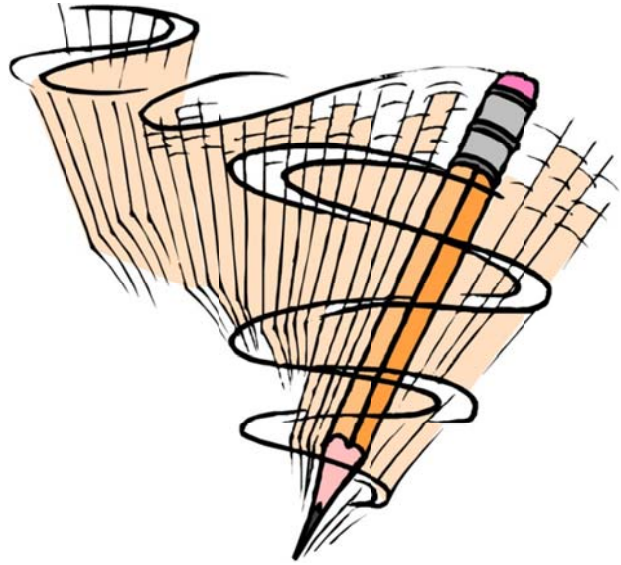
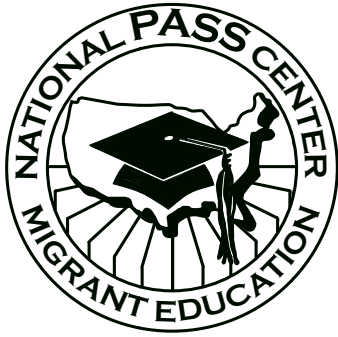


# Write On!



## Instructor Guide

National PASS Center  
2013



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# **Write On!**

## **Instructor Guide**

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# **Write On!**

## **Overview and Guidelines**

*Write On!* has been developed to encourage writing in practical and positive applications while supporting creativity. The intended audience is out-of-school youth looking to strengthen their writing skills for personal growth, as well as anyone considering entering a high school equivalency preparation program. The fifteen (15) lessons are non-sequential and written at an accessible reading level, as detailed on Page 4. A student works semi-independently on each lesson with the assistance or oversight of an instructor. The lessons are designed to be completed in approximately 45 minutes. Each lesson addresses at least two concepts of the Six Trait Writing model, as outlined on Page 3. Each lesson also meets various standards of the Common Core Curriculum ELA Writing benchmarks.

Students will need:

- pen or pencil
- highlighters and markers would be useful, but are optional
- journal (composition or spiral notebook) would also be useful, but is optional
- access to a computer with a word processing program and printer, as well as Internet access would be beneficial

### **Lessons**

Each lesson is comprised of a writing warm up, a skill-building activity, vocabulary, and a final piece of writing at the end that is scored to assure that the student has mastered the concepts and skills presented. Lessons are stand-alone and non-sequential. Most activities within the lessons are designed for self-reflection or self-evaluation.

<b>Objectives/ Materials Needed</b>	Objectives are listed in the Instructor Guide only. If no materials are listed, the student should have a pen or pencil.
<b>Writing Warm Up</b>	Each lesson begins with a prompt for a free-writing activity to get the student in the practice of merely putting words and thoughts on paper without concern for spelling or grammar. Students are instructed to write for at least five minutes on the assigned topic.
<b>Vocabulary</b>	Every lesson includes a list of defined vocabulary words and terms to help the student understand the text.
<b>Reading</b>	All lessons include text written at approximately a fourth grade reading level.
<b>Comprehension/ Critical Thinking Questions/ Essay Topics</b>	Some questions ask <i>who, what, when, where, why, or how</i> . The answers can be found in the text. Other questions ask the students to use higher order thinking skills, or to combine bits of information. Acceptable answers and suggested responses are in the answer keys in this manual. Complete sentences, accurate content, and correct grammar and mechanics are encouraged.
<b>Visual and Other Creative Activities</b>	Graphic organizers are used in many lessons to foster and expand brainstorming and organizational skills. In <i>Do it Just This Way</i> , students are asked to create drawings/illustrations.

## Assessments

Each lesson has a post-assessment only. The final piece of writing, found under the section *Finishing Up*, will be graded based on the rubric included on Page 8 of this handbook. Grading for each lesson will focus on two of the six writing traits as described on the next page. A separate score sheet is available for use with individual students. Only those sections of the score sheet pertaining to the Six Trait Writing elements being assessed for the particular lesson should be used.

If a pre-assessment is desired, it is recommended that a rough draft of the final piece of writing be used as a pre-assessment and that a final, polished copy be used as the post-assessment.

## Six Trait Writing

**Ideas:** Ideas create the content of the piece of writing. If the ideas have been thought out and are strongly developed, the piece will be clear. This is the first step in writing.

