



# Student Activity Workbook

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**Notes:**

# Writer's Biggest Problems

## Activity Title: What are the Writer's Three Biggest Problems?

**Directions:** Read the prompt below. In the numbered spaces below the problem box, write what you think would be the three biggest problems you would face in writing an effective essay that would receive top marks.

**PROMPT:**

Your school is considering a move to a year-round school schedule. The year-round schedule would have students attend school year-round with several three-week breaks as compared to the current school year calendar which begins in the fall and ends in the spring. Do you feel that a year-round schedule is more or less beneficial to students than the current school calendar? Write a letter to your principal persuading him or her to accept your position on a move to a year-round schedule.

**Remember to:**

- Establish your opinion or position and provide specific facts, details, and example to support the opinion or position
- Arrange ideas in an organized manner
- Speak in a convincing and knowledgeable way

1. My first big problem would be: \_\_\_\_\_

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2. My next big problem would be: \_\_\_\_\_

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3. My last big problem would be: \_\_\_\_\_

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## What you do during the Writing Process

<b>Prewriting</b>	<ul style="list-style-type: none"> <li>Analyze the task.</li> <li>Identify <b>role, audience, subject</b> and <b>purpose</b>.</li> <li>Select <b>organizing</b> pattern</li> <li>Draft a <b>sentence</b> that expresses your controlling (main or central) idea or point.</li> <li>Jot down what you know about the subject.</li> <li>Free write; make concept map or graphic organizer.</li> <li>Do other prewriting acts (make a list etc).</li> </ul>	<ul style="list-style-type: none"> <li>Meaning &amp; Focus</li> <li>Development &amp; Content</li> <li>Organization</li> <li>Sentence Structure &amp; Language Use</li> </ul>
<b>Drafting</b>	<ul style="list-style-type: none"> <li>Organize main ideas.</li> <li>Develop content (Details).</li> <li>Use language appropriate for the audience.</li> <li>Write an introduction that grabs your reader's attention. Write the body and conclusion.</li> <li>Follow your organizing pattern.</li> <li>State your main points, your support and include significant details.</li> <li>Plan transitions and unifiers.</li> <li>Write effective sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Meaning &amp; Focus</li> <li>Development &amp; Content</li> <li>Organization</li> <li>Style &amp; Language Use</li> </ul>
<b>Revising</b>	<ul style="list-style-type: none"> <li>Review the task.</li> <li>Writer's voice?</li> <li>Audience?</li> <li>Subject (all parts completed)?</li> <li>Purpose?</li> <li>Thesis, proofs, and significance clear?</li> <li>Transitions needed?</li> <li>Word choice proper?</li> <li>Sentence varied?</li> <li>Grammar, usage, other conventions correct?</li> </ul>	<ul style="list-style-type: none"> <li>Meaning &amp; Focus</li> <li>Development &amp; Content</li> <li>Organization</li> <li>Style &amp; Language Use</li> <li>Mechanics &amp; Conventions</li> </ul>
<b>Editing</b>	<ul style="list-style-type: none"> <li>Paragraphing?</li> <li>Grammar?</li> <li>Usage?</li> <li>Punctuation?</li> <li>Spelling? Capitals? Word Choice?</li> </ul>	<ul style="list-style-type: none"> <li>Meaning &amp; Focus</li> <li>Development &amp; Content</li> <li>Organization</li> <li>Style &amp; Language Use</li> <li>Mechanics &amp; Conventions</li> </ul>
<b>Publishing</b>	<ul style="list-style-type: none"> <li>Hand to teacher.</li> <li>Submit for scoring.</li> <li>Read out loud.</li> <li>Print in paper or magazine.</li> <li>Publish on the Internet.</li> </ul>	

# Characteristics of Effective Writing

## Student Activity: What are the Characteristics of Effective Writing?

**Directions:** Read each writing sample. In the spaces below each sample “rate” the sample. Give a reason for each score by taking language from the rubric that best describes the response.

### Focus and Meaning

You were asked to explain whether or not you like baseball:

*1. I really don't like baseball because I think it is too boring. Most of the game the players are just standing around doing nothing. I think it is stupid to run around the bases after hitting a ball with a bat.*

**1. Scale score:** \_\_\_\_\_

**2. Reason:** \_\_\_\_\_

*2. I really like baseball because I think it is fun. My cousin plays on the same team as me. He's got a pet frog at home. We spend a lot of time playing together in the summer.*

**1. Scale score:** \_\_\_\_\_

**2. Reason:** \_\_\_\_\_

### Content & Development

You were asked to read *The Three Little Pigs* and asked why the third little pig was smart:

*1. The third little pig was smart because he built his house out of brick. He knew the straw and sticks were not good enough to build a house. A house made of brick would stand when a wolf came to huff and puff and blow the house down.*

**1. Scale score:** \_\_\_\_\_

**2. Reason:** \_\_\_\_\_

*2. The third little pig was smart because he didnt get eaten. Wolves like to eat pigs. Pigs need to be protected from wolves so they won't get eaten.*

**1. Scale score:** \_\_\_\_\_

**2. Reason:** \_\_\_\_\_

## Organization

You were asked to write about why you like pizza:

*1. I like pizza because you can pick it up and eat it with your hands. Even more, I like it because of the melted cheese on top that stretches from your mouth when you bit into it. But the best thing about pizza is the crust. I love to munch on the thick crispy crust after eating the rest of the piece.*

**1. Scale score:** \_\_\_\_\_

**2. Reason:** \_\_\_\_\_

*2. A reason I like to eat pizza is the melted cheese that stretches from your mouth then you take a bite. I like the thick crispy crust at the end of each slice. I like that you can eat it with your fingers.*

**1. Scale score:** \_\_\_\_\_

**2. Reason:** \_\_\_\_\_

## Language Use and Style

*We start the day with two hours of Language Arts, kind of boring but we read some cool stories. After that we get a break from the classroom and go to Special. My favorites are Phys. Ed and Computer Lab. Next we have an hour of either Science or Social Studies. Science is awesome when we get to do experiments. Finally, your favorite or mine, lunch and recess. Last but not least, we end the day with an hour of Math. We do lots of different things in Math, so I think you'll actually like it.*

**1. Scale score:** \_\_\_\_\_

**2. Reason:** \_\_\_\_\_

*First we have two hours of Language Arts. Then we go to Special. Then we have Science or Social Studies for an hour. Then we go to lunch and recess. Then we go to Math. Then we go home.*

**1. Scale score:** \_\_\_\_\_

**2. Reason:** \_\_\_\_\_



### Mechanics & Conventions

*I really don't like baseball because I think it is too boring. Most of the game the players are just standing around doing nothing. I think it is stupid to run around the bases after hitting a ball with a bat.*

1. **Scale score:** \_\_\_\_\_

2. **Reason:** \_\_\_\_\_

*i really don't like baseball becus I think it is to bori ng most of the game the players is just standin around doing nothing i thinks it is stupid to run them bases after hitting a ball with a bat*

1. **Scale score:** \_\_\_\_\_

2. **Reason:** \_\_\_\_\_

1. Summarize what is means to say that writing has “strong” or “weak” focus.

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2. Summarize what is means to say that writing has “strong” or “weak” Organization.

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3. Summarize what is means to say that writing has “strong” or “weak” Content and Development.

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4. Summarize what is means to say that writing has “strong” or “weak” Language Use and Style

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5. Summarize what is means to say that writing has “strong” or “weak” Mechanics and Conventions

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## **Characteristics of Effective Writing: Practice Scoring Worksheet**

**Directions:** Read the student essay. In the comment box, of the student paper, write 3 or 4 comments you would write to help the student evaluate and improve his or her work, both on this paper and on his or her writing in general.

**Dear Mr. Natti,**

**I think that the twelve month school year would be boring. You would not have a summer vacation. And a lot of kids like the summer vacation because it's so hot and that they can play all they want outside. It would cost more money to operate the teachers, electric, and the money for the lunch.**

**Another reason is for the money for teachers and the cooks. Another reason is that some of the kids and even some adults will lose their recreation for the summer. Every summer i go camping and I really enjoy going camping at that time. Some of the adults play golf and tennis. So some kids would be very disapoointed for losing the activities.**

**Last but not least the school will be all confusing to most people. Think about this, your in the midde school and then you go to the highschool the next week. I wouldn't like that because I will probally be confused in the highschool.**

**So I think we should keep the same school plan. Many people are happy with the same school plan and they like the recreation during the summer.**

**Comment Box:**

**Directions:** Rate the sample for each domain using the 4-pt or 6-pt nonstic and analytical rubric. Give a reason for each score by taking language from the rubric that best describes the response.

Dear Mr. Natti,

I think that the twelve month school year would be boring. You would not have a summer vacation. And a lot of kids like the summer vacation because it's so hot and that they can play all they want outside. It would cost more money to operate the teachers, electric, and the money for the lunch.

Another reason is for the money for teachers and the cooks. Another reason is that some of the kids and even some adults will lose their recreation for the summer. Every summer i go camping and I really enjoy going camping at that time. Some of the adults play golf and tennis. So some kids would be very disapointed for losing the activities.

Last but not least the school will be all confusing to most people. Think about this, your in the midde school and then you go to the highschool the next week. I wouldn't like that because I will probally be confused in the highschool.

