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| <b>BEGINNING WITH WRITING</b>   |   | <b>Student/Class Goal</b><br>Many students know about writing an essay for the GED and are uncertain of their writing ability. |
| <b>Outcome</b> <i>(lesson objective)</i><br>Students will be introduced to the writing process and produce an initial writing sample for their portfolio.   |   | <b>Time Frame</b><br>1-2 hours   |
| <b>Standard</b> <i>Convey Ideas in Writing</i>  |   | <b>NRS EFL 1-6</b>   |
| <b>COPs</b><br>Determine the purpose for communicating.   | <b>Activity Addresses Components of Performance</b><br>Begin the writing process by asking why you are writing and for whom. Think about what you already know about the topic and what ideas you want to convey to others.   |  |
| Organize and present the information to serve the purpose, context, and audience.   | Using chronological order during this narrative writing allows the writer to organize his thoughts in a logical and timely manner. Introducing signal words (first, then, next, etc.) gives the writer opportunity to organize ideas by order of happenings.                    |  |
| Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.   | During the writing process, the writer should continually ask questions about clarity, such as: What do I like best? What's not clear? Did I explain adequately? Is it interesting? What should I change? Did I use correct grammar, spelling, punctuation, and capitalization? |  |
| Seek feedback and revise to enhance the effectiveness of communication.   | Discuss these questions with a peer editor and review their editorial comments.<br>Make necessary adjustments.  |  |
| <b>Materials</b><br><i>Convey Ideas in Writing</i> Standard Overhead<br><i>Narrative Mode of Writing</i> Information Packet<br><i>Think Sheet</i> Writing Strategy<br><i>The Writing Process</i> Strategy Resource  |   |  |
| <b>Learner Prior Knowledge</b><br>Discuss the writing process with students and their experiences with writing. Document those feelings and come back to them during their first conference.  |   |  |
| <b>Instructional Activities</b><br>Step 1 - To introduce the standard <i>Convey Ideas in Writing</i> during an ABLE Orientation small group, have them brainstorm what it means to "convey ideas in writing." They can work in pairs or as a whole group. A dictionary may be needed as a resource. List everything said on chart paper.<br><br>Show the standard graphic. Explain how the standards were created to address adult learning and agreed upon after working with adult learners from across the country. Compare what they listed to the actual components of the standard. Are they the same? Is there anything new you could add to your list? How is student wording incorporated into the standard?<br><br>Take time to clarify any vocabulary that is unclear. The group may wish to "rewrite" the standard in more common language and display in the room. Discuss the importance of having a standard definition for writing and making sure everyone is in agreement of that definition.<br><br><b>TEACHER NOTE</b> This method can be used to introduce any standard to the class.<br><br>After this discussion, it is important to put the standard into action. Introduce the concept of evaluation by creating a Standard Checklist of items using the list-group-label brainstorming approach. These can later be used to develop a rubric, if desired. You might choose descriptors from each of the components of performance such as:<br><br>-- Writing from knowledge or experience<br>-- Introduces the topic in a way that draws in the audience<br>-- Makes ideas his own<br>-- Sequencing of details is effective and logical |   |  |

- Keeps reader's interest
- Focuses on one main idea
- Uses sensory language and vivid details
- Word placement feels natural and not forced
- Transitions tie ideas together
- Well structured and varied sentences
- Sentences sound smooth and rhythmic when read aloud
- Sentences contain words that are relevant to the meaning
- Capitalization is accurate
- Punctuation is smooth
- Spelling errors do not distract the reader
- Grammar and usage are correct
- Self-editing occurred before completion.
- Presentation affects readability

**TEACHER NOTE** This list is quite extensive; begin with one descriptor from each topic to start.

Step 2 - A narrative tells a story. It can be fiction (made up) or nonfiction (factual). A personal narrative is a story you write about an experience or encounter that happened to you. You will want to answer these questions during your writing: *Who? What? When? What happened? Why am I writing this?*

First, introduce the adult to text structure and strategies through the use of an example. While reading the passage aloud, the teacher verbalizes questions about the passage, such as "I wonder how the author got into this situation?"

**TEACHER NOTE** A great teacher read-aloud book, *Life Is So Good* by George Dawson and Richard Glaubman, would be an excellent resource. This is the autobiography of George Dawson, grandson of slaves, who began to learn to read at age 98. *Having Our Say* by Sarah and Elizabeth Delany tells about the first 100 years of these sisters' lives. Yet another excellent resource would be the latest edition of *Beginnings* from the Ohio Writers Conference at <http://literacy.kent.edu/Oasis/Pubs/beginnings.html>.

When writing a personal narrative, it helps the reader if you write about the events in chronological order. Here are some useful words or phrases that help show chronological order: *first, then, next, finally, long ago, when I was young, yesterday, in the morning, that afternoon, at night, before, during, while, after.*

Write a personal narrative using one of these ideas or an idea of your own:

- Describe a time you received an unexpected gift or met a special person.
- Describe a conflict with someone and how you resolved it.
- Describe a frightening or exciting or sad experience.
- Tell about a holiday when something special or surprising happened
- Think of a secret that someone told you a long time ago and write about this, changing the person's name if you want.

**TEACHER NOTE** Additional prompts can be found in the *Narrative Mode of Writing* Information Packet or use sentence starters that deal with a current topic of interest. Students might also want to brainstorm additional story starters for the Writing Starters Box (a classroom collection of story starters kept in a file box).

If students are having difficulty choosing an idea, have them partner with a peer and help each other determine what event the narrative will be written about.

Step 3 - Writing an autobiography can also be used as an initial writing sample for adult students. This format becomes an excellent starting place for students to begin the process of essay writing in preparation for the GED test. Giving students the tool of using Think Sheets will help them as they go through the writing process to monitor how they plan, organize, edit, and revise their work.

**Assessment/Evidence** *(based on outcome)*

Initial Writing Sample  
Standard Checklist  
Think Sheets

**Teacher Reflection/Lesson Evaluation**

*Not yet completed.*

**Next Steps**

Introduce the GED Essay Rubric

*The Writing Process Strategy Resource* introduces multiple writing strategies that can be used throughout the writing process.

**Technology Integration****Purposeful/Transparent**

Adult learners bring many positive and negative experiences to ABLE; some may focus on writing anxiety. By introducing the writing standard early in the student's learning, the teacher is being explicit about establishing writing criteria of expertise.

**Contextual**

Immediate application of the standard allows the student to use these skills in a writing activity and begin the process of transfer to other writing situations.

**Building Expertise**

Using the Think Sheet Strategy provides a scaffolding technique for students as they move from novice to expert writers.

## NARRATIVE MODE OF WRITING INFORMATION PACKET

| Explanation   | Considerations  | Prompts   |
|---|---|---|
| <p>Narrative writing recounts a personal experience, tells a story or describes a series of events. Offers writers a chance to think and write about themselves. Examples would include a story (personal, true, imaginative), fable, myth, or biography.</p> | <p>Plot: Narratives tell a story. They have characters; a setting; and a beginning, middle, and end.</p> <p>Style: Narratives may be organized chronologically (according to what happened when in time). All the details are related to the plot. Details are concrete; they “show” the reader the story rather than “telling.” Narratives may contain dialogue between characters. They can be written in past or present tense. They can be written in first person (I) or third person (he, she, it).</p> | <ul style="list-style-type: none"><li>• Tell a story about your best holiday celebration ever. Write about this celebration and tell why it was your favorite.</li><li>• Tell about a happy event when you did something enjoyable as a child.</li><li>• Tell the story of a time when you realized that you suddenly understood an idea, a skill, or a concept you had been struggling with.</li><li>• Tell the story of a time when you did something that took a lot of nerve, a time when you didn't follow the crowd or a time when you stood up for your beliefs.</li></ul> |

## NARRATIVE WRITING WEBSITES

*Autobiography: Telling Your Story* found at <http://web.odu.edu/AL/wts/autopap.htm>

On this page, you will find tips on choosing a topic with autobiographical significance, using details in your essay, focusing your essay and structuring your storyline.

*It's TIME for a New Bibliography for Narrative Writing* found at <http://www.geocities.com/oberry1790/narrativebibliography.htm>

On this page, you will find an expanded, annotated bibliography of children's literature that will serve as excellent models for students and teachers of good literature for narrative writing.

*Writing a Narrative Essay* at <http://glory.gc.maricopa.edu/%7Emdinchak/101online/narrative.htm>

Contains information on purpose, characteristics, planning, and subject suggestions.

*Having Our Say, the History* at <http://www.havingoursay.com/History.htm>

Tells the story of two sisters and their lives from 100 years of American history. Also contains the original newspaper article from 1991.

**THE WRITING PROCESS  
STRATEGY RESOURCE**

*Writing is a recursive process where the writer moves back and forth through the various stages.*

Standard *Convey Ideas in Writing*

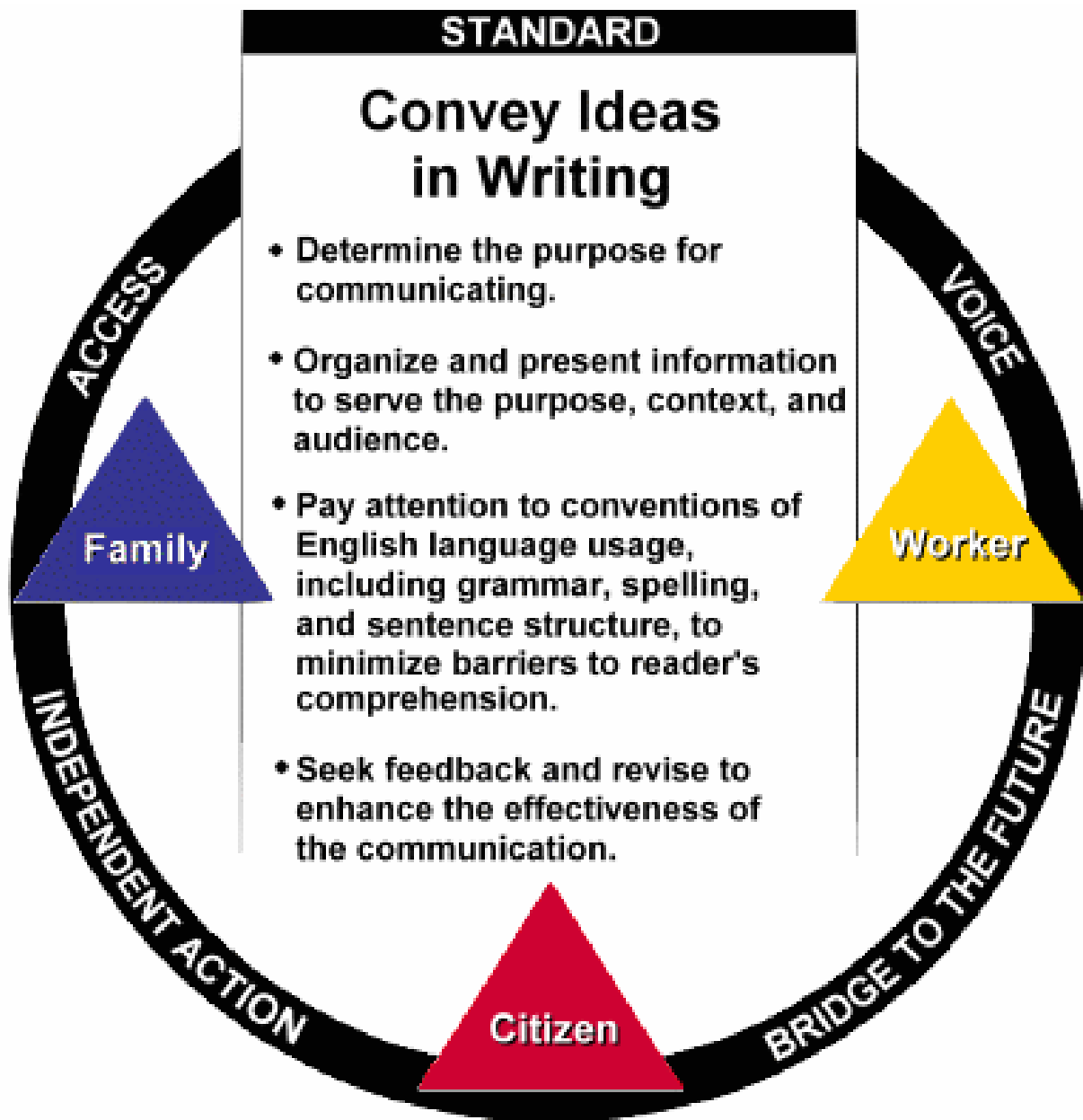
| <b>STAGES</b> | <b>COMPONENTS OF PERFORMANCE</b>   | <b>ACTIVITIES</b>   | <b>TEACHING STRATEGIES <sup>TS</sup></b>  |
|---------------|--|---|---|
| Prewriting    | <ul style="list-style-type: none"> <li>• Determine the purpose for communicating</li> <br/> <li>• Organize and present information to serve the purpose, context, and audience.</li> </ul> | Selection of topic<br>Clarification of purpose<br>Identify audience<br>Choose method of delivery<br><br>Idea generating<br>Problem finding<br>Questioning<br>Interviewing<br>Discussing<br>Role playing<br>Brainstorming<br>Outlining<br>Free writing<br>Mapping<br>Clustering<br>Data gathering/analyzing<br>Writing outlines<br>List making<br>Organizing information<br>Time-order<br>Comparison-contrast<br>Cause-effect<br>Illustrating<br>Researching<br>Connecting Ideas | Helping in the Writing Process<br>Types of Journals<br>R.A.F.T.<br>Here's What I Know<br><br>Affinity Diagram<br>Problem and Solution Outline<br>Do I Really Know It?<br>Conduct An Interview<br>Discussion Webs<br>Unsent Letters<br>Guidelines for Brainstorming<br>Power Notes<br>Proposition/Support Outlines<br>Semantic Mapping<br>Clustering<br>Graphic Organizers<br>K-W-L<br>Ready, Set, Recall<br>Herringbone<br>Pyramid Diagram<br>Venn Diagrams<br>Cause and Effect Chain<br>Matrices<br>Inquiry Charts<br>Magnet Summaries<br>Think Sheets<br>Brainstorming Prior Knowledge<br>Descriptive Writing |
| Writing       | <ul style="list-style-type: none"> <li>• Pay attention to conventions of English Language usage, including grammar, spelling, and sentence structure to</li> </ul>                         | Writing<br>Thinking<br>Rearranging<br>Alternating between reading/writing   | <i>Helping in the Writing Process*</i><br><i>Types of Journals*</i><br>Copy Change<br>Drafting  |

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|            | minimize barriers to readers' comprehension.   | Elaborating<br>Pausing<br>Planning   | Write and Share <sup>2</sup><br><i>Unsent Letters*</i>   |
| Revising   | <ul style="list-style-type: none"> <li>Pay attention to conventions of English Language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.</li> <li>Seek feedback and revise to enhance the effectiveness of communication.</li> </ul> | Polishing<br>Rethinking<br>Rearranging<br>Clarifying<br>Rewriting<br>Additional researching<br>Getting responses<br>Peer critiquing<br>Writing conferences<br>Cutting and pasting<br>Listening to writing by reading aloud | <i>Helping in the Writing Process*</i><br>Possible Sentences<br>Proofreader's Checklist<br>Revising<br>Write and Share <sup>2*</sup><br>Think Sheets*<br>Sentence and Paragraph Structure<br><br>Giving and Receiving Feedback<br>P-Q-P Plan |
| Editing    | <ul style="list-style-type: none"> <li>Pay attention to conventions of English Language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension</li> <li>Seek feedback and revise to enhance the effectiveness of communication.</li> </ul>  | Proofreading<br>Final polishing<br>Correcting of mechanics   | <i>Helping in the Writing Process*</i><br>Write and Share <sup>2*</sup><br>Think Sheets*<br>Proofreader's Checklist*<br>Sentence and Paragraph Structure*<br><br>Giving and Receiving Feedback*  |
| Publishing |  | Readings/Publications<br>Displays/Bulletin Boards  |  |

