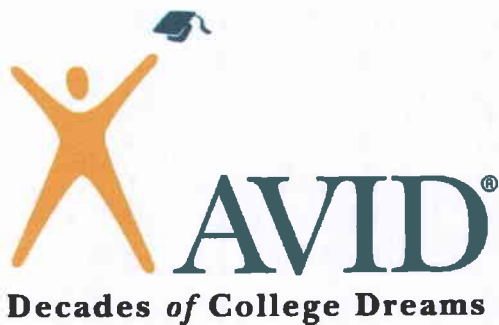


Write-Off Materials

2008-2009



Region 8

Kern

San Luis Obispo

Santa Barbara

Ventura

Table of Contents

• Introduction to Write-Off 2008-2009	2
• Calendar of Write-Off Events	3
• Grades 6-8 Materials	4
○ Pre-reading	5
○ Reading	9
○ Post-reading	13
○ Introduction of Prompt and Rubric	19
○ Prewriting	29
○ Drafting	31
○ Revising	36
○ Editing	39
○ Publishing	44
○ Self-evaluation/Reflection	44
○ Sample Prompts	45
○ Additional Resources	51
• Grades 9-12 Materials	52
○ Pre-reading	53
○ Reading	57
○ Post-reading	65
○ Introduction of Prompt and Rubric	71
○ Prewriting	77
○ Drafting	94
○ Revising	98
○ Editing	101
○ Publishing	112
○ Self-evaluation/Reflection	113
○ Sample Prompts	115
○ Additional Resources	118
• Bibliography	119
• Acknowledgements	120

Introduction to Write-Off 2008-2009

In keeping with the overall theme of “leadership” as it is presented in the updated version of the *AVID Region 8 Curriculum Continuum*, the materials and practice essay prompts included in this manual will focus on the study of leaders urging students to think critically about *what, when, where, why, and how* the leaders accomplished what they did. The difference in this year’s Write-Off will appear in the essay prompts. This year’s practice prompts and final Write-Off prompts will be based on quotations uttered by the leaders at one time or another during their lives.

The materials in this manual were developed by backwards mapping each lesson beginning with a substantive quotation from a prominent leader among those studied at the respective grade levels. The quotation was then integrated into an essay prompt, and the backwards mapping began with the writing process working all the way back to the pre-reading process. The steps to the lesson plans in this manual are taken from the two seminal texts used to teach reading and writing skills in the AVID world.

- *Middle Level Writing with Integrated Reading and Oral Language: Grades 6-8*
- *High School Writing*.

The “Grades 6-8 Materials” section of this manual will refer solely to lessons and strategies in the *Middle Level Writing* text. The “Grades 9-12 Materials” section of this manual will refer solely to lessons and strategies in the *High School Writing* text. Each school should have a copy of the respective text among the AVID library materials at the site; therefore, all materials necessary to produce additional lesson plans based on the ones in this manual should be readily accessible to all AVID elective teachers at the site. Please keep in mind that *Middle Level Writing* includes some materials from which high school students can benefit, and *High School Writing* includes materials nicely adaptable to the middle level/junior high school classroom. In addition to the aforementioned texts, AVID texts such as *The Write Path English-Language Arts* and *The Write Path English Language Development* manuals are also helpful in developing reading-writing lessons, but not every site will have access to these texts, so they have not been integrated into this manual. They are integrated into the *AVID Curriculum Continuum: Grade Levels and objectives – Grades 6-12*, the scope and sequence document produced by the AVID Region 8 Curriculum Development Committee and updated for the 2008-2009 school year with a planning calendar following the materials for each grade level. The Write-Off materials have been produced specifically for use in conjunction with the *Curriculum Continuum*.

All completed activities and handouts are to be used as reference materials for teachers; they should not be handed out to students. Students should complete the activities on their own with the help of the teacher.

Calendar of Write-Off Events

- **Jul. – Aug. 2008**
 - Write-Off materials will be disseminated at Summer Institute afternoon Site Team sessions and posted on the Region 8 websites.

- **Sep. – Dec. 2008**
 - Reading-writing lessons from this manual and from other sources should be integrated into the instruction on AVID curriculum days.

- **Jan. – Feb. 2009**
 - Practice timed writing situations using sample prompts from this manual and from other sources should be integrated into the instruction on AVID curriculum days. Students should experience at least one timed writing situation in which they are given an entire class period to plan, draft, and compose an essay that will be graded using a rubric that they have already seen and discussed.

- **Mar. 2009**
 - Final Write-Off essay prompts will be sent out to all sites so that AVID elective teachers are able to administer the prompt to the students in a formal setting during one complete class period.
 - Student essays will be graded at the site by the AVID Site Team using an appropriate rubric to determine the winning essay at each AVID elective class grade level.
 - The winning essays from each site will be sent to the AVID County Office where they will be scored to determine the county winners.
 - *NOTE: ONE* winning essay for each grade level at which AVID is taught at the school site will be submitted by each school. If a school site has AVID at grades 6, 7, and 8, the site will send three winning papers to the AVID County Office: 6th grade winner, 7th grade winner, and 8th grade winner . . . regardless of the number of AVID sections at each grade level or the number of AVID students in each grade level.
 - County winners will be announced, and the winning essays will be considered for grading at the regional level.

