Name	9:		ID#:	Date:					
#uossan#	How to Write F Layer 1: Collect Prior	Paragraphs & Knowledge							
S	corecard Preview	Directions : Rate	yourself on the follo		the be	ginnin	g of th	ne cou	ırse.
#	Do you				Alwa	Pre	Scometin		Never
42	Feel overwhelmed by writing	assignments?			1	2	3	4	5
43	Struggle to organize your thou	ughts and/or research fo	or a paper?		1	2	3	4	5
44	Struggle to compose your tho	ughts and research into	clear sentences and pa	aragraphs?	1	2	3	4	5
0	nvestigation Direc	ctions: Follow the p	rompts in the course	e to fill in the	bo	ĸes,	be	low	
A			B						
(C)			(D)						
(E)			(F)						
		l							

	Name:		ID#:	Date:				
How to Write Paragraphs & Essays Laver 2: Connect New Information								
	Layer 2: Conn	Layer 2: Connect New Information						
	K ey terms	The following terms and c	oncepts are introduc	ed in this lesson:				
	 Four-Square writing meth boxes to guide the construessays. 	nod - A structure that uses four uction of paragraphs and	 structure of writing - into sentences, paragr 	=	writing			
	 transition words - Phrases smoothly within a text. 	s that help connect ideas	 brainstorming - Generating ideas creatively without immediate critique. 					
	 writing blockers - Obstacl process. 	es that can disrupt the writing	 five-phase writing pro that includes planning publishing. 	cess - A comprehensive , drafting, revising, editir				
	Sections This lesson includes the sections below. Use this information to guide you note-taking and track your progress through the lesson.							
		A. "How will 'asking question	ns' help me write para	graphs & essays?"				
		B. "Why has writing been so	challenging?"					
		C. "How do I write paragrap	hs?"					
		D. "How do I write an essay	or report?"					
		E. The 3-D Writing Organize	r: digital version					
		F. How to write an email						

Name:	ID#:	Date:



How to Write Paragraphs & Essays

Layer 3: Confirm Understanding

Apply + Practice Follow the Writing Roadmap

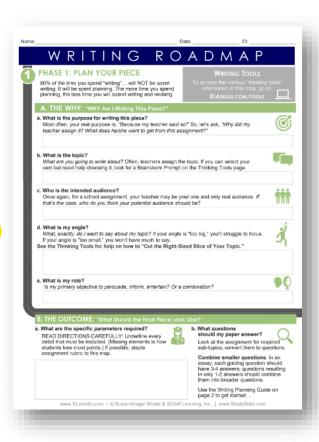
Ideally, the best way to "apply and practice" the content from this lesson is to write a report or essay using the information and tools provided in this lesson.

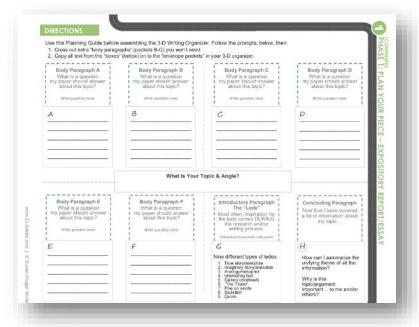
So, if possible, use these tools to write a report or essay assigned in another class OR write a research report about a potential career that enhances your strengths, as explored in Lesson 2. This assignment will get you started.

If you are not able to write a full report or essay, this assignment will help reinforce the strategies for future use.

Directions

Complete Phase 1 (pages 1 & 2) of the Writing Roadmap for a current writing assignment from another course -OR- a *potential* writing assignment about a career research paper.





