

"Helicopter Parents"

Student Name:

Date:

Χ

| Writing | Genre: Per | suasive | | | |
|---------------|--------------|-----------|--|----------|--------|
| <u>Prewri</u> | ting | | | | |
| | - | | | | |
| Online | Offline | Due | | Possible | Totals |
| | | Date | | Points | |
| | | | Analyze Prompt and Persuasive Rubric | | |
| | | | Using a Venn Diagram, brainstorm opposing points of view | | |
| Х | х | | Use the Persuasive or Argumentative outline to state opinion/claim | | |
| | | | and supporting reasons | | |
| Х | Х | | Take notes from SOURCES for each argument/reason | | |
| Х | Х | | Add notes for each reason/argument in the outline | | |
| Х | Х | | Submit writing for scoring – SUBMISSION #1 | | |
| Diaitii | ig/ Nevis | ollig & F | Annotating Changes | | |
| Online | Offline | Due | | Possible | Totals |
| | | Date | | Points | |
| Х | | | Copy information from the Persuasive or Argument outline into the | | |
| | | | writing space in MY Access! | | |
| X | | | Use the Word Bank to select transitions that either introduce or connect ideas | | |
| х | | | Use MY Tutor feedback to improve Organization and Content and Development | | |
| Х | | | Develop Revision Plan from MY Tutor or teacher comments | | |
| Х | | | Use peer conferencing for additional feedback for revision | | |
| Х | | | Highlight and annotate (explain) changes in revision | | |
| х | | | Submit writing for scoring – SUBMISSION #2 | | |
| Editing | 3 | | | | |
| | T | 1 | | T | 1 - |
| Online | Offline | Due | | Possible | Totals |
| | | Date | | Points | |
| Х | | | Use MY Editor to correct spelling and mechanics | | |
| Χ | | | Use MY Editor to correct errors for misused words | | |

Submit writing for scoring – SUBMISSION #3