

# The Process of Writing



A beginning Curriculum for High School Writing  
Developed by:  
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## CONTENT OUTLINE

1. Introduction
2. Course Outline
3. Prior Knowledge Assessment
  - Pre Course Writing Skills Assessment
4. Prewriting Survey
5. Student Information Sheet

### **UNIT 1: Process Writing**

**Prewriting tools, how to build good writing habits, determining the purpose for writing to communicate in a written form.**

#### **Activities**

- Tools for prewriting
- Building a topic sentence
- Formulating a paragraph

**\* Daily writing prompts and journaling (carried throughout all units)**

### **UNIT 2: Writing Informational Text**

#### **Activities**

- Brochure/Flyer “Come to a Party”
- Traffic Accident Report
- Newspaper Article
- Formulating a 5 paragraph essay
- Letter to the Editor / Persuasive piece “Change my Mind”

### **UNIT 3 : Writing Creative Text**

#### **Activities**

- Free writing
- Things that go squish
- I can Haiku, can you?
- Legends, myths, and your own tall tales

## **UNIT 4 : Reflective text**

### **Activities**

- **Enduring themes / Movie**
- **The Road Not Taken**
- **Assessment LAD “you made a difference”**

## INTRODUCTION

Our intent in designing this course was to help students improve their skills and become more comfortable with different forms of writing. We also wanted the course to be a user-friendly program that could be taught by a first time teacher as well as a teacher with a great deal of experience. We hope that both you and your students enjoy this class. If you wish to change anything, please feel free. We expect this to be a work in progress that is molded for your students' particular needs. Please let us know about your successes and changes so that we might also benefit from your experiences.

We would like to thank Jim Morgan for helping us with the original ideas and outline for this course. We would also like to thank our directors, Nancy Boggan Murphy and Bette J. Swett-Thibeault, for their continued support during the writing of this course. Additional thanks goes to Mary Ouellette for proofreading and offering suggestions.

Special credit goes to Becky Dyer, Maine Adult Education State Director, for her ability to see where we needed to go when we were lost and making sure we got there. Lastly, our thanks and love go to our families, who have lived this course with us.

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## COURSE OUTLINE

This English course is to satisfy one high school English credit. It also satisfies the following: 1. Maine Learning Results: E. 1,2,and 3.

F. 1 and 2.

D. 1,3, and 5.

C. 6.

2. Equipped for the Future: All of the Convey Ideas in Writing standards.

**Prerequisites:** 1. TABE reading comprehension score of G.E. 8 or above.  
2. Completion of pre-writing assessment enclosed. Student's writing should successfully meet all three areas of the evaluation prior to admittance to the class. See teacher's notes for more information

**Objective:** Students will be working on the process of writing to create informational, creative, and reflective texts.

**Student Supplies:** Two notebooks, one for journaling and another for writing assignments.

**Course Design:** 1. Journaling-During each class students will use one of their notebooks to write for themselves. This notebook is to help the student become more comfortable with the writing process. It can be used as part of the assessment process to show the student's development within the course. Topics for writing can be displayed on the board at the beginning of class by the teacher to help increase the student's writing. Time in class should be given for the student(s) to write. As teachers, we feel this time should be at the beginning of class before the teaching begins.

2. Unit One-Process of Writing- This unit is designed to help build and reinforce a student's skills in prewriting and writing. Reviewing and editing skills will also be discussed.

3. Unit Two-Writing Informational and Persuasive Text-This unit was designed to increase the student's written communication skills.

4. Unit Four-Creative Writing-This unit helps student develop creative writing skills for both school and lifelong learning.

5. Unit Five-Reflective Writing-This unit assists the student in using their writing skills for reflection.

According to the Maine Adult Education High School Diploma Framework the following elements are included in this curriculum.

**Assessment of Prior Knowledge:**

Pre Course Writing Assessment  
TABE GE 8 – Reading

**Assessment Tools of Student Learning/Interests/Self-directedness:**

Prewriting Survey  
Learning Styles Assessment  
Course introduction letter

**Content Outline**

Included

**Articulated Learning Outcomes**

See Course Outline and individual lesson plans.

**Instructional Strategies:**

Each lesson plan has a step-by-step procedure attached describing how the lesson could be taught. Teachers are welcome to make adjustments as needed for his/her students' abilities and goals and should be based on information obtained through the pre-writing survey and individual discussions with the students.

We have included lesson plans that address various learning styles (visual, auditory, tactile, kinesthetic, etc.) through use of music, movement, films, pictures, readings, discussion, and touch. Students are given choices for various writing activities.

Classroom instruction includes the use of small groups, large group, one-to-one instruction, and peer review and self-evaluation to increase the student's understanding of material. Students use a variety of technological and non-technological means to develop writing. This includes use of computers for research (web search) and final drafts (word processing).

**Assessment Strategies:**

Course Rubric for evaluating all forms of writing  
Peer editing and discussion with teacher  
Self evaluation using course rubric.  
LAD-You made a difference.  
Journal  
Portfolio

**Instructional Resources**

We have not used textbooks in order to make this course available to any program at any time. Any websites cited have a hard copy attached in the appendix to avoid loss of information due to website unreliability. Any other strategies teachers can add for the students understanding and development as a writer are welcome.

## STUDENT INFORMATIONAL SHEET

Welcome to the Process of Writing Class!

This course is the equivalent of one credit of high school English.

It will meet on: \_\_\_\_\_ at: \_\_\_\_\_

Location: \_\_\_\_\_

It is the student's responsibility to set this time aside each week and to complete any assignments inside and outside of class.

You will provide pens, pencils, two notebooks, a folder and a desire to learn the writing process. At the end of the course you will need to provide a three ring binder to present your course work in portfolio form.

The learning center will provide classroom space, materials and handouts, course outline checklist, assessment rubrics, and a positive learning environment that incorporates your specific learning style.

If you have any questions, your instructor can be reached at \_\_\_\_\_ .  
The best time to call is between \_\_\_\_\_ and \_\_\_\_\_ .

I look forward to seeing you on \_\_\_\_\_ .

Yours truly,

## **PRE-COURSE WRITING SKILLS INSTRUCTIONS**

This writing exercise will help assess if a student is ready for this writing course. It should be given to all students who wish to take the writing course along with the TABE. Each student should be given no more than 30 minutes to write their paragraph.

### Checklist

YES NO

\_\_\_ \_\_\_ 1. Does the paragraph have a topic sentence?

\_\_\_ \_\_\_ 2. Does the paragraph address the prompt?

\_\_\_ \_\_\_ 3. Does the student write in sentence form that includes a noun and a verb?

If each question has been answered with a “yes”, then the student is probably ready for this writing course. It is up to the instructor to accept any other combinations. However, this course does not address grammar and only briefly covers topic sentences.

## **PRE-COURSE WRITING SKILLS ASSESSMENT**

Please write a paragraph on one of the following subjects:

1. Your family pet.
2. Your children.
3. Your favorite television show.
4. Your favorite music.

## LEARNING STYLES SURVEY

**Pick the one answer that is most like you. Most of the time.**

1. If I have to learn how to do something, I learn best when I:
  - (V) Watch someone show me how.
  - (A) Hear someone tell me how.
  - (K) Try to do it myself
  
2. When I read, I often find that I:
  - (V) Visualize what I am reading in my minds eye.
  - (B) Readout loud or hear the words inside my head.
  - (K) Fidget and try to “feel” the content.
  
3. When asked to give directions, I:
  - (V) See the actual place in my mind as I say them or prefer to draw them.
    - a. Have no difficulty in giving them verbally.
  - (K) Have to point or move my body as I give them.
  
4. If I am unsure how to spell a word, I:
  - (V) Write it in order to determine if it looks right.
    - a. Spell it out loud in order to determine if it sounds right.
  - (K) Write it in order to determine if it feels right.
  
5. When I write, I:
  - (V) Am concerned how neat and well spaced my letters and words appear.
    - a. Often say the letters and words to myself.
  - (K) Push hard on my pen or pencil and can feel the flow of the words or letters as I form them.
  
6. If I had to remember a list of items, I would remember it best if I:
  - (V) Wrote them down.
    - a. Said them over and over to myself.
  - (K) Moved around and used my fingers to name each item.
  
7. I prefer teachers who:
  - (V) Use the board or overhead projector while they lecture.
    - a. Talk with a lot of expression.
  - (K) Use hands-on activities.
  
8. When trying to concentrate, I have a difficult time when:

- (V) There is a lot of clutter or movement in the room.
- a. There is a lot of noise in the room.
- (K) I have to sit still for any length of time.

9. When solving a problem, I:

- (V) Write or draw diagrams to see it.
- a. Talk myself through it.
- (K) Use my entire body or move objects to help me think.

10. When given written instructions on how to build something, I:

- (V) Read them silently and try to visualize how the parts will fit together.
- a. Read them out loud and talk to myself as I put the parts together.
- (K) Try to put the parts together first and read later.

11. To keep occupied while waiting, I:

- (V) Look around, stare, or read.
- a. Talk or listen to others.
- (K) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

12. If I had to verbally describe something to another person, I would:

- (V) Be brief because I do not like to talk at length.
- (A) Go into great detail because I like to talk.
- (K) Gesture and move around while talking.

13. If someone were verbally describing something to me, I would:

- (V) Try to visualize what she was saying.
- (A) Enjoy listening but want to interrupt and talk myself.
- (K) Become bored if her description got too long and detailed.

14. When trying to recall names, I remember:

- (V) Faces but forget names.
- (A) Names, but forget faces.
- (K) The situation that I met the person other than the person's name or face.

## Learning Styles

Scoring instructions: Add the number of responses for each letter and enter the total below. The area with the highest number of responses is probably your primary mode of learning. Many people learn through a mixture of all three styles.

\*\*\*\*\*

VISUAL

AUDITORY

KINESTHETIC

V= \_\_\_\_\_

A+ \_\_\_\_\_

K+ \_\_\_\_\_

\* Learning Through Critical thinking by Jonelle A. Beatrice

## PRE-WRITING SURVEY

NAME \_\_\_\_\_

DATE \_\_\_\_\_

1. Why are you taking this course? Please be honest.
  
2. List some of your interests or hobbies.
  
3. Do you like to write? What do you like to write? Explain.
  
4. On a scale of one to ten, with ten being the highest, please answer the following:
  - a. How comfortable are you writing a sentence?
  - b. How comfortable are you writing a paragraph?
  - c. How comfortable are you writing an essay?
  - d. How comfortable are you writing a poem?
  - e. How comfortable are you writing a letter to the editor of a newspaper?
  - f. How comfortable are you editing your own work for mistakes?
  - g. How comfortable are you doing research on a subject you do not know much about?
  
5. What do you hope to accomplish from taking this course?

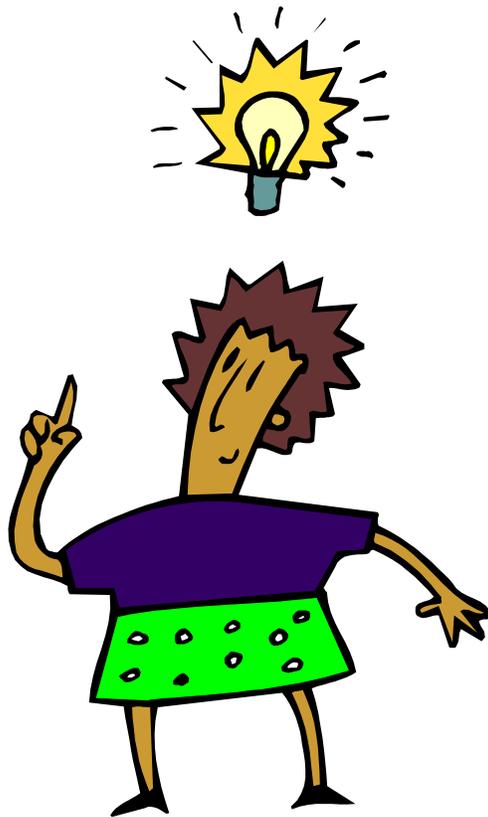
## POST-WRITING SURVEY

NAME \_\_\_\_\_ DATE \_\_\_\_\_

1. Do you like to write?
  
2. What did you learn from this class that helped you with your writing?
  
3. Any suggestions for improving this class?
  
4. On a scale of one to ten, with ten being the highest, please answer the following:
  - a. How comfortable are you writing a sentence?
  - b. How comfortable are you writing a paragraph?
  - c. How comfortable are you writing an essay?
  - d. How comfortable are you writing a poem?
  - e. How comfortable are you writing a letter to the editor of a newspaper?
  - f. How comfortable are you editing your own work for mistakes?
  - g. How comfortable are you doing research on a subject you do not know much about?
  
5. Did you accomplish what you set out to accomplish at the beginning of this class?

# Unit 1

## Prewriting Process



## Maine Adult Education Unit Design

### Essential Understandings

Ability to produce:  
A topic sentence  
A paragraph  
Understand good writing habits  
Identify purpose for writing and audience  
Acquire skills to plan, draft, revise and edit writing

### Theme or Topic

Process of writing

### Knowledge and Skills

Conventions of Grammar  
Parts of speech  
Basic punctuation  
What a sentence is  
What a paragraph is  
Ability to read at 8<sup>th</sup> grade level  
Awareness of Learning Style  
Computer Skills

### Essential Question

How does an adult effectively and comfortably learn to communicate in writing?

### Tools and Resources

Venn Diagram  
Dictionary            colored chalk  
Outlines               lined paper  
Thesaurus             highlighters  
Brainstorming        junk mail  
Web Writing forms    car manual  
Magazines  
Journals                Topic Box  
Writing prompts      Topic prompts  
Internet  
Divided paragraphs  
Incorrect paragraphs  
Self Scoring Writing Rubric

### Assessments

Prior Knowledge:  
TABE- Language  
Writing Course Survey  
Pre-course writing skills assessment  
Learning Style Survey  
Ongoing:  
Journaling  
Peer Editing  
Conferencing  
Writing Prompts  
Writing Rubric  
  
Final: Portfolio

### Increased Knowledge

Ability to apply  
Plan  
Draft  
Revise  
Edit  
  
Ability to use in appropriate setting:  
Venn Diagram  
Outlines  
Web Writing  
Brainstorming  
Journaling

## MAINE ADULT EDUCATION LESSON PLAN

**NRS LEVEL:** 5-6 MAINE LEARNING RESULT ELA;E

**THEME/ TOPIC:** PROCESS OF WRITING

**LESSON PLAN TITLE:** PREWRITING TOOLS AND SKILLS

**ESSENTIAL UNDERSTANDINGS (OUTCOMES):** Student will acquire skills to plan for writing.

- LEARNING OBJECTIVES:**
1. The student will be able to use, create, interpret, and apply the following prewriting skills techniques 90% of the time: Venn diagram, outline, brainstorming, and web writing.
  2. Student will be able to identify the appropriate prewriting tools up to 80% of the time.

**EFF TOOLS:** Convey in Writing

**LEARNING ACTIVITIES:** Students will use brainstorming techniques to develop ideas on how to improve prewriting skills.

**TOOLS/ RESOURCES:** Blackboard, paper, colored chalk, topic box container with slips of paper containing topics for writing.

**ASSESSMENT:** PRIOR-TABE, learning styles assessment  
POST-Teacher observation, student demonstration, homework assignment below.

**CLOSURE:** Review all types of prewriting. Have the students create an outline using the ideas created from the Venn diagram exercises. Can also assign an outline using the Web design method.

**Journaling:** Explain in writing how two of the prewriting tasks discussed today can assist a writer.

**FOLLOW UP LESSONS:** Teachers Discretion

## **PREWRITING LESSON PLAN STEP BY STEP PROCEDURE**

1. Brainstorming: Ask the students what tools or techniques people use for writing or getting started writing.
2. Have students write ideas on the board.
3. Have students put answers in their journals.
4. Teacher adds any additional tools such as the dictionary, thesaurus, etc.
5. Review the list and have students write any additional ideas in their journals.
6. Explain to the student that they have just used brainstorming to find answers to the question asked them.
7. Have each student pick a topic from the topic box. Have them write the topic on the top of a piece of paper. Have the students write an idea about this topic below the topic. Have the students switch papers and have each student write another idea on the paper. Switch papers until everyone gets a chance at all the topics.
8. Share the ideas with the class. This should help increase the student's ability to brainstorm on unrelated topics. (You might want to do this technique several times over several classes to help student develop the ability to think up ideas quickly. It will help them prepare for the GED essay test.)
9. Discuss with the students when the brainstorming technique should be used: Don't know a lot about a topic, searching for an opinion, or to help the creative juices to start flowing.
10. Venn Diagram: Used to separate ideas on a subject. This works best with a compare and contrast subject.
11. Draw two big interconnected circles on the board. (You can also give students use the Venn diagram example attached). Above the first circle write the word "Like". Where the circles share the same space write "Same". On the last part of the circle write "Different". Have students place ideas on the topic in each section. Have them write this in their journals.
12. Give each student one of the brainstorming papers and have them create their own Venn diagram with the entire class's ideas. You may have to have additional ideas available.
13. Some students will have better subjects to divide than others. This will demonstrate that a Venn diagram is not effective for all subjects.
14. If students have tried with their subject and it does not work have them create their own topic that can be divided and have them produce a Venn diagram with the new topic.
15. Share the ideas with the class.
16. Web design-Used to put ideas together on a subject
17. Put a topic on the board. Have each student create their own list of ideas on the subject.

18. Draw a circle around the word on the board. Have the students share their ideas. For each idea, write the word outside the word circle. Connect the idea with the topic word with a line. Your end product will look like a circle with lines extending out of it with other words attached to the lines. (You can also use the web design graphic organizer attached)
19. Have the students study the ideas. Are there any that fit together? Are there any with similar subject or concept? Using colored chalk, circle the similar ideas with the same color. You should have several colors on the board. An idea might have more than one color.
20. OUTLINE- Rewrite the ideas from Web design in columns on another part of the board based on their color. All the green ideas together, all the red ideas together, etc.
21. Have student come up with titles for each of the colored categories.
22. Have the students number the ideas in each category by importance, with one being the most important.
23. Have students fold a piece of paper into fourths. Have them unfold it and see the boxes they have created. Have the students write what they think is the most important title in the first box. Label it number "one". The second most important title in the second box, and continue until all the titles are used. Make sure each box is label by a number.
24. Now have the students copy their ideas under each title by importance. Have the students then put an 'a' by the first idea in every box: a 'b' by the second: and a 'c' by the third. The students have just created their outlines.
25. Have the students share their results. They will see that the ideas can be arranged in different orders based on the person writing. **SAVE THE OUTLINES.**
26. Demonstrate to student any shortcuts after they have created at least one entire web design to outline for you. For homework have the students create an outline with their Venn diagram information.
27. Journaling Exercise: Student will take last 10 minutes of class time to discuss in writing two of the prewriting tasks, and how they can help assist a writer.

# COMPARE / CONTRAST VENN DIAGRAMS

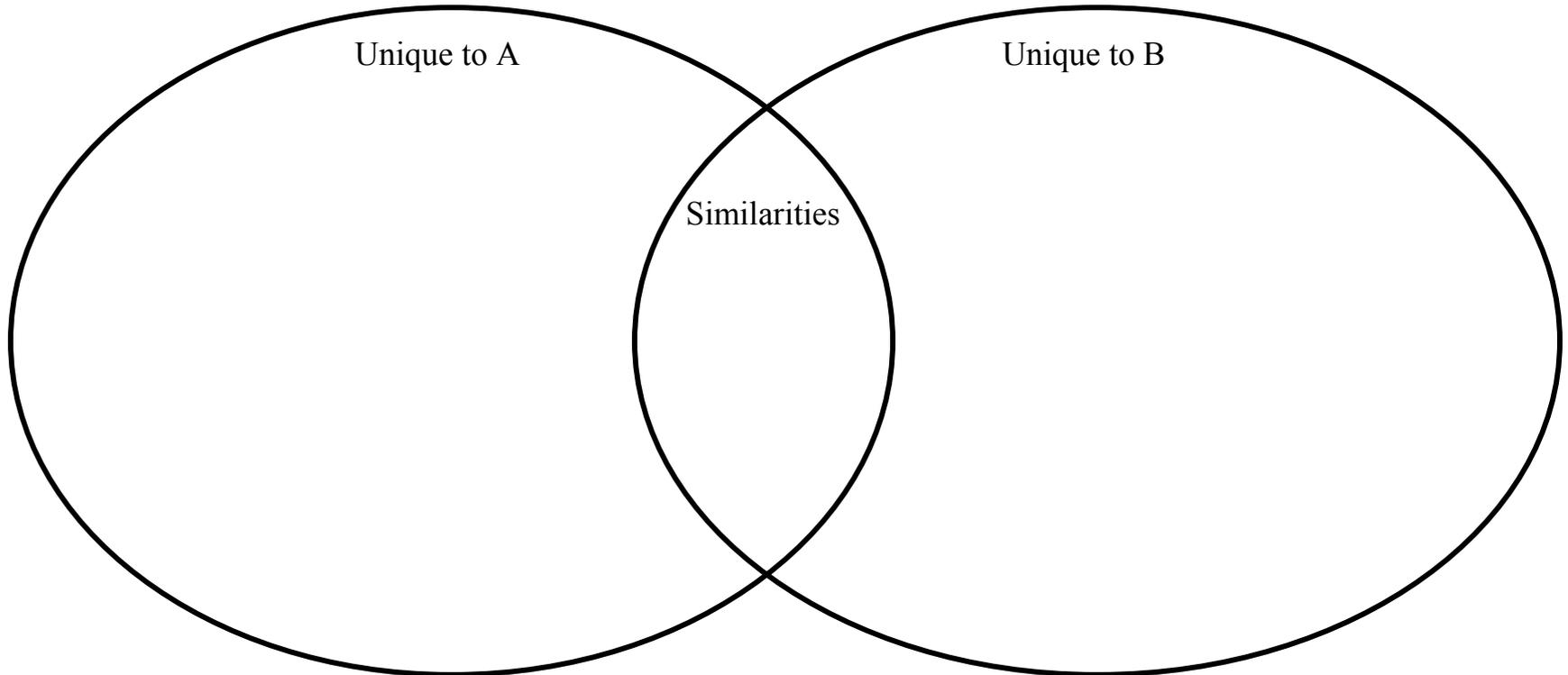
Name \_\_\_\_\_

Date \_\_\_\_\_

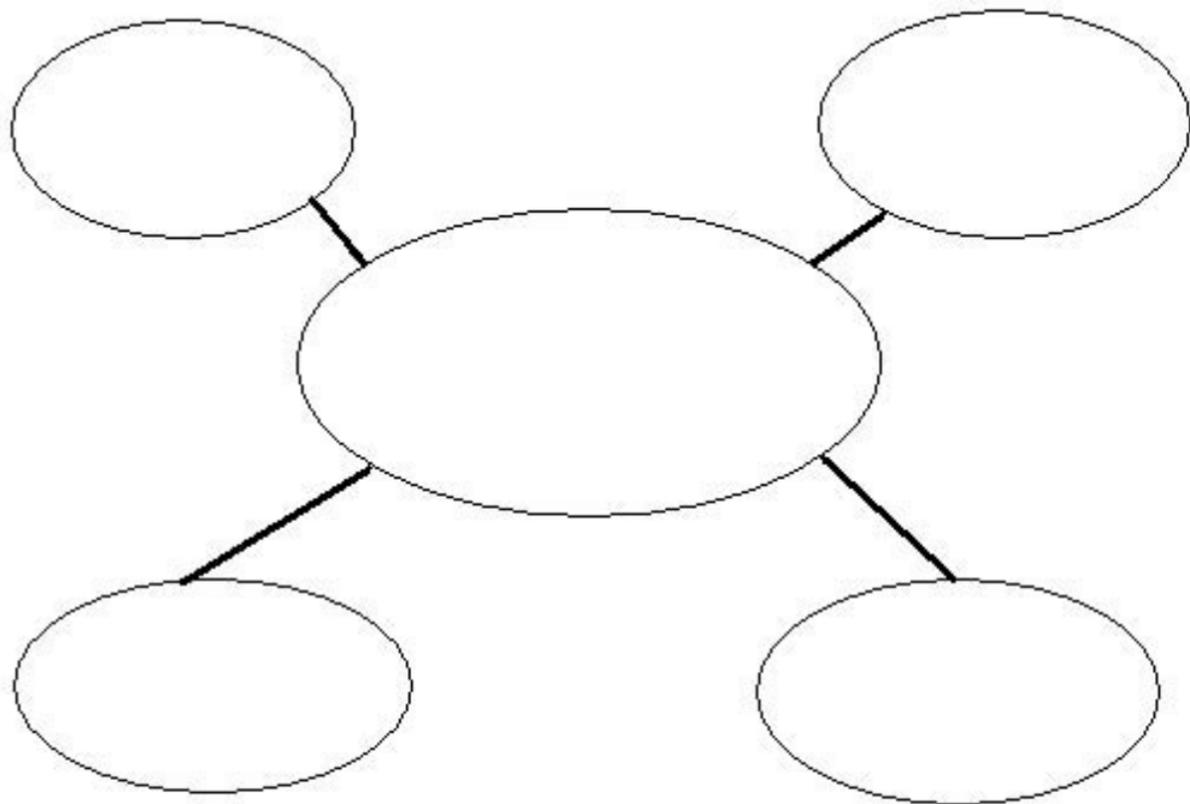
A



B



## WEB WRITING DESIGN



## OUTLINE DESIGN GRAPHIC ORGANIZER

1. \_\_\_\_\_

A.

B.

C.

2. \_\_\_\_\_

A.

B.

C.

3. \_\_\_\_\_

A.

B.

C.

## **MAINE ADULT EDUCATION LESSON PLAN**

**NRS LEVEL:** MAINE LEARNING RESULT: English E

**THEME/ TOPIC:** Process of Writing

**LESSON PLAN TITLE:** Topic Sentence

**ESSENTIAL UNDERSTANDINGS (OUTCOMES):** The student will learn to identify and write topic sentences.

**LEARNING OBJECTIVES:** After this class the student will be able to produce a topic sentence on demand 90% of the time.

**EFF TOOLS:** Convey Ideas in Writing

**LEARNING ACTIVITIES:** 1. Take divided paragraph strips and have students put the paragraph in order.

2. Use authentic materials and have students identify the topic sentences.
3. Have students write topic sentences.
4. Students edit partner's sentences.

**TOOLS/ RESOURCES:** Divided paragraph strips, authentic materials: junk mail, personal letters, car manual needed to be provided by the teacher.

**ASSESSMENT: PRIOR-** TABE, Learning styles assessment.

**POST-** Quiz, teacher observation, turn and talk.

**CLOSURE:** Review main points of topic sentences.

*Journaling* regarding today's lesson-How will this lesson help you with your writing?

**FOLLOW UP LESSONS:** Write additional paragraphs. Find three articles and identify topic sentences in each paragraph.

## Family Fishing

When I was a child, my family used to visit my aunt and uncle in Tarpey. We had to travel over a mountain ridge to get there, and there was a trout farm near the top of the ridge. My younger brother and I always begged my dad to let us stop there and fish on the way home, and sometimes he'd give in. It was a big thrill for us because it was the only fishing we ever did. However, there was one stop at the trout farm I regretted.

The farm had four small ponds filled with hundreds of rainbow trout. We'd take these long bamboo poles with lines and hooks and put some gummy orange stuff on the hooks. Then we'd drop our hooks into the water and instantly a whole school of trout would dart towards the bait. I'd feel a tug on my pole and in one big jerk, I'd pull the fish from the water and onto the concrete beach. My brother would pull one out at about the same time, and Dad would have a couple of nine- or ten-inch trout to pay for.

On that particular day I threw my line into the water first and immediately pulled out an eight-incher. I stood proudly by my flopping fish and watched my brother put in his line about two feet from the shore. The big schools of fish in the middle of the pond didn't notice the bait, so it just sank in the water. Then, my brother let out a whoop as his pole bent in two. A big trout had come up off the bottom and taken the hook. There was no way my brother could jerk the fish out of the water, so he walked backwards with his pole and dragged the biggest fish I'd ever seen onto the beach. Jeremy was yelling with joy, and I was standing by my eight inch-trout feeling miserable.

## DIVIDED PARAGRAPHS

My junior year of high school I was on the varsity football team. I was tall, thin, and awkward, so I spent most of the season on the bench. We had a good team and I was glad to be on it, but like everyone else, I wanted to get out on the field and show the coach what I could do. I got my chance one game in the middle of the season when I was sent in on the punting team. I'm still trying to live down that one play.

When Coach Clawson yelled, "Johnson, get in for Jewell on the punting team," I jumped off the bench and raced onto the field to join the huddle. As an end, I had an important job. While the other players blocked for the punter, the other end and I were to run down field and cover the punt, hopefully tackling the runner for no gain. As I lined up and waited for the signals to be called, I was determined to make the tackle.

When the punter yelled "hike," I sprinted down the field, my eyes fixed on the punt returner. I heard the thud of the ball making contact with the kicker's foot and then saw it soaring high in the air toward the punt returner. I tried to keep my eye on the ball, on the returner, and my course of direction. Finally, I just focused on the punt returner and raced straight at him. The ball reached him just before I did, and as soon as he caught it, I knocked him down with a flying tackle. The ball sprinted out of his hands and I scrambled after it. As I fell on the ball, I realized I had not only made a great open-field tackle, I had also recovered the ball deep in the other team's territory. I leaped to my feet and ran triumphantly off the field.

As I neared the sidelines, I didn't hear any cheers or see any players waiting to mob me. I saw the coach throw down his headphones angrily, and I knew something was wrong. As it turned out, I had paid too much attention to the ball and not enough to the punt returner, for he had signaled for a fair catch moments before I crashed into him. Instead of making a great tackle and recovering a fumble, I had committed a fifteen-yard penalty and given the other team an automatic first down. The coach pulled me over and said a few choice words, but I was too humiliated to even care. I had made a fool out of myself.

At the beginning of the year, I'd go off campus with my friends to eat lunch. We'd rush downtown, grab a hamburger and a Coke, and rush back to campus for our one o'clock class. Then one day I decided to stay on campus and eat because I had to study for a test. To my surprise, I enjoyed my lunch in the cafeteria. Now my friends still go off campus to eat most of the time, but I stay and eat in the cafeteria. I actually prefer eating lunch in the cafeteria to going off campus.

First, I can get a good meal in the cafeteria. When I ate downtown at a sandwich shop, I'd always get a greasy hamburger and French fries. At the cafeteria, I get better balanced lunches: salad, vegetables, chicken or fish, milk and occasionally yogurt. I'm not eating as much junk food or consuming as many calories, and that's good for me. I can get a more nutritious meal in the cafeteria.

Secondly, I save a lot of time eating on campus. Instead of wasting twenty minutes going downtown and returning, I have twenty more minutes to study or relax before class. I even save more time because in the cafeteria, there's no waiting for the food. SO I take my time, eat slowly, and still have twenty to thirty minutes before class. I don't ever feel rushed anymore.

Third, I have met new friends eating in the cafeteria. Since my old high school friends eat downtown, I started eating with different people I'd met in class. Many of the people who eat in the cafeteria at lunchtime and sit down with two or three different groups of students and feel comfortable. I've gotten to know some really nice people that I wouldn't have known otherwise.

## MAINE ADULT EDUCATION LESSON PLAN

**NRS LEVEL:** MAINE LEARNING RESULT:

**THEME/ TOPIC:** Process of Writing

**LESSON PLAN TITLE:** Build a Paragraph

**ESSENTIAL UNDERSTANDINGS (OUTCOMES):** Use planning, drafting and revising to produce a well developed paragraph.

**LEARNING OBJECTIVES:** The student will be able to produce, on demand, a well developed 5-7 sentence paragraph.

**EFF TOOLS:** Convey Ideas In Writing

**LEARNING ACTIVITIES:**

1. Incorrect Paragraph handouts, students will highlight sentences that are not part of the paragraph.
2. Group discussion re: selections.
3. Introduction of self scoring rubric.
4. Score Paragraph handouts
5. A: use topic sentence from previous exercise to generate paragraph.  
B: Choose topic sentence from Topic Box to generate paragraph.

**TOOLS/ RESOURCES:** Topic Box, Self Scoring rubric, Incorrect Paragraphs, and highlighters.

**ASSESSMENT: PRIOR-** Ability to write an effective topic sentence

**ONGOING-** Teacher / student conferencing, student demonstration

**CLOSURE:** Recap key concepts of “Elements of a Standard Paragraph”  
*Journaling* regarding today’s lesson: What did you learn? How can you use this in your life?

**FOLLOW UP LESSONS:** Paragraph Structure Handout. Write additional paragraphs.

## **BUILD A PARAGRAPH STEP BY STEP PLAN**

- 1.** Discuss with students the elements of a good paragraph. (It includes a topic sentence and five to seven sentences that support the topic sentence. The sentences should remain on the subject and use proper grammar)
- 2.** Divide students into small groups. Hand each student in the group the same paragraph that has an incorrect sentence in it. Have students pick out the sentence that does not fit with the rest of the paragraph. For additional practice have the students identify the topic sentence.
- 3.** Switch paragraphs between groups. Have the groups discuss the results of their findings.
- 4.** Hand each student the scoring rubric. Discuss the rubric.
- 5.** Have each group take one paragraph they have just reviewed and score it based on the rubric. If necessary, have each group score each paragraph and then compare answers.
- 6.** Review the results with the students. Clarify any questions.
- 7.** Hand out topic sentence work from previous class. Have students write a paragraph using the topic sentence they created previously. Have the student self-score the paragraph based on the rubric. Review with the teacher and rewrite.
- 8.** Have students choose a topic from the topic box and write another paragraph.

### Paragraphs with extra sentences

1. Thanksgiving is my favorite holiday. It does not have the tension of Christmas or the Halloween. Instead it is family and friends getting together to share a meal. This meal might take hours and hours to cook, but it ultimately symbolizes what is great about this country. That symbolism is found in what is served at the table. Most homes have turkey, but from that point on anything can be set down on the table. I like to go to football games on Turkey day. If you are a traditionalist it might be stuffing, yams and mashed potatoes. If you are of Italian heritage the meal might include lasagna. If you are of Scandinavian heritage the meal might include loganberries in lieu of cranberry sauce. Everyone is an American, but we all bring to the great nation the best of our past.
2. Many people do not understand how Mainers survive the cold winters. The constant snow, harsh winds, and freezing temperatures make most 'Southerners' cringe. It is too bad they never get to experience the crystal blue-sky with puffy white clouds after several days of snow. They never get to see the entire world blanketed with snow from the top of a mountain. Boating on open water is fun. Nor do they experience the camaraderie of a neighborhood when everyone is shoveling out from two feet of snow. As Mainers we will keep these secrets to ourselves and smile when someone asks us how we survive.
3. Writing on the chalkboard used to scare me. I hated the entire experience. The dusty feeling of the stick in my hand. The dust created when I wrote on the board would make me cough. The scraping of the utensil across the slate would send shivers down my spine. The loud noise of the slate cracking underneath the pressure. However the worst part was that no matter how many times you checked your work, it still looked wrong. There is something about those symbols large and luminous staring down in front of you that make them look wrong, even if they are correct. Luckily, most schools have switched to dry erase boards so that now the only thing a student has to worry about is the incorrect work, not the horrible chalk.

ANSWERS 1. I like to go to football games on Turkey day.

2. Boating on open water is fun.

3. The loud noise of the slate cracking underneath the pressure.

**Paragraph Structure**  
**From Melissa Kelly about.com**

**Writing Paragraphs**

*Although the following structure is considered ideal it is not always used. Nevertheless, it will serve you well, particularly when the paragraph will stand alone.*

1. Topic sentence contains the main idea of the paragraph. When answering a question, don't restate the whole question, but do use some of the key words in the question. The topic sentence is usually the first, second, or last sentence in a paragraph. It is easiest to make it the first sentence.
2. Explain the topic sentence.
3. Prove your ideas are true or important with interesting, specific details.
4. End with a closing sentence that refers to the main idea in the topic sentence. Don't write the same sentence.

Use transitions to show how each sentence is related to the preceding sentence.  
(Standard transitional words, pronouns, and repetition of words or ideas)

Note the italicized transitions below)

*Question: Why do teens adopt a particular style of dressing?*

Teens choose a *style of dressing* to feel accepted.

By *wearing a style* associated with a particular group, many teenagers feel they belong to that group. *For example*, when I was so shy I didn't have a clue about how to make friends. I did, *however*, know how to sew well. *Thus*, I would be among the first to wear the latest style, whether it was a straight skirt with little flounces at the bottom or a full skirt with yards of fabric gathered at the waist. I would *wear popular styles* even if it caused *arguments* with my mother. *In fact*, I still remember her *yelling* at me to loosen my belt before school. *In spite of her scolding*, once I was a block from home, I would tighten my belt back to nineteen inches causing *painful*, vertical marks around my waist by the end of the day. I didn't mind the *discomfort* though, for even *the most popular* girls remarked about my tiny waist, and, although *they* didn't know my name, their compliments made me feel accepted.

	<b>NOT ENOUGH</b> Reader cannot understand or follow writer's ideas	<b>CLOSE</b> Reader has some difficulty understanding or following writer's ideas	<b>ON TRACK</b> Reader understands writer's ideas	<b>GREAT WORK !</b> Reader understands and easily follows writer's ideas	<b>Total</b>
<b>Did you answer the question/prompt/topic?</b>	Tries to answer the prompt, but does not keep on the subject	Answers the prompt, but then shifts into another topic(s)	Answers the prompt and keeps the main idea throughout the writing	Answers the prompt, uses it as the main idea	
<b>Does it have order? A beginning, middle and end?</b>	Ideas are not organized. No connection between ideas	Has some organization but jumps around	Has a beginning, middle and end	Uses the beginning, middle and end to organize thoughts to establish ideas to support the topic	
<b>Descriptions and details</b>	Lacks examples or details. Information does not match topic	Lacks specific details. Limits information to lists, repetition, or generalization	Has some specific details but not consistent throughout piece	Has specific and meaningful details and examples	
<b>Grammar Spelling, Sentence Structure</b>	Little or no sentence structure. No punctuation, capitalization, grammar.	Has some sentence structure. Inconsistent punctuation, capitalization, or grammar	Demonstrates proper sentence structure, grammar, spelling, punctuation most of the time	Few, if any, mistakes with grammar, spelling or punctuation	
<b>Correct Words Used?</b>	Weak word choice. Uses words inaccurately	Small range of words, not using word correctly	Uses words correctly	Uses the beginning, middle and end to organize thoughts to establish ideas to support the topic	
<b>Total</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Mastery = 16+

**TOPIC BOX IDEAS**

**FAVORITE PET  
VACATION**

**FAVORITE**

**FAVORITE FOOD**

**WORST FOOD TO EAT**

**WORST BOOK TO EVER READ**

**BEST MOVIE**

**WORST MOVIE**

**CHILDHOOD MEMORY**

**BEST RIDE AT THE AMUSEMENT PARK**

**BEST TV SHOW**

**FAVORITE PIECE OF FURNITURE**

**WORST TV SHOW**

**WORST PIECE OF FURNITURE**

**BEST BOOK**

**FAVORITE SCENT**

**FAVORITE CHARITY**

**BEST BASEBALL TEAM**

**BEST FOOTBALL TEAM**

**BEST SPORT TO PLAY**

**FAVORITE CAR**

**BEST SPORT TO WATCH**

**FAVORITE HOBBY**

**BEST JOB**

**WORST JOB**

## **ADVANCED TOPIC BOX IDEAS**

**Do you play the lottery? Why or why not?**

**If you had to leave your home suddenly, what material item would you take with you? Why?**

**“It takes a village to raise a child”. Explain what this means. Do you agree or disagree?**

**What would you like to be remembered for? Why?**

**If you could guarantee youth forever, would you take it? Why or why not? If you could change one event in your life, what would it be and why? How do you think the change would affect the rest of your life?**

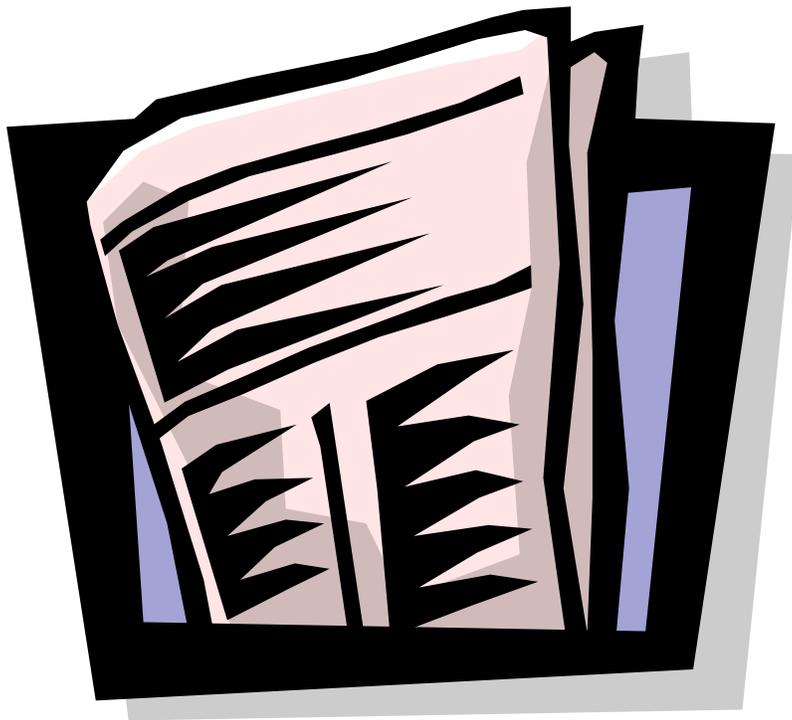
**You have just won an million dollars, what would you do with it? Why?**

**If you could be President of the United States for a day, what would you do with your new job? Explain.**

**If you could own any business in the world, what would it be? Why?**

# Unit 2

## Informational Writing



## Maine Adult Education Unit Design

### Essential Understandings

Ability to produce on demand informational text that is well developed, organized and demonstrates effective language use, voice, and command of mechanics.

Understand who, what, where, when or why in writing informational text

Ability to write personal opinions.

Ability to convey ideas and direction in writing

### Theme or Topic

Writing Informational Text

### Essential Question

How does an adult effectively and comfortably learn to communicate in writing for informational purposes?

### Knowledge and Skills

Ability to apply

Plan

Organize

Draft

Revise

Edit

Conventions of Grammar

Ability to read 8<sup>th</sup> grade level

Computer Skills

Learning Styles

Ability to apply various writing strategies

### Tools and Resources

Venn Diagram

Dictionary

Outlines

Thesaurus

Brainstorming

Traffic Accident

Web Writing forms

scenarios

Journals

Insurance forms

Writing prompts

Five W's form

Internet

Flyers

Party Invitation/scavenger clues / Treats

Cut up paragraphs

Newspaper / editorial section

Traffic Accident Report Form

Traffic Accident newspaper article

Classroom Continuum questions

Worksheet – Bibliography Form

5 paragraph essay directions/rubric

“And Then...” writing prompts

### Assessments

#### Prior Knowledge:

TABE- Language and reading

Writing Process Unit

Writing Process Samples

#### Ongoing:

Journaling

Peer Editing

Conferencing

Essay Rubric

#### Final: Portfolio

### Increased Knowledge

Increased ability to apply

Plan

Draft

Revise

Edit

Analyze

Evaluate

Critical thinking

Decision Making

Ability to use in appropriate setting:

Venn Diagram

5 paragraph essay

Outlines

bibliography form

Web Writing

Brainstorming

Journaling

## **MAINE ADULT EDUCATION LESSON PLAN TEMPLATE**

**NRS LEVEL:** MAINE LEARNING RESULT:

**THEME/ TOPIC:** Informational Text

**LESSON PLAN TITLE:** Come to a Party

**ESSENTIAL UNDERSTANDINGS (OUTCOMES):** After this class, the student will be able to communicate in writing basic information of who, what, where, when, and why in a flyer format. The student will also be able to determine that all relevant information is in the text.

**LEARNING OBJECTIVES:** Student will be able to produce a flyer (notice) with required information 90% of the time.

**EFF TOOLS:** Convey Ideas in Writing.

**LEARNING ACTIVITIES:** Students will participate in a scavenger hunt that introduces the concepts of 'who', 'what', 'where', 'when' and 'why'. Students will critique actual flyers for the 5 'w's. Students will then create their own flyer/invitation using these concepts

**TOOLS/ RESOURCES:** Markers, paper, cupcakes or cookies, scavenger hunt form with clues on the back, newspaper or ideas for flyers for homework. Five W's form.

**ASSESSMENT: PRIOR-** Completion of unit 1 'Process of Writing'

**POST-**Have students create a flyer or notice of their own and bring it to the next class.

**CLOSURE: *Journaling***-Have students write about why it is important to have all the relevant information in a written document.

**FOLLOW UP LESSONS:** Find two examples of brochures / flyers in local Paper, bulletin boards, junk mail, have students identify the essential information.

## STEP BY STEP

1. This class will involve a scavenger hunt. The teacher will need to pre-plan for this event. Select four locations within your building to send your students to for the scavenger hunt.
2. Using the form attached, place the scavenger riddles onto the opposite side of the form. Complete the 'invitation' portion of the form and then cut the clues up and distribute them to the appropriate locations. You will need one set of clues for every student. Keep the first clue to hand your students when they arrive.
3. Next set up the room where you will have the party. It does not have to be elaborate, but a treat of some kind would be fun.
4. When the students arrive give them their first clue, tell them they must solve the puzzle, and send them on their way.
5. Meet students at the party. You may have to send a search party out if the students did not find the invitation on the back.
6. After the social time, return to the classroom.
7. Ask the students what would have happened if a portion of the invitation had been missing? Discuss what makes a good invitation or announcement.
8. Introduce the concepts of who, what, where, when and why on the board.
9. Discuss the importance of having all of the necessary information, so that others can understand what is being written,
10. Have students break up into groups and find the 5 "w"s in attached flyers. Not all the necessary information will be present. Have the groups come together and compare their findings.
11. Students should then write their own flyers using the 5 "w"s.
12. Have students create their own invitations to a party for homework.

**YOU  
ARE  
CORDIALLY  
INVITED  
TO  
A PARTY  
THIS EVENING  
IN THE  
  
TO CELEBRATE  
SURVIVING  
THIS  
WRITING  
CLASS  
UP  
TO  
NOW!**

Name: \_\_\_\_\_  
5 "w"s

WHO \_\_\_\_\_

WHAT \_\_\_\_\_

WHERE \_\_\_\_\_

WHEN \_\_\_\_\_

WHY \_\_\_\_\_

## INFORMATIONAL FLYER TEXT ANSWERS

**FLYER: Still Waiting**

**WHO-you or public**

**WHAT- A loan, but not specifically spelled out**

**WHERE- (800)-487-3495, but no address**

**WHEN- NOW**

**WHY-To get a better rate**

**FLYER: Candlepin Café**

**WHO-you or public**

**WHAT- Candlepin Café, it implies that it is a restaurant**

**WHERE-at Oxford Lanes, but there is no address given**

**WHEN-only know that it is open Fri and Sat from 8-10 pm**

**WHY-To eat**

**FLYER: Orlando Bahamas Cruise**

**WHO-you, your employees, their families, and associates**

**WHAT-Orlando Bahamas Cruise Vacation**

**WHERE-in Orlando or the Bahamas, but does not give you details nor  
does it give you address of the travel agent**

**WHEN- you can call immediately and the vacations can be taken at  
Anytime**

**WHY-It is a corporate sellout available for a limited time only**

# Still Waiting?

Rates wont get better than this!

Rates as Low as:

**2.95%**

**TODAY!**

**Refinance ■ Purchase ■ Cash Out**



- No Income Verification
- No Money Down
- Foreclosure - NO Problem
- Bankruptcy - NO Problem!
- Self Employed - OK!
- No Asset Verification
- No PMI
- Up to 107% Financing
- Debt Consolidation
- Home Improvements

Call Us Today For A FREE QUOTE!!!

**800-487-3495**



# ORLANDO BAHAMAS CRUISE

**Wholesale Close-out Offer!**

**Limited Quantity Available! When They're Gone, They're Gone!**



Call **IMMEDIATELY!** These vacations can be taken at any time, and are 100% transferable. They may be taken together or split up for two separate vacations. This offer is only available during this corporate sellout, for your employees, their families, and associates.

**11- Days/8 Nights**

**Retail Price**

**Your Price**

Orlando 4/3 Nights

\$399

included

Cocoa Beach 3/2 Nights

\$299

included

Bahamas Cruise 4/3 Nights

\$799

Bonus

**Your Total For All 3 = \$199**

\*Children under 18 FREE\*

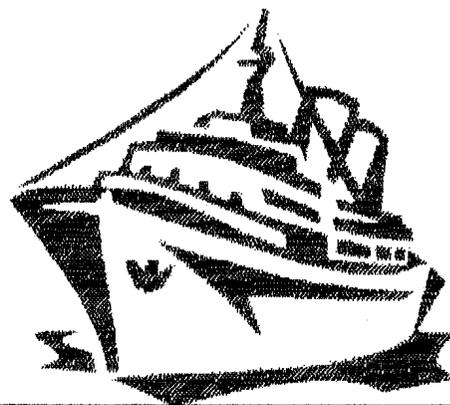
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## **MAINE ADULT EDUCATION LESSON PLAN TEMPLATE**

**NRS LEVEL:** MAINE LEARNING RESULT:

**THEME/ TOPIC:** Writing Informational Text

**LESSON PLAN TITLE:** Traffic Accident Report

**ESSENTIAL UNDERSTANDINGS (OUTCOMES):** ) After this class, the student will be able to communicate in writing basic information of who, what, where, and why in a news article or reporting format. The student will be able to determine that all relevant information is in the text.

**LEARNING OBJECTIVES:** Student will be able to analyze and synthesize concepts and details in informational text and write text with required information with 90% accuracy.

**EFF TOOLS:** Convey Ideas in Writing

**LEARNING ACTIVITIES:** Review the 5 “W”s.  
Process of filling out forms.  
Local reporter/eyewitness writing activity.  
Create written article.

**TOOLS/ RESOURCES:** Traffic accident report form.  
Traffic accident newspaper articles.  
5 “W”s handout.

**ASSESSMENT: PRIOR-** Informational flyer  
**ONGOING-**Peer editing, student/teacher conferencing

**CLOSURE:** Recap 5 “W”s and their necessity in informational text.  
Read (upon approval of student) a few articles written that include essential information.

**FOLLOW UP LESSONS:**

### **Procedure for “Traffic Accident” writing class.**

- A. Recap previous class on informational flyer.
- B. Discussion of incidences where they may have received an invitation, flyer, seen a poster that didn't contain all of the essential information.  
Discussion of fact versus opinion.
- C. Handout newspaper reports concerning local traffic accidents. Discussion of the 5 “W”s Who, What, When, Where and Why.  
Hand out 5 “W”s form.
- D. Have students create a list from there traffic accident handout that shows each of the “W”s in the report.

Have students find incidences of fact versus opinion in the written articles.

Discussion regarding essential information they would need if they were involved in a traffic accident or were a reporter for a newspaper.

Hand out traffic accident reporting form. Using personal experience or information gathered from articles have student fill out report form.

- You may also have students pair up and fill out the form each as one party from the accident.

Next have students switch forms with a classmate and write this story as a local reporter.

This story may be assessed using either peer conferencing, or student/teacher conferencing.

Have students journal what they have learned and how they may use this information.

## **Traffic Accidents Scenario's**

**Remember, you are in the car or have witnessed this accident!  
Use the 5 W's to complete the Accident Form then use that form to write a  
"reporters' piece for the paper.**

**\* The teacher may give entire page of these suggestions to students or choose one incident from the list to give to specific students. Other scenario's may added.**

1. One vehicle, heading North on route 7 swerves to miss a deer that ran in front of the car. This driver then skids across the road into an oncoming vehicle(#2). There are 2 passengers in vehicle #2.
2. The signal on the downtown traffic light suddenly stops working. 3 cars all enter the intersection at the same time.
3. The tire blows out on a vehicle on an icy road. The vehicle damages property.
4. While crossing a bridge in a busy downtown area a vehicle stalls.
5. It is snowing, 6 inches of snow have fallen, and more is expected. A loaded pulp truck heads down a steep hill and can't make the corner!
6. A vehicle pulls out of a busy shopping center, crosses the lane and gets hits by another vehicle.

**NAME** \_\_\_\_\_  
**DATE** \_\_\_\_\_

**THE FIVE W's**

**Who:** This is the person or persons involved in the story or incident.

**What:** What happened.

**Where:** The place that the incident or story occurred.

**When:** At what time did the story or incident occur?

**Why:** The reason behind what happened.

**ACCIDENT REPORT**

1. WHO: \_\_\_\_\_
2. WHAT: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. WHERE: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. WHEN: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. WHY: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**MAINE INSURANCE COMPANY**

POLICY NO. \_\_\_\_\_ DATE OF NOTIFICATION \_\_\_\_\_

NAME OF INSURED \_\_\_\_\_ DATE OF INCIDENT \_\_\_\_\_

ADDRESS \_\_\_\_\_

ADDRESS \_\_\_\_\_

AGENCY OR BROKER \_\_\_\_\_ ID NUMBER \_\_\_\_\_

POLICE DEPT. CONTACT \_\_\_\_\_ PHONE NUMBER \_\_\_\_\_

INSURED VEHICLE VIN \_\_\_\_\_ INSURED VEHICLE TYPE \_\_\_\_\_

OTHER VEHICLE OWNER (2) \_\_\_\_\_ PHONE NO. \_\_\_\_\_

ADDRESS \_\_\_\_\_ INS. CO. \_\_\_\_\_

POLICY NUMBER \_\_\_\_\_

LOCATION OF ACCIDENT \_\_\_\_\_

INSURED'S  
STATEMENT \_\_\_\_\_

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PLEASE DRAW A PICTURE OF THE ACCIDENT

## MAINE ADULT EDUCATION LESSON PLAN

**NRS LEVEL:** MAINE LEARNING RESULT:

**THEME/ TOPIC:** Process of Writing

**LESSON PLAN TITLE:** Formulating the 5 paragraph essay

**ESSENTIAL UNDERSTANDINGS (OUTCOMES):** Student will use planning, drafting, revising and editing to formulate a five paragraph essay.

**LEARNING OBJECTIVES:** Student will produce on demand a well developed, organized five paragraph essay that demonstrates effective use of language and voice based on scoring rubric.

**EFF TOOLS:** Convey ideas In Writing

**LEARNING ACTIVITIES:** The teacher will introduce the subject of the 5 paragraph essay and ask where this type of writing will be valuable to students.  
Teacher will read various pieces of writing to generate discussion regarding tone, mood, and audience.

Working in groups, teacher will instruct then hand out the “And then....” writing prompts to formulate a group 5 paragraph essay using tone/mood/audience.

Students will individually create a 5 paragraph essay using either a topic chosen from the topic box or agreed upon by teacher/student.  
Students will self score written piece using rubric and then peer conference for discussion on scoring/evaluation.

**TOOLS/ RESOURCES:** Essay scoring rubric, “And then ...” writing prompts, 5 paragraph essay diagram, Topic Box,

**ASSESSMENT:** PRIOR- build a paragraph.  
ONGOING- Self score/ peer edit

**CLOSURE:** Teacher and students will spend last 5 minutes of class discussing key concepts of lesson.

***Journaling*** regarding today's lesson: What did you learn? How can you use this in your life?

**FOLLOW UP LESSONS:**

## 5 paragraph essay procedures

1. The teacher will introduce the subject of the 5 paragraph essay and brainstorm on the board when this type of writing will be valuable to students. Include GED written exam, letters, MEA's college research papers, business reports and English papers.

2. Teacher will read various pieces of writing to generate discussion regarding tone, mood, and audience.

Tone: generally an emotional piece- ironic, comic, exaggeration, satire.

Mood: Generally the feeling the reader is supposed to be impacted by

Audience: Whom is this piece directed at? Is the writer trying to make a point to a certain group of people?

3. After the discussion, break the class into small groups. As a group they are now going to write their own five-paragraph essay using the "And then..." writing prompts. Introduce the lesson using the idea of Snoopy and the Peanuts gang cartoon, where Snoopy is always trying to write a book which starts out "It was a dark and stormy night.....". Students should group into 3-5 per group for this lesson. Remind them of the format for a 5 paragraph essay. (Beginning/body/conclusion)

The teacher will write a beginning sentence on the board to prompt the class. The class will then take off from this idea and each student will add one paragraph to the story line. It is helpful to have student groups sitting together as they write.

This activity has each student writing a paragraph based upon the initial prompt and then passing their paragraph on to the next student. The next student continues the writing with their own paragraph. The paragraphs must make sense and follow the mood, tone and audience of the previous paragraphs(s). Continue until 5 paragraphs are completed.

4. Have students share results with class.

5 This can be done several times and at different times through the class/unit to show improvement in writing.

6. Students will now create their own 5 paragraph essay using the either the topic box or one agreed upon by the teacher and student.

7. Students will self score their written piece using the rubric.

9. Student will then rewrite the piece using information gathered from the rubric and conference.

## **“AND THEN” Writing Prompts**

Read some of the stories in class and discuss:  
Did students keep with the mood and tone of the beginning line?  
Where transitions smooth from one paragraph to the next?  
How would they have completed the next line/paragraphs?

### **Prompts**

“It was a dark and stormy night”

“I was sitting alone on the bleachers at my old high school”

“It was a starry night at the cabin on the lake”

“The ice was smooth and clear.”

“The necklace was made out of silver with small blue stones set in it.”

“The breeze was blowing over the calm, blue ocean.”

“The car sat at the end of the alley, revving its engine.”

“The table was set with tarnished, old silver and ivory colored napkins.”

“I sat in front of the computer, wishing I could think of something to write”

Name \_\_\_\_\_

**BODY**

Point 1

**Source**

Point 2

Point 3

**Conclusion**

	<b>NOT ENOUGH</b> Reader cannot understand or follow writer's ideas	<b>CLOSE</b> Reader has some difficulty understanding or following writer's ideas	<b>ON TRACK</b> Reader understands writer's ideas	<b>GREAT WORK !</b> Reader understands and easily follows writer's ideas	<b>Total</b>
<b>Did you answer the question/prompt/topic?</b>	Tries to answer the prompt, but does not keep on the subject	Answers the prompt, but then shifts into another topic(s)	Answers the prompt and keeps the main idea throughout the writing	Answers the prompt, uses it as the main idea	
<b>Does it have order? A beginning, middle and end?</b>	Ideas are not organized. No connection between ideas	Has some organization but jumps around	Has a beginning, middle and end	Uses the beginning, middle and end to organize thoughts to establish ideas to support the topic	
<b>Descriptions and details</b>	Lacks examples or details. Information does not match topic	Lacks specific details. Limits information to lists, repetition, or generalization	Has some specific details but not consistent throughout piece	Has specific and meaningful details and examples	
<b>Grammar Spelling, Sentence Structure</b>	Little or no sentence structure. No punctuation, capitalization, grammar.	Has some sentence structure. Inconsistent punctuation, capitalization, or grammar	Demonstrates proper sentence structure, grammar, spelling, punctuation most of the time	Few, if any, mistakes with grammar, spelling or punctuation	
<b>Correct Words Used?</b>	Weak word choice. Uses words inaccurately	Small range of words, not using word correctly	Uses words correctly	Uses the beginning, middle and end to organize thoughts to establish ideas to support the topic	
<b>Total</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Mastery = 16+

**NRS LEVEL: 5 MAINE LEARNING RESULT: ELA**

**THEME/ TOPIC:** Creative Writing

**LESSON PLAN TITLE:** Change My Mind

**ESSENTIAL UNDERSTANDINGS (OUTCOMES):** Following this lesson plan, a student will research a topic and then write an article or letter to the editor trying to persuade their audience to agree with their point of view.

**LEARNING OBJECTIVES:** Student will be able to research a topic and write a persuasive article or letter to the editor with 90% accuracy in research information and a score of 80% based on the writing rubric.

**EFF TOOLS:** Convey Ideas in Writing

**LEARNING ACTIVITIES:** Classroom continuum,

**TOOLS/ RESOURCES:** Paper, pencil, Internet, Questions for classroom continuum, Newspaper, Audience Worksheet, Bibliography Worksheet

**ASSESSMENT: PRIOR-** Student will have completed expository piece lesson with 80% accuracy on the writing rubric.  
**POST-** Writing rubric grade of 80%.

**CLOSURE:** Journaling\* Write about the time that you held an opinion and how it was changed

**FOLLOW UP LESSONS:** Find two pieces of written evidence in local papers/media where author is using persuasion to change your mind about an issue.

## **Persuasive Essay Procedures**

1. Have students stand up. Explain to them that you are going to ask them a series of questions. Left side of the room is for a favorable response or agrees strongly and the other side of the room is for a strongly negative response or strongly disagrees. Students can stand anywhere on the line from one side to the other depending on their feelings.
2. Ask students questions like: Do you like chocolate milk? Should the federal government balance their budget? Do you like to work outside? These questions should not be too controversial, but have some fun.
3. Have students sit down and discuss how they feel when someone disagrees with their opinion. Can they think of ways to get someone to change their opinion?
4. Hand out the newspaper and have students pick an editorial and read it. Have them complete the attached worksheet. Students should be able to identify who the writer is trying to convince and why.
5. Have the students share answers.
6. Have students write a response to the letter they read.
7. Have students edit letters for details.
8. Discuss letters and the need for backup information to help enhance their writing and ability to persuade the reader.
9. Have students choose topics that they would like to write a persuasive piece about for class. Have students brainstorm ideas on resources that could be used to provide information on their topics.
10. Demonstrate to students how to record information so that they can have an accurate bibliography. See Bibliography Worksheet.
11. If you have access to a library, take your students to it. Have librarian show them how to use research materials such as periodicals, microfiche, etc. Spend time at the library so your students can have time to research.
12. If you don't have access to a library, use computers to gain information. You might want to require your students visit a library to gather additional resources. You might also want to bring in resources such as a newspaper or weekly news periodicals.
13. Have students share information.
14. Have students create a web design and an outline on their subject. Conference with teacher.
15. Have students write a rough draft of their persuasive piece. Have students compare it to the rubric and then conference with the teacher.
16. Have students edit and revise and hand in their final copy. Must include a bibliography!

NAME \_\_\_\_\_

DATE \_\_\_\_\_

### LETTER TO THE EDITOR WORKSHEET

**AUTHOR:** \_\_\_\_\_

**SUBJECT:** \_\_\_\_\_

**AUTHOR'S  
OPINION:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**WHO IS THE AUTHOR TRYING TO PERSUADE?**  
\_\_\_\_\_  
\_\_\_\_\_

**WHY IS THE AUTHOR TRYING TO INFLUENCE HIS AUDIENCE?**  
\_\_\_\_\_  
\_\_\_\_\_

**YOUR REACTION TO THE WRITER'S  
OPINION.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Bibliography Form

Name \_\_\_\_\_

## Source

<b>Title:</b>	
<b>Author:</b>	
<b>Publisher:</b>	<b>Location:</b>
<b>Copywrite date:</b>	<b>Date obtained:</b>
<b>Website Address:</b>	

## BODY

Point 1



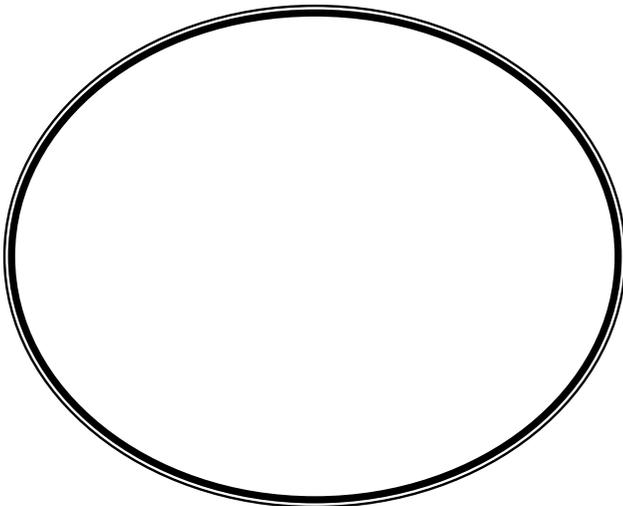
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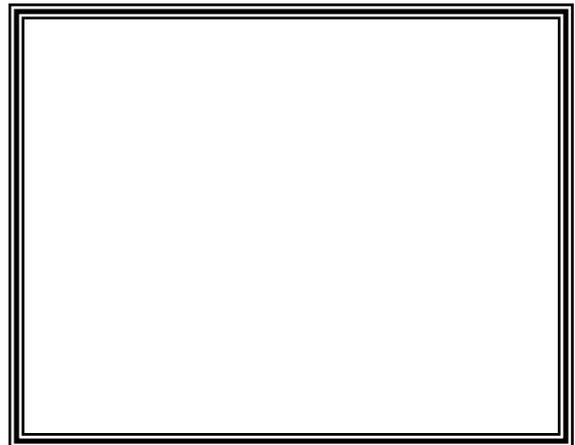
Point 3



Source



Conclusion



# Unit 3

## Writing Creative Text



## Maine Adult Education Unit Design

### Essential Understandings

Ability to produce on demand creative text that is well developed, organized and demonstrates effective language use, voice, and command of mechanics.

Ability to convey descriptive images in writing

Ability to illustrate with words

Ability to create poetry

### Theme or Topic

Writing Creative Text

### Knowledge and Skills

Ability to

Plan

Organize

Draft

Revise

Edit

Analyze

Critical Thinking

Computer Skills

Conventions of Grammar

Evaluate

Decision Making

Learning Styles

Ability to read at 8<sup>th</sup> grade level

Ability to use knowledge of personal writing strategies, strengths and weaknesses to improve writing.

### Essential Question

How does an adult effectively and comfortably communicate in writing for creative purposes?

### Tools and Resources

Venn Diagram

Dictionary

Outlines

Thesaurus

Brainstorming

Web Writing forms

Music forms      CD Player

Art forms      Internet

“Black Box” & Contents

Poetry Samples

Magazines/scissors/glue/large pieces of paper

Journals

The Movie, “SHREK”

### Assessments

Prior Knowledge:

TABE- Language/Reading

Writing Process Unit

Informational Text Unit

Ongoing:

Journaling

Peer Editing

Conferencing

Writing Prompts

Final: Portfolio

### Increased Knowledge

Ability to apply

Plan

Draft

Revise

Edit

Ability to apply creative elements in various writing formats and prompts

## **MAINE ADULT EDUCATION LESSON PLAN**

**NRS LEVEL:** MAINE LEARNING RESULT:

**THEME/ TOPIC:** Writing Creative Text

**LESSON PLAN TITLE:** Free Writing

**ESSENTIAL UNDERSTANDINGS (OUTCOMES):** To help students develop ways of bringing their ideas and thoughts out onto paper.

**LEARNING OBJECTIVES:** The student will learn techniques to help produce creative writing piece. Student will use one of the techniques to create an original story.

**EFF TOOLS:** To Convey Ideas in Writing

**LEARNING ACTIVITIES:** Students will experiment with different techniques of free writing. Silence, music and observing artwork will be used to help start the creative juices flowing.

**TOOLS/ RESOURCES:** CD or tape recorder with speakers, various instrumental types of music such as classical, folk, and rock, and pictures or actual artwork representing different medias including sculpture, impressionism, and modern art.

**ASSESSMENT: PRIOR-**Completion of Units one and two of this curriculum  
**POST-** Complete a short story with one of the free writing examples created in class.

**CLOSURE:** Revise and edit your free writing piece for homework.

**FOLLOW UP LESSONS:**

## **STEP BY STEP PROCEDURES**

1. Have students sit in their seats. Have them open their journals and tell them to write anything that comes into their heads. Make sure the room is silent. Have them write for 2 to 3 minutes. Explain that their writing can just be nonsense... that it does not matter.
2. Ask students to share their experiences with the class.
3. Next play one of the types of music and have the students write their reactions to the music. Explain that the writing does not have to be in full sentences, that it can just be words on a paper.
4. Do again with another type of music.
5. Show one of the pieces of artwork-have students write about it. Repeat if necessary.
6. Ask students how they felt when they were doing the above. Did it help them with creativity? Did they get any ideas from any of the techniques to spark a story?
7. Explain that there are times when writing can be difficult and that these techniques can help spark creativity.
8. Have students review their writing selections from the class and have them chose one to use as a basis for a few paragraphs or short story.
9. Have them edit and revise for homework

## **MAINE ADULT EDUCATION LESSON PLAN**

**NRS LEVEL:** MAINE LEARNING RESULT: English Language Arts E

**THEME/ TOPIC:** Creative Writing

**LESSON PLAN TITLE:** Things That Go Squish

### **ESSENTIAL UNDERSTANDINGS (OUTCOMES):**

1. Student will produce a list of descriptive words to be used in future writing exercises.
2. Students will learn to use a thesaurus to increase list of descriptive words.
3. Student will use 1 and 2 above to build their initial description of an object to a more detailed description.

**LEARNING OBJECTIVES:** This exercise is to help develop a student's vocabulary so that they can write with more 'color'. This helps the student writing become more interesting. It also helps increase communication because the student learns that there are word choices that can make their writing better understood and more descriptive.

**EFF TOOLS:** Convey ideas in writing

**LEARNING ACTIVITIES:** Students will use their senses to help build their ability to write with descriptive words. They will also use a thesaurus and a dictionary to help compile a list of descriptive words to use in their writing.

**TOOLS/ RESOURCES:** Blindfolds, covered box, items that have a feel or smell to them such as cooked macaroni, grapes, shredded coconut, jellied candies, damp sandwich bags, etc. Colored ball. Writing utensils and paper, thesaurus and dictionaries.

**ASSESSMENT: PRIOR-**Have students write a description of a colored ball.

**POST-** Have students write two descriptions of objects.

**CLOSURE:** Explain to students that they can use descriptive writing for different creative purposes and in the next class they will earn another form of creative descriptive writing.

**FOLLOWUP LESSONS:** Students could write a description of a different item every day. Students can compile lists of descriptive words on a regular basis and then be required to use them in their writing.