pply + Practice Follow the Writing R	oadmap
W D I T I N C D C	4 D 14 4 D
WRITING RO	ADMAP
PHASE 1: PLAN YOUR PIECE	Writing Tools
80% of the time you spend "writing"… will NOT be spent writing. It will be spent planning. The more time you spend planning, the less time you will spend writing and revising.	To access the various "thinking too referenced in this map, go to: ELASKILLS.COM/TOOLS
A. THE WHY: "WHY Am I Writing This Piece?"	
a. What is the purpose for writing this piece? Most often, your real purpose is, "Because my teacher said so!" teacher assign it? What does he/she want to get from this assign	
b. What is the topic? What are you going to write about? Often, teachers assign the too own but need help choosing it, look for a Brainstorm Prompt on the second	
c. Who is the intended audience? Once again, for a school assignment, your teacher may be your that's the case, who do you think your potential audience should	
d. What is my angle?	And him II and III about the form
d. What is my angle? What, exactly, do I want to say about my topic? If your angle is " If your angle is "too small," you won't have much to say. See the Thinking Tools for help on how to "Cut the Right-Sized"	
What, exactly, do I want to say about my topic? If your angle is "If your angle is "too small," you won't have much to say.	d Slice of Your Topic."
What, exactly, do I want to say about my topic? If your angle is " If your angle is "too small," you won't have much to say. See the Thinking Tools for help on how to "Cut the Right-Sized e. What is my role?	d Slice of Your Topic."
What, exactly, do I want to say about my topic? If your angle is " If your angle is "too small," you won't have much to say. See the Thinking Tools for help on how to "Cut the Right-Sized e. What is my role? Is my primary objective to persuade, inform, entertain? Or a con-	d Slice of Your Topic." mbination?
What, exactly, do I want to say about my topic? If your angle is " If your angle is "too small," you won't have much to say. See the Thinking Tools for help on how to "Cut the Right-Sized e. What is my role?	d Slice of Your Topic." mbination?
What, exactly, do I want to say about my topic? If your angle is " If your angle is "too small," you won't have much to say. See the Thinking Tools for help on how to "Cut the Right-Sized e. What is my role? Is my primary objective to persuade, inform, entertain? Or a contain. B. THE OUTCOME: "What Should the Final Piece Look Li a. What are the specific parameters required? READ DIRECTIONS CAREFULLY! Underline every detail that must be included. (Missing elements is how students lose most points.) If possible, staple	d Slice of Your Topic." mbination? b. What questions should my paper answer? Look at the assignment for require
What, exactly, do I want to say about my topic? If your angle is " If your angle is "too small," you won't have much to say. See the Thinking Tools for help on how to "Cut the Right-Sized e. What is my role? Is my primary objective to persuade, inform, entertain? Or a contain. B. THE OUTCOME: "What Should the Final Piece Look Line. a. What are the specific parameters required? READ DIRECTIONS CAREFULLY! Underline every detail that must be included. (Missing elements is how	d Slice of Your Topic." mbination? ke?" b. What questions

P	Name:	, to Write	Paragraphs &)ate:
	0)	3: Confirm Un		LSSay	• -	
			Follow the Writi	ng Roa	dmap	
	1 PHASE	1: PLAN YC	OUR PIECE – EXPO	SITORY	REPORT/ESSA	ΑΥ
		Body Paragraph D What is a question my paper should answer about this topic?			Concluding Paragraph Now that I have covered a lot of information about my topic	How can I summarize the unifying theme of all the information? Why is this topic/argument important to me and/or others?
	nizer. Follow the prompts, below, then: 1. ts" in your 3-D organizer.	Body Paragraph C What is a question my paper should answer about this topic? Write question here:		Topic & Angle?	Introductory Paragraph The "Lede" Most often, inspiration for the lede comes DURING the research and/or writing process.	Nine different types of ledes: 1. True story/anecdote 2. Imaginary story/anecdote 3. Analogy/metaphor 4. Interesting fact 5. Gallery (overload) 6. "The Tease" 7. Play on words 8. Question 9. Quote
	ssembling the 3-D Writing Organions" (pockets B-G) you won't need.	Body Paragraph B What is a question my paper should answer about this topic? Write question here:	8	What Is Your T	Body Paragraph F What is a question my paper should answer about this topic? Write question here:	
9	de before av ody paragrap the "boxes" (Body Paragraph A What is a question my paper should answer about this topic? Write question here:			Body Paragraph E What is a question my paper should answer about this topic? Write question here:	

Name:	ID#: Date:
Skill De	co Write Paragraphs & Essays emonstration Form ctivity is to apply the information from this lesson to "real life" situations. It can be a stand-alone sed as preparation for the end-of-course Exit Presentation.
Directions	Complete the prompts below, in writing or with multimedia tools. NOTE: As an alternative to this form, a digital portfolio is provided throughout the curriculum
Section #:	Section Title:
Chapter #:	Chapter Title:
1. What is the skill (For example: taking n	or topic you learned? otes, using a planner, communicating with teachers, etc.)
	e of the evidence and a short description? :: a page of notes, a page from a planer, an email to a teacher, a photo of your organized binder or bedroom, etc.)
3. How does this ev	vidence illustrate what you learned about this skill or topic?
4. How/why/when	do you expect to use this skill or information in the future?
Rubric	Evaluation guidelines are below. (Your teacher will determine the total number of points possible.)
SCORE POINTS POSSIBLE	Performance Indicator
	The evidence provided demonstrates an <u>understanding of the concept/strategy</u> .
	The evidence provided demonstrates appropriate application to a current setting.
	The description of a future application demonstrates an understanding of the <u>potential use</u> for this concept/strategy.
	COMMENTS: