DO THE *WRITE* THING LESSON PLANS
2016-17 STATE OF MONTANA DO THE *WRITE* THING CHALLENGE

Focus	Students will practice the following standards through reading and discussing current news stories and scenarios involving youth violence.
W.7.2 and W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Student Expectations	Students will read and orally discuss current news stories involving youth violence and discuss questions in groups of three or four. Each student will then record their thoughts as prewriting to organize the appropriate details to support the purpose of main idea of the article.
Performance Assessment	*Give students the following writing task:* As we read and discuss the causes of youth violence, think about how violence affects each of you. What are some of the causes of youth violence outlined in the readings and discussions? How has violence impacted your life? What can you do to end youth violence? *Write text that addresses the three guiding questions. Your response may be written as an essay; a poem; a play; or a song. You determine the most appropriate written response for the message you wish to convey.*
Learning Goals	1. Consider the task, purpose, and audience when choosing words, information, structures, and formats for writing. 2. Use technology strategically for writing and revising. 3. Become adept at gathering information; evaluating information sources; and citing material. 4. Write and revise a piece of writing to effectively communicate an idea.
Skills Development	• Content and analysis • Command of evidence • Coherence, organization, and style • Control of conventions
Resources	• Class set of current newspapers or copies of current news stories involving youth violence in which youth are victims, perpetrators, or both; • Do the *Write* Thing teacher packet for the teacher • Graphic organizer • Rough draft organizer research page • Prewriting resource page
Guiding Questions	1. What are the causes of youth violence? 2. How has violence affected my life? 3. What can I do about violence?

4.

DO THE WRITE THING – LESSON PLAN DAY 1

Focus	Ask the class if violence is a problem in our country. Ask volunteers to give examples of problems related to violence. Elicit responses that include bullying, gang violence, etc. Display or read the definition of violence.
Resources	• Class set of current newspapers or copies of current news stories involving youth violence in which youth are victims, perpetrators, or both; • Do the *Write* Thing teacher packet for the teacher • Graphic organizer
Teach	Explain the background of the Do the *Write* Thing program. Tell the students that they will discuss and begin to organize their thoughts and personal experiences regarding violence.
Guided Practice	If you have established rules and expectations for group work in class, go over those guidelines now. Arrange the students in groups of three or four and distribute scenarios to each student. Ask each student to read the scenario silently (allow approximately two minutes); allow the group time to discuss the scenario and share responses. Have one person in the group record the responses. Discuss the scenario as a class. Follow the same procedure for subsequent scenarios.
Independent Practice	Have students read news stories regarding violent incidents. Ask them to underline the violent act(s) and any causes that may be mentioned in the article. Ask students to pre-write the answers to the focus questions.
Close	Ask students to determine which type of writing they have selected to convey their message. Students choose to write an essay should also include an introductory paragraph and a closing paragraph in order to prepare the audience and create closure.

DO THE WRITE THING – LESSON PLAN DAY 2

Focus	Review the previous day's information regarding causes of violence and experiences with violence.
Resources	• Rough Draft Organizer Page • Expository Transition Page • Do the *Write* Thing Cover Sheet
Teach	Guide students in the writing of a rough draft.
Guided Practice	Orally review the Expository Transition Page. Explain that transitions can be used to link sentences in a paragraph and paragraphs in an essay. Distribute the Rough Draft Organizer and review the directions with the students. Ask for volunteers to complete the introduction paragraph aloud. Ask for volunteers to suggest transitions from the list provided that could move the reader from the introduction to the first paragraph.
Independent Practice	Instruct students to write complete sentences to complete the Rough Draft Organizer. Ask students to circle their transitions. Ask students to complete the Do the *Write* Thing Cover Sheet and clip it to their writing.
Close	Ask for volunteers to read their introduction and/or conclusion aloud. Discuss how the two strengthen the focus or purpose of the writing. Explain that revision is used to improve the flow of information for the readers.

