Preparing 4-12 English Learners to Meet Common Core Academic Writing Demands

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Participants will learn effective ways to:

• Introduce and dissect a model paper exemplifying the elements of a formal college readiness writing type
• Design and utilize a student-friendly analytic rubric that serves as an instructional tool, specifying the attributes of the formal writing type
• Frontload relevant rhetorical conventions and academic language
• Structure brief writing tasks to build competencies for longer responses
• Ensure ELs and reticent readers comprehend writing expectations
• Integrate grammatical targets in application tasks and rubrics
• Facilitate productive peer feedback sessions using an analytic rubric
• Identify error patterns and prioritize explicit grammar lessons
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In this session, we will consider

- Language demands posed by formal writing tasks
- The role of oral language in writing achievement
- Aspects of academic language proficiency that must be explicitly modeled and taught
- Limitations in traditional writing instruction
- The need for brief constructed verbal and written academic responses across the school day
- Instructional imperatives: writing models, targeted language pre-teaching, student-friendly rubrics, timely and productive feedback

Identifying Language Demands in College & Career Readiness Shifts

READING Read a range of complex literary and informational texts and respond to text-dependent questions and tasks using precise academic language.

LANGUAGE Expand domain-specific and high-utility vocabulary through instruction, reading, and interaction.

WRITING Write logical arguments in academic register drawing from relevant evidence and research.

SPEAKING & LISTENING Engage in formal academic interactions in pairs, small groups, and unified class.

Academic English Learners Describe their Academic Challenges

- What aspects of their academic experience posed the greatest challenges for these high school bound academic English learners?

Academic English Learners Operate from a Constrained Vocabulary Base

“Doing my research, I couldn’t find the … things.”

Everyday Nouns
- stuff
- things
- information
- ideas

Precise Academic Nouns
- sources
- citations
- references
- evidence
- data
- facts

Sources of Curricular Angst for Academic English Learners

- utilizing academic register: vocabulary, syntax, grammar, transitional expressions
- writing evidence-based essays and reports
- identifying appropriate informational text resources to support a claim
- independent reading and analysis of texts
- selecting and paraphrasing citations

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Register: A Linguistic Definition

- The words, syntax, style, and grammar used by speakers and writers in a particular situation or in a particular type of writing:
  - Writing a text message to invite a friend to a party
  - Writing an email message to a teacher requesting an extension on a research report
  - Asking a coach for permission to miss practice
  - Asking a manager at an internship to clarify expectations for a task

Demand of an Academic Register

What challenges do recent immigrants face?

Informal Verbal Response

Formal Constructed Verbal Response
- One challenge recent immigrants face is learning an entirely new language.

Formal, Brief Constructed Written Response
- One challenge recent immigrants face is learning an entirely new language. English communication and literacy skills are critical for adult immigrants if they want to have jobs that pay well or attend college.

A Sentence Frame to Promote Use of Academic Register

What challenges do recent immigrants face?

One challenge that immigrants face is ______ (verb + ing) learning a new language.

Verb Bank:
- Everyday: finding, getting, dealing with, having
- Precise: locating, understanding, adjusting to, earning

Features of a Response Frame

1. Complete sentence in academic register
2. Embedded precise word choices
3. Clearly specified grammatical target(s)
4. Opportunity to apply own ideas

In order to ensure adequate sleep on school nights, adolescents should ______ (base verb: avoid, improve) ______ (noun phrase: caffeinated beverages).

Terms to Discuss Register with Students and Parents

- Everyday
- Casual
- Spoken/Conversational
- Playground
- Basic
- General
- Private/Familiar
- Slang/Inappropriate
- Unprofessional
- Academic
- Formal
- Written
- Classroom
- Advanced
- Precise
- Public
- Appropriate
- Professional

ALL Students are AELL: Academic English Language Learners

- Academic English is not a natural language that we acquire through extensive listening and social interaction.
- Academic English—including vocabulary, syntax, grammar and register distinctions—must be explicitly and systematically taught, not just caught.

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Writing and the Common Core

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt… They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner.

The Common Core State Standards for English Language Arts & Literacy

Writing Not Emphasized in College & Career Readiness Shifts

- Journal Entries (Random Prompts & Topics)
- Personal Response to Literature
- Daily Oral Language (Sentence Correction)
- Summaries with Art Projects (e.g., Dioramas)
- Weekly Spelling List Paragraph
- Persuasive Essay

Partner Interaction

- Why is the classic persuasive essay de-emphasized in the career and college readiness standards?
- The classic persuasive essay is now de-emphasized because the shift is toward writing that ______ rather than ______.

Persuade vs. Justify

- **Persuade**: Give convincing reasons to try to get an individual or group to do something that they may not wish to do. *Appeal to the audience’s emotions.*
- **Justify**: Give convincing reasons and compelling evidence from sources and relevant personal experiences to support a claim, decision, action, or event. *Appeal to the audience’s reasoning.*

Direction Words in Writing Prompts

| Common Direction Words in Academic Writing Prompts |
|-----------------|-------------------------------------------------|
| **ANALYZE**     | Break the subject (an object, event, or concept) down into parts, and explain the various parts. |
| **ARGUE**       | State a claim on an issue and support it with reasons and evidence from sources while also countering possible statements or arguments from individuals who have different positions. |
| **COMPARE**     | Show how two things are similar and different; include details or examples. |
| **CONTRAST**    | Show how two things are different; include details or examples. |
| **CRITIQUE**    | Point out both the good and bad points of something. |
| **DEFINE**      | Give an accurate meaning of a term with enough detail to show that you really understand it. |
| **DESCRIBE**    | Write about the subject so the reader can easily visualize it; tell how it looks or happened, including how, who, where, why. |
| **DISCUSS**     | Give a complete and detailed answer, including important characteristics and main points. |
| **EVALUATE**    | Give your opinion of the value of the subject; discuss its good and bad points, strengths and weaknesses. |
| **EXPLAIN**     | Give the meaning of something; give facts and details that make the idea easy to understand. |
| **ILLUSTRATE**  | Give the meaning of something; give facts and details that make the idea easy to understand. |
| **INTERPRET**   | Explain the meaning of a text, statement, photo, graphic aid; discuss the results or the effects of something. |
| **JUSTIFY**     | Give convincing reasons and compelling evidence from sources and relevant personal experiences to support a claim, decision, action or event. *Appeal to the audience’s reasoning.* |
| **PERSUADE**    | Give convincing reasons to try to get an individual or group to do something that they may not wish to do. *Appeal to the audience’s emotions.* |
| **RESPOND**     | State your overall reaction to the content, then support your individual opinions or claims with specific reasons and relevant examples, making sure to refer back to supporting texts. |
| **STATE**       | Give the main points in brief, clear form. |
| **SUMMARIZE**   | Provide an objective overview of the topic and important details from a text; use paragraph form, key topic words, and no personal opinions about the content. |
| **SYNTHESIZE**  | Combine ideas from different sources in a single response. |
| **TRACE**       | Describe an event or process in chronological order. |

Common Core Writing Types

- **Opinions, Justifications** (1-5)
- **Justifications, Arguments** (6-12)
- **Informative, Explanatory** (1-12)
- **Text Summary & Response** (4-12)
- **Narrative** (1-12)

*Least vital for College Readiness*
High Priority Writing Competencies for College & Career Readiness

- Describe
- Explain
- Sequence
- Narrate
- Compare
- Justify
- Argue
- Analyze
- Interpret
- Infer

High-Priority Writing Types for Grades 6-12 & College Readiness

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative Text</td>
<td>Examines a topic and conveys ideas and information.</td>
</tr>
<tr>
<td>Opinion Essay</td>
<td>States a claim and supports it with logical reasons and relevant evidence.</td>
</tr>
<tr>
<td>Narrative</td>
<td>Tells a story from a clear point of view.</td>
</tr>
<tr>
<td>Informative Text</td>
<td>Examines a topic and conveys ideas and information.</td>
</tr>
</tbody>
</table>

Writing Prompts with Direction Words and Collocations (Word Partners)

- Describe the protagonist’s character traits that influenced her decision-making process and eventual resolution.
- Compare the curricular reforms proposed by opponents and proponents of AP coursework.
- Identify prevalent trends in teen smart phone usage and recommended parental directions.

Formal Writing Prompt

Evaluate your current study place and determine whether you should make any changes to create a more productive work environment.

- Write a thoughtful informative paragraph, including a clearly-stated topic sentence, transitions, specific reasons, concrete details, and a concluding statement.

Long-Term English Learner Writing Sample

Well actually I study in my livingroom almost sometime. Because I don’t usually do my homeworks. Every time when I pick up my pen to work on my homeworks. I got disturb from my little bros., and sister. They come into the livingroom and chasing each other aroun. Man I was like sitting in hell with a demon. In my living room I had a table. Which it is about 6 ft. by 3, a lamp, dictionary, pens and school stuff. I had a 27 inch TV in front of me.

9th grade (7 years in U.S., CELDT 3 for 5 years)

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These written oral language proficiency errors...

- Are not unusual among long-term ELs
- Are not simply performance mistakes, but rather reflect a lack of linguistic knowledge
- Are often fossilized errors resulting from years of benign instructional neglect
- Can be addressed through planned, explicit, interactive and sustained instruction (vs worksheets and on-the-fly explanations)

Approaches to Improving Student Writing with Negligible Gains

- Peer revision and editing sans oversight
- Worksheets on grammar and mechanics
- Multiple rewrites without targeted feedback
- Journaling on random topics
- Graphic organizers as a sole scaffold for a lengthy writing assignment
- Rubrics that require a Sherpa to navigate

Common Pre-Writing Organizer Lacking Language Guidance

- food smells
- school stuff: pens, paper
- noisy little brother & sister
- Study Place: Living Room
- big table
- tv always on
- small lamp

Vocabulary Support: Evaluating Your Study Environment

<table>
<thead>
<tr>
<th>Topic Words</th>
<th>High-Utility Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>assignments</td>
<td>complete</td>
</tr>
<tr>
<td>concentrate</td>
<td>strength</td>
</tr>
<tr>
<td>environment</td>
<td>weakness</td>
</tr>
<tr>
<td>resources, materials</td>
<td>challenge</td>
</tr>
<tr>
<td>distract, distraction</td>
<td>positive</td>
</tr>
<tr>
<td>avoid</td>
<td>negative</td>
</tr>
<tr>
<td>improve, improvement</td>
<td>numerous</td>
</tr>
<tr>
<td>productive, unproductive</td>
<td>several</td>
</tr>
<tr>
<td>challenge, challenging</td>
<td>select</td>
</tr>
</tbody>
</table>

Syntax Support: Evaluating Your Study Environment

- I (regularly, typically) complete my most demanding homework assignments in __
- I prefer to study in this location because __
- One challenge I face working in __ is __
- To create a more productive study environment, I should __ and __
- A positive change I could make would be to __

An Academic Discussion Scaffold Evaluating a Study Environment

**THINK:** Identify the strengths and weaknesses of your most regular study place as a productive work environment to complete demanding assignments.

**WRITE:** Rewrite two ideas using the sentence Frames. Include precise word choices. Prepare to elaborate upon your ideas verbally if you are asked to report.

Frame 1: I regularly complete my most demanding assignments in __ because __
Frame 2: One challenge I face working in __ is __
Frame 3: To create a more productive study environment, I should __ and __
Frame 4: A positive change I could make would be to __
Ten-Minute Response Routine

Ten-Minute Response: Instructional Routine

Ten-Minute Response
1. Structure a Think-Write-Pair-Share using sentence frames and a precise word bank.
2. Record combined ideas on the board.
3. Distribute a Ten-Minute Response notebook page.
4. Guide students in reading the 5-6-11 paragraph using the oral cloze routine.
5. Analyze the paragraph features: topic sentence, supporting details, precise word choices.
6. Establish language targets for the paragraph, e.g., precise words, subject-verb agreement.
7. Highlight the correct language targets in the model paragraph.
8. Guide students in reading the 5-6-11 paragraph using the oral cloze routine.
9. Pair students to brainstorm precise words and phrases to complete the blanks.
10. Record suggested words and phrases on the board.

Teacher-Mediated Writing: I’ll do, We’ll do, You’ll do, You do

We’ll do it... Teacher and Students
To create a more productive study environment, I should eliminate as many auditory distractions as possible. For example, I should be sure to remove my (singular noun) ___________________________ or completely turn it off. If I (verb: present tense) ___________________________ the amount of noise from objects in my study environment, then I won’t be attracted by commercials, (plural noun) ___________________________.