## THINGS THAT GO SQUISH STEP BY STEP PROCEDURE

1. Prior to class, collect several items that have a feel or smell to them. Put them in a box so that the items can not be seen from the outside. The box becomes your black box.
2. Hold up a colored ball and ask students to write a description of the item.
3. Have students share their ideas with the class. Then read a description of a ball that describes it using more than the color, etc. For a blue ball an example might be: A round object that rolls like a streak of blue lightening across the table.
4. Discuss with students how the example gives the same information but in a different way. Tell students that today they are going to learn another way to be creative that will help their writing.
5. Ask students if they have ever played the black box game at Halloween? Explain that you are going to play a game that requires them to be blindfolded. At this point you can have the group divided into pairs or do this as a large group activity.
6. If working in pairs, one person should put on the blindfold and the other person should be given two or three of the objects in the box.
7. The student with the blindfold is then given one item to hold in their hand. This student is to describe the item in their hand. The non-blindfolded person then records the words used by the other student.
8. This is repeated for several objects. The items are put away before the blindfold is taken off.
9. Then the recording students put on the blindfolds and they feel and describe other objects.
10. If you are doing this in a large group, the teacher can do the transcribing of descriptions. You might want to blindfold students one at a time and have each student describe one item.
11. For each object, have the students compile a list of words that describe each item.
12. Chose on word from the list and demonstrate how to use a thesaurus by looking up that word and getting several other words that have similar meanings.
13. Divide the descriptive words out amongst the students and have them look up alternative words. If they do not know what the additional words mean, have them use the dictionary for definitions.
14. Have each student write all the words down in their journals so they have a record of descriptive words.
15. Demonstrate on the board how by using those additional words you can make a description of the object more meaningful.
16. Have each student write a description of one of the objects using the words they have compiled.
17. Have them review and edit their writing.
18. Then have the students write a description of something else and have the other students guess what they are describing. Encourage them to use the thesaurus for their descriptive words.
19. Have students self assess their writing samples by using the writing rubric.
20. Ask students if they have learned anything today. Tell them that the next time they meet they will use the skills learned today to begin writing poetry.

## **MAINE ADULT EDUCATION LESSON PLAN**

**NRS LEVEL:** MAINE LEARNING RESULT: English –Process of Writing

**THEME/ TOPIC:** Creative Writing

**LESSON PLAN TITLE:** I Can Haiku Can You?

**ESSENTIAL UNDERSTANDINGS (OUTCOMES):**

Students will learn how to create poetry by using descriptive words.

**LEARNING OBJECTIVES:**

Students will create a haiku poem using descriptive words developed around a collage they have created.

**EFF TOOLS:** Convey ideas in writing

**LEARNING ACTIVITIES:** Students will create a collage describing something that has meaning to them by using materials from magazines. They will then use this collage to help write a haiku poem.

**TOOLS/ REOURCES:** Magazines with lots of pictures, construction paper, glue, poetry rubric, lined paper, scissors, and writing utensils.

**ASSESSMENT: PRIOR-** Have you ever seen a piece of art that ‘spoke’ to you? Have you ever used art to tell a message? (Free writing class)

**POST-**Poetry rubric

**CLOSURE:** Did you ever think you would create a poem or a piece of artwork to go with your creative writing? Next time you will learn to create other types of poems.

**FOLLOW UP LESSONS:** Show students books that are created with haiku. Have students create haiku poems using other works of art.

## HAIKU STEP BY STEP PROCEDURE

1. Ask students if they have ever seen a piece of artwork that spoke to them? Ask them to describe it. Ask if they have ever used art to tell a message? Have them give examples.
2. Tell students they are to find pictures that appeal to them in the magazines and cut them out. Give them at least ten minutes to complete this task.
3. Ask the students to organize the pictures they have selected into groups that make sense to them. It could be by color, subject, etc.
4. Have students select one of their groups to focus on. Have them glue that group of pictures to the construction paper. They may want to find more pictures to cover the entire paper.
5. Have the students then write down words that describe the group of pictures.
6. Have the students organize the words based on how many syllables are in each word.
7. Have students create a descriptive line about the collage using 5 syllables. Review with teacher to make sure the number and description are correct.
8. Then have the students create a descriptive line using 7 syllables. Review and edit.
9. Then have the students create another descriptive line using 5 syllables. Review and edit.
10. Have student put all three lines together and read it out loud. Does it make sense? Does it describe the collage? How could they change it to make sense and still remain within the 5,7, 5 syllable guidelines? Make necessary changes and read it out loud again.
11. The student has created a Haiku. A form of poetry developed in Japan. Have students create another collage with the other pictures they have collected. Have them repeat steps 5-10.
12. Have the student use the poetry rubric to assess their creations. Display their favorite one with the collage on the wall so others may enjoy their work.
13. Discuss with students that they have created one form of poetry. Now that they have learned how to write one form of poetry, they should not be afraid to try other types of poetry.

## Poetry Assessment Rubric

### Stimulating Ideas:

1	2	3	4
<ul style="list-style-type: none"> <li>* Poem has no subject</li> <li>* Contains no images</li> </ul>	<ul style="list-style-type: none"> <li>* Poem is not focused on subject</li> <li>* Contains images</li> </ul>	<ul style="list-style-type: none"> <li>* The poem is general in its focus</li> <li>* The subject</li> <li>* Contains some strong images</li> </ul>	<ul style="list-style-type: none"> <li>* The poem focus's on the specific memory, feeling, image or person</li> <li>* Brings the subject to life</li> <li>* Contains strong images</li> </ul>

### Engaging Voice / Word Choice:

1	2	3	4
<ul style="list-style-type: none"> <li>* No apparent attempt to create a "picture" with words</li> <li>* No distinguishable use of voice</li> <li>* Contains no sensory detail</li> </ul>	<ul style="list-style-type: none"> <li>* Attempts to use words to create a single image</li> <li>* Use of voice is generally not consistent</li> <li>* Contains one sensory detail</li> </ul>	<ul style="list-style-type: none"> <li>* Uses words and phrases in an attempt to create images</li> <li>* Use of voice is generally consistent</li> <li>* Contains some sensory details</li> </ul>	<ul style="list-style-type: none"> <li>* Uses words and phrases to effectively create images</li> <li>* Maintains a consistent voice throughout</li> <li>* Contains specific sensory details</li> </ul>

### Style & Structure:

1	2	3	4
<ul style="list-style-type: none"> <li>* No structure</li> <li>* No identifiable style</li> </ul>	<ul style="list-style-type: none"> <li>* Some structure but choppy</li> <li>* Style is limited if at all evident</li> </ul>	<ul style="list-style-type: none"> <li>* Generally moves smoothly</li> <li>* Almost follows traditional formatting</li> <li>* Contains a few grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>* Moves smoothly from one line to the next</li> <li>* Followed required traditional formatting</li> <li>* Free of grammatical errors</li> </ul>

## **MAINE ADULT EDUCATION LESSON PLAN**

**NRS LEVEL:** MAINE LEARNING RESULT: English E

**THEME/ TOPIC:** Creative Writing

**LESSON PLAN TITLE:** Legends, Myths and my own tall tale

**ESSENTIAL UNDERSTANDINGS (OUTCOMES):** After this class the student will be able to identify and analyze the concepts of myths and legends. Students will be able to create their own legends and myths based upon their personal themes.

**LEARNING OBJECTIVES:** Students will create a clear, concise, and descriptive myth / legend using themes from their own personal history as the base of the story.

**EFF TOOLS:** Writing for understanding.

**LEARNING ACTIVITIES:** Readings from myths/legends  
Brainstorm well-known myths and legends  
Or  
Internet research of classic 'tall tales'  
Create personal myth / legend

**TOOLS/ RESOURCES:** Paper, pencil, Internet, myth short stories

**ASSESSMENT: PRIOR-** "I can Haiku, Can you?"

**POST-** Self-evaluation and teacher evaluation through rubric.

Journaling: Do you think telling legends to children is a good way to preserve culture?  
Why or why not?

**CLOSURE:**

**FOLLOW UP LESSONS:**

### **Myths Procedure**

1. Teacher will introduce the idea of myths/legends/tall tales using the attached information. Students or teacher can read each story and discuss other myths/legends that they are aware of in their own culture.
2. Discussion about the elements of a myth / legend. What makes a myth rather than just a story? Endure through time?
3. Using the web design students will create a myth of their own by using a personal item/pet/ family character and giving their writing the characteristics of a myth/legend. Discussion can ensue on how family stories become 'legends'.
4. Student's work can be self-scored with the rubric along with teacher evaluation.

## BACKGROUND INFORMATION RE: MYTHS/LEGENDS/TALES

A **myth** is fiction -- something which is untrue. Mythology often addresses the theme of good conquering over evil. Scholars of mythology usually define a myth as a kind of story which attempts to interpret some aspect of the world around us.

They orient people to the metaphysical dimension, explain the origins and nature of the cosmos, validate social issues, and, on the psychological plane, address themselves to the innermost depths of the psyche. Some of them are explanatory, being prescientific attempts to interpret the natural world. They are usually functional and are the science of primitive peoples. Often, they are enacted in rituals. Religious myths are sacred histories. They are both individual and social in scope, but they are first and foremost stories.

**Folktale** is a story that, in its plot, is pure fiction and that has no particular location in either time or space. However, despite its elements of fantasy, a folktale is actually a symbolic way of presenting the different means by which human beings cope with the world in which they live. Folktales concern people -- either royalty or common folk -- or animals who speak and act like people.

A **legend** is a story from the past about a subject that was, or is believed to have been, historical. Legends concern people, places, and events. Usually, the subject is a saint, a king, a hero, a famous person, or a war. A legend is always associated with a particular place and a particular time in history.

People told folktales long before there were books, newspapers or televisions. Folktales were a way to bring news from one village to the next. Parents used folktales to teach lessons to their children. These stories helped people learn and understand the customs of their village. Folktales also explained the wonders of nature, like thunderstorms. Folktales tell a lot about people who invent them. For instance, the early American settlers believed in hard work. A lot of their stories are about rugged individuals like Paul Bunyan and Johnny Appleseed, who were strong and brave and accomplished a great deal. Many cultures have one clever character who is always getting into trouble. Native American Indians have Trickster, Cape Verdians have Los Nobos the wolf, and Africans have Anansi the Spider. Folktales are told over and over and they change with each retelling. Each storyteller breathes a different life into a story. The storyteller is always making choices; where to begin, where to end, where to add a dash of humor or a sprinkling of suspense.

**Following are some myths/tall tales/ legends**

## KING MIDAS

Bacchus, on a certain occasion, found his old school master and foster father, Silenus, missing. The old man had been drinking, and in that state had wandered away, and was found by some peasants, who carried him to their king, Midas. Midas recognized him, and treated him hospitably, entertaining him for ten days and nights with an unceasing round of jollity. On the eleventh day he brought Silenus back, and restored him in safety to his pupil, whereupon Bacchus offered Midas his choice of whatever reward he might wish.

"Midas, a greedy person, asked that whatever he might touch should be changed into gold. Bacchus consented, though sorry that Midas had not made a better choice.

"Midas went his way, rejoicing in his newly acquired power, which he hastened to put to the test. He could scarcely believe his eyes when he found that a twig of an oak, which he plucked from the branch, became gold in his hand. He took up a stone, and it changed to gold. He touched a clump of sod, and it did the same. He took an apple from the tree, and you would have thought he had robbed the garden of the Hesperides!

"His joy knew no bounds, and as soon as he got home, he ordered the servants to set a splendid repast on the table. Then he found to his dismay that whether he touched bread, it hardened in his hand; or put a morsel to his lips, it defied his teeth. He took a glass of wine, but it flowed down his throat like melted gold.

"In consternation at the unprecedented affliction, he strove to divest himself of his power. He hated the gift he had lately coveted. But it appeared to be all in vain, for starvation seemed to await him. He raised his arms, all shining with gold, in prayer to Bacchus, begging to be delivered from his glittering destruction.

"Bacchus, a merciful deity, heard and consented. 'Go,' said he, 'to the river Pactolus, trace the stream to its fountainhead, there plunge in your head and body and wash away your fault and its punishment.' He did so, and scarcely had he touched the waters before the gold-creating power passed into them, and the river sands became changed into gold, as they remain to this day."

This myth seems to have evolved as both an explanation for the amount of gold found in Phrygia as well as a tale of caution that one should always be careful what he or she wishes for.

## **The Legs of the Kangaroo**

## Australian Aboriginal Legend

Many are the legends connected with this unique animal. When it arrived in Australia with its companions, its legs were uniform in length. It walked on all four legs, as a dingo walks. One generation was succeeded by another, and still the Kangaroo browsed on the plains, using his legs in the normal manner. Then came Man the hunter, eager for meat, with dangerous spears and boats that could travel faster than any four-legged animal. Kangaroo was resting in the shade of a tree when his sensitive ears picked up the sound of something approaching stealthily. He bounded to his feet and saw it was a Man--and that Man had a weapon against which he was defenseless. The only thing to do was to take refuge in flight. Kangaroo had seen that the strange creature threatening him with a throwing implement had only two legs. He felt confident that his four legs would carry him out of danger without difficulty. He had underestimated his enemy. Man proved swift and strong. His two legs were longer than Kangaroo's four legs, and more strongly muscled. They carried Man tirelessly for hour after hour. No matter how he extended himself, Kangaroo was unable to increase his lead. He was saved only by the setting sun and the darkness that fell on the earth. Exhausted by his exertions, Kangaroo fell wearily to the ground. Presently he lifted his head. A bright light had appeared in the darkness. Man had kindled a fire to warm himself in the cold night air. Cautiously Kangaroo edged back, rose to his feet, and tiptoed away from the revealing light of the campfire. In order to make no sound, he rose on his hind legs and in this manner managed to escape. Presently he realized that he was using only two legs instead of four, just as Man had done during the long pursuit. It was an unusual sensation. He experimented further, and found he could cover the ground more quickly by hopping instead of walking or running. Using his tail to balance himself, he was able to leap further, much further than a Man could stride. It was such an exhilarating experience that he has kept on doing it ever since. His forelegs and paws were of little use. They grew smaller, while his hind legs grew longer and stronger, and they have remained like that to this very day.

Crow brings Daylight  
An Inuit Story retold by Oban

A long time ago when the world was first born, it was always dark in the north where the Inuit people lived.

They thought it was dark all over the world until an old crow told them about daylight and how he had seen it on his long journeys.

The more they heard about daylight, the more the people wanted it.

"We could hunt further and for longer," they said. "We could see the polar bears coming and run before they attack us." The people begged the crow to go and bring them daylight, but he didn't want to. "It's a long way and I'm too old to fly that far," he said. But the people begged until he finally agreed to go.