**Organization:** Organization is the structure of the piece of writing. It is the introduction, the body, and the conclusion.

**Voice:** Voice gives the writing its own personality. It makes the reader sense who the author is and that he/she cares about the subject. It keeps the reader reading. It should be present throughout the entire piece.

**Word Choice:** Word choice refers to the words the writer uses to create a picture. A good writer will use varied vocabulary and sensory language—language that engages the five senses.

**Sentence Fluency:** Sentence fluency is the rhythm of the writing. Some sentences should be long, some should be short. They should be easy to read and sound good to the ear.

**Conventions:** Conventions are the nuts and bolts of the piece. It is the degree to which the writer uses grammar, spelling, and mechanics to perfect their writing. This is the final aspect the writer will polish when creating the final copy.

C = Conventions, I = Ideas, O = Organization,  
SF = Sentence Fluency, V = Voice, WC = Word Choice

### Additional Resources

An excellent companion piece to this offering has also been developed by the National PASS Center for the same target audience.

- **Reading On the Move** is a series of twenty-two (22) non-sequential, stand-alone lessons, written at a 3rd – 5th grade reading level, geared toward out-of-school youth (adult oriented) to introduce or strengthen basic reading skills. Activities throughout the lessons emphasize proven, research-based teaching strategies, including active student involvement, consideration of the student's background, establishment of a relationship between the author and the student, linkage of reading and writing skills, and presentation of vocabulary in

context. Also included in the lessons are basic study skills and practice using reference materials. An assessment, which may be used to measure student mastery of the content, is provided for each lesson.

These materials and many others of possible interest are available for free download on the Geneseo Migrant Center/National PASS Center website [www.migrant.net](http://www.migrant.net) and the Out-of-School Youth website [www.osymigrant.org](http://www.osymigrant.org).

### Readability Scores by Lesson

Since the lessons in this offering are non-sequential, some awareness of their readability levels might be helpful when considering which topics to choose. However, higher grade level and lower reading ease scores are impacted by the repeated use of the same longer words, rather than being more difficult lessons overall.

Lesson	Flesch-Kincaid Grade Level	Flesch Reading Ease	Pages
A Day in My Life	3.6	84.3	8
Do It Just Like This	3.7	84.6	10
Going to the Doctor	4	84.9	8
Hi, My Name Is...	3.6	86.4	10
How Do I Get There?	3.7	84.8	10
I Need a Receipt, Please	4.2	79.2	8
Letter Writing Made Easy	4.8	80.0	10
Life's Important Events	4.2	83.5	12
Once Upon a Time	3.0	87.1	10
Tell Me a Folk Tale	4.8	80.5	12
Thank You, Thank You Very Much	3.1	87.4	8
That's My Opinion	5.5	75.1	12
The Poetry of Life	3.5	85.1	10
This Is What I Saw	3.9	84.5	10
We're in Agreement	5.1	77.1	8



## **Instructor Responsibilities**

To help a student succeed in *Write On!* the instructor should:

- ✓ Encourage participation by setting up a meeting schedule with the student, sharing information on emergency telephone or other contact options. If possible, the student should be given a number to call if questions arise between meetings.
- ✓ Conduct an initial review of the lessons with the student. At the beginning of the first session with a student, take some time to look through a few of the lessons together so the student knows what to expect, can have initial questions answered, and starts to build confidence and enthusiasm for various topics.
- ✓ Use the writing warm up as a means to connect with the student through a conversation on the topic addressed.
- ✓ Be available while the student is working on the lesson in order to answer questions and assist with exercises as needed.
- ✓ Administer the lesson and score the final writing piece at the end to assure that the student has mastered the concepts and skills presented.

### Topic and Evaluation Focus by Lesson

Title	Topic	Writing Traits Assessed
<b>A Day in My Life</b>	Journal writing	Ideas Voice
<b>Do it Just Like This</b>	Note-taking and making a list	Organization Word choice
<b>Going to the Doctor</b>	Creating a list of questions and taking notes	Ideas Organization
<b>Hi, My Name is...</b>	Social interaction	Ideas Word choice
<b>How Do I Get There</b>	Writing directions	Ideas Organization
<b>I Need a Receipt Please</b>	Receipt writing	Organization Word choice
<b>Letter Writing Made Easy</b>	Formal letter writing	Sentence fluency Conventions
<b>Life's Important Events</b>	Essay writing	Conventions Voice
<b>Once Upon a Time</b>	Short story writing	Voice Word choice
<b>Tell Me a Folktale</b>	Folktale/creative writing	Sentence fluency Voice
<b>Thank You Very Much</b>	Informal letter writing	Conventions Sentence fluency
<b>That's My Opinion</b>	Opinion-based writing	Voice Conventions
<b>The Poetry of Life</b>	Poetry writing	Ideas Sentence fluency
<b>This Is What I Saw</b>	Report writing	Conventions Sentence fluency
<b>We're in Agreement</b>	Simple contract writing	Organization Word choice

## Lesson Objectives and Content Standards

Objectives	Six Trait Writing	CCSS.ELA-Writing
<b>A Day in My Life (JOURNAL WRITING)</b> Students will understand the importance of keeping a journal and will be able to complete entries in it.	I, V, WC	3.1a,b,c; 3.2a,b,d; 4.1a,b,d
<b>Do it Just Like This (NOTE-TAKING AND MAKING A LIST)</b> Students will be able to take notes that will be useful in completing a simulated project. Students will be able to create a list of instructions for someone to use to complete a specific task.	I, O, WC	3.1a-d; 4.2a-e; 4.4; 4.5
<b>Going to the Doctor (CREATING A LIST OF QUESTIONS AND TAKING NOTES)</b> Students will be able to develop a list of questions to ask the doctor and know how to take notes during scheduled visits.	I, O	2.1; 3.1a; 3.2a
<b>Hi, My Name is... (SOCIAL INTERACTION)</b> Students will be able to create a list of appropriate topics and questions to use in getting to know a member of the opposite gender.	I, WC, V	3.1a,b; 3.2b; 3.3b; 4.4
<b>How Do I Get There (WRITING DIRECTIONS)</b> Students will be able to give and receive written directions.	I, O, WC	4.1a,b,d; 4.2a,b,d; 4.4
<b>I Need a Receipt Please (RECEIPT WRITING)</b> Students will be able to write a simple receipt for payment received, and know the importance of keeping receipts for purchases.	O, WC	2.2; 3.3a,b,c
<b>Letter Writing Made Easy (FORMAL LETTER WRITING)</b> Students will be able to write a formal letter using a cover letter as an example.	C, I, O, SF, V, WC	4.1a-d; 4.2a-e; 4.4; 4.5; 4.6
<b>Life's Important Events (ESSAY WRITING)</b> Students will be able to compose a three-paragraph essay based on an event from their lives.	C, I, O, SF, V, WC	4.1a,b,d; 4.3a-e; 4.5; 4.5; 4.6
<b>Once Upon a Time (SHORT STORY WRITING)</b> Students will be able to compose a short story based on fictional events and characters.	C, I, O, SF, V, WC	4.1a-d; 4.2a-e; 4.4; 4.5; 4.6
<b>Tell Me a Folktale (FOLKTALE/CREATIVE WRITING)</b> Students will understand the definition of a folktale and will be able to write one.	C, I, O, SF, V, WC	4.1a-d; 4.2a-e; 4.4; 4.5; 4.6
<b>Thank You, Thank You Very Much (INFORMAL LETTER WRITING)</b> Students will be able to identify the format of a thank you note and write one of their own.	C, I, SF, O, V	3.3b; 4.1a,b,d
<b>That's My Opinion (OPINION-BASED WRITING)</b> Students will be able to brainstorm facts, details, and examples to support a verbal argument or written essay. Students will also be able to write an opinion-based response in the form of an essay or letter.	C, I, O, SF, V, WC	4.1a-d, 4.4, 4.5; 4.6
<b>The Poetry of Life (POETRY WRITING)</b> Students will be able to define and write free verse poetry.	C, I, O, SF, V, WC	4.1a,b,d 4.3a-d; 4.4; 4.5
<b>This is What I Saw (REPORT WRITING)</b> Students will be able to create a list of information that could be useful in reporting an incident.	I, O, WC,	4.1a-d; 4.2a,b,d,e; 4.4
<b>We're in Agreement (SIMPLE CONTRACT WRITING)</b> Students will be able to write a simple contract.	O, WC	4.1a,b,d; 4.2a,b,d,e; 4.4; 4.5; 4.6

## Assessment Rubric

Use this rubric to assess the student's final piece of writing in each lesson.  
Individual student score sheets are available through your program.