Teacher-Mediated Writing: I’ll do, We’ll do, You’ll do, You do

You’ll do it... With a Partner
To create a more productive study environment, I should ________________

For example, I should ________________

If ________________ then I won’t ________________

Writing Support ~ Phases

Set Expectations for Academic Writing:
• Introduce the Writing Type
• Analyze a Writing Model
• Review a focused scoring guide
• Unpack the Writing Prompt
• Teach Language/Conventions for Writing
• Guide Drafting
• Monitor Peer Feedback

Writing Support ~ Phases

Teacher-Mediated Writing: I’ll do, We’ll do, You’ll do, You do

Elements: Opinion Paragraph
The Cornerstone of CCSS Writing

Opinion Paragraph
Academic Writing Type
An opinion paragraph states a claim and supports it with logical reasons and relevant evidence from the text:

a. The introductory sentence clearly states the writer’s claim about the issue.

b. Detail sentences support the claim with reasons and evidence from the text or the writer’s experience.

1. Transition words or phrases connect writer’s opinions, reasons, and evidence.

2. The concluding sentence restates the writer’s claim about the issue.
Opinion Paragraph ~ Model

Reclassified EL Grade 9 (post effective, language-focused writing instruction)

From my perspective, schools should require Saturday make-up classes for students who have missed multiple classes or assignments. One key reason is that students with several absences have not received valuable instruction and are probably behind their other classmates. By attending make-up classes on Saturday, they can catch up on critical lessons they have skipped and continue learning along with their classmates the following week. In addition, students who have not completed required coursework typically don’t understand the assignment expectations and content. At Saturday classes, the teacher should be able to introduce the major concepts and practice skills again so their students gain more of an understanding of what they need to accomplish. Most importantly, I believe Saturday classes should be mandatory because the struggling students who attend these classes will be there in smaller numbers. This means that the teachers can devote their attention to the most needy students and provide individual tutoring. For these reasons, it seems evident that Saturday make-up classes will enable struggling students to catch up on missed classwork so the following week they can feel more motivated to attend and actively participate during lessons.

Opinion Paragraph ~ Non-Model

Long-Term EL Grade 8 (without prior effective writing instruction)

I really think Saturday make-up class is a bad idea. No student will like it. First, weekend is where the family spend time together. What if your family want to see a movie and dinner at your grandparents. And some student might had lotta chores and other stuff. Its hard for your family have just one day together Sunday. Also, every student need a break from school so they won't just be doing academics every single day. You need sports, fun friends, you know time to relaxing. So thats why it is really the worse idea ever to having Saturday make-up classes.

Opinion Paragraph: Language References

<table>
<thead>
<tr>
<th>To introduce or support your position</th>
<th>Transitions to introduce student to those perspectives</th>
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<tbody>
<tr>
<td>I believe</td>
<td>For example, for instance, to illustrate, another reason for me is, another key reason is, another side of the issue, another perspective, a compelling reason for me is, another valid reason for me is, absolutely convinced that, still maintain that, continue to believe that, I'm convinced that, I'm unconvinced that, I'm not convinced that, I'm not quite/fully convinced that, I'm undecided, or see both sides of the issue, I'm unconvinced that, I'm undecided, or see both sides . . .</td>
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Targeted ELD: present tense

A present tense verb describes an action that is happening now, usually, sometimes, or never. If the subject of the sentence is he, she, or it, add -s or -es to the end of a verb.

- John Carlos prefers being called JC because he thinks his formal name is too long.
- The researcher maintains that students benefit greatly from service learning projects.
Targeted ELD: base verb form after a modal verb

- **base verb** = verb with no ending (-s, -ed, -ing)
- You can walk and get some exercise.
- I could ride my bike because I live nearby.
- We should leave by 7:30 to arrive on time.
- I wish our teachers would allow us to chew gum during exams.

Sample Language Priorities for Summary and Research Writing

- precise nouns to reference info-text authors: author, researcher, research team, journalist
- 3rd person present tense verbs naming text focus: examines, explores, addresses, focuses on
- transitions introducing key idea and details: One key finding; Additionally; Furthermore
- 3rd person present tense verbs adding text details: states, points out, emphasizes, reports, describes
- 3rd person present tense verbs stating conclusion: concludes by __; __ maintains that __

A Call from the National Literacy Panel for Explicit Academic Oral Language Instruction within K-12 Literacy Programs

- Sound reading instruction (decoding, fluency, etc.) must be combined with explicit efforts to increase the scope and sophistication of English Learners’ social and academic oral language proficiency;
- Well-developed oral language proficiency in English is associated with improved reading comprehension, writing skills and test scores.


Language Development is a Writing Instruction Imperative

- Students cannot be expected to write what they cannot competently articulate.
- Writing frequently without related language instruction doesn’t produce competent writers.
- We must equip English Learners and reticent readers with a process, models and linguistic tools for competent verbal and written communication across the subject areas.

Briefly Stated …

- You cannot write what you cannot say!
- Every academic English learner needs and deserves explicit, targeted language instruction for every formal writing task.

Improving Education for English Learners: Research-Based Approaches

California Department of Education (2010).

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1. Explicitly teach target language elements.
2. Utilize consistent instructional routines.
3. Modulate lesson task demands with a gradual release process.
4. Orchestrate lesson interactions with clear steps and language targets.
5. Monitor language production conscientiously.


- Evidence based and classroom tested
- Teacher mediated, explicit instruction
- A consistent and recognizable process
- Clearly-delineated student/teacher roles
- Structured, accountable student responses
- Regular use vs. sporadic use

Outcomes of an Evidence-Based (and Pedagogically Defensible) Instructional Routine
- Efficient lesson delivery and use of time
- Both students and teachers devote “cognitive capital” to the content rather than the process
- Maximized student engagement and thereby learning

Attributes of a Viable Instructional Routine
- Evidence based and classroom tested
- Teacher mediated, explicit instruction
- A consistent and recognizable process
- Clearly-delineated student/teacher roles
- Structured, accountable student responses
- Regular use vs. sporadic use

Instructional Routines in English 3D (Kinsella, K. (2015). HMH.

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<tr>
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<tbody>
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<td>Close Reading</td>
</tr>
<tr>
<td>Data Download</td>
<td>Quick Teach Words</td>
</tr>
<tr>
<td>Building Concepts</td>
<td>Context Analysis</td>
</tr>
<tr>
<td>Words to Know</td>
<td>Daily Do Now</td>
</tr>
<tr>
<td>Words to Go</td>
<td>Student Writing Model</td>
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<td>Academic Discussion</td>
<td>Planning to Write</td>
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<td>Ten-Minute Response</td>
<td>Writing a Draft</td>
</tr>
<tr>
<td>Analyzing Multimedia</td>
<td>Peer Feedback</td>
</tr>
</tbody>
</table>
Analyze a Writing Model: English 3D

An error that a student (English Learner or native English speaker) has been making verbally for an extended period of time that has become part of the speaker's linguistic schema (e.g., omitting the –s on plural nouns) so the student is essentially writing what s/he has been saying (without intervention or productive correction) for years.

A “global error” is a more serious error in a piece of writing. A global error interferes with the reader’s ability to understand an entire sentence or paragraph within a piece of writing. A global error usually affects syntax and cohesion. A global error may also be a less serious yet high frequency error, such as an incorrect or missing article, which the writer makes throughout a large portion of the text.

Interactive Drafting: English 3D

Write a Paragraph using the frame and academic language to write an opinion paragraph. After studying different forms of rein, that students have received.

Global Errors

- A “global error” is a more serious error in a piece of writing. A global error interferes with the reader’s ability to understand an entire sentence or paragraph within a piece of writing. A global error usually affects syntax and cohesion. A global error may also be a less serious yet high frequency error, such as an incorrect or missing article, which the writer makes throughout a large portion of the text.

Local Errors

- A “local error” is a less serious error in a piece of writing. A local error is generally confined to a single clause and therefore affects only a small part of a sentence. While a local error may indeed be distracting and annoying, it usually does not impair the intelligibility of an entire sentence or paragraph. A local error will become a more serious global error if it appears frequently within a portion of the text.
In my opinion, graffiti is vandalism if it ruin property. For example, the Boys and Girls Club in my neighborhood was cover with gang symbol. As a result, many parent are really worry about it and don’t let there childrens go there any more.

Identifying Priorities
- 3rd person singular present tense (ruin)
- past participle form (covered, worried)
- plural noun forms (symbol, parents, childrens)
- fossilized homophone errors (there/their)

Writing Instruction Priorities
- Introduce the writing type with a clear definition and student-friendly scoring guide.
- Provide accessible models to help students grasp the essential elements.
- Allow students to write about familiar topics before requiring text dependent tasks.
- Pre-teach relevant syntax, grammar, and vocabulary for the writing type and topic.
- Build fluency with a writing type through routine, brief teacher-mediated tasks.

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California Common Core Standards
Introduction to the English Language Arts Administrator Snapshot

The content of the California Common Core Standards are similar to our current standards. Outlined below are some of the major shifts and areas of emphasis in the California Common Core Standards seen across all grades, K-12.

**SHIFTS**

**Organization of Writing Applications**
While our current standards specifically identify various writing applications, the California Common Core Standards organize the writing applications into three categories:

- Write Opinions (K-5); Write Arguments (6-12)
- Write Informative/Explanatory Texts
- Write Narratives

**Shared Responsibility for Teaching the Standards**

- A single set of K-5 grade-specific standards
- Two content-area specific sections for grades 6-12
  - One set of standards for English language arts teachers
  - One set of literacy standards for history/social studies, science, and technical subject teachers

**AREA OF EMPHASIS**

- **Focus on Text Complexity**
  Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.

- **Emphasis on Reading and Writing Across the Curriculum**
  The standards emphasize the connection between reading and writing and the purposeful use of each to gain both general knowledge and discipline-specific expertise.

- **Emphasis on Informational Text**
  The structure of the standards highlights the emphasis on informational text. In all grades there are an equal number of standards for Literature and Informational Text. Additionally, the set of standards for history/social studies, science, and technical subject teachers in Grades 6-12 allows for students to read an increased percentage of informational text.

- **Emphasis on Collaborative Conversations**
  Speaking and Listening standards call for students to engage effectively in a range of collaborative discussions.

- **Emphasis on Writing Arguments and Drawing Evidence from Sources**
  The standards place an emphasis on writing to persuade and explain; less emphasis is placed on narrative writing.

- **Emphasis on Integrating Media Sources**
  Research and media skills are incorporated in all four strands of the standards rather than being called out as a separate strand.

The Standards aim to align instruction with the National Assessment of Educational Progress (NAEP) framework.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literacy</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>12</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Distribution of Literacy and Informational Passages by Grade in the 2009 NAEP Reading Framework
Teaching Academic Writing Types

The formal writing assignments in English 3D prepare students for the academic writing required to be successful in secondary school and beyond.

A formal summary is a type of informative writing. It provides an overview of the topic and important details from an informational text. The writer credits the author, but writes original sentences using precise words. A summary does not include the writer's personal opinions.

A. The topic sentence includes the text type, title, author, and topic.
B. Detail sentences include the important details from the text.
   - Transition words or phrases help introduce and connect ideas.
C. The concluding sentence restates the author's conclusion in the writer's own words.

A summary and response provides an overview of the topic and important details from a text and then presents the writer's position on the issue.

A. The summary includes a topic sentence, detail sentences, and a concluding sentence.
B. The response includes a transitional sentence that states the writer's claim, detail sentences that support the claim with reasons and evidence, and a concluding sentence.

An opinion paragraph states a claim and supports it with logical reasons and relevant evidence from the texts.

A. The introductory sentence clearly states the writer's claim about the issue.
B. Detail sentences support the claim with reasons and evidence from the text or the writer's experience.
   - Transition words or phrases connect opinions, reasons, and evidence.
C. The concluding sentence restates the writer's claim about the issue.

An opinion essay states a claim and supports it with logical reasons and relevant evidence from the texts.

A. The introductory sentence clearly states the writer's claim about the issue.
B. Each supporting paragraph includes:
   - A topic sentence that states what the paragraph will be about
   - Detail sentences that support the writer's claim with logical reasons and evidence from the text or the writer's experience
   - Transition words or phrases that connect opinions, reasons, and evidence
C. The concluding sentence restates the writer's claim about the issue.

An informative text examines a topic and conveys ideas and information.

A. The introductory sentence introduces the topic and states the main idea.
B. Each supporting paragraph includes:
   - A topic sentence that states what the paragraph will be about
   - Detail sentences that develop the topic with facts, details, or quotations
   - Transition words or phrases that introduce and connect ideas
C. A concluding sentence restates the topic and main idea.

