

<p style="text-align: center;">CAR FOR SALE!</p>				Student/Class Goal To communicate so others can understand, the student will write a descriptive paragraph about an item to sell and use writing skills learned to help prepare for the Language Arts Writing section of the GED.	
Outcome <i>(lesson objective)</i> Student will write a brief description of an item they would like to sell.				Time Frame 2-3 hours	
Standard <i>Convey Ideas in Writing</i>				NRS EFL 1-2	
Prewriting	Benchmarks	Drafting	Benchmarks	Editing and Revising	Benchmarks
Topic, purpose, & audience	1.1, 2.1	Organize writing	1.10	Reread & revise	1.18
Writing for purpose	1.2	Sentences/paragraphs	1.11, 2.11	Proofread	1.19
Writing for various tasks	1.3, 2.3	Descriptive language	1.12, 2.12	Feedback from others	1.20
Generate ideas	1.4, 2.4	Sentence structure	1.13, 2.13	Checklists & rubrics	2.21
Main idea/thesis	1.5, 2.5	Spelling	1.14, 2.14	Publishing	Benchmarks
Research		Punctuation	1.15, 2.15	Technology	
Plagiarism		Capitalization	1.16, 2.16	Publication	
Sources		Parts of speech	1.17, 2.17		
Organize ideas	1.8, 2.8				
Organizational pattern	1.9, 2.9				
Materials <i>Sell It!</i> Handout <i>Brainstorm Order</i> Handout <i>Car For Sale</i> Rubric Internet					
Learner Prior Knowledge What does the student already know about writing? Discuss the components of writing with the student. Ask what steps they take when they write? Discuss what the student already knows about the item to sell. An initial writing sample can be collected during this time.					
Instructional Activities Step 1 - Teacher and student discuss some interesting items they might want to sell. Write down their brainstormed ideas. [Sell It! Handout] Student chooses one item from their list for writing topic. Explain that he will be advertising this item by writing a brief description. Step 2 - Discuss what the purpose of the writing is with the student (suggested questions): What is your reason for writing this paragraph? Who do you think might want to read this information? Record responses [Sell It! Handout] and use with the student to help him see if he is staying on topic. Step 3 - Talk about some characteristics of the item chosen. While the student is brainstorming record his responses. [Brainstorm Order Handout] From the brainstormed list, have the student choose what ideas he wants to include in his paragraph. Once the main ideas are chosen, ask him to give details about each. Record these ideas for the student or allow the student to record this information for himself under each main idea. Step 4 - As needed, target those skills the student will need to practice writing paragraphs. Use previous writing samples and TABE scores to discuss skill areas that need developed. For example, worksheets on sentence types, a lesson and practice on punctuating sentences and capitalization of proper nouns and first words of sentences. Step 5 - Work with the student to develop a sentence for each main idea that will include the details he brainstormed. Have the student write each sentence using the <i>Brainstorm Order</i> handout. Step 6 - Student decides what order the information will be written in the paragraph and numbers sentences accordingly.					

[Brainstorm Order Handout]

Step 7 - Student writes a Rough Draft of his paragraph using brainstormed lists and prewritten sentences. The student looks for capitalization and punctuation errors in his writing making sure all sentences are complete thoughts. Teacher also edits writing.

Step 8 - Student writes his Final Copy with all the revisions he has made alone and with the instructor. A rubric may be used to identify performance of the standard.

Assessment/Evidence *(based on outcome)*

A written paragraph including at least 4 sentences that describe an item to sell. The paragraph will include simple sentences written in logical order. Sentences begin with a capital letter, end with correct punctuation, and all proper nouns are capitalized. A rough draft and final sample will be collected.

Teacher Reflection/Lesson Evaluation

Level 2 students struggle with the writing process. A great deal of teacher support and guidance is necessary for the level 2 student to complete this activity. A variation of this activity needs to be repeated several times to help the student become an independent writer.

Next Steps

Friendly letter writing, email, applications

Technology Integration

Purposeful/Transparent

ABLE students are normally interested in working towards their GED. Many are developing life skills while working towards that goal. The writing process and the skills necessary to write so others can understand are necessary to achieve both. Students should recognize that the skills they use to write information for their personal use are the same skills needed to pass the GED Language section.

Contextual

Putting writing to use in a real life context gives a sense of usefulness to the writer. When writing about an item the student personally wants to sell, learning becomes meaningful in his or her own life. Though this activity took place in the classroom, the product could be used outside of these boundaries.

Building Expertise

Working through the process of writing while developing skills to improve clarity clearly builds towards expertise. Step by step instruction will serve as a model for the student to follow in the future.

What is your reason for writing this assignment?

Who do you think might want to read this information?

What are some ideas of interest you might want to find photos on the Internet and write a description about?

Brainstorm ideas to include in writing a description for the car.

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CAR FOR SALE RUBRIC

Name

Instructor

Site

Date

Standard *Convey Ideas in Writing*

CRITERIA				
COPs	Exemplary	Accomplished	Developing	Beginning
Determine the purpose for communicating.	Purpose clearly stated and consistently maintained. Clear references to the issue are stated.	Purpose is clearly stated and consistently maintained. References to the issue at hand are missing.	Purpose is stated, but is not maintained consistently throughout work.	Statement of purpose cannot be determined.
Organize and present information to serve the purpose, context, and audience.	Uses brainstorming to organize own thoughts.	Uses brainstorming with some help from teacher.	Uses brainstorming only with teacher support.	No attempt to use brainstorming techniques.
	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure , to minimize barriers to reader's comprehension.	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
	Writer makes no errors in punctuation and capitalization.	Writer makes 1 or 2 errors in punctuation and capitalization.	Writer makes 3 – 4 errors in punctuation and capitalization.	Writer makes more than 4 errors in punctuation and capitalization.
Seek feedback and revise to enhance the effectiveness of communication.	All revisions are successfully made from edited rough draft.	Most revisions are successfully corrected from edited rough draft.	Some revisions are successfully corrected from edited rough draft.	Minimal revisions are made from edited rough draft.

Learner Comments

Teacher Comments