He flapped his wings and launched into the dark sky, towards the east. He flew for a long time until his wings were tired. He was about to turn back when he saw the dim glow of daylight in the distance. "At last, there is daylight," said the tired crow.

As he flew towards the dim light it became brighter and brighter until the whole sky was bright and he could see for miles. The exhausted bird landed in a tree near a village, wanting to rest. It was very cold.

A daughter of the chief came to the nearby river. As she dipped her bucket in the icy water, Crow turned himself into a speck of dust and drifted down onto her fur cloak. When she walked back to her father's snowlodge, she carried him with her.

Inside the snowlodge it was warm and bright. The girl took off her cloak and the speck of dust drifted towards the chief's grandson, who was playing on the lodge floor. It floated into the child's ear and he started to cry.

"What's wrong? Why are you crying?" asked the chief, who was sitting at the fire. "Tell him you want to play with a ball of daylight," whispered the dust.

The chief wanted his favorite grandson to be happy, and told his daughter to fetch the box of daylight balls. When she opened it for him, he took out a small ball, wrapped a string around it and gave it to his grandson.

The speck of dust scratched the child's ear again, making him cry. "What's wrong, child?" asked the chief. "Tell him you want to play outside" whispered Crow. The child did so, and the chief and his daughter took him out into the snow.

As soon as they left the snowlodge, the speck of dust turned back into Crow again. He put out his claws, grasped the string on the ball of daylight and flew into the sky, heading west.

Finally he reached the land of the Inuit again and when he let go of the

string, the ball dropped to the ground and shattered into tiny pieces. Light went into every home and the darkness left the sky.

All the people came from their houses. "We can see for miles! Look how blue the sky is, and the mountains in the distance! We couldn't see them before." They thanked Crow for bringing daylight to their land.

He shook his beak. "I could only carry one small ball of daylight, and it'll need to gain its strength from time to time. So you'll only have daylight for half the year."

The people said "But we're happy to have daylight for half the year! Before you brought the ball to us it was dark all the time!"

And so that is why, in the land of the Inuit in the far north, it is dark for one half of the year and light the other. The people never forgot it was Crow who brought them the gift of daylight and they take care never to hurt him - in case he decides to take it back.

# Unit 4

## Writing Reflective Text



## Maine Adult Education Unit Design

### Essential Understandings

Ability to produce on demand reflective text that is well developed, organized and demonstrates effective language use, voice, and command of mechanics.

Ability to analyze, compare and contrast, and synthesize in writing

### Theme or Topic

Writing Reflective Text

### Knowledge and Skills

Ability to:  
Plan  
Organize  
Draft  
Revise  
Edit  
Conventions of Grammar  
Ability to read 8<sup>th</sup> grade level  
Computer Skills  
Learning Styles  
Critical Thinking  
Decision Making

### Essential Question

How does an adult effectively and comfortably learn to communicate in writing for reflective purposes?

### Tools and Resources

Venn Diagram  
Dictionary  
Outlines  
Thesaurus  
Brainstorming  
Web Writing forms  
Journals  
Writing prompts  
Internet

Poem: The Road Not Taken  
Movie: Shrek  
Various Music & Art Genres

### Assessments

Prior Knowledge:  
TABE- Language and reading  
Writing Process Unit  
Writing Process Samples  
Informational Writing Unit  
Creative Writing Unit

Ongoing:  
Journaling  
Peer Editing  
Conferencing

Final: Portfolio  
LAD "You Made a Difference" / Rubric

### Increased Knowledge

Increased ability to  
Plan Analyze  
Draft Evaluate  
Revise Critical Thinking  
Edit Decision Making  
Computer Skills Learning Styles

Ability to use knowledge of personal writing strategies, strengths and weaknesses to improve writing.

Ability to use in appropriate setting:  
Venn Diagram  
Outlines  
Web Writing  
Brainstorming  
Journaling

## MAINE ADULT EDUCATION LESSON PLAN

**NRS LEVEL:** MAINE LEARNING RESULT:

**THEME/ TOPIC:** Reflective Writing

**LESSON PLAN TITLE:** Recognizing Themes

**ESSENTIAL UNDERSTANDINGS (OUTCOMES):** Following this lesson plan, the student will be able to analyze writing/films/ etc. and identify a number of themes in various genres.

**LEARNING OBJECTIVES:** Student will be able to write an essay discussing various themes presented in film or written form.

**EFF TOOLS:** Reflect and Evaluate / Convey Ideas in Writing

**LEARNING ACTIVITIES:** Review “Shrek” the movie  
Identify themes in “Shrek”  
Create essay on personal themes

**TOOLS/ RESOURCES:** Paper, pencil, “Shrek” the movie, graphic organizers

**ASSESSMENT: PRIOR-**Myths, legends, and my own tall tale

**POST-** Writing Rubric

**CLOSURE:** Review themes and give journaling assignment on “How did this lesson affect you?”

**FOLLOW UP LESSONS:**

## **“SHREK” STEP BY STEP PROCEDURE**

1. What is a theme? Lead students in a discussion about themes in various genres. Explain what a theme is, then brainstorm themes that they are familiar with: Ex: Love conquers all; don't judge a book by its cover; beauty is only skin deep; the sins of the father are visited upon the son. Examples that can be used are classic books i.e. Romeo and Juliet.
2. Explain that the movie “Shrek” is going to be shown and ask students to make notes of what is happening during the film. As a part of free writing ask them to also jot down thoughts / feelings / emotions they are having during the film.  
The teacher may want to stop the film every 15 minutes or so to give time for students to reflect.
  - \* Shrek was used because of the many themes that can be found in its story.
3. Using the notations they have made during the film the students will then write a 5 paragraph essay on one of the central themes of the movie using supporting evidence they have gathered from their notes. They may also want to relate this theme to an area in their own lives.  
Suggestion: The Web Writing graphic organizer is very helpful for this unit.
4. Students will then exchange papers to edit and rate with the rubric. After conferencing with the student partner, a final draft will be produced and reviewed with the teacher.

## SHREK Recognizing Themes Procedures

1. Lead students in a discussion about themes in various genres. Explain what a theme is, then brainstorm themes that they are familiar with: Ex: Love conquers all, don't judge a book by its cover, beauty is only skin deep, the sins of the father are visited upon the son, Examples that can be used are classic books i.e. Romeo and Juliet,

2. Explain that the movie "Shrek" is going to be shown and ask students to make notes of what is happening during the film. As a part of free writing ask them to also jot down thoughts / feelings / emotions they are having during the film.

The teacher may want to stop the film every 15 minutes or so to give time for students to reflect.

\* Shrek was used because of the many themes that can be found in its story.

3. Using the notations they have made during the film the students will then write a 5 paragraph essay on one of the central themes of the movie using supporting evidence they have gathered from their notes. They may also want to relate this theme to an area in their own lives.

Suggestion: The Web Writing graphic organizer is very helpful for this unit.

4. Students will then exchange papers to edit and rate with the rubric. After conferencing with the student partner a final draft will be produced and reviewed with the teacher.

## **MAINE ADULT EDUCATION LESSON PLAN**

**NRS LEVEL:** MAINE LEARNING RESULT:

**THEME/ TOPIC:** Reflective Writing

**LESSON PLAN TITLE:** The Road Not Taken

**ESSENTIAL UNDERSTANDINGS (OUTCOMES):** Student will reflect on a famous poem and use it as a starting point to create a reflective essay on an event in their life that if changed would have made a huge difference in their life.

**LEARNING OBJECTIVES:** Students will create a reflective essay with 80% accuracy on the writing rubric.

**EFF TOOLS:** Convey Ideas in Writing

**LEARNING ACTIVITIES:** Teacher or a student will read Robert Frost's poem "The Road Not Taken". Students will use this reflective piece of writing as a stepping stone to creating their own reflective piece on an event in their life. Written piece does not have to be in poem form.

**TOOLS/ RESOURCES:** Copy of Robert Frost's Poem, "The Road Not Taken", paper, and writing utensils.

**ASSESSMENT: PRIOR-** Movie Review  
**POST-**Assigned essay

**CLOSURE:** Reflective writing can be very difficult, but it can also have rewards. Keeping a personal journal everyday can be a way of reflective writing that helps sort out 'the could of, should of, wish I had' events in life.

**FOLLOWUP LESSON:** Have students write an essay about a road they are glad they have taken.

## STEP BY STEP PROCEDURE

1. Read or have a student read the poem 'The Road Not Taken' by Robert Frost.
2. Discuss Frost's meaning about the road not taken.
3. Introduce the idea that everyone probably has had a road not taken that they wish they had. This is a slight twist on Frost's theme...he says his road has made all the difference in the world, but for most people there is a road that we regret not investigating or taking.
4. Have students write an essay on the road they wish they had taken and how that would have effected their lives. It can be as innocent as not asking someone on a date or not saying thank you for a kind deed.
5. Have students self evaluate their writing with the writing rubric and rewrite if necessary.

### THE ROAD NOT TAKEN

Robert Frost

Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be a traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;  
Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,  
And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.  
I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I-  
I took the one less traveled by,  
And that has made all the difference.

## **MAINE ADULT EDUCATION LESSON PLAN**

**NRS LEVEL:** MAINE LEARNING RESULT:

**THEME/ TOPIC:** Creative Writing

**LESSON PLAN TITLE:** You Made a Difference

**ESSENTIAL UNDERSTANDINGS (OUTCOMES):** Students will be able to create a written essay using research methods.

**LEARNING OBJECTIVES:** Students will create a written essay on a person that has had an effect on their lives or the lives of others using research methods to document their information.

**EFF TOOLS:** Convey Ideas in Writing

**LEARNING ACTIVITIES:** Students will brainstorm ideas for their essay. Use of the Internet would be helpful. Students will then choose a person to write about and do research on their person. This research will result in an essay about the person.

**TOOLS/ RESOURCES:** Computers with Internet Access, Bibliography Worksheet

**ASSESSMENT: PRIOR-** The Road not Taken.

**POST-**Self evaluation with Writing Rubric and Teacher evaluation with the Writing Rubric.

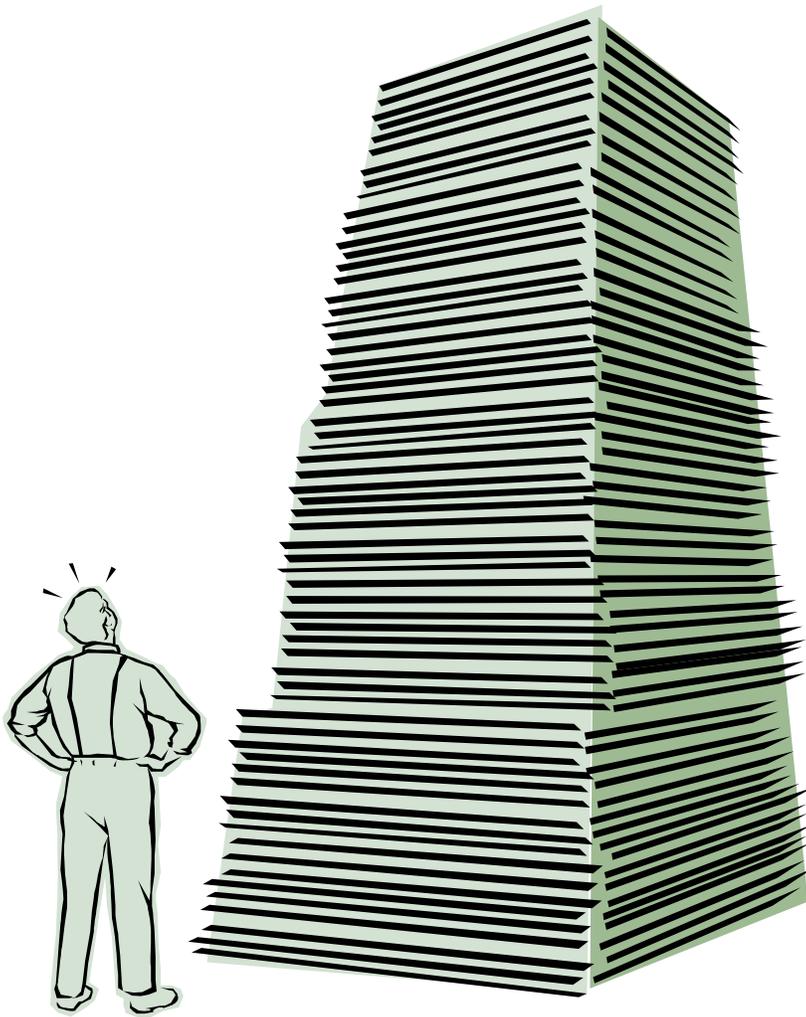
**CLOSURE:** Next time we meet we will be starting the unit on Reflective Writing.

**FOLLOW UP LESSONS:**

### **STEP BY STEP PROCEDURE FOR 'YOU MADE A DIFFERENCE'**

1. The Kennedy Center has announced a new awards program to celebrate Americans who have made a difference in other Americans lives. This class will write essays to nominate individuals they feel deserve to win this new prestigious award.
2. As a class, brainstorm about who might be eligible for the award and why. You might want to let students explore the Internet for possible leads.
3. Have students choose a person to do intense research on for their nominee. A local person can qualify, with teacher's approval.
4. Teacher should set requirements for the essay. Those requirements should include the number of research sources cited, length of essay, creativity, etc. These requirements will be added to the Writing Rubric for a grade.
5. The class should discuss the components of a well thought out essay; who the audience is that they are writing to; why their candidate would make a good choice; and what persuasive techniques that could use to increase their candidates chances of winning.
6. This assignment could be done over several weeks, so you might want to assign this as a homework assignment.
7. Have student check in with information so that they do not get overwhelmed with the task. You might want to set-up a schedule of due dates so that the work is done in chunks over time to help students learn to break up their work to make it more manageable.
8. Have students meet with the instructor at least once to check progress.
9. Have students do self-evaluation with Writing Rubric before turning essay in to teacher.
10. You might want to have a nomination night where students read their work.