A narrative tells a story. It can be either fiction or nonfiction. A personal narrative tells a story from the writer's life, and tells how his or her life changed as a result.

A. The introduction identifies the characters, setting, and topic.
B. Detail sentences tell the most important events of the story.
   - Transition words or phrases show the order of events.
   - Descriptive language makes the story more vivid and interesting.
C. The conclusion explains the importance of the story.

T22 English 3D
These formal writing types prepare students for the academic writing required to be successful in secondary school, higher education, and the professional workplace.

**FORMAL SUMMARY**

A formal summary is a type of informative writing. It provides an overview of the topic and important details from an informational text. The writer credits the author, but writes original sentences using precise words. A summary does not include the writer’s personal opinions.

A. The topic sentence includes the text type, title, author, and topic.
B. Detail sentences include the important details from the text.
   • Transition words or phrases help introduce and connect ideas.
C. The concluding sentence restates the author’s conclusion in the writer’s own words.

**SUMMARY & RESPONSE**

A summary and response provides an overview of the topic and important details from a text and then presents the writer’s position on the issue.

A. The summary includes a topic sentence, detail sentences, and a concluding sentence.
B. The response includes a transitional sentence that states the writer’s claim, detail sentences that support the claim with reasons and evidence, and a concluding sentence.

**INFORMATIVE TEXT**

An informative text examines a topic and conveys ideas and information.

A. The introductory sentence introduces the topic and states the main idea.
B. Each supporting paragraph includes:
   • A topic sentence that states what the paragraph will be about.
   • Detail sentences that develop the topic with facts, details, or quotations.
   • Transition words or phrases that introduce and connect ideas.
C. A concluding sentence restates the topic and main idea.

**OPINION ESSAY**

An opinion essay states a claim and supports it with logical reasons and relevant evidence from the texts.

A. The introductory sentence clearly states the writer’s claim about the issue/topic.
B. Each supporting paragraph includes:
   • A topic sentence that states what the paragraph will be about.
   • Detail sentences that support the writer’s claim with logical reasons and evidence from the text or the writer’s experience.
   • Transition words or phrases that connect opinions, reasons, and evidence.
C. The concluding sentence restates the writer’s claim about the issue/topic.
Academic Writing Types: Elementary School

These formal writing types prepare upper-elementary students for the academic writing required to be successful in middle school.

**OPINION PARAGRAPH**

An **opinion paragraph** states a claim and supports it with logical reasons and relevant evidence from texts and the writer’s prior knowledge or experiences.

A. The **topic sentence** clearly states the writer’s claim about the issue/topic.

B. **Detail sentences** support the writer’s claim with logical reasons and evidence from the text or the writer’s prior knowledge or experience.
   - **Transition words or phrases** connect opinions, reasons, and evidence.

C. The **concluding sentence** restates the writer’s claim about the issue/topic.

**INFORMATIVE TEXT**

An **informative text** examines a topic and conveys ideas and information.

A. The **topic sentence** introduces the topic and states the main idea.

B. Each **supporting paragraph** includes:
   - A **topic sentence** that states what the paragraph will be about.
   - **Detail sentences** that develop the topic with facts, details, or quotations.
   - **Transition words or phrases** that introduce and connect ideas.

C. A **concluding sentence** restates the topic and main idea.

**OPINION ESSAY**

An **opinion essay** states a claim and supports it with logical reasons and relevant evidence from the texts.

C. The **introductory sentence** clearly states the writer’s claim about the issue/topic.

D. Each **supporting paragraph** includes:
   - A **topic sentence** that states what the paragraph will be about.
   - **Detail sentences** that support the writer’s claim with logical reasons and evidence from the text or the writer’s experience.
   - **Transition words or phrases** that connect opinions, reasons, and evidence.

D. The **concluding sentence** restates the writer’s claim about the issue/topic.

**NARRATIVE**

A **narrative** tells a story from a clear point of view. A personal narrative tells a story from the writer’s life, and explains how his or her life changed as a result.

A. The **introduction** identifies the characters, setting, and topic.

B. **Detail sentences** tell the most important events of the story.
   - **Transition words or phrases** show the order of events.
   - **Descriptive language**, such as action verbs, precise adjectives and adverbs, make the story more vivid and interesting.

C. The **concluding sentence** explains the importance of the story.
| **ANALYZE** | Break the subject (an object, event, or concept) down into parts, and explain the various parts. |
| **ARGUE** | State a claim on an issue and support it with reasons and evidence from sources while also countering possible statements or arguments from individuals who have different positions. |
| **COMPARE** | Show how two things are similar and different; include details or examples. |
| **CONTRAST** | Show how two things are different; include details or examples. |
| **CRITIQUE** | Point out both the good and bad points of something. |
| **DEFINE** | Give an accurate meaning of a term with enough detail to show that you really understand it. |
| **DESCRIBE** | Write about the subject so the reader can easily visualize it; tell how it looks or happened, including how, who, where, why. |
| **DISCUSS** | Give a complete and detailed answer, including important characteristics and main points. |
| **EVALUATE** | Give your opinion of the value of the subject; discuss its good and bad points, strengths and weaknesses. |
| **EXPLAIN** | Give the meaning of something; give facts and details that make the idea easy to understand. |
| **ILLUSTRATE** | Give the meaning of something; give facts and details that make the idea easy to understand. |
| **INTERPRET** | Explain the meaning of a text, statement, photo, graphic aid; discuss the results or the effects of something. |
| **JUSTIFY** | Give convincing reasons and evidence from sources to support a claim, decision, action, or event. |
| **PERSUADE** | Give convincing reasons in order to get someone to do or believe something; appeal to the reader’s feelings and mind. |
| **RESPOND** | State your overall reaction to the content, then support your individual opinions or claims with specific reasons and relevant examples, making sure to refer back to supporting texts. |
| **STATE** | Give the main points in brief, clear form. |
| **SUMMARIZE** | Provide an objective overview of the topic and important details from a text; use paragraph form, key topic words, and no personal opinions about the content. |
| **SYNTHESIZE** | Combine ideas from different sources in a single response. |
| **TRACE** | Describe an event or process in chronological order. |
Define the term “study place”:
Write one or two sentences in which you give the meaning of this term and include enough detail to show that you really understand it.

Describe your study place:
Write about your study place, including vivid “showing” details, so that your reader can easily picture this place. Help your reader see exactly what it looks like and hear any noises or activity within the space.

Evaluate your study place:
Write about your study place, so that your reader can easily understand the good and bad points or strengths and weaknesses of this location for effectively reading, studying, and completing homework assignments.

Analyze the distractions in your study place:
Write about your regular study place, so that your reader can clearly imagine each of the different distractions that can make it difficult for you to concentrate and complete your homework in this location.

Compare two of your study places:
Try doing your homework in a different location than your usual study place. Write about the similarities and differences between the two places.

Justify your study place:
Give good, convincing reasons to support your decision to 1) continue using your regular study place as it is; 2) stay in the same study place but make some necessary changes; or 3) use a different study place.
**Brief Definition: A Study Place**

A study place is a room or area that a student goes to in order to productively complete an assignment for school.

**Extended Definition: A Study Place**

A study place is a room or area that a student goes to in order to productively complete an assignment for school. Generally, a study place is a relatively quiet room with few distractions, enabling a student to devote his/her full attention to the task. People can create a productive study environment in various places, depending on their individual needs and preferences, for example, at the kitchen table, in a library, or at a desk within a bedroom.

**Justification: A Study Place**

*My Sunrise Study Place*

Because I live in a two-bedroom apartment with my parents, little brother and two sisters, I don’t have a totally private place to complete my homework. I share a small bedroom with my sisters, which barely has enough space for our three beds and two dressers. There isn't enough room for even a small desk, and if there was, I wouldn't be able to concentrate with my sisters talking, laughing and listening to music. As a result, my most productive study place seems to be at the dining room table, especially early in the morning when my family is still asleep. If I get up an hour before everyone else at 5:45, it is perfectly quiet, and I am not distracted by telephone conversations, television shows, or my mother reminding me to finish chores. Also, I don’t have to share the table top with dirty dinner dishes, my father's newspaper, or my brother’s Lego projects. Usually, I make myself a cup of tea and some toast and enjoy my breakfast alone while I finish my reading assignments. I can get more done in that quiet, private hour when the sun rises than in three hours at night with everyone at home. Even though it is challenging to get out of my warm bed early to finish my homework, it is probably the best solution until we move to a bigger home.

**Evaluation: A Study Place**

*The Distractions In My Study Place*

There are several predictable distractions in my only study place at home, the dining room, which make it challenging to concentrate and finish my homework. Most of the time I do my homework in the dining room because I can spread out my supplies and books on the spacious table. I share a bedroom with two sisters, and our small room is too crowded by our beds and dressers for a desk. If I get up early in the morning to finish my homework, it is really peaceful and quiet in the dining room, and I can concentrate on my studies. Unfortunately, I am not an “early bird,” so I have a hard time dragging myself out of bed, especially to do homework. As a result, I often end up trying to finish all my assignments in the late afternoon, just before dinner. It is difficult to concentrate on history and math when I can smell aromas coming from the kitchen. Also, my younger brother and sisters like to watch cartoons and play video games at that time, and the television is just a few feet away from the dining room table. They scream and laugh and turn up the volume really loud. In addition, my older sister is usually glued to the telephone in the kitchen, talking to her best friends before my father comes home. It really isn’t fair of me to ask them to all be quiet. Besides, I have tried that, and it didn’t work. I guess I should wake up earlier or stay after school on weekdays and use the library or Tutoring Center.
THINK: Identify the strengths and weaknesses of your most regular study place as a productive work environment to complete demanding assignments.

+  -
1. ______________________  1. ______________________
2. ______________________  2. ______________________
3. ______________________  3. ______________________

WRITE: Rewrite two ideas using the sentence frames. Include precise word choices. Prepare to elaborate upon your idea verbally if you are asked to report.

Frame 1: I regularly complete my most demanding assignments in_______ because ___ ___________________________

Response: ____________________________

Frame 2: One challenge I face working in ____ is ____ due to _________(noun phrase)

Response: ____________________________

Frame 3: To create a more productive study environment, I should ___ (base verb: remove)

Response: ____________________________

Word Bank:  Nouns: assignment, distraction, materials, improvement, interruption, Verbs: eliminate, distract, avoid, improve, interrupt, Adjectives: productive, unproductive, distracting, positive/negative, challenging, annoying

DISCUSS: Listen attentively to and record notes on your classmates' ideas. Start by listening attentively, restating, and recording your partner's idea.

•So your (experience/observation/perspective) is that ___.
•Yes, that's correct. No, not exactly. What I (meant/stated/intended) was ___

Classmates' names | Ideas
--- | ---
1. | 
2. | 
3. | 

REPORT: Prepare to report your idea during the whole group discussion. Listen attentively, and utilize the sentence frames to point out similarities.

•My idea is similar to ___'s. •My idea builds upon ___’s.
Ten-Minute Response

1. **Structure a Think-Write-Pair-Share** using sentence frames and a precise word bank.

2. **Record** contributed ideas on the board.

3. **Distribute** a Ten-Minute Response notebook page.

4. **Guide** students in reading the (I do) model paragraph using the oral cloze routine.

5. **Analyze** the paragraph features: topic sentence, supporting details, precise word choices.

6. **Establish** language targets for the paragraph: e.g., precise words, subject-verb agreement.

7. **Highlight** the correct language targets in the model paragraph.

8. **Guide** students in reading the (We do) paragraph using the oral cloze routine.

9. **Pair** students to brainstorm precise words and phrases to complete the blanks.

10. **Record** suggested words and phrases on the board.

11. **Select** appropriate content to complete the blank: class vote, teacher’s choice.

12. **Pair** students to collaborate on writing the (You’ll do) paragraph.

13. **Provide** the topic sentence, using the sentence frame and an idea from the discussion.

14. **Direct** students to put down their pens and discuss their support for the topic sentence.

15. **Elicit** strong verbal responses from a few students.

16. **Direct** partners to mutually decide upon their two supporting sentences before writing.

17. **Pre-select** 2-3 pairs to present their paragraph (using a document camera, etc.).

18. **Assign** the independent (You do) paragraph.

19. **Guide** students in proofreading and editing considering the assigned language targets.

20. **Pair** students to read their paragraphs and provide feedback on idea development.

21. **Wrap up** with paragraph presentations, one pre-selected and one volunteer.

