DETAILS, DETAILS, DETAILS	**Student/Class Goal** Students are often asked to write detailed reports in the workplace, in their community, and as parents. They want to communicate effectively so the reader understands their message.
Outcome (*lesson objective*) Students will incorporate various details in a written paragraph describing a visual image used as a writing prompt.	**Time Frame** 90 minutes
Standard *Convey Ideas in Writing*	**NRS EFL 1-3**

Prewriting	Benchmarks	Drafting	Benchmarks	Editing and Revising	Benchmarks
Topic, purpose, & audience	3.1	Organize writing	1.10, 2.10	Reread & revise	1.18, 2.18, 3.18
Writing for purpose	1.2, 2.2	Sentences/paragraphs	2.11, 3.11	Proofread	1.19, 2.19, 3.19
Writing for various tasks	2.3	Descriptive language	2.12, 3.12	Feedback from others	2.20, 3.20
Generate ideas	1.4, 2.4	Sentence structure	2.13, 3.13	Checklists & rubrics	
Main idea/thesis	2.5	Spelling	1.14, 2.14	**Publishing**	**Benchmarks**
Research		Punctuation	1.15, 2.15	Technology	1.22, 2.22, 3.22, 4.23
Plagiarism		Capitalization	2.16, 3.16	Publication	
Sources		Parts of speech	1.17, 2.17		
Organize ideas	2.8				
Organizational pattern	2.9				

Materials
Overhead Project
Details Picture Handout/Transparency
Details Learning Objects

Learner Prior Knowledge
Students will have had experience in paragraph development, using adjectives to describe, writing topic sentences, capitalization and punctuation rules, and editing skills.

Instructional Activities
Step 1 - As a large group discuss when detailed writing is used. Why are details important? Responses may be recorded on the board to serve as a reminder throughout the lesson as to the importance of details. Review the parts of speech used when writing descriptions.

Step 2 - Explain to students that they are going to look at a picture with many details. (See included picture for example; more pictures can be found on the Library of Congress website.) While picture is being displayed, record the details students view in the picture. This information will be used later in the lesson. Remind the students that there are no right or wrong answers. When students are finished, look back over the list and emphasize how many details they were able to come up with just by looking at the picture for a short time.

Step 3 - As a large group discuss how writing is used to create a mental image in our minds. Ask students to give some examples of descriptive words that can be used to illustrate people, places, or things. (Examples: *enormous black* dog, *old creepy* woman.) Write these examples on the board highlighting the descriptive words.

Step 4 - Explain to students that they are going to write a single paragraph with four to five sentences describing the picture they just looked at. They may include some of the descriptive details that were recorded in the class brainstorming session or come up with new ones. The paragraph will include a topic sentence as well as a variety of simple and compound sentences. Sentences will use proper capitalization and punctuation and will be free from spelling errors.

Step 5 - Have students choose from a variety of graphic organizers to help put their ideas in order for their paragraph. Make sure you provide organizers that deal with topic sentences and details. When the organizer is completed students will conference with the teacher. Let the student explain his or her topic sentence and the details chosen to support it. When finished, let the student

write the information in paragraph form.

Step 6 - When students are finished writing; have them work with partners to edit their papers. Remind them they are to look for punctuation, capitalization, and spelling errors. Have them also look at sentence variety and the use of details in the text. Ask partners to discuss whether the writing describes the picture.

Step 7 - Allow the student to rewrite the paragraph with revisions and then turn in a final copy.

TECHNOLOGY LINK Students may choose to create their final document using a word processing program. They may also use this as a tool to help in the editing process.

Assessment/Evidence (*based on outcome*)
Recorded list of responses
Teacher recorded list of details seen in picture
Highlighted descriptive words recorded on the board
Written paragraph
Completed graphic organizer/notes from teacher conference
Paragraph with peer editing marks and suggestions
Final copy with revisions

Teacher Reflection/Lesson Evaluation
Students enjoy looking for details in the picture. It becomes a contest to see how many can be found. They like to repeat the lesson using a different picture. Writing becomes easier when they can see the words in their mind.

Next Steps
Have students develop a piece of writing using multiple paragraphs. Details Learning Objects will give students additional practice writing summaries.

Technology Integration

Purposeful/Transparent
This activity encourages students to pay attention to details. In their everyday lives details can determine outcomes in important situations, clarify information, or explain situations.

Contextual
Writing is part of the GED test as well as being part of everyday life. Focusing on detail allows students to write with a specific purpose.

Building Expertise
The writing assignment allows students to gain experience using a graphic organizer to develop a well written paragraph. The writing process becomes automatic as students use the steps to write one paragraph or multiple paragraphs.

Details, Details, Details Picture

Summary Writing

Author: David Blohowiak

School: Northeast Wisconsin Technical College **Date:** 5/13/2003

Description: Students demonstrate an understanding of summary writing by reading step-by-step instructions and then summarizing short paragraphs. Examples of summaries that are poorly written, as well as those that are written well are included.

http://www.wisc-online.com/objects/index_tj.asp?objID=TRG2603

Summarization

Author: Chad Blohowiak

School: Fox Valley Technical College **Date:** 3/15/2004

Description: Student will summarize paragraphs from a passage.

http://www.wisc-online.com/objects/index_tj.asp?objID=WCN6904