## NOTES

\* Strategies in *Italics* are listed in earlier COPs

<sup>TS</sup> Teaching Strategies can be found online at Eureka! <http://literacy.kent.edu/eureka/strategies/index.html>



**CONVEY IDEAS IN WRITING STANDARD OVERHEAD**

# THINK SHEET

|   |  |
|---|--|
| <p style="text-align: center;"><b>PLAN THINK SHEET</b></p> <p>Name _____ Date _____</p> <p>Topic _____</p> <p><i>Who</i> am I writing for?</p> <p><i>Why</i> am I writing this?</p> <p><i>What</i> do I know? (brainstorm)</p> <p><i>How</i> can I group my ideas?</p> <p>How will I organize my ideas?</p> <p>____ comparison/contrast</p> <p>____ explanation</p> <p>____ problem/solution</p> <p>____ time order</p> <p>____ other</p>   | <p style="text-align: center;"><b>ORGANIZATION THINK SHEET</b></p> <p>Name _____ Date _____</p> <p>What is being explained?</p> <p>In what order do things happen?</p> <p>First,</p> <p>Then,</p> <p>Then,</p> <p>Finally,</p>   |
| <p style="text-align: center;"><b>EDIT THINK SHEET</b></p> <p>Name _____ Date _____</p> <p><i>Read.</i> Reread your writing.</p> <p>What do I like best? (put a * by the parts I like best)</p> <p>What parts are not clear? (put a ? by unclear parts)</p> <p><i>Question Yourself.</i> Did I...</p> <p>Tell what was being explained?</p> <p>Tell what things you need?</p> <p>Make the steps clear?</p> <p>Use keywords?</p> <p>Make it interesting?</p> <p><i>Plan.</i> Look back What parts do I want to change?</p> <p>Write two or more questions for my editor.</p> <p><i>Talk.</i> Talk to the editor.</p> | <p style="text-align: center;"><b>EDITOR THINK SHEET</b></p> <p>Read your writing with your editor. Then the editor should complete the editor page. Next meet and talk about your answers.</p> <p><b>THINK SHEET</b> for the editor the same as the student <b>EDIT THINK SHEET</b>, but filled out by a peer or teacher.</p> <p style="text-align: center;"><b>REVISE THINK SHEET</b></p> <p>Name _____ Date _____</p> <p>What suggestions did the editor give?</p> <p>Put a check next to the suggestions you will use.</p> <p>How will you make your paper more interesting?</p> <p>Go back to your first paper and make your revisions.</p> |





<http://www.wisconline.org>

### **The Writing Process**

**Author:** Terri Langan

**School:** Fox Valley Technical College **Date:** 9/7/2000

**Description:** This object presents a short mini-lecture explaining the process used by many writers and includes an interactive (clickable) visual of the basic writing process.

[http://www.wisc-online.com/objects/index\\_tj.asp?objID=TRG1400](http://www.wisc-online.com/objects/index_tj.asp?objID=TRG1400)

### **Thinking about the Topic: Considering Your Purpose for Writing**

**Author:** Deborah Seline

**School:** Northeast Wisconsin Technical College **Date:** 6/6/2002

**Description:** The learner reads about the four main purposes for writing documents: expressive, literary, persuasive, and reality.

[http://www.wisc-online.com/objects/index\\_tj.asp?objID=WCN4602](http://www.wisc-online.com/objects/index_tj.asp?objID=WCN4602)

### **Storytelling**

**Author:** Marilyn Carien

**School:** Madison Area Technical College **Date:** 9/4/2001

**Description:** The students enter stories about themselves using good details. Classmates read these stories, comment on content, ask questions, and identify the best specific details.

[http://www.wisc-online.com/objects/index\\_tj.asp?objID=WCN1801](http://www.wisc-online.com/objects/index_tj.asp?objID=WCN1801)

**Beginning With Writing Learning Objects**