So I think we should keep the same school plan. Many people are happy with the same school plan and they like the recreation during the summer.

**Holistic Score:** \_\_\_\_\_

**Domain Scores**

**Focus:** \_\_\_\_\_

**Content and Development:** \_\_\_\_\_

**Organization:** \_\_\_\_\_

**Language Use and Style:** \_\_\_\_\_

**Mechanics and Conventions:** \_\_\_\_\_

## Characteristics of Effective Writing: Student Activity: Practice Scoring

**Directions:** Read the prompt and student response carefully. Rate the writing sample for each trait/domain using the analytical rubric. Give a reason for each score by taking language from the rubric that best describes the response.

**Prompt: School Rules.**

**Grade: 7**

Your school has a rule against eating in the classroom. What is your point of view on the subject? Defend your answer with specific evidence. Audience: School Administration

Students and teachers shouldn't be able to eat in the classroom. For one thing the classroom's would get disrupted. Also the school would get bugs and most people don't like bugs. I'll explain to you why I think this in this paper.

The first reason is that the classes would get disrupted. It's like this, Mrs. Brown is teaching the class about Greece and somebody's opening a bag of chips. Then you can't hear anything and you can't do the assignments. Or Mr. Shultz is teaching and somebody starts chomping in your ear. Then Mrs. Schultz gives you a test and you fail just because of that.

The second reason is the school would get bugs. Some people don't like bugs. If I was taking a test and all of a sudden an army of bugs come crawling all over my paper, I would hate that. It would also distract me from my work. Now if it was you what would you do? You would probably have a fit.

So I think that students and teachers shouldn't eat in class. For one thing it would disrupt the class. The school would save money and grades if we didn't eat in class.

**Holistic Score:** \_\_\_\_\_

**Analytic/Domain Scores**

**Domain 1:** \_\_\_\_\_ **Reason:** \_\_\_\_\_

**Domain 2:** \_\_\_\_\_ **Reason:** \_\_\_\_\_

**Domain 3:** \_\_\_\_\_ **Reason:** \_\_\_\_\_

**Domain 4:** \_\_\_\_\_ **Reason:** \_\_\_\_\_

**Domain 5:** \_\_\_\_\_ **Reason:** \_\_\_\_\_

## **Characteristics of Effective Writing: Student Activity: Practice Scoring**

**Directions:** Read the prompt and student response carefully. Rate the writing sample for each trait/domain using the analytical rubric. Give a reason for each score by taking language from the rubric that best describes the response.

I am starting a babysitting business. I would be the perfect person to hire to watch your child or children for a few hours a week because I have all the qualities of a good babysitter. I know from my prior babysitting experience that a babysitter must be trustworthy, responsible, and experienced, because parents avoid putting their children and themselves in unsafe and uncomfortable situations.

Building trust is the first step to becoming a good babysitter. Parents will not leave their children with people that they don't trust. In the past I have built trust with parents by visiting their child or children at a time when the parents are home. This way the parents get to see how their children interact with me and respond to a new face. My mom always said that a parent can tell if a new face is friendly through the child's response.

Developing responsibility is the next step to becoming a good babysitter. Parents will not leave their children with irresponsible people. To show parents that I am responsible I will include a list of parental references that I have acquired from past babysitting jobs. This way new parents can call parents that know me and get honest answers to their questions or concerns. Further, I will explain to parents that I keep a babysitter's journal that includes the name and number of local authorities in case of emergency, and I always write down the name and number of where the parents will be while I'm babysitting.

Experience is also a plus in babysitting. Those who are not experienced are more likely to panic if something bad happens, and may not know how to interact with young children. Along with the reference list I will provide parents, I will give them a list of the names and ages of children I have previously babysitted. I will also give them my home number in case they want to call my parents and verify the information on the list.

Trust, responsibility, and experience are all related when it comes to babysitting. A good babysitter should have all three of these qualities, and also be good with children. I have all of these qualities and that is why I am a good babysitter. Call me if you need someone to watch your child or children, I'm happy to help.

**Holistic Score:** \_\_\_\_\_

**Analytic/Domain Scores**

**BECAUSE WRITING MATTERS**

**Domain 1:** \_\_\_\_\_ **Reason:** \_\_\_\_\_

**Domain 2:** \_\_\_\_\_ **Reason:** \_\_\_\_\_

**Domain 3:** \_\_\_\_\_ **Reason:** \_\_\_\_\_

**Domain 4:** \_\_\_\_\_ **Reason:** \_\_\_\_\_

**Domain 5:** \_\_\_\_\_ **Reason:** \_\_\_\_\_



# Domain 1: Focus and Meaning

## FOCUS CHECKLIST

**Student Name:**

**Teacher Name:**

**Class:**

<b>WRITER'S ROLE</b>	
<b>AUDIENCE</b>	
<b>SUBJECT</b>	
<b>PURPOSE</b>	
<b>PATTERN (FORM)</b>	
<b>VOICE</b>	
<b>TONE</b>	
<b>CONTROLLING IDEA</b>	

## One Topic, Many Controlling (central or main) Ideas

Another important rule to remember is that there can be many different controlling ideas about the same topic. The examples below show that the same general topic, “swimming,” can be the basis for persuasive, informational, and narrative controlling ideas. It is also important to note that there are different kinds of controlling ideas for different patterns and purposes.

### **Persuasive Writing**

**Purpose:** to prove a point or to recommend an action about a topic

**Opinion-Reason:** Gives an opinion and recommends an action

**Controlling Idea (as an opinion):** *It is the responsibility of this school district to teach every child to swim.*

**Thesis-Proof:** Proves a point and suggests or implies its significance

**Controlling Idea (as a thesis):** *Swimming is the most effective and most injury-free aerobic exercise you can do.*

### **Informational Writing**

**Purpose:** to give information about a topic or to give directions of explain a process

**How-To:** Explains or gives instructions or directions

**Controlling Idea (as the motivation for a how-to):** *With a half hour’s practice, you can learn to swim the breast stroke so effortlessly that you could swim for an hour without stopping.*

**Topic-Aspect:** Tells features

**Controlling Idea (as a statement of the topic):** *In competitive swimming, the individual medley consists of four parts.*

### **Narrative Writing**

**Purpose:** to tell a series of events that show something about a topic - often, the controlling idea is implied rather than expressed.

**Controlling Idea (as inferred from a story):** *It is dangerous to swim alone*

## Focus: Student Activity-Analyzing Tasks

**Directions:** Read the prompt and box in the words that tell you the writing contexts. Record your answer on the Focus checklist.

**Prompt:** Community Action Club

**Background:** Your community has a Community Action Club, and you are a member. Club members volunteer their time and talents to work on projects for the good of the community. However, the Club also needs money for materials for some needed projects. The Club wants to sponsor a dance at your school to raise money for these projects, but school policy states only school clubs can sponsor dances in the building.

**Your Task:** As a Club member, write a letter to your school principal to persuade him or her that your Club should be allowed to sponsor a dance in school.

**Writer (role):** \_\_\_\_\_

**Audience:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Purpose:** \_\_\_\_\_

**Pattern (form):** \_\_\_\_\_

**Voice:** \_\_\_\_\_

**Tone:** \_\_\_\_\_

**Controlling:**  
**(Central/Main Idea)** \_\_\_\_\_  
\_\_\_\_\_

## Focus: Student Activity-Analyzing Tasks

**Directions:** Read and break down each task to identify its contexts—the writer’s role, the audience, the subject, the purpose, the pattern, voice, tone, and the controlling (or central or main) idea.

### Activity 1:

Your school is considering requiring all students to wear uniforms to school. Do you think it is a good idea or a bad idea to require all students to wear uniforms? Why or why not?

Write an essay persuading your principal to accept your recommendation on whether or not school uniforms should be required.

**Writer (role):** \_\_\_\_\_

**Audience:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Purpose:** \_\_\_\_\_

**Pattern (form):** \_\_\_\_\_

**Voice:** \_\_\_\_\_

**Tone:** \_\_\_\_\_

**Controlling:  
(Central/Main Idea)** \_\_\_\_\_  
\_\_\_\_\_

**Activity 2:**

**The Situation:** Your technology class is studying common threats to health and safety found in the home. Your job is to write a report for the class in which you explain three common household safety threats and what can be done to make risk from these threats as low as possible.

**Your Task:** Read the article “Hazards in Your Home” and choose three common threats to health and safety. For each, explain the nature of the threat, the injury or health problem that could result, and what can be done to avoid or prevent the problem.

**Writer (role):** \_\_\_\_\_

**Audience:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Purpose:** \_\_\_\_\_

**Pattern (form):** \_\_\_\_\_

**Voice:** \_\_\_\_\_

**Tone:** \_\_\_\_\_

**Controlling:  
(Central/Main Idea)** \_\_\_\_\_  
\_\_\_\_\_

**Activity 3**

**The Situation:** Your psychology class is studying emotions and their effects on behavior. You have been assigned to prepare a report on how to deal with an angry child.

**Your Task:** Read the text that follows and use relevant information from it to write an oral presentation about the problems of dealing with angry children. In your presentation suggest some effective techniques for responding to the behavior of an angry child.