# Extra Forms



# Bibliography Form

Name \_\_\_\_\_

## Source

<b>Title:</b>	
<b>Author:</b>	
<b>Publisher:</b>	<b>Location:</b>
<b>Copywrite date:</b>	<b>Date obtained:</b>
<b>Website Address:</b>	

## BODY

Point 1



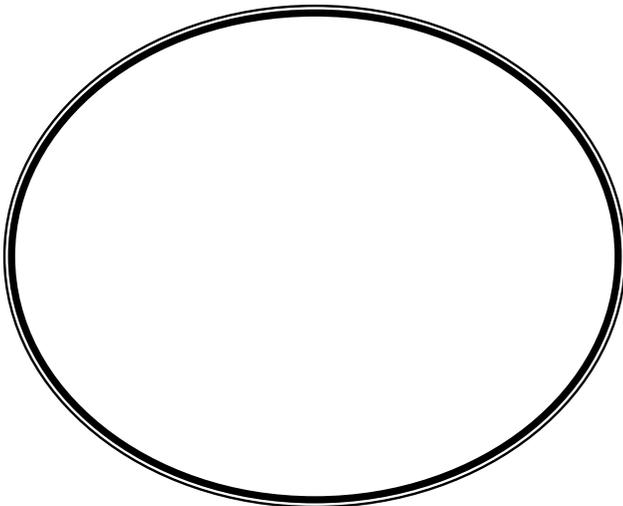
Point 2



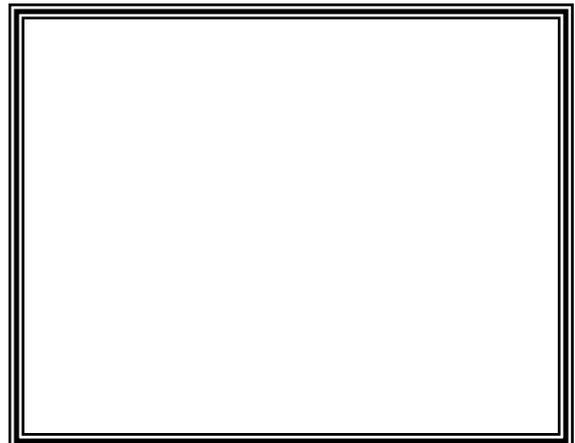
Point 3



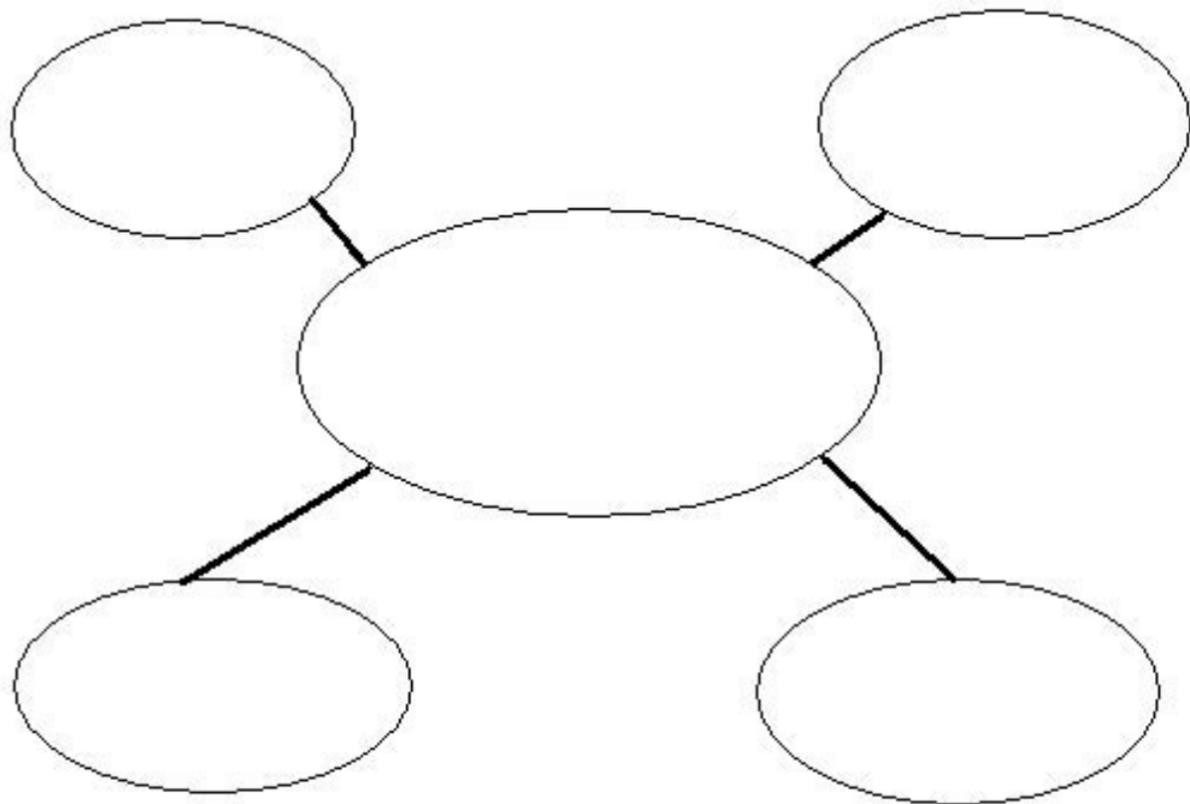
Source



Conclusion



## WEB WRITING DESIGN



# COMPARE / CONTRAST VENN DIAGRAMS

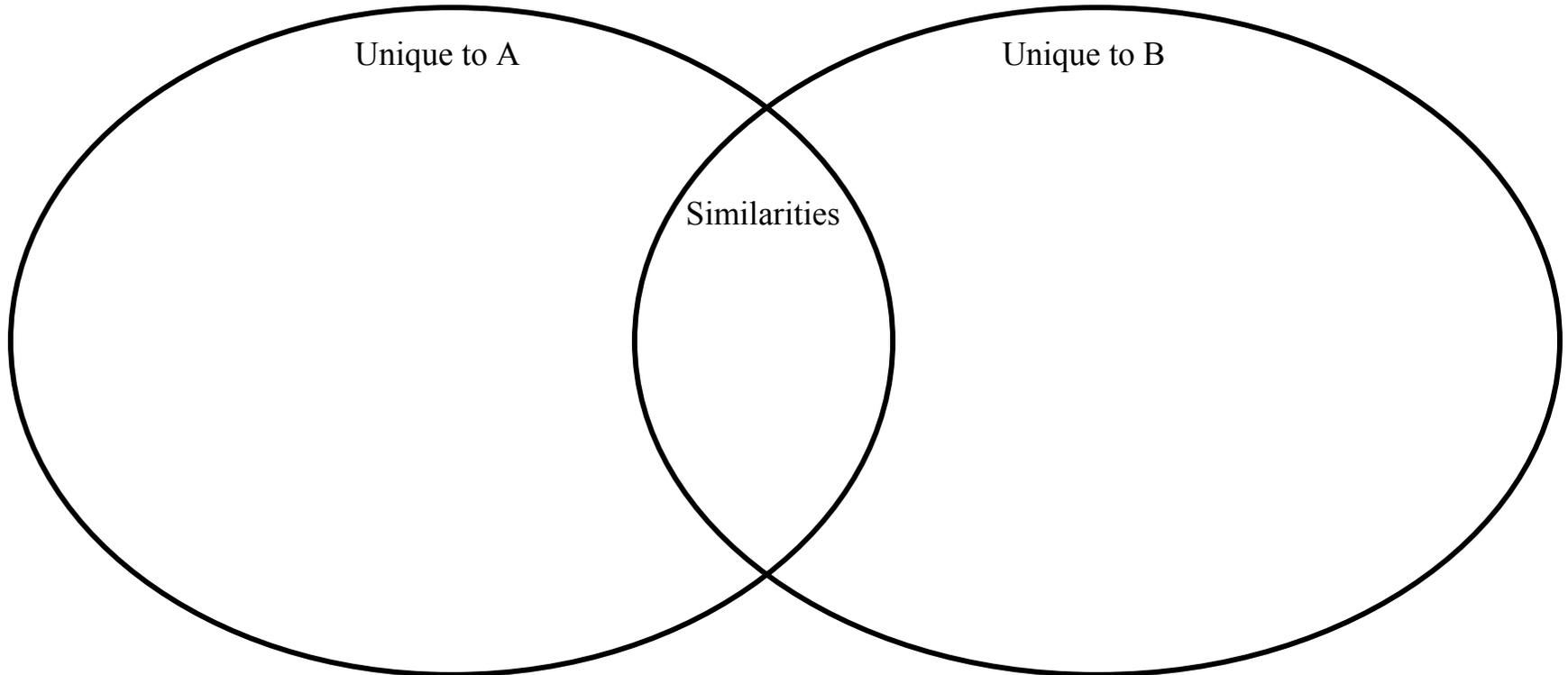
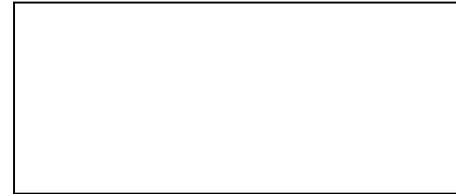
Name \_\_\_\_\_

Date \_\_\_\_\_

A



B



**TOPIC BOX IDEAS**

**FAVORITE PET  
VACATION**

**FAVORITE**

**FAVORITE FOOD**

**WORST FOOD TO EAT**

**WORST BOOK TO EVER READ**

**BEST MOVIE**

**WORST MOVIE**

**CHILDHOOD MEMORY**

**BEST RIDE AT THE AMUSEMENT PARK**

**BEST TV SHOW**

**FAVORITE PIECE OF FURNITURE**

**WORST TV SHOW**

**WORST PIECE OF FURNITURE**

**BEST BOOK**

**FAVORITE SCENT**

**FAVORITE CHARITY**

**BEST BASEBALL TEAM**

**BEST FOOTBALL TEAM**

**BEST SPORT TO PLAY**

**FAVORITE CAR**

**BEST SPORT TO WATCH**

**FAVORITE HOBBY**

**BEST JOB**

**WORST JOB**

## **ADVANCED TOPIC BOX IDEAS**

**Do you play the lottery? Why or why not?**

**If you had to leave your home suddenly, what material item would you take with you? Why?**

**“It takes a village to raise a child”. Explain what this means. Do you agree or disagree?**

**What would you like to be remembered for? Why?**

**If you could guarantee youth forever, would you take it? Why or why not? If you could change one event in your life, what would it be and why? How do you think the change would affect the rest of your life?**

**You have just won an million dollars, what would you do with it? Why?**

**If you could be President of the United States for a day, what would you do with your new job? Explain.**

**If you could own any business in the world, what would it be? Why?**



	<b>NOT ENOUGH</b> Reader cannot understand or follow writer's ideas	<b>CLOSE</b> Reader has some difficulty understanding or following writer's ideas	<b>ON TRACK</b> Reader understands writer's ideas	<b>GREAT WORK !</b> Reader understands and easily follows writer's ideas	<b>Total</b>
<b>Did you answer the question/prompt/topic?</b>	Tries to answer the prompt, but does not keep on the subject	Answers the prompt, but then shifts into another topic(s)	Answers the prompt and keeps the main idea throughout the writing	Answers the prompt, uses it as the main idea	
<b>Does it have order? A beginning, middle and end?</b>	Ideas are not organized. No connection between ideas	Has some organization but jumps around	Has a beginning, middle and end	Uses the beginning, middle and end to organize thoughts to establish ideas to support the topic	
<b>Descriptions and details</b>	Lacks examples or details. Information does not match topic	Lacks specific details. Limits information to lists, repetition, or generalization	Has some specific details but not consistent throughout piece	Has specific and meaningful details and examples	
<b>Grammar Spelling, Sentence Structure</b>	Little or no sentence structure. No punctuation, capitalization, grammar.	Has some sentence structure. Inconsistent punctuation, capitalization, or grammar	Demonstrates proper sentence structure, grammar, spelling, punctuation most of the time	Few, if any, mistakes with grammar, spelling or punctuation	
<b>Correct Words Used?</b>	Weak word choice. Uses words inaccurately	Small range of words, not using word correctly	Uses words correctly	Uses the beginning, middle and end to organize thoughts to establish ideas to support the topic	
<b>Total</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	Mastery = 16+

## Poetry Assessment Rubric

### Stimulating Ideas:

1	2	3	4
<ul style="list-style-type: none"> <li>* Poem has no subject</li> <li>* Contains no images</li> </ul>	<ul style="list-style-type: none"> <li>* Poem is not focused on subject</li> <li>* Contains images</li> </ul>	<ul style="list-style-type: none"> <li>* The poem is general in its focus</li> <li>* The subject</li> <li>* Contains some strong images</li> </ul>	<ul style="list-style-type: none"> <li>* The poem focus's on the specific memory, feeling, image or person</li> <li>* Brings the subject to life</li> <li>* Contains strong images</li> </ul>

### Engaging Voice / Word Choice:

1	2	3	4
<ul style="list-style-type: none"> <li>* No apparent attempt to create a "picture" with words</li> <li>* No distinguishable use of voice</li> <li>* Contains no sensory detail</li> </ul>	<ul style="list-style-type: none"> <li>* Attempts to use words to create a single image</li> <li>* Use of voice is generally not consistent</li> <li>* Contains one sensory detail</li> </ul>	<ul style="list-style-type: none"> <li>* Uses words and phrases in an attempt to create images</li> <li>* Use of voice is generally consistent</li> <li>* Contains some sensory details</li> </ul>	<ul style="list-style-type: none"> <li>* Uses words and phrases to effectively create images</li> <li>* Maintains a consistent voice throughout</li> <li>* Contains specific sensory details</li> </ul>

### Style & Structure:

1	2	3	4
<ul style="list-style-type: none"> <li>* No structure</li> <li>* No identifiable style</li> </ul>	<ul style="list-style-type: none"> <li>* Some structure but choppy</li> <li>* Style is limited if at all evident</li> </ul>	<ul style="list-style-type: none"> <li>* Generally moves smoothly</li> <li>* Almost follows traditional formatting</li> <li>* Contains a few grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>* Moves smoothly from one line to the next</li> <li>* Followed required traditional formatting</li> <li>* Free of grammatical errors</li> </ul>

## OUTLINE DESIGN GRAPHIC ORGANIZER

1. \_\_\_\_\_

A.

B.

C.

2. \_\_\_\_\_

A.

B.

C.

3. \_\_\_\_\_

A.

B.

C.

Name \_\_\_\_\_

**BODY**

Point 1

**Source**

Point 2

Point 3

**Conclusion**