Read a thousand books
and your words will flow
like a river.

Virginia woolf

*NPR, book with daughter

(THE WORST THING YOU
WRITE IS BETTER
THAN THE BEST THING
YOU DID NOT WRITE.)