**Writer (role):** \_\_\_\_\_

**Audience:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Purpose:** \_\_\_\_\_

**Pattern (form):** \_\_\_\_\_

**Voice:** \_\_\_\_\_

**Tone:** \_\_\_\_\_

**Controlling:  
(Central/Main Idea)** \_\_\_\_\_

\_\_\_\_\_

## Focus: Student Activity: Analyzing Tasks-Year-round School

**Directions:** Read and break down the task to identify its contexts.

Your school is considering a move to a year-round school schedule. The year-round schedule would have students attend school year-round with several three-week breaks as compared to the current school year calendar which begins in the fall and ends in the spring. Do you feel that a year-round schedule is more or less beneficial to students than the current school calendar? Write a letter to your principal persuading him or her to accept your position on a move to a year-round schedule.

**Writer (role):** \_\_\_\_\_

**Audience:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Purpose:** \_\_\_\_\_

**Pattern (form):** \_\_\_\_\_

**Voice:** \_\_\_\_\_

**Tone:** \_\_\_\_\_

**Controlling:  
(Central/Main Idea)** \_\_\_\_\_  
\_\_\_\_\_



## Focus: Student Activity-Analyzing Text: Identifying Purpose and Organizing Pattern in Texts

For each of the following texts, identify the organizing pattern or structure and the purpose of the writing. Although these texts are much shorter than texts you will see in prompts or tasks, the organizing patterns or structures are the same as they are for longer texts. Also identify the controlling (central or main) idea in each of the examples by underlining the sentence(s).

### Title: Homework Scheduling

**The Task:** Read the selection that follows and then write an essay in which you agree or disagree with the idea proposed in the selection.

There should be a schedule of days when different teachers can assign homework. For example, a math teacher might be able to give homework on Tuesdays and Thursdays, while an English teacher might be scheduled for Mondays and Wednesdays.

The reason for the schedule is to avoid the homework overloads we get when all five teachers decide to give a 40-minute assignment on the same day. We can't work effectively all day in school and all night, too.

The schedule would also allow us to do all of our assignments more carefully. We would almost always have *some* homework, but it could be done and done well in an hour or so.

Our grades would probably go up and our teachers would be happier because we would actually *do* the homework.

Please suggest this plan to teachers at your next faculty meeting.

**Writer (role):** \_\_\_\_\_

**Audience:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Purpose:** \_\_\_\_\_

**Pattern (form):** \_\_\_\_\_

**Voice:** \_\_\_\_\_

**Tone:** \_\_\_\_\_

**Controlling Idea:** \_\_\_\_\_

## **Focus: Student Activity-Analyzing Text: Identifying Purpose and Organizing Pattern in Texts**

### **Title: More than Friends**

Sometimes you have to deal with a friend who wants to be more than a friend. What do you do? You don't want to hurt your friend's feelings, but you don't want to give him or her the wrong idea, either.

You might solve this problem in such a way that you don't lose your friend. First, avoid being alone with your friend. This will limit opportunities for things to go where you don't want them to.

Second, actively look for other "matches" for your friend. Introduce your friend to other people he or she might like because of similar interests. Maybe one of the people will catch on.

Finally, if all else fails, tell your friend that you're not interested in more than a friendship, and that you value the friendship as it is.

If you do this carefully, maybe you can keep the friend.

**Writer (role):** \_\_\_\_\_

**Audience:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Purpose:** \_\_\_\_\_

**Pattern (form):** \_\_\_\_\_

**Voice:** \_\_\_\_\_

**Tone:** \_\_\_\_\_

**Controlling Idea:** \_\_\_\_\_

## **Focus: Student Activity-Analyzing Text: Identifying Purpose and Organizing Pattern in Texts**

### **Title: Losing Sleep**

What would happen to you if you were not allowed to sleep for 10 days? Research on human beings and the importance of sleep has shown that sleep is critically important to your health and well-being.

After three days of being kept awake, the subjects of the experiment started to act strange. They felt anger, sadness, and joy at times when there was nothing to be angry, sad, or joyful about.

After six days, subjects started to see things that weren't there and to hear noises no one else could hear. In other words, they started to hallucinate.

By the tenth day, subjects showed signs of severe mental illness. The experiment was stopped because more days without sleep might cause permanent harm to the subjects.

Sleep isn't just a nice idea or a comfortable way to rest; sleep is an absolute need for your physical and mental health.

**Writer (role):** \_\_\_\_\_

**Audience:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Purpose:** \_\_\_\_\_

**Pattern (form):** \_\_\_\_\_

**Voice:** \_\_\_\_\_

**Tone:** \_\_\_\_\_

**Controlling Idea:** \_\_\_\_\_

## **Focus: Student Activity-Analyzing Text: Identifying Purpose and Organizing Pattern in Texts**

### **Title: The Giant Squid**

The giant squid is a fearsome creature, indeed. It is the villain in many stories of the sea, supposedly pulling people overboard and even sinking entire ships.

The giant squid is “dressed” for the part of sea villain, a huge sea villain. It can be 40 feet long. It has eight arms with suction cups and two long tentacles, perhaps 25 or 30 feet long. It uses these arms and tentacles to catch prey and draw it towards a beak-like mouth with strong jaws.

The squid is fast, too. No person can out swim a squid. In fact, many ships, especially sailing ships, can't outrun a squid.

Ugly, strong, fast, and fearsome—that's the giant squid.

**Writer (role):** \_\_\_\_\_

**Audience:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Purpose:** \_\_\_\_\_

**Pattern (form):** \_\_\_\_\_

**Voice:** \_\_\_\_\_

**Tone:** \_\_\_\_\_

**Controlling Idea:** \_\_\_\_\_

## Focus: Student Activity-Analyzing Text: Identifying Purpose and Organizing Pattern in Texts

**The Task:** Read the selection that follows and then write an essay in which you agree or disagree with the idea proposed in the selection

**Title:** *A Doll's House*  
**Literary/Critical**

**Background:** The title of a play might be the first words the reader sees, but the important meanings of the title might not be clear until the last scene of the work. By the end of *A Doll's House*, readers (or viewers) should have come to a fuller understanding on the themes or ideas suggested in the title.

**Your Task:** Show how the characters and events of the play, especially in the final scene, give the reader (or viewer) a fuller understanding of the themes or ideas suggested in the title.

Do not summarize the plot. Instead, explain how the characters and events of the play reveal the meanings of the title.

**Writer (role):** \_\_\_\_\_

**Audience:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Purpose:** \_\_\_\_\_

**Pattern (form):** \_\_\_\_\_

**Voice:** \_\_\_\_\_

**Tone:** \_\_\_\_\_

**Controlling Idea:** \_\_\_\_\_

## Focus: Student Activity-Analyzing Text: Identifying Purpose and Organizing Pattern in Texts

**Title: Family Conflict**  
**Literary/Critical**

**Background:** Family situations often involve conflict, and many works of literature involve conflicts between siblings, between parents, or between a parent and a child. Such conflicts have effects on the people involved and influence the decisions they make. *Raisin in the Sun* is a play that involves a family conflict in an important way.

**Your Task:** Write an essay in which you explain the importance and impact of the conflict in *Raisin in the Sun*. In your essay, explain the sources of the conflict, the effects on those involved, and the influence of the conflict on the decisions they make. Finally, explain how this conflict helps to develop the meanings of the play.

**Writer (role):** \_\_\_\_\_

**Audience:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Purpose:** \_\_\_\_\_

**Pattern (form):** \_\_\_\_\_

**Voice:** \_\_\_\_\_

**Tone:** \_\_\_\_\_

**Controlling Idea:** \_\_\_\_\_

## Focus: Using Rubrics: Student Activity-How do you tell a “6” from a “4” from a “1”?

You will see a task and the opening paragraphs of three different responses to the task. For the trait of **Meaning/Focus**, one of these responses is headed for a “6.” Another is headed for a “4.” The remaining one is headed for a “1” on **Meaning/Focus**.

Read the prompt, read each opening paragraph, and assign the score you think the response is headed for. Score only the trait of Meaning/Focus. Click on the rubric for independent writing {**button here**} if you wish to review the descriptions for this trait. Give a reason for each score by taking language from the rubric that best describes the response.

### Activity 1

**The task:** We have all encountered bad situations in our lives that later turned out to lead to good things. Think of a time when a bad situation later had a good result for you. What bad situation were you in? How did it later have a good result for you? What did you learn from the experience?

Write an essay about a bad situation that later turned out to have a good result for you, and tell what you learned from the experience.

### Opening Paragraph 1:

*“Bad things happen to people all the time, even if they’re good people. Some friends of mine who have never done anything bad themselves have had some real bad things happen to them, like car crashes and getting their apartment ripped off. And they never did anything to deserve it.”*

**Meaning/Focus score:** \_\_\_\_\_

**Reason for this score:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Activity 2**

**Opening Paragraph 2:**

*“I’ve just about given up trying to predict how a conversation with one of my parents is going to turn out. If I think things are going well, a bomb is sure to explode soon. If I think they’re going to reach for the handcuffs as soon as I ask for permission to go somewhere, my father will probably make a grunt that means “okay” without even looking up from his newspaper. There are other kinds of surprises too. Good things can turn bad, and bad things can turn good. Last Friday I got into a wicked argument with Mom. Finally I screamed at her, “You’re ruining my life! I hope you’re enjoying it!” Instead of yelling back, she burst into tears. Then we started talking. Two hours later I knew more about my mother as a person than I have been able to figure out these past 14 years.”*

**Meaning/Focus score:** \_\_\_\_\_

**Reason for this score:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Activity 3**

**Opening Paragraph 3:**

*“When I was six years old, a really bad thing happened to me. I was climbing a tree in the park and I got stuck about halfway up. I twisted and turned, but I couldn’t get my foot out from where it was stuck. As I stood there crying and holding on to the tree, a woman passed by and said she would call for help. The fire rescue workers came in a little while and put a huge ladder up against the tree. I was afraid to let go of the tree, but I had to get down, so I did. But the day wasn’t all bad. Instead of grounding me for six months, my parents gave me a “welcome home” party.”*

**Meaning/Focus score:** \_\_\_\_\_

**Reason for this score:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## **Domain: Organization**

## Patterns of Organization

### Purpose

### Organizing Pattern

#### Informational

Give information about a topic

Topic-aspect

Topic  
Aspect 1  
Aspect 2  
Application

How-to

Why you should know this  
List of ingredients  
List of steps  
Special advise

Tell what happened

true narrative

Background  
Conflict  
Climax  
Resolution

#### Critical

Persuade, recommend an action

opinion-reason

Opinion  
Reason 1  
Reason 2  
Recommendation

Thesis-proof

Thesis or point to prove.  
Evidence to prove the thesis.  
Significance or “so what” about  
the thesis or point proven.

Teach and/or entertain

Fictional narrative

Background  
Conflict  
Climax  
Resolution

## Informational Text-How-to Structure or Pattern

### Oh, Oh - Who's Going to Fix This?



**Sometimes you get a flat tire when you're just too far away to walk the bike home.** If you're carrying the right materials and tools, you can patch the tube yourself and save that long walk home.

You'll need a pump, wrenches and prying tools, and a tube patch kit. Twenty minutes is enough time.

First, use the wrenches to remove the wheel from the bike. Carefully remove the tube from the tire. Pump up the tube to find the hole or leak. With the scratching tool in the patch kit, rough up the surface of the tube around the leak. Put glue on the tube on an area larger than the patch. When the glue starts to get sticky, remove the patch cover, place the patch on the glued area, and press down firmly for a minute or two. When the glue is dry, carefully slide the tube back inside the tire, making sure you don't disturb the patch. Pump up the tube slowly, squeezing the tire in several places to make sure the tube is seated properly.

Finally, pack up your tools and ride home. Be on the lookout for broken glass, nails, potholes, or any other road hazards that could ruin your happy ending.

**Introduction:  
Why you should  
know this**

**Body: List of  
Ingredients**

**Body: List of  
Steps**

**Conclusion:  
Special Advice**

## Informational Text-Topic-Aspect

### Tropical Fish



What keeps tropical fish alive in a tiny tank so different from their natural environment? How can they be healthy in that water-filled glass box?

**Introduction: The Topic**

The secret is that the tank *is* the environment. Water in the tank must be clean, at the right temperature, and *oxygenated*—have oxygen dissolved in it so the fish can “breathe.” Most fish tanks have heaters and pumps that bubble air into the water so the needed oxygen can be put back into the water. A filter will help to keep the water clean, but the filter must be changed regularly. About once a month the tank should be scrubbed with an old toothbrush.

**Body: Aspects of the topic**

Another important part of the environment is the amount of food available. Each day there must be enough food for the fish, but not so much in that it goes uneaten and settles to the bottom of the tank. Uneaten food on the bottom of the tank may cause other things to grow that are not helpful to your fish.

Just as people need food, oxygen, and a controlled temperature to survive, so do fish. If they are fed properly in a controlled environment, fish can have a long and healthy life in that water-filled glass box we call a tank.

**Conclusion: Applying the information**

## Organizational Structure or Pattern: Personal Narrative

### I Wonder What's Downstream?

One hot day at 4:00 in the afternoon I was running along the highway with Billy. We were getting ourselves into shape for fall sports practice that would start in two weeks. **I had no idea I was about to put myself in deadly danger.**

We'd run about four miles and I thought I would burst into flames if I got any hotter. We were two miles from my house, the end of the run. As we passed the stream below the power dam, I decided I had a better idea. I told Billy I was going to go sit in the water and cool off for awhile. He said he had to keep going—he didn't have time to stop.

As he ran on I slid down the bank to the stream. The stream was about fifty feet wide but only a foot deep. The bottom was all rounded stones. Some were so big they stuck out of the water by a foot or more. I took off my sneaks, not wanting to get them wet, tied the laces together, and threw them across to the other bank. I decided I would slowly—and coolly—make my way across, pick up my sneaks, and continue home.

I was halfway across when a wave knocked me down. That's right, a wave. The power dam at the head of the stream had opened its gates for some reason, and the water flow was suddenly ten times what it had been when I started.

I was trapped. If I stood up, the water knocked me down. If I tried to stay low in the water and crawl, the water pushed me quickly downstream.

I didn't know what was down there—maybe another dam. What would it be like to go through a dam?



**Introduction:  
Background**

**Body: Conflict**

There was no one to call for help. It hurt my bare feet too much to try to jump from rock to rock above the water. Of course, my sneakers were safely on the other side, where I couldn't reach them.

With the creativity born of terror, I had an idea. I dug my fingers between some rocks and let the rest of me float. My feet and legs were pulled downstream, but I could hold on to the rocks.

**Body: Climax or turning point**

I let go with one hand, moved it six inches closer to the bank, and got a new grip. Slowly, I did the same with the other hand.

In forty-five minutes, I completed my sideways, horizontal, underwater rock climb and lay like a beached whale on the bank. After I tied my sneakers for the long walk—I certainly wasn't going to run home—I looked back at the stream.

**Conclusion:  
Resolution**

The water flow had dropped to its original level. Anyone could cross now.

## Persuasive Organizing Pattern: Opinion-Reason



### Just Say “No”—to My Friends?

We see and hear ads that tell us to “Just say ‘No’” to drugs, to alcohol, or to smoking. There are other times when you have to say “No,” also. ***Sometimes you have to just say “No” to your friends.***

Sometimes your friends may want you to do something that is okay for them, but may get you into trouble. Your friends might have different rules about when they need to be home at night so it would not be a good idea to go for a bike ride with them if you know you won’t get back until past the time that your family eats dinner.

You may also have to say “No” to your friends if they ask for your help in doing something that you know is wrong. What if one of your friends was having trouble on a homework assignment and he asked if he could just copy yours? What would you say? You know that cheating is wrong, but sometimes it is very hard to say “No” to a friend.

There also may be times that a friend will ask you to do something that you both know is wrong and isn’t okay for either of you to do. If you can’t convince your friend that it is a bad idea, you need to at least keep yourself out of trouble.

Feeling like it is hard to say “No” to your friends is normal. It is called “peer pressure.” It is something everyone must deal with at some point in their life. The most important thing to remember is to make your own decisions based on what you know is right for yourself. Use your own head to think about what is right for you, even if that means saying “No” to a friend.

**Introduction:  
Statement of  
opinion**

**Body: Reasons to  
Support the  
Opinion**

**Conclusion:  
Recommendation  
for Action**

## Persuasive Organizing Pattern: Thesis-Proof



### Fuel for Your Machine

How important is eating breakfast? A new research study on people's performance on the job and in school shows that breakfast is the most important meal of the day.

The study shows that people who don't eat breakfast are likely to be less productive throughout the entire day, even after eating lunch.

Measurements show that children who do not eat breakfast before going to school earn an average of one letter grade less on tests and assignments in the morning. This makes sense if you think of your body as a machine that needs fuel to run properly. Without fuel, your body can't make sure that all of its parts are working perfectly. This includes your brain!

Parents should be aware that children that are sent to school without breakfast are at a great disadvantage. We would never try to drive a car day without making sure it had enough fuel. Don't do that to your body, either!

**Introduction:**  
**States a thesis or point to prove**

**Body: Evidence to prove the thesis**

**Conclusion:**  
**Significance or "so what" about the thesis or point proven**



## Persuasive Text: Thesis Proof Pattern



### Good Readers Win

How important is being a good reader? **A new research study on reading ability and school success shows that reading ability is a direct cause for success in school and beyond it.**

**Introduction:  
States a Thesis or  
point to prove**

(1) The study shows that the students who scored in the top 10% in reading in second grade were also very likely to be in the top 10% in class rank when they were seniors.

**Body: Evidence to  
prove the thesis**

(2) Because the study followed people from second grade through early employment, a period of 25 years, researchers discovered that reading level could also be tied to later income level. The people who were in the top third of the class as readers in second grade were also very likely to be in the top third of income levels 25 years later.

Parents of young children should take special note of the results of this study. If children with a head start in reading keep that advantage through school and employment, then helping your child develop as a reader takes on a new importance.

**Conclusion:  
Significance or  
“so what” about  
the thesis or  
point proven**

## Fictional Narrative

### All That Glitters . . . .



King Midas loved gold. He loved everything about it: the color, the shine, the weight of it.

**Introduction:  
Background**

He couldn't get enough of it. Even though he was a king and was surrounded by golden objects, he always wanted more. He begged aloud for more.

**Body: Conflict**

One of the gods who observe human behavior got tired of listening to Midas and decided to teach him a lesson. He asked Midas, "Would you like it if everything you touched turn to gold?"

Without thinking, Midas said, "Of course!" As Midas was dancing around the palace, trying out his new power on everything in sight, his daughter came into the room to see what all the fuss was about. Midas ran up to her and showed her all the things he had turned to gold. In his joy, he hugged her.

She immediately turned to gold. She froze into a beautiful golden statue. **Midas, realizing that his greed had caused him to trade his daughter for a lump of gold, immediately begged the god's forgiveness.** He begged the god to take away the power and restore his daughter.

**Body: Climax**

The god agreed to do so—if Midas would never again mention the word "gold." Midas agreed, hugged his flesh-and-blood daughter, and had the word "gold" removed from all documents and dictionaries in the land.

**Conclusion:  
Resolution**

## Organization-Activity: Patterns of Organization

**Directions:** Analyze each prompt that follows and tell what the purpose is and what pattern you would use to organize your response. Here are the purposes and patterns again.

<b>Purpose</b>	<b>Organizing Pattern</b>
<b>Informational</b> <ul style="list-style-type: none"><li>- give information about a topic</li><li>- explain or give directions</li><li>- tell what happened</li></ul>	<ul style="list-style-type: none"><li>- topic-aspect</li><li>- how-to</li><li>- true narrative</li></ul>
<b>Critical</b> <ul style="list-style-type: none"><li>- persuade, recommend an action</li><li>- analyze, make a case, prove a point</li></ul>	<ul style="list-style-type: none"><li>- opinion-reason</li><li>- thesis-proof</li></ul>
<b>Literary</b> <ul style="list-style-type: none"><li>- teach and/or entertain</li></ul>	<ul style="list-style-type: none"><li>- fictional narrative</li></ul>

Write a paper telling whether you agree or disagree with physical education being graded like academic subjects.

**Purpose:**

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---

**Pattern:**

---

---

<b>Purpose</b>	<b>Organizing Pattern</b>
<b>Informational</b> <ul style="list-style-type: none"><li>- give information about a topic</li><li>- explain or give directions</li><li>- tell what happened</li></ul>	<ul style="list-style-type: none"><li>- topic-aspect</li><li>- how-to</li><li>- true narrative</li></ul>
<b>Critical</b> <ul style="list-style-type: none"><li>- persuade, recommend an action</li><li>- analyze, make a case, prove a point</li></ul>	<ul style="list-style-type: none"><li>- opinion-reason</li><li>- thesis-proof</li></ul>
<b>Literary</b> <ul style="list-style-type: none"><li>- teach and/or entertain</li></ul>	<ul style="list-style-type: none"><li>- fictional narrative</li></ul>

Explain how to draw a pentagon.

**Purpose:**

---

---

**Pattern:**

---

---

<b>Purpose</b>	<b>Organizing Pattern</b>
<b>Informational</b> <ul style="list-style-type: none"><li>- give information about a topic</li><li>- explain or give directions</li><li>- tell what happened</li></ul>	<ul style="list-style-type: none"><li>- topic-aspect</li><li>- how-to</li><li>- true narrative</li></ul>
<b>Critical</b> <ul style="list-style-type: none"><li>- persuade, recommend an action</li><li>- analyze, make a case, prove a point</li></ul>	<ul style="list-style-type: none"><li>- opinion-reason</li><li>- thesis-proof</li></ul>
<b>Literary</b> <ul style="list-style-type: none"><li>- teach and/or entertain</li></ul>	<ul style="list-style-type: none"><li>- fictional narrative</li></ul>

Prove that your favorite sports team is the best at something (offense, defense, most penalties, best hairstyles—anything).

**Purpose:**

---

---

**Pattern:**

---

---

<b>Purpose</b>	<b>Organizing Pattern</b>
<b>Informational</b> <ul style="list-style-type: none"><li>- give information about a topic</li><li>- explain or give directions</li><li>- tell what happened</li></ul>	<ul style="list-style-type: none"><li>- topic-aspect</li><li>- how-to</li><li>- true narrative</li></ul>
<b>Critical</b> <ul style="list-style-type: none"><li>- persuade, recommend an action</li><li>- analyze, make a case, prove a point</li></ul>	<ul style="list-style-type: none"><li>- opinion-reason</li><li>- thesis-proof</li></ul>
<b>Literary</b> <ul style="list-style-type: none"><li>- teach and/or entertain</li></ul>	<ul style="list-style-type: none"><li>- fictional narrative</li></ul>

Tell a friend about a funny thing that happened to you.

**Purpose:**

---

---

**Pattern:**

---

---

## Organization: Organizing Patterns

**Directions:** Read and analyze each prompt to determine the purpose of the writing. After you identify the purpose, decide which of the three patterns you would use to organize your written response to the prompt.

**Prompt 1:** Your school budget has to be cut by \$100,000. Write a letter to the principal recommending what, in your view, should be cut from the budget.

**Purpose:**

**Pattern you would use:**

**Prompt 2:** If you could improve your skill or ability at three sports or recreational activities, what would they be?

**Purpose:**

**Pattern you would use:**

**Prompt 3:** You've probably heard the expression, "A friend in need is a friend indeed." In other words, a real friend is there to help when the person really needs the help. Tell about a time when you were a real friend to someone in need.

**Purpose:**

**Pattern you would use:**

## Activity: Organizing Patterns-Topic Sentence Outlines

**Directions:** Complete the missing parts of the pattern outlines that follow. Below each pattern part is an explanation in italics of what that part does.

### Informational: Topic-aspect

**Topic:** When I'm bored, there are two things I do to amuse myself.  
*(Main subject)*

**Aspect 1:** I . . .  
*(One part)*

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**Aspect 2:** I also . . .  
*(Another part)*

---

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**Application:** I'm no longer bored when . . .  
*(How info is used)*

---

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## Organizing Patterns-Topic Sentence Outlines

### Persuasive-Opinion-Reason

**Directions:** Complete the missing parts of the pattern outlines that follow. Below each pattern part is an explanation in italics of what that part does.

**Opinion:** I'd get along better with \_\_\_\_\_ if . . .  
*(Your view)*

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**Reason 1:**  
*(because)*

---

---

**Reason 2:**  
*(more because)*

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**Recommendation:**  
*(so do this)*

---

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## Organization: Organizing Patterns-Topic Sentence Outlines

### Thesis-Proof Organizing Pattern

**Directions:** Complete the missing parts of the pattern outlines that follow. Below each pattern part is an explanation in italics of what that part does.

**Thesis:** My best time of day to do schoolwork is \_\_\_\_\_  
*(Point you're making)*

---

---

**Proof 1:**  
*(Evidence)*

---

---

**Proof 2:**  
*(more evidence)*

---

---

**Significance:**  
*(so what?)*

---

---

## Organization: Topic Sentence Outlines

### Personal Narrative Organizing Pattern

**Directions:** Complete the missing parts of the pattern outlines that follow. Below each pattern part is an explanation in italics of what that part does.

**Background:** I wasn't expecting anything to go wrong when I . . .  
*(Setting and Action/  
point you're making)*

---

---

**Conflict:**  
*(Problem to solve)*

---

---

**Climax:**  
*(Turning point)*

---

---

**Resolution:**  
*(How it turned out)*

---

---

## Organization: Topic Sentence Outlines

**Directions:** Complete the topic-sentence outline in response to the following prompt.

**PROMPT:**

Your school is considering a move to a year-round school schedule. The year-round schedule would have students attend school year-round with several three-week breaks as compared to the current school year calendar which begins in the fall and ends in the spring. Do you feel that a year-round schedule is more or less beneficial to students than the current school calendar? Write a letter to your principal persuading him or her to accept your position on a move to a year-round schedule.

**Opinion-reason**

**Opinion:** My feeling about year-around school is. . . .  
*(Your view)*

---

---

**Reason 1:**  
*(Because)*

---

---

**Reason 2:**  
*(More because)*

---

---

**Reason 3:**  
*(And more)*

---

---

**Recommendation:**

*(So, do this)*

---

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## Organization: Writing the “bridge”

**Prompt:**

Your school is considering a move to a year-round school schedule. The year-round schedule would have students attend school year-round with several three-week breaks as compared to the current school year calendar which begins in the fall and ends in the spring. Do you feel that a year-round schedule is more or less beneficial to students than the current school calendar? Write a letter to your principal persuading him or her to accept your position on a move to a year-round schedule.

You can practice writing a bridge with the topic-sentence outline below. It is an outline of one person’s response to the prompt. Write a bridge that would connect reason 1 to reason 2.

**Opinion:**     *My feeling about year-around school is that it is a terrible idea.*  
*(Your view)*

**Reason 1:**    *Young people couldn’t stand to go to school during the hot*  
*(Because)*       *summer months.*

**Bridge:**

---

---

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**Reason 2:**        *Summer is the only time most kids can get jobs.*  
*(More because)*

**Recommendation:**    *Leave the school calendar just the way it is.*  
*(So, do this)*

## Teacher Guide: Suggested Responses to Organizational Activities

### Topic-aspect

#### Topic:

*(main subject)*

When I'm bored, there are two things I do to amuse myself.

#### Aspect 1:

*(one part)*

*I . . . like to play the guitar and make up crazy songs.*

#### Aspect 2:

*(another part)*

*I also . . . like to listen to music and imagine I am part of the performing group.*

#### Application:

*(how info is used)*

*I'm no longer bored when . . . I'm involved with music, whether I'm playing it myself or just listening and pretending.*

### How-to

#### Reason:

*(why know this)*

*If you want to tape your favorite shows, you'll just have to learn to program the VCR by yourself.*

#### Step 1:

*(do first)*

*Read the manual—it's in English, and instructions are usually clear.*

#### Step 2:

*(do next)*

*Make a list of the shows you want and the times they are broadcast, organized From Monday to Sunday and from earlier to later.*

#### Step 3:

*(do last)*

*Follow the instructions to set up your whole week of taping.*

#### Application:

*(special info on use)*

*You'll be able to watch the shows you want, when you want, instead of saying, "I wish I'd taped that."*

### Opinion-reason

#### Opinion:

*(your view)*

*I'd get along better with my sister if . . . I wasn't always trying to do the same things she was doing.*

#### Reason 1:

*(because)*

*Most of our arguments are over somebody being in the shower too long when the other person wants to use it.*

#### Reason 2:

*(more because)*

*Many other fights are over what show we're going to watch or who's going to have the remote control.*

**Recommendation:**  
(so, do this)

*Life would be easier if we just had a schedule—on odd-numbered days, she could shower first, but I get the remote; on even-numbered days we switch.*

**Thesis-proof**

**Thesis:**  
(point you're making)

*My best time of day to do schoolwork is...right after dinner.*

**Proof 1:**  
(evidence)

*I've got new energy because I've just eaten.*

**Proof 2:**  
(more evidence)

*It's still early, so I'm not sleepy yet or easily distracted.*

**Significance:**  
(so what?)

*I should make sure to keep that time clear for doing homework so I use my best work time and have the rest of the night to myself.*

**Narrative**

**Background:**  
(setting and action)

*I wasn't expecting anything to go wrong when I ... went out to walk the dog.*

**Conflict:**  
(problem to solve)

*I didn't get two blocks before I heard a nasty growling sound behind me.*

**Climax:**  
(turning point)

*A much larger dog than mine had broken free from its owner and was about to charge at us.*

**Resolution:**  
(how it turned out)

*A shouted command from the other dog's owner stopped it in its tracks, and I was pretty happy about how well that dog was trained.*



## More Answers to More Activities!

1. Write a paper telling whether you agree or disagree with physical education being graded like academic subjects.

**Purpose:** to persuade

**Pattern:** *opinion-reason*

2. Tell a friend about a funny thing that happened to you.

**Purpose:** to tell what happened

**Pattern:** *narrative*

3. Explain how to draw a pentagon.

**Purpose:** to explain or give directions

**Pattern:** *how-to*

4. Prove that your favorite sports team is the best at something (offense, defense, most penalties, best hairstyles—anything).

**Purpose:** to make a case or prove a point

**Pattern:** *thesis-proof*

5. Write a list of what you'd like for your birthday.

**Purpose:** to give information about a subject

**Pattern:** *topic-aspect*

## Organization: Pattern Outlines

**Directions:** Complete the missing parts of the pattern outlines that follow. The words in italics below each pattern explain what each part does.

### Topic-aspect

**Topic:** Fall and winter are my two favorite seasons.  
*(main subject)*

---

---

---

**Aspect 1:** I like fall because...  
*(one part)*

---

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---

**Aspect 2:** I like winter because...  
*(another part)*

---

---

---

**Application:** These two seasons are better than spring and summer because...  
*(how info is used)*

---

---

---

**Organization: Pattern Outlines (continued)**

**How-to**

**Reason:** Changing a light bulb is something that everyone should know how to do.  
*(why know this)*

---

---

---

**Step 1:**

*(do first)*

---

---

---

**Step 2:**

*(do next)*

---

---

---

**Step 3:**

*(do last)*

---

---

---

**Application:**

*(special info on use)*

---

---

**Organization: Pattern Outlines (continued)**

**Opinion-reason**

**Opinion:** I think kids should start school at age 7, not age 5 . . .  
*(your view)*

---

---

---

**Reason 1:**

*(because)*

---

---

---

**Reason 2:**

*(more because)*

---

---

---

**Recommendation:**

*(so, do this)*

---

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---

**Organization: Pattern Outlines (continued)**

**Thesis-proof**

**Thesis:** The best thing that was ever invented is...  
(point you're making)

---

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---

**Proof 1:**

(evidence)

---

---

---

**Proof 2:**

(more evidence)

---

---

---

**Significance:**

(so what?)

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---

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**Organization: Pattern Outlines (continued)**

**Narrative**

**Background:**

*(setting and action)*

Although the directions looked simple enough...

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---

---

**Conflict:**

*(problem to solve)*

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**Climax:**

*(turning point)*

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**Resolution:**

*(how it turned out)*

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## Even More Activities!

**Directions:** Analyze the prompts that follow and tell what pattern you would use to organize your response. Here are the purposes and patterns again.

<b>Purpose</b>	<b>Organizing Pattern</b>
<b>Informational</b>	
<ul style="list-style-type: none"> <li>- give information about a topic</li> <li>- explain or give directions</li> <li>- tell what happened</li> </ul>	<ul style="list-style-type: none"> <li>- topic-aspect</li> <li>- how-to</li> <li>- true narrative</li> </ul>
<b>Critical</b>	
<ul style="list-style-type: none"> <li>- persuade, recommend an action</li> <li>- analyze, make a case, prove a point</li> </ul>	<ul style="list-style-type: none"> <li>- opinion-reason</li> <li>- thesis-proof</li> </ul>
<b>Literary</b>	
<ul style="list-style-type: none"> <li>- teach and/or entertain</li> </ul>	<ul style="list-style-type: none"> <li>- fictional narrative</li> </ul>

1. Write a letter to the U.S. Postal Service telling whether you agree or disagree with making stamps cost more.

**Purpose:**

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**Pattern:**

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2. Tell a relative about your favorite day at school this year.

**Purpose:**

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**Even More Activities! (continued)**

**Pattern:**

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**3.** Explain how to make your bed.

**Purpose:**

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**Pattern:**

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**4.** Prove that your town has the best playground of any town near you.

**Purpose:**

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**Pattern:**

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**5.** Write a list of games you think your family would enjoy.

**Purpose:**

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**Even More Activities! (continued)**

**Pattern:**

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## Suggested Responses to Activities

### Topic-aspect

#### Topic:

*(main subject)*

Fall and winter are my two favorite seasons.

#### Aspect 1:

*(one part)*

I like fall because . . . *it is fun to jump in piles of leaves.*

#### Aspect 2:

*(another part)*

I like winter because . . . *it is fun to play in lots of snow.*

#### Application:

*(how info is used)*

These two seasons are better than spring and summer because . . . *piles of leaves and snow are the best things to play in.*

### How-to

#### Reason:

*(why know this)*

Changing a light bulb is something that everyone should know how to do.

#### Step 1:

*(do first)*

*Look at the old light bulb and find a new one that has the same number of watts on the bulb.*

#### Step 2:

*(do next)*

*Unscrew the old light bulb (counter-clockwise) and throw it in the garbage.*

#### Step 3:

*(do last)*

*Screw the new light bulb in (clockwise) until it is in tightly.*

#### Application:

*(special info on use)*

*You'll be able to change the light bulb whenever one goes out without having to get help from someone else.*

### Opinion-reason

#### Opinion:

*(your view)*

I think kids should start school at age 7, not age 5. . . *Because starting school age 5 is too young for many kids.*

#### Reason 1:

*(because)*

*Lots of kids cry when they have to leave their parents to go to school when they are only 5.*

#### Reason 2:

*(more because)*

*By age 7, most kids are ready to leave the house by themselves and be away from their parents for the day.*

**Recommendation:**  
(so, do this)

*Many of the problems of kindergarten would disappear if kids started school when they were 7 years old and more ready to be away from home.*

**Thesis-proof**

**Thesis:**  
(point you're making)

The best thing that was ever invented is...*the remote control.*

**Proof 1:**  
(evidence)

*It saves the time that it takes to get up and change the channel.*

**Proof 2:**  
(more evidence)

*It saves the energy that you would use up by getting up.*

**Significance:**  
(so what?)

*Remote controls are the best invention because they save people time and energy.*

**Narrative**

**Background:**  
(setting and action)

Although the directions looked simple enough ...*putting together the table was a problem.*

**Conflict:**  
(problem to solve)

*When I opened up the box, I realized that all of the screws were missing. They hadn't sent them to me!*

**Climax:**  
(turning point)

*I was in Dad's workshop, sorting through mountains of old screws when the mail carrier arrived with a small box.*

**Resolution:**  
(how it turned out)

*I opened the box and found the missing screws that I needed to finish the project.*

## More Answers to More Organization Activities!

1. Write a letter to the U.S. Postal Service telling whether you agree or disagree with making stamps cost more.

**Purpose:** to persuade

**Pattern:** *opinion-reason*

2. Tell a relative about your favorite day at school this year.

**Purpose:** to entertain by telling what happened

**Pattern:** *narrative*

3. Explain how to make your bed.

**Purpose:** to explain or give directions

**Pattern:** *how-to*

4. Prove that your town has the best playground of any town near you.

**Purpose:** to prove a point

**Pattern:** *thesis-proof*

5. Write a list of games for your family to buy.

**Purpose:** to give information

**Pattern:** *topic-aspect*

# **Domain: Content and Development**

## Methods of Development

**Comparing and Contrasting:** a method of building in detail in which you compare one subject to another subject. In the process of writing, you show how the subjects are similar (compare) and how they are different (contrast)

**Making an Order:** a method of organizing details. Details could be described from top to bottom, bottom to top, by date, time, distance etc. Ordering is effective for summarizing steps and explaining events

**Defining by Key Features:** a method of building in detail by describing key or important details of the subject

**Defining by Familiar or Related Examples:** a method of building detail in which you present closely related items

**Using Cause and Effect:** a method of building detail by making connections between a result and the events that came before it

**Showing with a Story:** a method of building in detail through a personal narrative

**Classifying and Explaining Characteristics:** a method of building in detail by placing something in a known group or category and explaining the groups' characteristics

## **Development: Developing Ideas with Different Methods**

**Directions:** Each activity will ask you to expand a sentence into a full paragraph or more by using one of the methods of development. Each activity will give you the contexts of the writing in “The Situation.” For each activity, try to write at least 100 words.