DO THE WRITE THING – LESSON PLAN DAY 3

Focus	Remind students that today they will be revising their rough drafts from the previous lesson; remind them that the purpose of revision is to make changes in the rough drafts to improve the flow and meaning for the reader.
Resources	• Word Choice Resource Page • Revising for Sentence Fluency Resource Page • Thesaurus Page
Teach	Students will review and practice compound and complex sentences and revise their rough drafts for a variety of sentence structures. Students will use a thesaurus page to replace overused words with specific nouns and verbs and vivid adjectives and adverbs.
Guided Practice	Distribute the Word Choice Resources Pages and review the pages with the students. Have them circle the subtitles. Display sentences with overused or vague words and ask for volunteers to replace those words with new words from the list. Discuss how subheadings help find a word. Distribute the Revising for Sentence Fluency Resource Page. Read some of the sentences aloud. Write a compound sentence together as a class. Write a complex sentence together as a class.
Independent Practice	Students write 2-4 compound sentences and share aloud. Students will revise their introduction and first paragraph for sentence structure and word choice. Students should underline one compound and one complex sentence in the first two paragraphs and circle two or more words that replaced overused or vague words.
Close	Ask for volunteers to give examples of revisions regarding word choice and sentence structure.

DO THE WRITE THING – LESSON PLAN DAYS 4 AND 5

Focus	Distribute Revising and Editing Checklist and review the seven traits of writing aloud (ideas; organization; voice; word choice; sentence fluency; conventions; and presentation).
Resources	• Revising and Editing Checklist Resource Page • Dictionaries
Teach	Students will use the conventions of capitalization and recognize and use punctuation marks
Guided Practice	Remind students that their writings should reflect the seven traits of writing. The revision and editing of the rough draft should be completed.
Independent Practice	Students work in groups of three or four and use editing circles to edit one another's writings. Students write or type their final draft with all revision and editing. They should use the Checklist and dictionaries again to make sure the final draft reflects the revision and editing made in the rough draft. Print two copies of the writing – one for the teacher and one for Do the *Write* Thing.
Close	Remind students that their writings will be scored based on their use of the seven traits. Ask volunteers to discuss any changes they made to their writings.

EXPOSITORY TRANSITIONS

Make sure to connect your ideas with transition words and phrases like those shown below. Transition words show that your supporting ideas are organized in a way that leads to your wrap-up statement in the conclusion.

COMPARISON WORDS

- Also
- In the same way
- While
- As
- Similarly
- Like
- Likewise

Example: Like last year's activities, this year's events had many of the same themes.

WORDS THAT SHOW CONTRAST

- Although
- Otherwise
- Even
- Yet
- On the other hand
- Still
- But
- However

Example: Be sure to eat a balance breakfast. Otherwise, you won't have enough energy for the day.

WORDS THAT EMPHASIZE A POINT

- Again
- Especially
- For this reason
- In fact
- To emphasize
- To repeat
- Truly

Example: In fact, of all the ways you can protect yourself while biking, the most important way is wearing a helmet.

WORDS THAT ADD INFORMATION

- Again
- Also
- Finally
- Next
- And
- In addition
- Besides
- For instance
- As well
- Along with
- For example

WORDS THAT INDICATE A CONCLUSION

- As a result
- Finally
- Lastly
- Because
- In conclusion
- Therefore

Example: Finally, you will write your name at the bottom of the page and turn in your test.

REVISING FOR SENTENCE FLUENCY

COMPOUND SENTENCES. When you revise for sentence fluency, you combine short, choppy sentences into compound sentences. One way to combine sentences is through the use of a comma and a coordinating conjunction. You may also use a semicolon and a coordinating conjunction.

Coordinating conjunctions include the following: and, but, or, nor, for, so, and yet.

Short sentences: I like hot-air balloons. Someday I'll fly one.
Compound sentence: I like hot-air balloons, and someday I'll fly one.

Practice. Combine each set of sentences using either a comma and a coordinating conjunction or a semicolon and a coordinating conjunction.

1. Hot-air balloons are huge. The baskets can carry 10 people.

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_____

_____

2. The pilot controls altitude. Direction depends on the wind.

_____

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3. The pilot can make the balloon rise with the heat. He can release weights.

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4. People like the gentle ride. Balloon rides are very quiet.

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COMPLEX SENTENCES. Another way to combine short, choppy sentences is to write complex sentences. To write a complex sentence, add a subordinating conjunction to one sentence. Use a comma after the clause with the conjunction if it begins the new sentence.

Subordinating conjunctions include the following: after, although, because, before, if, since, though, unless, until, when, while.

Short sentences: Hot-air balloon pilots enter festivals. They fly with many balloons.
Complex sentence 1: When hot-air balloon pilots enter festivals, they fly with many balloons.
Complex sentence 2: Hot-air balloon pilots fly with many balloons when they enter festivals.

1. The necklace was expensive. We were not able to buy it.

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_____

2. Writing evolved. Picture symbols changed to letters.

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3. Juan and Maria eat at this restaurant. They order hamburgers and fries.

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4. Henrik cleaned his beard. The goat kicked straw in his face.

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_____

REVISING AND EDITING CHECKLIST

Ideas

_____ 1. Do I have a clear focus statement?

_____ 2. Do I include topic sentences in my middle paragraphs?

_____ 3. Do I use explanations and examples?

Organization

_____ 4. Have I checked my overall organization?

_____ 5. Do I put my most important explanation first (or last)?

Voice

_____ 6. Does my voice sound knowledgeable and interested?

Word Choice

_____ 7. Have I used specific nouns and verbs?

_____ 8. Have I chosen the best adjectives and adverbs?

Sentence Fluency

_____ 9. Have I included some compound sentences?

_____ 10. Have I included some complex sentences?

Conventions

_____ 11. Do my sentences begin with a capital letter and end with the proper punctuation? Are my introductory clauses followed by commas?

_____ 12. Have I checked for common spelling errors with homophones? Examples: their, there, and they're; your and you're; to, too, and two.

WORD CHOICES

Words that tell "what kind"		Words that tell "where"	
ancient	smelly	above	beyond
baggy	smug	across	down
beady	sneaky	after	during
blazing	torn	against	near
blushing	uncombed	among	on
bushy	warm	before	over
chipped	wilted	below	through
confused	mischievously	between	toward
curious	sly	under	up
enchanted	neatly	within	inside
faded	noisily		
friendly	proudly	**Words that tell "how"**	
juicy	quickly	angrily	barely
mischievous	sweetly	bravely	calmly
narrow	thoughtfully	carefully	completely
scrawny	tightly	cheerfully	delightfully
scruffy	willing	excitedly	gently
sharp	wisely	gladly	gloomily
slick	worriedly	happily	hurriedly
Words that describe movement		**Words that mean "to look"**	
advance	arrive	anticipate	appear
crawl	dance	discover	examine
depart	descend	gaze	glare
evacuate	glide	ignore	inspect
haul	journey	perceive	recall
jump	lift	recognize	stare
maneuver	prance	watch	act
proceed	pull		
push	scoot	**Words that mean "to make"**	
search	sink	assemble	build
skip	slide	compose	construct
slither	stoop	develop	generate
transfer	travel	invent	manufacture
		throw together	fashion
Words that mean "to play"		bring about	originate
amuse	amuse	accomplish	dream up
entertain	entertain	put together	fabricate

WORD CHOICES

Words related to time		Words related to being happy	
afternoon	ancient	cheerful	content
brief	dawn	delighted	enthusiastic
dusk	early	excited	glad
eternal	evening	hilarious	jolly
late	mid-morning	joyful	joyous
midnight	morning	lively	pleasant
noon	recent	pleased	proud
		thrilled	overjoyed
Words related to size (big)			
bulky	enormous	**Words related to appearance**	
giant	gigantic	adorable	deep
heavy	huge	dull	elegant
immense	important	fancy	flat
massive	monstrous	fluffy	foggy
stout	tremendous	gleaming	glistening
wide	large	graceful	light
titanic	imposing	misty	muddy
monumental	substantial	pale	round
weighty	significant	shady	shiny
		skinny	smoggy
Words related to size (small)		sparkling	spotless
little	microscopic	square	steep
miniature	narrow	unusual	weird
petite	slender		
thin	tiny	**Words related to fear**	
insignificant	minor	afraid	alarmed
slight	trifling	doubtful	embarrassed
negligible	trivial	fearful	frantic
		frightened	helpless
Words related to sadness		panicky	puzzled
pitiful	sorrowful	scared	shivering
tearful	unhappy	terrified	troubled
downcast	depressed	uneasy	unsure
blue	brokenhearted	upset	worried
despondent	downhearted	apprehensive	concerned
forlorn	gloomy	horrified	spooked
heartsick	glum	terrorized	hysterical
mournful	saddened	nervous	timid

WORD CHOICES

Words related to smell and taste		Words related to anger	
bitter	delicious	aggravated	angry
fresh	juicy	enraged	fierce
nutty	peppery	furious	hateful
ripe	rotten	impatient	irritated
salty	smoky	mad	mean
sour	spicy	nasty	rude
stale	sticky	vicious	violent
strong	stuffy	vexed	threatening
sweet	tangy	menacing	irate
tasteless	tasty	incensed	infuriated
Words that mean nice or good			
admired	comforting	gentle	happy
considerate	courteous	helpful	honest
fair	faithful	kind	loveable
friendly	generous	loving	

ROUGH DRAFT ORGANIZER

Organize your topic or purpose with your ideas to create a rough draft for your expository essay. Your topic or purpose statement should include why you believe violence is wrong or hurtful. Use one or two of your ideas from your list to support that statement for your introductory paragraph.

INTRODUCTION:

_____

_____

_____

_____

FIRST PARAGRAPH:
Your first sentence should answer one of the questions on the prewriting page.
Example: Violence has affected my life in a number of ways.

_____

_____

Next write a specific example that illustrates your first sentence. Use transition words as appropriate.
Example: First, ever since the day I saw the neighbor's son chased down the street by the older kids, I have been afraid to walk to the park by myself.

_____

_____

Elaborate on the sentence above by explaining how you felt when it happened.
Example: I was in the yard when I heard the screams. Tommy ran by, crying; his shirt was torn and his face and hands were scratched and bleeding. Half a block away stood a group of four high school boys who yelled, "Stay out of the park! It's ours!"

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_____

SECOND PARAGRAPH:

Begin with another main idea to support your original purpose written in your introductory paragraph.
Example: One cause of violence is the fact that people seem unwilling to step in when they see a problem develop.

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_____

_____

Write a specific example of violence related to the cause above as a detail sentence. Write an elaboration to explain how the specific example is harmful to others.
Example: There were other adults and teens in the park that day. No one intervened to help Tommy. As a result, the younger kids in the neighborhood are afraid to go to the park.

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_____

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_____

Write a detailed sentence to explain what could be done to stop the cause of violence you wrote about in this paragraph.
Example: The adults could have talked to the older boys and let them know that it wasn't okay to intimidate younger kids. They also could've called the police and let the police handle it.

_____

_____

_____

_____

THIRD PARAGRAPH:

Write a main idea that supports your purpose statement in the introduction.
Example: I could help stop violence in my community.

_____

_____

Write three detail sentences that explain what you could do and how it would help stop violence.

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_____

_____

_____

CONCLUSION:

Write a sentence to restate your purpose statement from the introduction using stronger words. Then write one or two sentences to explain why the reader should agree with you.

_____

_____

_____

_____

SAMPLE SCORING MATRIX 1
6 + 1 Trait Writing Model
(http://www.sites4teachers.com/links/redirect.php?url=http://www.readwritethink.org/lesson_images/lesson398/rubric-essay2.pdf)

Category	4	3	2	1
Focus on topic (content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information	Main idea is clear, but the supporting information is general.	Main idea is somewhat clear, but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Accuracy of facts (content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	No facts are reported or most are inaccurately reported.
Introduction (organization)	The introduction is inviting, states the main topic, and previews the structure of the writing.	The introduction clearly states the main topic and previews the structure of the paper, but it is not particularly inviting to the reader.	The introduction states the main topic, but it does not adequately preview the structure of the writing nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the writing.
Sequencing (organization)	Details are placed in a logical order and the way they are presented effectively keeps the	Details are placed in a logical order, but the way they are presented sometimes makes the	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.

	interest of the reader.	writing less interesting.		
Flow and rhythm (sentence fluency)	All sentences sound natural and are pleasant when read aloud. Each sentence is clear and has an obvious emphasis	Almost all sentences sound natural and pleasant when read aloud, but one or two are awkward or difficult to understand.	Most sentences sound natural and are pleasant when read aloud, but several are awkward or difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
Word choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural, and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch, or flair.	Writer uses a limited vocabulary, which does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.