22. **Collect** completed Ten-Minute Response notebook pages.
**Discussion Frames: Precise Word Choices**

<table>
<thead>
<tr>
<th>Everyday English</th>
<th>Precise, Academic English</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I/We thought of</strong></td>
<td><strong>I/We...</strong></td>
</tr>
<tr>
<td></td>
<td>decided upon</td>
</tr>
<tr>
<td></td>
<td>came up with</td>
</tr>
<tr>
<td></td>
<td>considered</td>
</tr>
</tbody>
</table>

We came up with the precise adverb *productively*.  
We considered the academic verb *respond*.

<table>
<thead>
<tr>
<th><strong>I/We picked</strong></th>
<th><strong>I/We...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>agreed upon</td>
</tr>
<tr>
<td></td>
<td>chose</td>
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<tr>
<td></td>
<td>selected</td>
</tr>
<tr>
<td></td>
<td>voted for</td>
</tr>
<tr>
<td></td>
<td>opted for</td>
</tr>
<tr>
<td></td>
<td>came to a consensus on</td>
</tr>
</tbody>
</table>

We selected the precise noun phrase *extracurricular activities*.  
We came to a consensus on the high-utility academic noun *factor*.

<table>
<thead>
<tr>
<th><strong>I/We put</strong></th>
<th><strong>I/We...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>utilized</td>
</tr>
<tr>
<td></td>
<td>applied</td>
</tr>
<tr>
<td></td>
<td>inserted</td>
</tr>
<tr>
<td></td>
<td>replaced</td>
</tr>
<tr>
<td></td>
<td>substituted</td>
</tr>
</tbody>
</table>

We inserted the verb phrase *completing lengthy research reports*.  
We substituted the academic verb *respond* for the everyday verb *answer*.

<table>
<thead>
<tr>
<th><strong>I/We liked</strong></th>
<th><strong>I/We...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>preferred</td>
</tr>
<tr>
<td></td>
<td>appreciated</td>
</tr>
<tr>
<td></td>
<td>enjoyed</td>
</tr>
<tr>
<td></td>
<td>valued</td>
</tr>
<tr>
<td></td>
<td>related to</td>
</tr>
</tbody>
</table>

We particularly appreciated the precise adverb *respectfully*.  
We related to the specific noun phrase *highly-caffeinated sports drinks*.

<table>
<thead>
<tr>
<th>This idea/word/phrase works</th>
<th>This idea/word/phrase...</th>
</tr>
</thead>
<tbody>
<tr>
<td>OK</td>
<td>works well/perfectly</td>
</tr>
<tr>
<td></td>
<td>works effectively</td>
</tr>
<tr>
<td></td>
<td>fits logically</td>
</tr>
<tr>
<td></td>
<td>makes absolute sense</td>
</tr>
<tr>
<td></td>
<td>seems reasonable</td>
</tr>
</tbody>
</table>

The precise adjective *relevant* makes absolute sense.  
The noun phrase *unrealistic expectations* fits logically.
Ten-Minute Response: A Productive Study Environment

Setting Up: A ten-minute response needs a detail sentence and two supporting sentences.

✎ I’ll do it… Teacher

To create a more productive study environment, I should organize all my supplies before I begin my homework assignments. For example, I should sharpen a few pencils, find an eraser and notebook paper, and have sticky notes and highlighters on hand for note-taking. If my resources are all gathered in one convenient place at the dining room table, then I won’t have to waste time by getting up and walking into my bedroom to search for items.

✎ We’ll do it… Teacher and Students

To create a more productive study environment, I should eliminate as many auditory distractions as possible. For example, I should be sure to remove my (singular noun) ________________ and lower the volume on my (singular noun) ________________ or completely turn it off. If I (verb: present tense) ________________, the amount of noise from objects in my study environment, then I won’t be attracted by commercials, (plural noun) ________________ or ____________________.

✎ You’ll do it… With a Partner

To create a more productive study environment, I should ________________

______________________________

______________________________

For example, I should ________________

______________________________

______________________________

If I ________________, then I won’t ________________
Ten-Minute Response: Active Listening

Setting Up: A ten-minute response needs a detail sentence and two supporting sentences.

✎ I’ll do it… Teacher

*In my opinion, a productive partner demonstrates active listening when she makes eye contact with me. For example, if I am making a suggestion, she looks directly at my eyes. When my partner makes eye contact with me, I know that she is really paying attention to me and not worrying about what other classmates are doing or saying.*

✎ We’ll do it… Teacher and Students

*In my opinion, a productive lesson partner demonstrates active listening when he asks clarifying questions if he is confused. For example, he might ask “What do you mean by that?” When my partner asks a clarifying question while we are working on a or an , I know that he really cares about my and wants to get them right.*

✎ You’ll do it… With a Partner

*In my opinion, a productive partner demonstrates active listening when she paraphrases my ideas. For example,*

When my partner , I know that
Dr. Kate Kinsella’s Support Process For Formal Writing Assignments

PRIOR TO INSTRUCTION:
1. Prepare a clear definition of the academic writing type.
2. Identify or write an appropriate student model.
3. Identify or design a student-friendly analytic scoring guide.
4. Determine language and convention priorities for explicit instruction.

SET EXPECTATIONS FOR ACADEMIC WRITING

Phase 1: Teach the key elements of the academic writing type.
   1. Introduce the academic writing type with a definition specifying its purpose, structure, and specific elements.
   2. Provide and read an appropriate student writing model that includes key elements of the academic writing type.
   4. Facilitate academic discussion of key elements using response frames.
   5. Review a focused scoring guide and point out how model meets criteria.

Phase 2: Unpack the writing prompt.
   1. Introduce the specific assignment writing prompt.
   2. Establish writing task expectations.

FRONTLOAD LANGUAGE AND CONVENTIONS FOR ACADEMIC WRITING TYPE

Phase 1: Build word knowledge for the specific writing focus.
Phase 2: Teach tenses and sentence structures for the writing type.
Phase 3: Practice a convention skill required for the writing type.

GUIDE DRAFTING

Phase 1: Support students in planning to write with a focused outline or organizer.
Phase 2: Model the drafting process with an interactive writing frame.
Phase 3: Monitor to provide guidance as students write their own drafts.

FACILITATE SELF- AND PEER ASSESSMENT

Phase 1: Practice using the scoring guide with a writing sample in need of revision.
Phase 2: Facilitate partner collaboration to write and discuss priorities for revision.

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Opinion Paragraph

Academic Writing Type

An **opinion paragraph** states a claim and supports it with logical reasons and relevant evidence from the texts.

A. The **introductory sentence** clearly states the writer's claim about the issue.

B. **Detail sentences** support the claim with reasons and evidence from the text or the writer's experience.
   - **Transition words or phrases** connect opinions, reasons, and evidence.

C. The **concluding sentence** restates the writer's claim about the issue.

<table>
<thead>
<tr>
<th>Introductory Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason 1</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
<tr>
<td>Reason 2</td>
</tr>
<tr>
<td>Evidence</td>
</tr>
<tr>
<td>Concluding Sentence</td>
</tr>
</tbody>
</table>

Transitions

*Use these transitions to connect opinions, reasons, and evidence.*

- One reason ______.
- In my experience, ______.
- According to the article, ______.
- In fact, ______.
- For instance, ______.
- For these reasons, ______.
After studying different forms of recess, I believe that schools should require unstructured recess activities. One reason is that unstructured activities provide students with a necessary break from schoolwork. In the article “The Power of Play,” the author states that one positive effect of 15 minutes or more of recess is that students can focus better in class. In my experience, free choice activities allow students to exercise their imaginations. For instance, in the article “The Power of Play,” the author points out that one example of free play is creating a made-up play, which is my friends’ and my favorite recess activity. For these reasons, I conclude that students should participate in unstructured play during recess.

**MARK & DISCUSS ELEMENTS**
Mark the opinion paragraph elements. Then discuss them with your partner.

1. Put brackets around the writer’s claim within the introductory sentence. 
   The writer’s claim is ________.
2. Draw a box around three transition words or phrases. 
   One transition (word/phrase) is ________. Another transition (word/phrase) is ________.
3. Underline and label two reasons that support the writer’s claim with the letter R. One reason that supports the writer’s claim is ________.
4. Underline and label two pieces of evidence that support the writer’s claim with the letter E. One piece of evidence that supports the writer’s claim is ________.
5. Star two precise topic words. Check two high-utility academic words. 
   An example of a (precise topic/high-utility academic) word is ________.
**Prompt:** Pet owners often have strong opinions about what constitutes the ideal pet. From your point of view, what animal is the best imaginable pet? Defend your position with convincing reasons and relevant examples.

**Goldfish: The Ideal Pet**

Goldfish make the best imaginable pets. First of all, goldfish are extremely quiet. They don’t bark, meow, chirp, screech, or race around the house while you and your neighbors are trying to sleep. Second, goldfish are very small and easy to house. These diminutive animals don’t usually grow much bigger than a few inches. Therefore, they don’t take up a lot of room in a crowded house or apartment. In addition, goldfish are very economical pets. You can buy a goldfish at your local pet store for about $1.00, and a small bowl for it costs less than $5.00. Water is practically free. Also, they eat only a pinch of dried fish food daily, so their food bill is quite low. Furthermore, goldfish are well behaved. They don’t have teeth. Naturally, they can’t chew furniture or bite your guests. They don’t go outside, so they can’t dig holes in your garden. Moreover, you don’t have to spend hours taking them to obedience school and teaching them commands such as “Sit!” or “Heel!” In conclusion, if you want a quiet and economical pet that doesn’t take up much room or cause any trouble, visit your nearest pet store and purchase a goldfish.

Topic Sentence

► (Transition)

A. Reason

1. Explanation/Example

2. Explanation/Example

► (Transition)

B. Reason

1. Explanation/Example

2. Explanation/Example

► (Transition)

C. Reason

1. Explanation/Example

Concluding Sentence
Opinion Paragraph ~ Scoring Guide

Assess Your Draft
Use the following scoring guide to assess your opinion paragraph. Then have your partner assess it.

<table>
<thead>
<tr>
<th></th>
<th>Insufficient</th>
<th>Attempted</th>
<th>Sufficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the topic sentence clearly state your claim?</td>
<td>Writer 1 2 3 4</td>
<td>Reader 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did you include strong reasons to support your claim?</td>
<td>Writer 1 2 3 4</td>
<td>Reader 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did you provide strong text evidence to support your claim?</td>
<td>Writer 1 2 3 4</td>
<td>Reader 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did you explain why the evidence is significant and relevant?</td>
<td>Writer 1 2 3 4</td>
<td>Reader 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did you use transitions to introduce reasons and evidence?</td>
<td>Writer 1 2 3 4</td>
<td>Reader 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did you include precise topic words and high-utility words?</td>
<td>Writer 1 2 3 4</td>
<td>Reader 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Does the concluding sentence strongly restate your claim using new wording?</td>
<td>Writer 1 2 3 4</td>
<td>Reader 1 2 3 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reflect and Revise  READER’S SUGGESTIONS
Reflect upon the rating scores you gave to your partner. Record specific suggestions on the draft and below that will help your partner in revising and editing.

When you revise your draft, be sure to (verb-base form: include, organize, state, check, conclude)

______________________________________________________________________________

______________________________________________________________________________

Your draft will be easier to read if you include (noun phrase: specific topic words, clear transitions)

______________________________________________________________________________

Check and Edit
Use this checklist to proofread and edit your opinion paragraph.

- Did you use correct punctuation?
- Did you use present and past tense verbs correctly?
- Did you use commas appropriately after transitions?
- Is each sentence complete?
- Are all words spelled correctly?
**Prompt:** From your perspective, should schools require Saturday make-up classes for students who have missed several classes or assignments?

Reclassified EL  Grade 9 (post effective, language-focused writing instruction)

From my perspective, schools should require Saturday make-up classes for students who have missed multiple classes or assignments. One key reason is that students with several absences have not received valuable instruction and are probably behind their other classmates. By attending make-up classes on Saturday, they can catch up on critical lessons they have skipped and continue learning along with their classmates the following week. In addition, students who have not completed required coursework typically don’t understand the assignment expectations and content. At Saturday classes, the teacher should be able to introduce the major concepts and practice skills again so their students gain more of an understanding of what they need to accomplish. Most importantly, I believe Saturday classes should be mandatory because the struggling students who attend these classes will be there in smaller numbers. This means that the teachers can devote their attention to the most needy students and provide individual tutoring. For these reasons, it seems evident that Saturday make-up classes will enable struggling students to catch up on missing classwork so the following week they can feel more motivated to attend and actively participate during lessons.

Long-Term EL Grade 8 (without prior effective writing instruction)

I really think Saturday make-up class is a bad idea. No student will like it. First, weekend is where the family spend time together. What if your family want to see a movie and dinner at your grandparents. And some student might had lotta homeworks over the weekend that there teachers gave them. On top of there chores and other stuff. Its hard for your family have just one day together Sunday. Also, every student need a break from school so they won’t just be doing academics every single day. You need sports, fun, friends, you know time to relaxing. So thats why it is really the worse idea ever to having Saturday make-up classes.
Prompt: Should girls be allowed to participate on traditional boys’ contact sports teams?

Equal Sports Opportunities for Female Student Athletes

After reading the article “Leveling the Playing Field,” I am convinced that boys and girls should have the same sports opportunities in school.

One reason is that schools have historically offered girls fewer sports options. Schools have also denied girls the opportunity to participate on boys’ teams such as wrestling. For example, my aunt attended high school in the late 1960s. She outperformed her two older brothers in baseball, but she was unable to join the high school team. Her only choices were badminton and archery, neither of which was her strongest or favorite sport.

In addition, the article points out that after Title IX was passed, which allowed girls to compete in boys’ events, girls still had to try out for an athletic team. In my experience, if a girl is confident enough to try out for a competitive sport like basketball or golf, then she is typically a skilled athlete who ought to be given a chance. As an example, the article describes Annika Sorenstam who in 2003 competed in a world-class PGA golf tournament against hundreds of male golfers. She was clearly strong enough to compete against male peers.

Most importantly, images of what is feminine have evolved in the past decades. Girls are now encouraged to work out regularly and build muscle mass to have more stamina and strength while playing sports. Within my peer group, several girls are clearly far more physically fit than many male classmates. During our annual fitness test, six seventh grade girls in my PE class ran a mile in under seven minutes and completed thirty or more crunches in a minute while male classmates trailed behind.

For these reasons, I conclude that girls should be allowed to try out for traditional boys’ sports and judged based on their physical abilities not their gender.
**Opinion Essay ~ Scoring Guide**

**Assess Your Draft**
Use the following scoring guide to assess your opinion essay. Then have your partner assess it.

<table>
<thead>
<tr>
<th></th>
<th>Insufficient</th>
<th>Attempted</th>
<th>Sufficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the thesis statement clearly state your claim?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Writer</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Reader</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Do your supporting paragraphs begin with a topic sentence that specifies a reason?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Writer</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Reader</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Did you use transitions to introduce reasons and evidence?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Writer</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Reader</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Did you provide strong evidence from sources and experience to support your claim?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Writer</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Reader</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Did you explain why the evidence is relevant and significant?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Writer</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Reader</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Did you include a variety of sentences throughout the essay (simple, compound, complex)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Writer</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Reader</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Did you include precise topic words and high-utility words?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Writer</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Reader</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Does your concluding statement strongly restate your claim using new wording?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Writer</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Reader</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Reflect and Revise**
**READER’S SUGGESTIONS**
Reflect upon the rating scores you gave to your partner. Record specific suggestions on the draft and below that will help your partner in revising and editing.

Suggestion 1: Your opinion essay would be stronger if you ____________________________________________

Suggestion 2: You can further improve your opinion essay by ____________________________________________

**Check and Edit**
Use this checklist to proofread and edit your opinion essay.

- Did you use correct punctuation?
- Did you use present and past tense verbs correctly?
- Did you use commas appropriately after transitions?
- Is each sentence complete?
- Are all words spelled correctly?
# Argument Writing Rubric

Use this rubric to assess student writing. Record the appropriate score in the Score column.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Insufficient</th>
<th>Developing</th>
<th>Sufficient</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The introduction clearly states the writer's claim.</td>
<td>Needs a topic sentence that states the writer's claim.</td>
<td>Includes the writer's claim, but it's unclear.</td>
<td>A topic sentence clearly states the writer's claim.</td>
<td>A compelling topic sentence clearly states the writer's claim.</td>
<td></td>
</tr>
<tr>
<td>2. Strong reasons and evidence support the writer's claim.</td>
<td>Needs supporting reasons and evidence.</td>
<td>Includes reasons or pieces of evidence that are not convincing or relevant.</td>
<td>Includes at least two convincing reasons and pieces of evidence.</td>
<td>Includes three or more convincing reasons and pieces of text evidence.</td>
<td></td>
</tr>
<tr>
<td>3. The writer includes a counterclaim and response.</td>
<td>Needs a counterclaim and response.</td>
<td>Includes one counterclaim, but there is no response or the response is unrelated.</td>
<td>Includes at least one counterclaim and response with strong evidence.</td>
<td>Includes two counterclaims and responses with strong evidence.</td>
<td></td>
</tr>
<tr>
<td>4. The writer includes precise topic words.</td>
<td>Uses “tired” or repetitive words.</td>
<td>Uses two or three precise topic words that repeat.</td>
<td>Uses three or more precise and varied topic words.</td>
<td>Uses four or more precise and varied topic words.</td>
<td></td>
</tr>
<tr>
<td>5. The writer includes citation information for text evidence.</td>
<td>No text evidence or citation information.</td>
<td>One or two pieces of text evidence with incorrect citation information.</td>
<td>Two or more pieces of text evidence with correct citation information.</td>
<td>Varied text evidence (paraphrased/quotes) with correct citation information.</td>
<td></td>
</tr>
<tr>
<td>6. Strong verbs and verb phrases express the writer's opinion.</td>
<td>Needs verbs to express opinions.</td>
<td>Uses verbs to express opinions, but they are everyday verbs or repeat.</td>
<td>Uses precise and different verbs and verb phrases to express opinions.</td>
<td>Uses sophisticated and different verbs and verb phrases to express opinions.</td>
<td></td>
</tr>
<tr>
<td>7. Precise adjectives describe evidence.</td>
<td>No precise adjectives to describe evidence.</td>
<td>Includes one or two precise adjectives to describe evidence that may repeat.</td>
<td>Includes three or more precise adjectives to describe evidence.</td>
<td>Includes four or more precise, varied adjectives to describe evidence.</td>
<td></td>
</tr>
<tr>
<td>8. Transitions introduce reasons and evidence.</td>
<td>Needs transition words or phrases.</td>
<td>One or two transition words or phrases introduce reasons and evidence.</td>
<td>Three or more transition words or phrases introduce reasons and evidence.</td>
<td>A variety of transition words or phrases effectively introduce reasons and evidence.</td>
<td></td>
</tr>
<tr>
<td>9. Complex sentences present counterclaims and responses.</td>
<td>Uses incomplete sentences.</td>
<td>All sentences are complete.</td>
<td>One or more complex sentences present counterclaims or responses.</td>
<td>A variety of complete sentences present counterclaims and responses.</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Score**
# Argument Writing Scoring Chart

This chart includes scores and feedback on your argument writing assignment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the introduction clearly state your claim?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did you include strong reasons and evidence to support your claim?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did you include counterclaims and respond with strong evidence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did you include precise topic words?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did you include citation information for evidence from texts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did you use strong verbs and verb phrases to express opinions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did you use precise adjectives to describe evidence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Did you include transitions to introduce reasons and evidence?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Did you include complex sentences to present and respond to counterclaims?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall Score**

---

**Overall Score**

34
### Academic Language for Justifying a Perspective

Use these academic phrases and terms to effectively write your justification paragraph/essay.

<table>
<thead>
<tr>
<th>To Introduce or Emphasize your Perspective . . .</th>
<th>Transitions to Introduce Support for Your Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbs</strong></td>
<td></td>
</tr>
<tr>
<td>I...</td>
<td>For example,</td>
</tr>
<tr>
<td>believe</td>
<td></td>
</tr>
<tr>
<td>agree</td>
<td>For instance,</td>
</tr>
<tr>
<td>contend</td>
<td></td>
</tr>
<tr>
<td>maintain</td>
<td></td>
</tr>
<tr>
<td>conclude</td>
<td></td>
</tr>
<tr>
<td>support</td>
<td></td>
</tr>
<tr>
<td>when you agree . . .</td>
<td></td>
</tr>
<tr>
<td>I... strongly agree that</td>
<td></td>
</tr>
<tr>
<td>agree wholeheartedly</td>
<td></td>
</tr>
<tr>
<td>am quite/fully convinced that</td>
<td></td>
</tr>
<tr>
<td>am more convinced that</td>
<td></td>
</tr>
<tr>
<td>still maintain that</td>
<td></td>
</tr>
<tr>
<td>still contend that</td>
<td></td>
</tr>
<tr>
<td>continue to believe that</td>
<td></td>
</tr>
<tr>
<td><strong>Transitions to Introduce Support for Your Perspective</strong></td>
<td></td>
</tr>
<tr>
<td>For example,</td>
<td></td>
</tr>
<tr>
<td>For instance,</td>
<td></td>
</tr>
<tr>
<td>To illustrate,</td>
<td></td>
</tr>
<tr>
<td>As an illustration,</td>
<td></td>
</tr>
<tr>
<td>One reason I hold this position is __</td>
<td></td>
</tr>
<tr>
<td>A compelling reason for __ is __</td>
<td></td>
</tr>
<tr>
<td>Another key reason for __ is __</td>
<td></td>
</tr>
<tr>
<td>The data on __ clearly indicates __</td>
<td></td>
</tr>
<tr>
<td>The evidence on __ points to __</td>
<td></td>
</tr>
<tr>
<td>Drawing from my (family, school, work) experience,</td>
<td></td>
</tr>
<tr>
<td>Based on my experience as a (student athlete, first-generation immigrant),</td>
<td></td>
</tr>
<tr>
<td>During my childhood,</td>
<td></td>
</tr>
<tr>
<td>In my school experience,</td>
<td></td>
</tr>
<tr>
<td>Within my culture/community,</td>
<td></td>
</tr>
<tr>
<td>Amongst my peers/classmates,</td>
<td></td>
</tr>
<tr>
<td><strong>when you disagree. . .</strong></td>
<td></td>
</tr>
<tr>
<td>I... am not quite/fully convinced that</td>
<td></td>
</tr>
<tr>
<td>disagree somewhat that</td>
<td></td>
</tr>
<tr>
<td>disagree entirely that</td>
<td></td>
</tr>
<tr>
<td>cannot support the position that</td>
<td></td>
</tr>
<tr>
<td><strong>when you are undecided, or see both sides . . .</strong></td>
<td></td>
</tr>
<tr>
<td>I'm undecided</td>
<td></td>
</tr>
<tr>
<td>uncertain</td>
<td></td>
</tr>
<tr>
<td>unconvinced</td>
<td></td>
</tr>
<tr>
<td>unsure</td>
<td></td>
</tr>
<tr>
<td>I... see both sides of the issue</td>
<td></td>
</tr>
<tr>
<td>am somewhat undecided</td>
<td></td>
</tr>
<tr>
<td>whether</td>
<td></td>
</tr>
<tr>
<td>am more inclined to believe that</td>
<td></td>
</tr>
<tr>
<td>remain unconvinced that</td>
<td></td>
</tr>
<tr>
<td>can’t definitively agree or disagree</td>
<td></td>
</tr>
</tbody>
</table>

### Example Sentences: Stating a Perspective

*After reading the article, I am unconvinced that wild animals should be kept as house pets.*

*After reading the article, I contend that girls should be allowed to participate in boys’ sports.*

*Although the article includes many convincing details, I am somewhat undecided whether it will be safe for girls to participate in aggressive contact sports.*

*Based on my experience as a child of a veterinarian, I agree with the position raised in the article regarding the usefulness of therapy animals.*

*After considering the arguments in the article in favor of recycling, I wholeheartedly support a ban on plastic bags.*

*Although the article provides some reasonable arguments against graffiti, I am not fully convinced that it has little artistic value.*
Jusification Writing Frame ~ 1

ACADEMIC PARAGRAPH: Justify your position!
Use the following frame to effectively write a response to the academic discussion prompt. Justify your position using specific details from the article and relevant examples.

The article, ________________________________, has convinced me that ____________________________

(put your position using wording from the prompt)

One (compelling, powerful) reason is that ________________________________________________________________

(supporting detail from the article)

For example, ________________________________________________________________

(relevant example from the article or an example from your experience)

The article also (emphasizes, demonstrates) that ____________________________________________________________

(supporting detail from the article)

Drawing on my experience, __________________________________________________________

(relevant example from your experience)

This is worth noting because ______________________________________________________________

(elaborate on the example)

Perhaps most importantly, ________________________________________________________________

(supporting detail from the article)

(elaborate on the example)

For these reasons, I (maintain, contend) that _____________________________________________________________
Modal Verbs

Guidelines for Using Modal Verbs
Writers use modal verbs in opinion writing to describe what is possible or preferable.

Use **should** to tell about **something you believe needs to happen**.

*In my opinion, parents **should** limit kids’ screen time.*

Use **would** to tell about **something you believe is possible in the future**.

*More bake sales **would** help the drama club raise money.*

Use **could** to tell about **something that might be possible in the future**.

*Students **could** have healthier lunches if the school started a garden.*

**IDENTIFY MODAL VERBS**
Read the opinion paragraph and circle the modal verbs.

After studying the effects of playing structured games during recess, I believe that many of the kids who don’t participate at recess would be much happier if they knew the rules for playing some exciting new games. For instance, one way schools should help students is by creating a playbook of fun games that students could read to learn the rules for new games. If the rules are available, it would be difficult for students to claim that they don’t understand what or how to play. Consequently, everyone could participate and recess could become an active and happy time. For these reasons, I conclude that schools should teach students more recess games so that students could have more fun.

**WRITE MODAL VERBS**
Write modal verbs to complete the sentences.

1. I believe that recess _________________ be longer every day.
2. A longer recess _________________ give students more time to relax through play.
3. Students _________________ someday prefer structured recess activities.
Simple Present-Tense Verbs

Guidelines for Using Simple Present-Tense Verbs
Writers use simple present-tense verbs in their opinion writing to state a claim or present reasons or evidence. The present-tense form is often the verb’s base form. After singular nouns (author, text, or article) and third-person singular pronouns (he or she), add –s or –es to make the simple present-tense verb.

Introductory Sentence: State your claim. I believe . . .
Detail Sentences: Present reasons or evidence. The author points out . . .
Concluding Sentence: Restate your claim. I conclude . . .

IDENTIFY PRESENT-TENSE VERBS
Read the opinion paragraph. Circle the simple present-tense verbs.

After learning about a school that’s reducing lunch and recess time, I believe that it’s important for schools to give students enough time for both recess and lunch. One reason is that shorter lunch and recess periods could prevent kids from eating. For instance, in the web article “Seattle school kids are forced to gulp down lunch to get recess,” the author reports that some kids never receive the school lunch because the lines are long and the period is so short. In addition, the author notes that students who wait in line for lunch often don’t have extra time to socialize with friends. For these reasons, I maintain that schools should provide students with longer lunch and recess periods.

WRITE PRESENT-TENSE VERBS
Complete each sentence with the correct form of the verb in parentheses.

1. The author ___________________ that exercise during the school day helps students focus. (discuss)

2. The article ___________________ the question of whether or not recess is a critical part of the school day. (explore)

3. I ___________________ certain that recess should be included in the school day. (feel)
After studying different forms of recess, I believe that recess should be structured because it helps students develop critical social skills like teamwork, leadership, and problem-solving. In the article, the author states that children should develop these social skills to be ready for the challenges of adulthood. In my experience, having structured play during recess allows students to burn off steam, release energy, and work up a sweat, especially after they engage in an activity like hide-and-seek, kickball, or volleyball. For instance, in the article, the author points out that when students get back to class after having unstructured play, they feel refreshed and happy and are able to concentrate better.

For these reasons, I conclude that recess should be structured to provide students with the benefits of engaging in organized activities.
Narrative: My Award

One day after school I went to play basketball at the Elementary school by my house because I was bored. I wanted to shoot some hoops. I saw a teacher carrying books. I asked her if she needed any help. She said sure. I asked her if she needed anymore help. She said yes. I went with her inside the classroom with her. She said thanks. She asked me what my name was. I helped her fold papers and staple them together. Then she was going to leave. Then I went back and tossed the ball some more. Then the next day after school my teacher told me that someone had sent her an e-mail. It said that I helped the teacher out. Then at assembly I got a serivies award.
Narrative Paragraph ~ Scoring Guide

Assess Your Draft
Use the following scoring guide to assess your narrative paragraph draft. Then have your partner assess it.

<table>
<thead>
<tr>
<th></th>
<th>Writer</th>
<th>Attempted</th>
<th>Sufficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does your topic sentence identify the topic of the narrative and establish a point of view?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Did you set up a story by introducing the event, characters, and setting?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Did you use transitions to clarify the order of events?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Did you describe the setting with vivid sensory details?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Did you add details and dialogue to bring characters to life?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Did you use precise and varied word choices?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Does your concluding sentence include a resolution of the events, personal lesson or value gained from this experience?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Reflect and Revise

Step One: READER’S FEEDBACK
(Name), I appreciated reading your draft, especially _______________________________________.
I have two major (suggestions, recommendations) to help you (strengthen, improve) your draft.
When you revise your draft, be sure to (verb-base form: include, organize, state, check, conclude)
___________________________________________________________________________.
Your draft will be easier to read if you include (noun phrase: specific topic words, clear transitions)
___________________________________________________________________________.

Step Two: WRITER’S PRIORITIES
Priority 1: I will revise my draft so that it (verb-present tense: includes, explains, describes) ____
___________________________________________________________________________.

Priority 2: I also need to (verb-base form: develop, check, add, change) _________________________
___________________________________________________________________________.
Narrative Essay: My Surprise Service Award

Last Thursday I decided to play basketball after school because I was bored, but I ended up becoming a teacher’s assistant.

I went to the K-3 elementary school in our neighborhood to practice shooting hoops. I dribbled the ball and tried shooting from farther and farther away. One time, the ball missed the hoop, bounced off the backboard, and rolled over to the fence by the school parking lot. I ran to get the ball and noticed a teacher unloading boxes from her car. She looked like she was struggling to lift a heavy box so I decided to give her a hand. I walked over to her car and asked if she would like some help. She looked surprised at first but then replied “Sure, if you have the time.”

Her blue Prius was packed with bags and boxes of used children’s books she had collected over the summer from yard sales and thrift stores. We carried several loads to her classroom and chatted while we were walking. She told me her name was Miss Andrews and that she had just started teaching kindergarten. Next, she asked me my name, what grade I was in, and my favorite subjects. I told her that I was in fifth grade, and I especially liked science projects and P.E. Right away, she said that she knew my teacher, Mrs. Garcia. When we had finished carrying the last load, she asked me to unpack a few boxes and arrange the books on shelves. Soon, I noticed that it was already 5:30 and getting dark out. I said that I had to get home right away so my parents wouldn’t worry. After, she thanked me and added that I was very helpful.

The following Monday, my teacher told me that over the weekend she had received an e-mail message from Miss Andrews. The kindergarten teacher described how I had helped her unload boxes of books and organize her classroom. Mrs. Garcia told me that she was giving me a special service award at the next assembly and inviting my parents.

I was just trying to help someone out who was having a hard time, but I am proud about receiving this surprise award. My parents have framed it and hung it in our hallway because they are just as proud.
Narrative Essay ~ Scoring Guide

Assess Your Draft
Use the following scoring guide to assess your narrative essay draft. Then have your partner assess it.

<table>
<thead>
<tr>
<th></th>
<th>Writer</th>
<th>Reader</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does your introductory sentence identify the topic of the narrative and establish a point of view?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Did you set up a story by introducing the event, characters, and setting?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. Do your supporting paragraphs develop stages in the event?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. Did you use transitions to clarify the order of events?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. Did you describe the setting with vivid sensory details?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>6. Did you add details and dialogue to bring characters to life?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>7. Did you use precise and varied word choices?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>8. Does your concluding sentence include a resolution of the events, personal lesson or value gained from this experience?</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

Reflect and Revise

Step One: READER’S FEEDBACK
(Name), I appreciated reading your draft, especially _________________________________.
I have two major (suggestions, recommendations) to help you (strengthen, improve) your draft.
When you revise your draft, be sure to (verb-base form: include, organize, state, check, conclude)
___________________________________________________________________________.
Your draft will be easier to read if you include (noun phrase: specific topic words, clear transitions)
___________________________________________________________________________.

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Priority 1: I will revise my draft so that it (verb-present tense: includes, explains, describes) ______
___________________________________________________________________________.
Priority 2: I also need to (verb-base form: develop, check, add) __________________
___________________________________________________________________________.

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“Music is used for many purposes today, and not all of them involve entertainment. It is used in advertising to attract attention and to promote products. Huge amounts of money are spent to create clever thirty second “hits,” which subliminally pressure consumers to make purchases. Music is also a pacifier; the music piped into elevators, airplanes, supermarkets, and shopping centers is designed to be ignored. It serves its purpose best when it is least obvious. This music encourages listeners to relax, slow down, and buy. Business firms provide background music for their workers in order to blot out distracting noises and increase efficiency. Farmers supply the same “canned” music to livestock to increase milk and egg production. The unfortunate aspect of all this background music is that it has conditioned the listener not to listen. Almost in self-defense, one learns to block out such music automatically.”


**Casual Summary Notes For A Study Aid**

Uses of music besides entertainment

1. Advertising: jingles to remember products
2. Businesses
   - Retail: relax shoppers so they will buy more
   - Industry: get workers to get more accomplished
3. Farming: get livestock to produce more

Negative impacts

1. Overexposure
2. Listener blocks out music in self-defense

**Casual Written Summary For A Study Aid**

Music is used in many ways besides entertainment. Advertising firms create jingles to get people to remember products. Businesses use music to relax people so they will shop more or work productively. Farmers play music to get their livestock to produce more. This overexposure is conditioning us to ignore music.

**Formal Written Summary For An Exam/Assignment**

According to Robert Hickok, in his book *Music Appreciation*, music is being used today in a number of ways not related to entertainment. One use of music that Hickok cites is in advertising, where music is used to attract attention to products. The author also maintains that another popular use of music in business and industry is to soothe or pacify to encourage shopping and worker productivity. He concludes, however, that one unfortunate consequence of this chronic exposure to music is that people are being conditioned not to listen to it.
In the article entitled “LAUSD Goes ‘Sweatfree’,” Lawrence Gable investigates Los Angeles Unified School District’s decision to not purchase products from vendors that were manufactured in sweatshops. First, Gable reports that LAUSD, the second-largest school district in the country, spends millions annually on furniture, uniforms, and equipment. The powerful district is placing pressure upon vendors to only obtain merchandise from factories that offer safe and legal working conditions. The article also describes the working conditions LAUSD requires. No children may be employed, and all laborers must earn a “non-poverty” wage and have the right to form a union. In addition, Gable explains LAUSD’s main reasons for taking this action. The large urban district serves thousands of immigrant families, with many parents and relatives employed by sweatshops in Southern California. Moreover, the author emphasizes the district’s concerns about children missing classes to earn money in these factories instead of attending classes. Finally, Gable concludes that the district plans to enforce its “sweatfree” policy by charging a $1,000 penalty for any violation, and by working with unions and community members who will inform the district about any manufacturers who ignore labor laws.

Informational Text Summary ~ Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Writer</th>
<th>Attempted</th>
<th>Sufficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the topic sentence include the article title, author, and topic?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Did you include the most essential details from the entire article?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Did you paraphrase the most essential details?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Did you use citation verbs to credit the author?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Did you use transitions to introduce and sequence details?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Did you include precise topic words and high-utility words?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Did you restate the author’s conclusion using your own words?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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Informative Text Summary ~ References

Academic Language for Summarizing
Use the following academic phrases, verbs and terms to effectively write your summary of an article.

<table>
<thead>
<tr>
<th>Citation</th>
<th>Verbs</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st: author’s full name: first/last (Michelle Gomez)</td>
<td>discusses, examines, explores, investigates, focuses on, addresses</td>
<td>(the specific topic/issue)</td>
</tr>
<tr>
<td>2nd etc.: author’s last name (Gomez)</td>
<td>points out, states, emphasizes, reports, describes, explains</td>
<td>that/how (important detail)</td>
</tr>
<tr>
<td>or the author</td>
<td>concludes</td>
<td>that (conclusion)</td>
</tr>
<tr>
<td>or the writer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or the reporter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or the researcher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or the journalist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Formal Written Summary For An Exam/Assignment

In the article entitled “LAUSD Goes ‘Sweatfree’,” Lawrence Gable investigates Los Angeles Unified School District’s decision to not purchase products from vendors that were manufactured in sweatshops. First, Gable reports that LAUSD, the second-largest school district in the country, spends millions annually on furniture, uniforms, and equipment. The powerful district is placing pressure upon vendors to only obtain merchandise from factories that offer safe and legal working conditions. The article also describes the working conditions LAUSD requires. No children may be employed, and all laborers must earn a “non-poverty” wage and have the right to form a union. In addition, Gable explains LAUSD’s main reason for taking this action. The large urban district serves thousands of immigrant families, with many parents and relatives employed by sweatshops in Southern California. Finally, Gable concludes that the district plans to enforce its “sweatfree” policy by charging a $1,000 penalty for any violation, and by working with unions and community members who will inform the district about any manufacturers who ignore labor laws.
Informational Text Summary ~ Writing Frame

In the (article/essay/chapter/report) ____________________________ entitled (title) ____________________________
______________________________________________________________

(the author/writer/reporter) __________________________________________________________________________
(verb: explores, investigates, discusses) __________________________________________________________________
(topic) __________________________________________________________________________________________

First, (the author/writer) __________________________________________________________________________
(verb: describes, points out, provides) ____________________________________________________________ (important detail) ______
______________________________________________________________
______________________________________________________________
The reading also (verb: includes, compares, emphasizes) _____________________________________________
(important detail) _____________________________________________________________________________
______________________________________________________________
______________________________________________________________

In addition, ___________________(verb) ______________________________________________________________
(important detail) _____________________________________________________________________________
______________________________________________________________
______________________________________________________________

Moreover, (writer/author) ________________________ (verb: clarifies, maintains, argues) _________________
(important detail) _____________________________________________________________________________
______________________________________________________________
______________________________________________________________

Finally, (the author/writer) ________________________________________________________________ concludes that
______________________________________________________________
# Informational Text Summary ~ Rating

## Rate Your Writing

Use the following scoring guide to rate your summary paragraph.

<table>
<thead>
<tr>
<th></th>
<th>Insufficient</th>
<th>Attempted</th>
<th>Sufficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the topic sentence include the article title, author, and topic?</td>
<td>Writer 1 2 3 4</td>
<td>Reader 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did you include the most essential details from the entire article?</td>
<td>Writer 1 2 3 4</td>
<td>Reader 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did you paraphrase the most essential details?</td>
<td>Writer 1 2 3 4</td>
<td>Reader 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did you use citation verbs to credit the author?</td>
<td>Writer 1 2 3 4</td>
<td>Reader 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did you use transitions to introduce and sequence details?</td>
<td>Writer 1 2 3 4</td>
<td>Reader 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did you include precise topic words and high-utility words?</td>
<td>Writer 1 2 3 4</td>
<td>Reader 1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Did you restate the author’s conclusion using your own words?</td>
<td>Writer 1 2 3 4</td>
<td>Reader 1 2 3 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Reflect and Refine

### Step One: READER’S SUGGESTIONS

Reflect upon the rating scores you gave to your partner. Record specific suggestions on the draft and below that will help your partner in revising and editing.

**Suggestion 1:** As you revise your summary, focus initially on ____________________________

**Suggestion 2:** You could further improve your summary by ____________________________

### Step Two: WRITER’S PRIORITIES

Reflect upon your rating scores and review your summary paragraph draft. Record specific priorities on the draft and below that will help you in revising and editing.

**Priority 1:** My summary paragraph needs ____________________________

**Priority 2:** I plan to improve my summary by ____________________________
Text Summary and Response: Scoring Guide

Text Summary Paragraph
Use this scoring guide to rate your text summary and response.

<table>
<thead>
<tr>
<th></th>
<th>Writer</th>
<th>Attempted</th>
<th>Sufficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the topic sentence include the article title, an author, and topic?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Did you include the important details from the entire article?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Did you leave out unimportant details?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Did you present details in a logical order?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Did you state the topic and important details in your own words?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Did you include academic phrases and terms to summarize?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Did you include precise vocabulary related to the topic?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Text Response Paragraph

<table>
<thead>
<tr>
<th></th>
<th>Writer</th>
<th>Attempted</th>
<th>Sufficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the topic sentence present your overall response to the text content?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Did you use transitions to introduce new ideas and guide the reader?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Did you refer to specific details in the text to support your position?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Did you provide relevant evidence to support your position?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Did you include precise vocabulary related to the topic?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Did you use strong verbs to express your reactions?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Did you conclude with a strong final statement?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
The following writing errors are generally more serious because they make it challenging for the reader to accurately understand the meaning of entire sentences or paragraphs. Fortunately, the rules governing the usage of these aspects of English grammar can be successfully integrated into a writing curriculum. English learners can learn these rules and apply them during guided, incremental proofreading opportunities.

**Verb Tense** (incorrect verb tense)
- I have a reading problem since I begin to study in the United States.

**Verb Consistency** (inappropriate shifts in verb tense)
- I study with the television on sometimes when I was in high school because I am not interested in my homework.

**Verb Form** (verb incorrectly formed)
- I have studying English for three years and I did not made a lot of progress.

**Modal** (incorrect use or formation of a modal)
- I should had read the chapter twice to get a better understanding.

**Sentence Structure** (incorrect or awkward sentence structure)
- There are more than me in this class have a problem with reading the textbook.

**Subject-Verb Agreement** (incorrect subject-verb agreement)
- My brother bother me a lot when I am trying to do my homework reading.

**Word Order** (incorrect or awkward word order)
- I don’t understand what is the author talking about in this article.

**Clause Formation** (incorrect usage of subordinating or coordinating conjunction)
- Even I try, but I don’t get a good grade.
- Because I don’t finish my Biology chapters, so it is difficult for me to understand those difficult science words.

**Fragment** (incomplete sentence)
- Besides the homework reading I have to finish.

**Run-On Sentences** (two independent clauses joined with a comma or no punctuation)
- My favorite place to read is my bedroom, it helps me relax and concentrate.

**Pronoun Reference /Agreement** (unclear pronoun reference or incorrect agreement)
- My tutor gave me some good suggestion about my writing, and I will use them.

**Unclear** (the meaning or message of a clause or sentence is unclear)
- To achieve this confident in myself I have came out to the world and be part of it.
The following writing errors are generally less serious because they are usually confined to a single clause and do not dramatically alter the meaning of an entire sentence or paragraph. These errors can nonetheless be fairly annoying and distracting to many readers, particularly when they occur frequently throughout a text. Unfortunately, the guidelines for appropriate usage of these grammatical items are quite complex and take considerable time and effort to master.

English learners must have repeated exposure to correct usage of these aspects of grammar, both within and outside of the classroom, in order to begin to internalize the detailed rules. Control over these relatively complex aspects of English grammar generally comes later in second language acquisition. Teachers should therefore be more patient with errors and help developing writers establish manageable and incremental editing priorities, taking into consideration the frequency of the writer's errors as well as the student's current level of language proficiency.

**Word Choice** (wrong word choice, including prepositions)
- I didn't know that we were supposed to put a biography at the end of our term paper.
- My teacher discussed me about my paper in her office.
- I feel very frustrated on my Biology class because I have trouble noting.

**Word Forms** (wrong word form)
- My apartment is a distraction place to do my homework.
- My sister can easy to read English books, but not me.
- I have difficult to finish all my assignments on time.

**Verb Complements** (form of a verbal/verb complement is incorrect)
- I enjoy to study English vocabulary.
- I don't want discussing my paper with other students.

**Article** (incorrect or missing article)
- I don't make a progress in my English reading.
- I hope University will help me to improve my writing and reading ability.
- I haven't decided on the college major.

**Countable and Uncountable Nouns** (error with the singular or plural form of a countable or uncountable noun in English)
- I don't understand the feedbacks on my essay.
- I did a lot of researches for this term paper, and I don't know how to organize them.
- I skim all the page before I read the chapter to see what it is about.

**Nonidiomatic English** (not expressed this way in English)
- I am studying to my high point to get a good grade in this class.
- The thing I worry most is my essays.
### Purpose:
Enable students to discover sentence-level errors and prioritize them.

### Directions:
Mark a tally in the second column for each error marked on your returned paper. Then, record the total number of tally marks in the third column. Circle the most frequent errors and select two or three to begin working on first.

<table>
<thead>
<tr>
<th>Type of Error</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>incorrect verb tense</td>
<td></td>
<td></td>
</tr>
<tr>
<td>incorrect verb form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>incorrect word order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sub.-verb agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>article error</td>
<td></td>
<td></td>
</tr>
<tr>
<td>singular or plural error</td>
<td></td>
<td></td>
</tr>
<tr>
<td>incorrect word form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>incorrect preposition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sentence fragment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>run-together sentences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spelling error</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following errors and corrections are the top priority to edit on my final draft:

1. 
2. 
3. 

I would appreciate some extra help with the following errors because I am still confused or having trouble:

1. 
2. 
3. 
Setting up Productive Peer Feedback Sessions

• Give considerable thought to peer feedback partnerships. Pair students within a similar range of writing proficiency. Assign partner roles (1/2, A/B).

• Assign an exceptionally weak student to work with two proficient students. The weaker student can thus observe and benefit from productive partnering and feedback, and the more capable students will receive actionable input on their drafts. Over time, the weaker student can be assigned a single partner after developing stronger literacy and language.

• Use peer feedback judiciously. Only ask developing writers to provide feedback on a manageable array of variables in a paper.

• Only have students respond to 3-5 variables in a rubric on their first attempt at providing formative feedback to a partner.

• Practice analyzing a draft, completing a rubric, and providing verbal recommendations before beginning a peer feedback session.

• Provide a clear process and sentence frames for peer feedback to prevent students from being overly critical or general.

• Have students sit separately while they are reading and responding to each other’s drafts to prevent them from getting nervous or distracted, and to allow you to provide assistance.

• Walk around the classroom and assume an active coaching role while students are writing their feedback. Provide extra assistance to less proficient readers and writers.

• After students have shared their feedback with their partners, don’t agree to provide individualized assistance to disgruntled or competitive students who don’t value peer feedback.

• Tell students you will evaluate and assign points for the feedback they provide to their partners.
Guidelines for Peer Feedback Sessions

Reading and Responding to your Partner’s Paper:

1. Read your partner’s paper twice.
2. Do not make comments or corrections directly on the paper.
3. If you want to point out a specific problem to your partner during your feedback session, make a check mark in the margin in pencil to remind you of the location. You may also write comments, questions and suggestions on sticky notes and apply them to the draft.
4. Fill out the scoring guide, trying to be as honest and helpful as possible.
5. If you need a second opinion about something, raise your hand and call the teacher for assistance.
6. Select the two-three most important recommendations you have for your partner to improve this draft. Focus on important elements in the scoring guide. Write your recommendations in complete sentences.

Sharing Feedback with your Partner:

1. Return your partner’s draft with the completed scoring and comments.
2. Reread your draft, then carefully analyze the scoring and specific comments your partner provided.
3. Take turns summarizing aloud your written comments. Focus on only the most important recommendations in the following way:
   
   I appreciated reading your paper, especially ____ (Name 1-2 strengths).
   
   But I have a few suggestions that I think will really improve this draft.
   
   First, I recommend that you ___. Next, I suggest that you ___.
   
   Finally, I advise you to ___. Do you have any questions or concerns?
4. Write two goals for revising your draft based upon your partner’s feedback.
Effectively written language objectives:

- Stem from the linguistic demands of a (content or ELD) standards-based lesson task
- Focus on high-leverage language that will serve students in other contexts
- Apply active verbs to specify functions (purposes) for using language in a lesson task
- Identify target language necessary to complete the task
- Emphasize development of expressive language skills, speaking and writing, without neglecting listening and reading

Sample Language Objectives:

Students will **articulate** key idea and details using **academic terms**: *key idea, detail*.
Students will **revise** an opinion paragraph using correct **present and conditional verbs**.
Students will **report** a consensus using **past tense citation verbs**: *determined, concluded*.
Students will use **present tense persuasive verbs** to **support** a claim: *maintain, contend*.