### **Activity 1: Comparing and Contrasting**

**The Situation:** In a psychology unit in your science course, you are studying time, psychological time. This term refers to how long time seems to last—whether time seems to be flying or dragging.

**Your Task:** You are to write about these two extremes of psychological time by contrasting the activities that make time drag with those that make it fly.

*Remember the importance of using specific details.*

Pre-write by making two lists, one of activities that make time fly and another of activities that make time drag (You could also use the Venn diagram for prewriting). Draft by writing a paragraph or two showing the differences between these two groups of activities.

## Activities: Developing Ideas with Different Methods

**Directions:** Each activity will ask you to expand a sentence into a full paragraph or more by using one of the methods of development. Each activity will give you the contexts of the writing in “The Situation.” For each activity, try to write at least 100 words.

### Activity 2: Establishing an Order

**The Situation:** A new student is transferring to your school. Because you have the same schedules of classes, you have been assigned to spend the first day with this newcomer as a kind of guide to your school.

**Your Task:** In your “orientation day,” explain to new person the four or five most important things to know about attending your school. Write this as if you were talking to the new student.

*Remember the importance of using specific details.*

Pre-write by listing important things to know, and then arrange the list in some order that will be effective. Draft by writing your “speech” or conversation with the new student.



## **Development: Developing Ideas with Different Methods**

**Directions:** Each activity will ask you to expand a sentence into a full paragraph or more by using one of the methods of development. Each activity will give you the contexts of the writing in “The Situation.” For each activity, try to write at least 100 words.

### **Activity 3: Defining by Familiar Examples**

**The Situation:** The Community Service Committee is made up of students and two teacher advisors. The Committee is having a publicity problem. Some students asked to join reply that they don’t want to spend their Saturdays picking up garbage along the highway.

**Your Task:** Define the work of the Committee by giving examples of the kinds of work it does *besides* pick up road litter on Saturdays. You may wish to talk about the work done at animal shelters, hospitals and nursing homes, homeless shelters, parks and playgrounds, and also fundraising work for needy individuals.

*Remember the importance of using specific details.*

Pre-write by listing familiar examples of all the activities of Committee work you can think of. Then shorten the list to just three or four familiar examples. Draft by writing a paragraph or two to define the work of the Committee as being more than picking up roadside garbage.

## **Development: Developing Ideas with Different Methods**

**Directions:** Each activity will ask you to expand a sentence into a full paragraph or more by using one of the methods of development. Each activity will give you the contexts of the writing in “The Situation.” For each activity, try to write at least 100 words.

### **Activity 4: Using Cause and Effect**

**The Situation:** A college and career survey question has asked you to predict what your life will be like 10 years from now. Where will you be and what will you be doing? What events (causes) during the next 10 years will have led to this result?

**Your Task:** Project 10 years into the future and show where you will be and what you will be doing (try to do this with a job or career you have in mind). Explain how at least three causes resulted in your relative success (or lack of success)

*Remember the importance of using specific details.*

Pre-write by picking a job or career and imagining what you, in that position, would be doing ten years from now. Jot down causes that would lead to great success and causes that would lead to less success or even failure. Pick a likely spot along that range from great success to great failure and select three causes that would be likely causes for such an effect.

Draft by writing a paragraph that shows how your position (ten years from now) can be traced back to three main causes.

## **Development: Developing Ideas with Different Methods**

**Directions:** Each activity will ask you to expand a sentence into a full paragraph or more by using one of the methods of development. Each activity will give you the contexts of the writing in “The Situation.” For each activity, try to write at least 100 words.

### **Activity 5: Illustrating with a Story**

**The Situation:** Safety is the subject in your “Car and Driver” unit for technology class. Instead of giving a bunch of safety rules, your instructor has decided to start with stories of what can go wrong, and then work back to the rules.

**Your Task:** Using an event that happened to you or that you witnessed, tell the story of something that went terribly (and probably dangerously) wrong because someone did not follow a safety rule. The rule-breaker could be a driver, a passenger, or someone not in the car, like a walker or bicyclist. Illustrate the danger with the story you tell.

*Remember the importance of using specific details.*

Pre-write by jotting down five or six ways a person could break a safety rule of the road and put a person or people in danger. Then pick an event you either saw or were involved in. Draft by writing that story in a paragraph or two

## **Development: Developing Ideas with Different Methods**

**Directions:** Each activity will ask you to expand a sentence into a full paragraph or more by using one of the methods of development. Each activity will give you the contexts of the writing in “The Situation.” For each activity, try to write at least 100 words.

### **Activity 6: Classifying**

**The Situation:** Surveys ask people if they live in urban (city), suburban, or rural (country) locations. Some characteristics about the locations might be assumed from the answer.

**Your Task:** Classify the place where you live (your community, not just your dwelling) as being urban, suburban, or rural. Follow up this classification by telling how specific characteristics of the type of location apply to your community.

*Remember the importance of using specific details.*

Pre-write by deciding which classification best fits your area: urban (city), suburban, or rural (country). Then list some characteristics this type of community will have. Draft by classifying your community and showing how the characteristics apply to it.

## **Development: Developing Ideas with Different Methods**

**Directions:** Each activity will ask you to expand a sentence into a full paragraph or more by using one of the methods of development. Each activity will give you the contexts of the writing in “The Situation.” For each activity, try to write at least 100 words.

### **Activity 7: Defining by Familiar Examples**

**The Situation:** The Community Service Committee is made up of students and two teacher advisors. The Committee is having a publicity problem. Some students asked to join reply that they don’t want to spend their Saturdays picking up garbage along the highway.

**Your Task:** Define the work of the Committee by giving examples of the kinds of work it does *besides* pick up road litter on Saturdays. You may wish to talk about the work done at animal shelters, hospitals and nursing homes, homeless shelters, parks and playgrounds, and also fundraising work for needy individuals.

*Remember the importance of using specific details.*

Pre-write by listing familiar examples of all the activities of Committee work you can think of. Then shorten the list to just three or four familiar examples. Draft by writing a paragraph or two to define the work of the Committee as being more than picking up roadside garbage.

## Suggested Responses to Development Activities

There are three responses to each activity. The first would score a “6” (very effective) on Development/Details, the second would score a “4” (adequate), and the last one would score a “2” (inadequate or incomplete). Some parts of all three responses will be very similar. Comparing and contrasting these three answers should help you to understand what the rubric descriptions for each level really mean.

**1. Your Task:** You are to write about these two extremes of psychological time by contrasting the activities that make time drag with those that make it fly.

**The “6” response:** We know that the clock ticks 60 times each minute and that the minute hand moves 60 times each hour, but that’s not the way it seems. Different events can make time seem to fly or to drag for me. When I’m playing basketball after school, I pay no attention to time and it just disappears. Watching a good movie, especially an adventure film, also makes time fly. When it’s over, I can’t believe 90 minutes went by.

In other cases, I can’t make time go fast enough. For me, the clock in social studies is pretty slow. When I’m watching one of those boring videos about some place I never heard of, it seems as if the period is never going to end. I can count every second and minutes of it, but I can’t make it end faster. Social studies is bad, but the dentist’s office is worse. When I’m in the chair and my dentist says he’ll just have to drill “for a second,” I know that’s going to be the longest second of my life.

**The “4” response:** When I’m playing basketball after school, I never pay attention to the time. It just goes by. Watching a good movie also seems to make time go by very quickly. Watching a bad movie, the kind we see sometimes in social studies class about a place I never heard of, has the opposite effect. Time drags. The dentist’s chair is the worst, though. Ten minutes in the chair can seem to last a lifetime.

**The “2” response:** When I’m playing basketball after school with my friends, I don’t pay any attention at all to time. I’m always late getting home because I’m having fun. My parents got me a watch, but it doesn’t help because I don’t look at it. I look at it only if I’m somewhere I don’t want to be, like the dentist’s.

**2. Your Task:** In your “orientation day,” explain to new person the four or five most important things to know about attending your school. Write this as if you were talking to the new student.