	<b>Great Job</b> 5 points	<b>Almost There</b> 3 points	<b>Keep Working</b> 1 point	<b>Score</b>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>The message is clear.</li> <li>It is interesting to read.</li> <li>There is enough information.</li> </ul>	<ul style="list-style-type: none"> <li>The message is clear.</li> <li>Some parts are interesting to read.</li> <li>More information is needed.</li> </ul>	<ul style="list-style-type: none"> <li>The message is not clear.</li> <li>There is no solid information.</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>There is a strong beginning.</li> <li>Points are in order.</li> <li>The message is clear.</li> <li>There is a strong conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>There is a beginning.</li> <li>There is a middle, but it runs together.</li> <li>There is no conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>There is no beginning, middle, or end.</li> <li>The message is not clear.</li> </ul>	
<b>Voice</b>	<ul style="list-style-type: none"> <li>There is a consistent tone.</li> <li>The audience wants to read more.</li> </ul>	<ul style="list-style-type: none"> <li>The tone is fairly consistent.</li> <li>It could be made more interesting.</li> </ul>	<ul style="list-style-type: none"> <li>The tone is unclear and inconsistent.</li> <li>The piece is not interesting to read.</li> </ul>	
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>There is a variety of colorful and descriptive words.</li> <li>Words are not repeated too often.</li> </ul>	<ul style="list-style-type: none"> <li>Some colorful and descriptive words are used.</li> <li>Some words are repeated too often.</li> </ul>	<ul style="list-style-type: none"> <li>Colorful and descriptive words are lacking.</li> <li>Sometimes wrong words are used.</li> <li>Several words are repeated too often.</li> </ul>	
<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>Sentences start in different ways.</li> <li>Sentence length varies.</li> <li>The piece flows smoothly when read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Some sentences start in different ways.</li> <li>Most of the sentences vary in length.</li> <li>Most of the paper flows smoothly when read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>All sentences start the same way.</li> <li>There are too many short sentences.</li> <li>The writing does not flow smoothly.</li> </ul>	
<b>Conventions</b>	<ul style="list-style-type: none"> <li>Sentences are complete.</li> <li>Punctuation and capitalization are used correctly.</li> <li>Spelling is correct.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are complete.</li> <li>Capital letters and periods are used.</li> <li>Spelling is mostly correct.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences run together.</li> <li>Punctuation and capitalization are inconsistent.</li> <li>Several words are misspelled.</li> </ul>	

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Answer Key

**A Day in My Life:** Read through the student's lists and entries to ensure comprehension of the exercise.

**Do it Just Like This:** You or the student will need to provide supplies for a chicken taco or ham sandwich, or cut out pictures to represent the ingredients and tools needed. The student's first list should include the following: slop the pigs with the leftovers in the blue bucket by the kitchen door (not the red one); with Sam, stack the hay string-side up in rows of eight across; touch up the paint on the fence with the bright white paint and brushes from the utility barn; get the 16 packs of seeds from the barn next to the tank; check with Maria before planting; plant them in the garden. Make a chicken taco or ham sandwich following the student's instructions EXACTLY. Volunteer to follow the student's directions for tying shoes.

**Going to the Doctor:** Review the list of symptoms the student develops. Review the list of questions the student has developed.

**Hi, My Name is...:** Check the student's lists of suggested topics to ensure appropriateness. Here are some ideas for topics: school, music, work, books, friends, exercise, hobbies, TV shows, phobias, foods, tattoos, clothes, children, camping, fishing, hunting, sports, etc.

**How Do I Get There?:** The student will ask you or another student to draw a map to a store based on the student's directions. Read exercises to ensure that directions are organized and make sense.

**I Need a Receipt Please:** Review completed receipts for accuracy. Answer any questions the student may have.

**Letter Writing Made Easy:** The student is writing a cover letter. Check each section of the letter to ensure that he has met the guidelines outlined in that section. Read his final copy for proper spelling and grammar. If possible, have the student process his letter on a computer and print it.

**Life's Important Events:** Assist the student with completing the graphic organizer if needed. Review essay pieces for quality and adherence to stated guidelines. Review the final copy for proper spelling and grammar. If possible, have the student process his essay on a computer and print it.

**Once Upon a Time:** Assist the student with the graphic organizer if needed. Review essay pieces for quality and adherence to stated guidelines. Review the final copy for proper spelling and grammar. If possible, have the student process his essay on a computer and print it.

**The Poetry of Life:** Discuss imagery of the poem *A Farm Picture*. Check poems for descriptive language. Praise and encourage the student's use of descriptive language and his courage at writing poetry.

**Tell Me a Folktale:** Assist the student with the graphic organizer if needed. Review essay pieces for quality and adherence to stated guidelines. Review the final copy for proper spelling and grammar. If possible, have the student process his essay on a computer and print it.

**Thank You, Thank You Very Much:** Guide the student through the use of a graphic organizer. Read Thank You note for proper grammar and spelling.

**That's My Opinion:** Assist the student with the graphic organizer if needed. Review essay pieces for quality and adherence to stated guidelines. Review the final copy for proper spelling and grammar. If possible, have the student process his essay on a computer and print it.

**This Is What I Saw:** Make sure that the student does not look back to the passages on his first attempt to record details of an accident or crime scene. Verify that the student includes only details in respect to point of view.

**We're in Agreement:** The student is required to write two simple contracts. Verify that the contracts have followed the steps outlined in the lesson and contain adequate detail.