Language Objective Frames:

Students will __________ (function: active verb phrase) __________ using __________ (language target)__________

Students will use __________ (language target) __________ to __________ (function: active verb phrase)__________

Active Verb Bank to Specify Functions for Expressive Language Tasks

<table>
<thead>
<tr>
<th>Articulate</th>
<th>Debate</th>
<th>Explain</th>
<th>Narrate</th>
<th>Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask</td>
<td>Defend</td>
<td>Express</td>
<td>Predict</td>
<td>State</td>
</tr>
<tr>
<td>Communicate</td>
<td>Define</td>
<td>Identify</td>
<td>React to</td>
<td>Summarize</td>
</tr>
<tr>
<td>Compose</td>
<td>Describe</td>
<td>Justify</td>
<td>Read</td>
<td>Rephrase</td>
</tr>
<tr>
<td>Compare</td>
<td>Discuss</td>
<td>Label</td>
<td>Recite</td>
<td>Revise</td>
</tr>
<tr>
<td>Contrast</td>
<td>Elaborate</td>
<td>Name</td>
<td>Respond</td>
<td>Write</td>
</tr>
</tbody>
</table>

Language objectives are most effectively communicated with verb phrases such as the following:

Students will **point out similarities between**…  
Students will **express agreement**…
Students will **articulate events in sequence**…  
Students will **state opinions about**…

Sample Noun Phrases Specifying Language Targets

<table>
<thead>
<tr>
<th>High-utility academic words</th>
<th>Complete sentences</th>
<th>Subject verb agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain specific vocabulary</td>
<td>Complex sentences</td>
<td>Modal verbs + base verbs</td>
</tr>
<tr>
<td>Precise adjectives</td>
<td>Clarifying questions</td>
<td>Present progressive verbs</td>
</tr>
<tr>
<td>Strong action verbs</td>
<td>Prepositional phrases</td>
<td>Gerunds (verb + ing)</td>
</tr>
<tr>
<td>Noun phrases</td>
<td>Adjective clauses</td>
<td>Past tense citation verbs</td>
</tr>
</tbody>
</table>

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Sample Language Objectives for Informational Text Lessons

PREREADING
• Preview text to activate prior knowledge and make predictions using future tense, and text feature vocabulary (e.g., introduction, section, headings, captions).
• Articulate the level of text complexity after previewing using academic language: I predict the content will be ___ (fairly complex, quite challenging, somewhat difficult, relatively easy).
• Formulate pre-reading questions using appropriate question structure.
• Use active viewing strategies to answer questions about a video and build knowledge about the text topic.
• Discuss prior knowledge of an historical event using appropriate register, complete sentences, and past tense verbs.
• Develop knowledge of a major concept using synonyms, word relationships, examples, and non-examples.
• Generate written examples for topic and domain-specific words using complete sentences.
• Articulate initial reactions to text and multimedia using complete sentences with a to be verb and precise adjectives: I am/was ___ (surprised, curious, interested, impressed)…

SCAFFOLDED READING
• Read a text three times (with the teacher and partner) to improve decoding of newly-taught academic vocabulary, develop fluency, and support comprehension.
• Read a text section containing unit vocabulary to a partner with prosody.
• Generate written examples for high-utility academic words using complete sentences.
• Practice previously taught words, using new academic vocabulary in complete sentences.
• Write and discuss example sentences incorporating high-utility academic words with common collocations (word partners) to reinforce meaning and accurate use.
• Express word meanings using dictionary skills and knowledge of multiple-meaning words.
• Discuss a text section topic and focus using present tense verbs and precise vocabulary: (topic, issue, focus, primarily addresses, mainly describes/discusses).

CLOSE READING
• Prioritize evidence in a text using precise adjectives: important, essential, significant.
• Specify bias in a text by identifying adjectives and opinions.
• Collaborate to respond to text-dependent questions using complete sentences and precise topical and high-utility vocabulary.
• Articulate a summary of a text using past tense action verbs.
• Take notes on and discuss the key ideas and details of texts using academic language.
• Compare ideas using appropriate expressions: I agree/disagree with Name’s idea.
• Facilitate a partner discussion by following turn-taking rules and eliciting ideas.
• Use knowledge of morphology and context to determine the meaning of unknown words.
• State a position using present tense argument verbs: maintain, support, contend, believe.
• Qualify a position using precise adverbs: agree/disagree…somewhat, entirely, completely.
• Paraphrase important details from a text using citation verbs and precise topic words.
• Compare texts using appropriate syntax and vocabulary: One similarity/difference between __ and __ is ___; __ and __ differ in that ___ (present tense verb) while ___ (present tense verb).
• Write brief text-dependent responses, each with a claim and two supporting details.
### Sample Language Objectives for Academic Writing Tasks

#### OPINION / ARGUMENT

- Write an opinion paragraph that includes an introductory sentence, detail sentences, a concluding sentence, and precise academic words.
- State a claim using first-person present-tense argument verbs: believe; maintain; conclude.
- Qualify a position using precise adverbs: agree/disagree...somewhat, entirely, completely.
- Use transitional phrases to introduce reasons to support a claim: one major reason, another important reason, perhaps the most compelling reason.
- Use phrases and transitions to introduce a position: In my opinion, From my perspective.
- Use adverbs to convey strength of opinion: truly, firmly, strongly, completely.
- Compose complex and compound sentences to support major points.
- Provide reasons using “because of” and “as a result of” followed by a noun phrase.
- Use modal verbs to describe what is possible or preferable and propose concrete solutions: should (limit); would (improve); could (benefit).
- Articulate cause and effect relationships within complex sentences using subordinating conjunctions: since, because, when.
- Use precise adjectives instead of “good” to describe the evidence in an opinion essay: convincing, powerful, strong, compelling.
- Use precise adjectives instead of “interesting” to describe the evidence in an opinion essay: fascinating, intriguing, thought-provoking.
- Use precise adjectives instead of “new” to describe the evidence in an opinion essay: recent, current, up-to-date.
- Use precise adjectives instead of “scary” to describe the evidence in an opinion essay: alarming, distressing, striking, disturbing, startling.
- Use modal expressions to express opinions about what is possible: maybe, probably, certainly can, must.
- Use precise adverbs to discuss frequency of events: never, rarely, occasionally, frequently.
- Use precise adjectives to specify quantity: few, some, several, many, most, every, all.
- Use transitions to introduce evidence: for instance, to illustrate, in my experience.
- Provide anecdotes to support a point using regular and irregular past-tense verbs.
- Use third-person singular present-tense citation verbs to credit an author when providing text evidence: reports, explains, points out, notes, argues.
- Write a concluding statement by restating the claim using key topic words and synonyms.
- Use a scoring guide to self- and peer-assess an opinion paragraph and identify priorities for revision and editing.
- Proofread and edit an opinion paragraph for proper capitalization, comma usage, proper use of quotation marks, complete sentences, and correct spelling.
- Revise sentence fragments into complex sentences using subordinating conjunctions.
- Edit final drafts of sentences and paragraphs for appropriate tense, subject-verb agreement, pronoun reference, fragments and run-on sentences.
- Proofread and edit an __ text for proper use of homophones, capitalization of the first word in every sentence, complete sentences, and spelling.
- Replace everyday nouns with precise nouns to discuss a ban on plastic bottles: stuff (trash, waste, debris, garbage), things (bottles, containers, waste, jugs).
ARGUMENT

• Qualify a position using precise adverbs: agree/disagree...somewhat, entirely, completely.
• Present counter claims with evidence using precise nouns: current data, studies, recent findings.
• Introduce counter claims with strong adverbs: clearly, evidently, obviously, certainly.
• Use complex sentences to present and respond to counter claims.
• Use complex sentence structure and precise word choices to present counterclaims: A __ (adjective: common, consistent, pervasive) argument (in favor of / against) __ is __.
• Use precise adjectives to describe enough evidence: sufficient, substantial, abundant.
• Use precise adjectives to describe strong evidence: convincing, believable, credible, viable.
• Incorporate direct quotes using an introductory phrase: According to __, In __’s opinion, From __’s perspective.
• Use noun phrases to describe the data, statistics, and other evidence to support a claim: a/the high percentage of, a/the high number of, an/the increase in, a/the low percentage of, a/the limited number of, a/the decrease in.
• Use expressions to introduce noun phrases expressing causes: due to __, because of __.
• Specify bias in a text by identifying adjectives and opinions.
• Use language for reason, quantity, and frequency to combine clauses and connect ideas.
• Contrast viewpoints on an issue using complex sentences with subordinating conjunctions: while, although, even though.
• Use precise nouns to refer to individuals on different sides of an issue: proponents, advocates, supporters, allies, opponents, foes, rivals, opposition.

INFORMATIONAL TEXT SUMMARY & RESPONSE

• Credit an author using appropriate terms: full name, author, writer, journalist, researcher.
• Use precise third-person singular present tense verbs to introduce an author’s topic: explores, presents, examines.
• Articulate main idea and details using key vocabulary: main idea, point, message, detail.
• Use precise third-person singular present tense verbs to introduce an author’s key details: reports, notes, describes, suggests, emphasizes.
• Use precise present tense verbs to introduce data and statistics: indicate, demonstrate.
• Condense text details within 2-3 sentences into one sentence using synonyms and precise topic words.
• Use transition words or phrases to connect or add key details: first, in addition, furthermore, finally.
• Write a concluding statement using the author’s name and the verb conclude followed by a citation verb + ing: Name concludes by verb + ing.
• Prioritize evidence in a text using precise adjectives: important, essential, significant.
• Paraphrase important details from a text using citation verbs and precise topic words.
• Write a concise summary using complete sentences and precise academic language.
• Write three claims for a summary and response supported by appropriate reasons and evidence using compound and complex sentences.
• Paraphrase a sentence from a source text by keeping important topic words and replacing key words and phrases with synonyms.
• Use precise nouns and third-person present-tense verbs to introduce reasons and evidence: Evidence shows, Research indicates, Data illustrates.
• Use precise adjectives to respond to an issue in a response paragraph.
• Use precise topic words and high-utility academic words to synthesize the key idea and details within an informational text.
NARRATIVE

• Write an introductory statement for a narrative specifying the topic and point of view.
• Write an introductory statement including a precise adjective that prepares the reader for a narrative detailing an important life lesson: significant, major, unforgettable, crucial.
• Write an introductory statement including a precise adjective that prepares the reader for a narrative detailing a surprising experience: surprising, unusual, unexpected, unanticipated.
• Use language for description, like precise verbs, adjectives, and adverbs, to make writing more vivid and interesting.
• Use basic transition words that clarify the order of events: first, before, after, then, next, later, finally.
• Use advanced transition words and phrases that show the order of events: initially, at that time, right then and there, after that moment, from then on, as time passed, eventually.
• Use simple past and past progressive verbs to tell about events that happened in the past.
• Use the past progressive tense to tell about a continuous action that happened in the past: was trying, was helping, was enjoying, was studying.
• Use the simple past tense to tell about a completed action: studied, learned, appreciated, received, earned.
• Use regular simple past tense verbs ending in –ed to describe actions and events.
• Use irregular simple past tense verbs to describe actions and events: blew, broke, brought, caught, chose, forgave, lent, paid, stole, swept, understood, withdrew.
• Describe the setting with vivid sensory details, including precise nouns and adjectives.
• Describe a character’s negative emotions using precise adjectives: miserable, depressed, upset, anxious, concerned, disappointed, worried.
• Describe a character’s positive emotions using precise adjectives: content, excited, overjoyed, thrilled, delighted, proud, cheerful.
• Describe a character’s actions using strong past tense verbs: sulked, arrived, departed, dashed, responded, avoided.
• Write simple present tense sentences about a third person using correct pronouns and subject-verb agreement.
• Utilize precise word choices to convey actions, feelings, and events.
• Replace everyday verbs with strong verbs to describe a character’s actions.
• Incorporate strong quotations using appropriate punctuation to bring a character’s thoughts and emotions to life.
• Reference different characters within a narrative using appropriate singular and plural subject and object pronouns.
• Write a concluding statement clearly articulating the resolution, lesson, or value gained from the focus experience.
• Use precise nouns and adjectives to discuss the importance of a personal narrative: relevance, value, importance, significance, relevant, valuable, important, significant.
• Use precise nouns to discuss effects of an experience: impact, consequence, influence.
• Use strong recent tense verbs to describe what you have gained from an experience: understand, comprehend, realize, recognize, value, appreciate.
• Use precise adjectives to describe effects of an experience: serious, enormous, profound, major, significant, life-changing, critical.
**Dictionaries**


**Supplemental Informational Text Selections**

Gable, L. *What’s happening in the USA/World/California?* (fax: 831-426-6532)  www.whpubs.com

newsla: *Nonfictional Literacy and Current Events* https://newsela.com

*The New York Times Upfront Magazine*. Scholastic, Inc. (grades 9-12)

*National Geographic Magazine for Kids*. (grades 2-5)

*Time Magazine for Kids*. (grades 2-5)

*Scholastic News*. (grades 3-5)  *Scholastic Action*. (grades 6-8)  *Scholastic Scope*. (grades 6-8)

**Curriculum to Accelerate Academic Language Knowledge and Skills**

Dr. Kinsella’s Supplemental Program for Teaching High-Utility Academic Words:

*The Academic Vocabulary Toolkit* (2012). Cengage-National Geographic Learning. (Grades 7-12)


Dr. Kinsella’s 4-12 ELD Program for Accelerating Academic English Proficiency and Writing:

*English 3D: Describe, Discuss, Debate* (2016). Houghton Mifflin Harcourt. (Grades 4-12)

*English 3D: Course A 1 & 2* (2016). (Elementary) Houghton Mifflin Harcourt. (Grades 4-6)

*English 3D: Course B 1 & 2* (2016). (Middle School) Houghton Mifflin Harcourt. (Grades 6-8)

*English 3D: Course C* (2013). (High School) Houghton Mifflin Harcourt. (Grades 9-12)

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