**The “6” response:** Probably almost all schools have the same rules, but they might enforce them differently. They might have different ideas about which

rules are most important. I think you will see that the two most important rules here are to show respect to teachers and other school employees and to other students. If you follow these, you'll avoid a lot of trouble. If you do get into trouble, by the way, you can expect to be treated fairly, just like everyone else. If you skip a class, you're going to in-school suspension, no matter who you are. The principal treats everyone the same for the same offense.

As far as teachers are concerned, they want you to come to school, pay attention in class, and do your homework. Like the principal, teachers treat "offenders" about the same. If you don't do your homework, you're going to be assigned to the "homework helper" period at the end of school.

**The "4" response:** You can't get away with much here. The principal always backs the teachers, and the teachers are always right. So, if someone reports you for skipping a class or not doing work, you're not getting away with it. Save your breath. If you get caught, you're going into one lockup or another, in-school suspension or that little detention period at the end of the day they call "homework helper." It doesn't really matter who your family is or what your excuse is. If you did it, you pay.

**The "2" response:** You ought to pretend you're in a medium security prison here. There's a rule for everything, and there's always someone watching to catch you break it. You even get detention for not doing your homework. In other words, don't do anything here and you might stay out of lockup.

**3. Your Task:** Each of the student in your group has been asked to write a definition of "good job." Write your definition by giving four or five key features of a good job, in your view.

**The "6" response:** My definition of a good job would include the features of good pay, flexible work hours, interesting work, chances for promotion, and chances to travel. With a college degree, I would expect my "good job" to pay me at least \$30,000 to start. I should be doing different things, not the same thing every day. I should also have some say over my work hours. I might want to work 12 hours on Tuesday and only four on Thursday. Some travel would help to keep the job interesting, and so would chances for promotion. I don't want a job that has the same responsibilities for my whole career.

**The "4" response:** The only kind of job I want is a good one. A "good" one would pay me enough to buy a new car and have a great apartment somewhere. I might have to take some orders, but I'd have the authority to give some orders, too. I'd have to be in charge of something. This job would have to be secure, too. I don't want a boss to be able to fire me because he or she doesn't like the way I dress.



**The “2” response:** A good job would require no school, pay big bucks, have only enough work to make the time go by, and last only about three hours a day.

**4. Your Task:** Define the work of the Committee by giving examples of the kinds of work it does *besides* pick up road litter on Saturdays. You may wish to talk about the work done at animal shelters, hospitals and nursing homes, homeless shelters, parks and playgrounds, and also fundraising work for needy individuals.

**The “6” response:** The most noticeable work the Community Service Committee does might be cleaning up the two-mile stretch of highway. It’s easy to see us out there wearing red safety vests and picking up roadside litter and trash and bottles. That’s not the only work we do. We volunteer to help out at animal shelters, helping to get cats and dogs adopted by families. We help keep playgrounds clean and safe for young children, and we help elderly people in the community by shopping for groceries, doing yard work in summer, and shoveling their sidewalks in winter. Anyone who joins the Committee is sure to find some kind of volunteer activity that suits him or her.

**The “4” response:** Sometimes people think we’re the Community Garbage-Pickers, but that’s not the case. Some of the stuff we pick up on the highway is garbage, but we do a lot of other things, too. We help at playgrounds and animal shelters and do things for older people, too. The next time you see us picking up garbage on the highway, remember that we do other things, too.

**The “2” response:** We pick up other people’s garbage along the highway, and it isn’t any fun at all. It isn’t necessary, either. If everyone would stop throwing bottles, papers, and other stuff out the car windows, people in our group wouldn’t have to be out there weekends with rubber gloves and fifty garbage bags. Then this club could do something interesting.

**5. Your Task:** Project 10 years into the future and show where you will be and what you will be doing (try to do this with a job or career you have in mind). Explain how at least three causes resulted in your relative success (or lack of success)

**The “6” response:** In ten years I will be a very successful middle school science teacher. Some of my success be a result of things I have done well. For example, I attended a teacher’s college and completed my degree with good enough grades to get into a good graduate school. My hard work in my master’s program paid off because employers saw that I was not only smart but also hardworking. Once I was hired, my ability to get along with people helped me to be popular with kids and respected by other teachers, even though I was a lot younger and less experienced than they were.



**The “4” response:** I’m successful because I paid my dues. I spent the five years in college it takes to get a master’s degree, and now I know my stuff. Students and other teachers can see that I know what I’m doing so they don’t cause much trouble for me. If kids mouth off, they know they’re headed right to the office. I don’t take any of that from kids.

**The “2” response:** I like kids. In some ways, I’m still a big kid myself. When I was in middle school, I thought I would like to be a teacher so I could work with kids, and I was right. I’ve been teaching for a few years now, and I still like kids, so I must be doing okay.

**6. Your Task:** Using an event that happened to you or that you witnessed, tell the story of something that went terribly (and probably dangerously) wrong because someone did not follow a safety rule. The rule-breaker could be a driver, a passenger, or someone not in the car, like a walker or bicyclist. Illustrate the danger with the story you tell.

**The “6” response:** I was walking down Main Street when this incident happened. On the third block of Main, down by the post office, cars are often parked on both sides. When I’m riding my bicycle there I’m always worried some driver is going to open a door without looking and make me smack right into it. Fortunately for me, I was not the one on the bicycle this time. It was a girl of about 14, I would say. She was riding south on Main Street when the driver of a truck swung open his door—without looking—right in front of her. She couldn’t swerve left because there was a car to her left, passing her. She had no choice but to slam on the brakes and plow right into the driver. She and the driver were both injured but they were pretty lucky. At a busier time of day, more cars would have been involved and one or both of them could have been hit.

The entire accident took only a second. That’s about how long it would have taken the driver to look in his mirror, see her coming, and avoid the whole thing.

**The “4” response:** A guy driving a truck was in a hurry and so he slipped into a parking space and whipped open his door to run across the street to the drugstore. Unfortunately, a young girl on a bike was about five feet from him when he opened his door, so he stepped out right in front of her and she hit him. They weren’t hurt bad, but it shouldn’t have happened at all.

**The “2” response:** The guy was really lucky. He could have killed this young girl because he threw open his driver door without looking. She couldn’t stop and she smashed right into him, knocking him against the driver door. Next time maybe he’ll look.

**7. Your Task:** Classify the place where you live (your community, not just your dwelling) as being urban, suburban, or rural. Follow up this classification by

telling how specific characteristics of the type of location apply to your community.

**The “6” response:** Wellesville is a suburban community. We’re 18 miles from Canton, a major city, but we don’t have the subways and bus lines and business building of the city. Most of Wellesville’s buildings are private houses, apartment buildings, and single stores or malls. Most of the people who live here don’t actually work here. They commute by train or auto to their city jobs.

The houses and the cars are pretty expensive, so people who live here must make pretty good money. This has to be an expensive place to live if you own a home.

**The “4” response:** We’re in the suburbs, and it’s just what you’d expect: fancy houses, flashy cars, preppy people. Everybody has money, and everybody tries to show you they’ve got more than you. There are some lots that are absolutely filled with swimming pools and enough landscaping stuff for three houses. That’s the suburbs.

**The “2” response:** Wellesville is a suburban town with absolutely nothing to do. After you watch TV and go to the mall, you’re through. Summer is so boring here that it makes the school year look good. At least there are games to go to.

# **Domain: Language Use and Style**

## Language Use and Style: Write Your Own Progress Report

**Directions:** This activity will help you to remember the importance of word choice and how it affects tone, attitude, imagery, and the audience's response. Here is an imaginary progress report to your parent or parents explaining your work and behavior in a class.

(Your name) is an **average** student in (name of course). Most of his/her work is done **on time** and is **fairly complete**. Test grades are **satisfactory**. He/she shows **some** interest in course material and is usually **attentive** in class. In discussions, he/she **sometimes** contributes **useful** ideas to the class. Overall, (your name) seems to **like** the class and is always **polite** to me and **respectful** toward other students.

This report is pretty neutral, right? Your job is to rewrite it twice - once to make it extremely positive and again to make it extremely negative. The reader of the positive report should want to take you out and buy you a present. The reader of the negative report should want to call the police. You can create these two opposite effects by changing the boldfaced words to very positive or very negative words. You can use more than one word in any blank. Have fun.

### On the Positive Side

(Your name) is an \_\_\_\_\_ student in (name of course). Most of his/her work is done \_\_\_\_\_ and is \_\_\_\_\_. Test grades are \_\_\_\_\_. He/she shows \_\_\_\_\_ interest in course material and is usually \_\_\_\_\_ in class. In discussions, he/she \_\_\_\_\_ contributes \_\_\_\_\_ ideas to the class. Overall, (your name) seems to \_\_\_\_\_ the class and is always \_\_\_\_\_ to me and \_\_\_\_\_ toward other students.

### On the Negative Side

(Your name) is an \_\_\_\_\_ student in (name of course). Most of his/her work is done \_\_\_\_\_ and is \_\_\_\_\_. Test grades are \_\_\_\_\_. He/she shows \_\_\_\_\_ interest in course material and is usually \_\_\_\_\_ in class. In discussions, he/she \_\_\_\_\_ contributes \_\_\_\_\_ ideas to the class. Overall, (your name) seems to \_\_\_\_\_ the class and is always \_\_\_\_\_ to me and \_\_\_\_\_ toward other students.