- **Apr. 2009**
 - Region 8 Write-Off winners will be announced.

Grades 6-8 Materials

The *Curriculum Continuum* breaks down the study of leadership into three distinct components, a different one at each grade level, so that students are able to focus on more specific learning tasks during the reading-writing process and teachers are able to differentiate instruction to fit the grade level. The three components are expressed in questions expressed in the “Leadership Curriculum” column of the *Curriculum Continuum* at each grade level beneath the “Activities” subheading. Below are the three components.

- AVID Grade Level Objectives: Grade 6
 - Are there special *traits* that leaders possess?
- AVID Grade Level Objectives: Grade 7
 - Does there have to be a *struggle* to create a leader?
- AVID Grade Level Objectives: Grade 8
 - What is the *responsibility* of a leader when it comes to resolving conflicts?

This year’s Write-Off will offer two different final prompts, one for Grades 6-8 and one for Grades 9-12. Both final prompts will be based on quotations similar to the sample prompts presented in this manual. If AVID elective teachers at all levels have guided their students through the sample lessons in the following pages and produced their own lessons using the sample lessons as templates, students should be well versed in the reading-writing process leading up to the composition of a timed essay fit for competition.

Because any one lesson in this manual can be used as the template/model for the production of a similar lesson, only one fully developed lesson will be presented in the following pages. Sample essay prompts and a list of sources from which many more suitable quotations can be found will appear at the end of this section. Teachers should feel free to use their own leaders, quotations, materials, and lessons in conjunction with this manual. Good reading-writing instruction is good instruction no matter the source . . . this manual should serve as a guide/supplement to the instruction you have already integrated into your AVID elective teaching repertoire.

The following reading-writing lesson is based on a quotation chosen for Grade 6 instruction by the *Curriculum Continuum* middle level experts. This seems to serve well as the middle ground from which to build a sample lesson that can serve as a model for Grades 6-8.

All completed activities and handouts are to be used as reference materials for teachers; they should not be handed out to students. Students should complete the activities on their own with the help of the teacher.

Pre-reading

The quotation on which this reading-writing lesson is based comes from Lao Tsu, the famous Chinese philosopher who lived a few years before the time of Confucius around 600 B.C. Lao Tsu's whole philosophy centered around the "go with the flow" or "doing by not doing" attitude of existence that focused on accomplishing things the natural way, thus allowing them to get done more simply and easily. He also believed that all living things were part of a shared life-force with two sides: the yin (dark side) and the yang (the light side). Lao Tsu believed that everyone has both sides, and according to Taoism, the Chinese philosophy for which Lao Tsu is famous, a person must keep the yin and the yang balanced. He further believed that war and fighting were wrong and that governments should not make so many rules and laws governing how people lived. All of Lao Tsu's thoughts and ideas were written down in a book called *Tao Te Ching* that reflects his thoughts on leadership and his philosophy of Taoism.

The information above was taken from the website below authored by Dr. Karen Carr, professor of history at Washington State University.

Carr, Karen. "Taoism." *Kidipede – History for Kids*. 2007. 6 May 2008. <<http://www.historyfor kids.org/learn/china/philosophy/Taoism.htm>>.

Preliminary Concept Analysis Activity (ML Writing, pp. 218-219)

- Focus on a key word or phrase that students will use for their concept maps. Below are some possibilities for use in this project.
 - philosophy
 - "go with the flow"
 - "doing by not doing"
 - yin (the light side)
 - yang (the dark side)
- Follow the steps for the activity as they are presented in the "Process" section on page 218 of the *ML Writing* text.
- Notice that this is rated as either a Foundational or Intermediate level activity, depending on the vocabulary term or concept with which you will be working.

Preliminary Concept Analysis Activity

Level: Foundational, Intermediate

Suggested Timeline: 30–40 minutes

Materials:

- Overhead Transparency/Student Handout 9.7c: “Preliminary Concept Analysis”
- several words pulled from a piece of text you are having students read

AVID Methodologies (WICR) Used: Writing, Inquiry, Collaboration, Reading

Purpose: To have students interact with a word in multiple ways including creating a visual image

Process

1. Decide on the vocabulary to be learned by either choosing words from a reading students will be doing or from a list of content-area words they need to know.
2. Assign a word to each student or pair of students. Display/distribute Overhead Transparency/Student Handout 9.7c: “Preliminary Concept Analysis” then have students complete by listing the word, writing a definition (using their own knowledge, a dictionary, glossary, or thesaurus), antonyms, synonyms, examples, and pictures/symbols.
3. These can then be shared with the class or posted around the room during the reading of the piece containing the words or the unit being studied.



Preliminary Concept Analysis

Word: *yang*

Definition: “the light side”

Compare to:

a good side
a better side
a positive side
a kind side

Contrast with:

the bad side
a worse side
a negative side
an evil side

Examples:

The side of somebody’s personality that reflects . . .

goodness, kindness, charity, love, honor, respect, and all AVID qualities

