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THE WRITE WAY: GRAPHIC ORGANIZERS AND RESPONSE TO
LITERATURE WRITING

A Project

Presented to the faculty of the Department of Education
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in

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by

Shanna C. Parker

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Abstract
of
THE WRITE WAY: GRAPHIC ORGANIZERS AND RESPONSE TO
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by
Shanna C. Parker

Statement of Problem

While working as a 10th- grade level SDAIE English teacher, this researcher found the curriculum provided did not engage students in the learning process. SDAIE students struggled greatly with visualizing the writing process. While they looked to their instructor to model the process for them, they were fearful of attempting writing on their own. By adding supplemental materials and creating new lessons, the researcher was able to engage students and improve their ability to respond to literature that they were reading.

Sources of Data

Research to sustain the use of graphic organizers as a successful tool for writing instruction came from the most current articles available on the subject. Additionally, Holt had a textbook, interactive reader, and grammar book for the 10th-

grade English classroom from which a supplemental curriculum was created to use in addition to the provided curriculum.

Conclusions Reached

This writing handbook is a compellation of graphic organizers to use during the response to literature writing process. This handbook is designed for 10th grade students who are placed in SDAIE or regular English classes.

_____, Committee Chair
Rita M. Johnson, Ed.D.

Date

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Chapter 1

INTRODUCTION

Sitting in the same uncomfortable desk he is forced to sit in everyday, Christian cannot help but search the room for an empathetic acknowledgment from a peer who understands the confusion that plagues his mind. Frustration, boredom, and a complete lack of self-confidence cause the student to feel inadequately prepared for the assignment sitting in front of him. Year after year he has been faced with the same challenge, to write an essay about a specific topic. It's not just a lack of words that keeps him from beginning his essay, but rather a complete lack of understanding of how to approach the writing task. How is it that a teacher can ask for such high expectations from a student who has never been properly taught how to organize his ideas, or even begin the writing process? Christian feels as though he is the only student with this constant apprehension; however, many students face the same self-deprecating thoughts every year.

A spectator of a writing-centered classroom may be taken aback that a seemingly confident high school football player reading his essay aloud to the class would express himself as a 'bad writer', and the outgoing, passionate school president and future activist reading her essay would identify herself as only a 'poetic writer'. Opposite these outspoken students is a quiet, reserved, straight-'A' student who claims s/he 'cannot write to save their life', while a vivacious student, one who keeps a personal journal, deems that she herself will go on to be a journalist.

Purpose of the Study

Many students are concerned that they are not achieving at the appropriate pace to demonstrate a proficient level of writing. Students are so concerned about their inability to write that they turn papers in late, incomplete, or not at all.

Students “need to know that a response to literature is more than just a requirement set out in the state standards. They need to integrate response into the fabric of their readerly lives, thinking of it not as an end-of-the-book, teacher imposed assignment but as a necessary part of understanding and creating text” (Lattimer, 2003, p. 244). By learning how to respond to literature, students will develop habits that will support them in writing well throughout their lives. Through examination of texts, students will analyze and evaluate works of literature or an aspect of a work of literature as a process to help them better appreciate and understand the text as a whole. Students will learn to make connections to their own experiences as well as the world around them based on the texts they are reading. The value in this practice is undeniable because students can truly find a purpose in the importance of writing. This process will guide students to question, infer, synthesize, and develop new ideas in order to compose a piece of writing in response to the text. By following Lattimer’s suggestion that students need to have a thorough understanding and comfortable relationship with response to literature writing, there is potential to change a student’s perception of the entire formula of writing overall.

The focus of this study is on a deficiency in the literature regarding specifically graphic organizers as a tool to increase writing proficiency for response to literature

writing in an English classroom. While most research confirms that students are not reaching proficiency in writing as a whole in their academics, the best teaching practices and strategies for teaching response to literature writing has not been completely discussed.

The anticipated outcome of this project is to create a handbook of graphic organizers for response to literature writing that can be widely used in any 10th-grade English classroom which encompasses the requirements for proficiency as stated by the California State Standards, and/or the up and coming Common Core Standards. This project will provide teachers with research-based strategies to implement in their English classrooms in order to increase student success in writing response to literature essays. This project provides a supplemental method to incorporate response to literature writing into any textbook-based, novel-based, or teacher created curriculum classroom.

Statement of the Problem

Like students across the country (National Commission on Writing [NCW], 2003), far too many of California's students leave high school with inadequate writing ability. College professors recently reported that 50% of incoming freshman are not sufficiently prepared to write at a college level (Kiuahara, Graham, & Hawken, 2009). The negative consequences of insufficient writing skills for the individual range from a professor's decision to give an individual a failing grade for a poorly written essay, to an employer's decision not to hire or promote an individual with poor writing skills (Graham & Perin, 2007).

According to Graham and Harris (2005) struggling writers face difficult challenges outside of the classroom. Employment today requires that employees be able to write in multiple genres. But the negative consequences of this problem reach beyond the domain of the individual. American students are falling behind other countries in literacy skills as well, and the collective inability to write coherently and persuasively is affecting the country's status in the global economy (Graham & Perin, 2007). Kiuhara et al. (2009) reported that despite the United States efforts to reform schools with the No Child Left Behind Act, there is no sign that there are efforts to improve writing in American schools. Pointing out the nature of the current problem is not intended to suggest that there was ever a golden age of writing instruction where all students learned to write well; in fact, American education has a long history of difficulty in teaching students this skill (NCW, 2003). What has changed in recent years to make the problem more acute is the increasing demand for increasingly stronger writing skills (Myers, 1996). As the world moves more deeply into the Information Age and the time of the Knowledge Worker (Drucker, 1993), the need to communicate in written form intensifies.

Significance of the Study

The problem of poor writing is significant for a number of reasons. For one thing, the number of high school graduates who must take remedial writing courses during their first year in college has risen dramatically. When students are ill-prepared as writers, they are unable to truly keep up with the demands expected at the college level; thus American colleges have found that one-third of college students have to

register in remedial classes (Graham & Perin, 2007). The Secretary of Education's Commission on the Future of Higher Education (2006) reported a discrepancy between college faculty and high school teachers' perceptions of the amount of students that begin college with the appropriate level writing skills. College faculty observed that 44% of students come into college prepared, whereas high school teachers feel that 90% of high school graduates go onto college ready to meet the demands of college level writing. For another, employers have reported in survey after survey that they want to hire workers who can write but cannot find them. Employers stated they had to provide teenagers remedial lessons in writing skills because they were not meeting the requirements of the workplaces expectations (Paton, 2012).

Theoretical Base

The theoretical base for this project uses graphic organizers in order to explicitly support students in the learning process of writing. Students have the opportunity to incorporate visual help into their writing process. They will witness their teacher model how to complete the graphic organizer, collaborate with classmates to organize their own thoughts, and individually show mastery by successfully completing the appropriate graphic organizers for their writing. Ultimately students will be able to create their own graphic organizers to support their writing when it comes to standardized testing.

Definition of Terms

6-Traits of Writing: a reliable and accurate form of assessment for both students and teachers (Culham, 2010)

Analytical Scoring: a specific rubric used in order to provide specific details about an individual student's writing performance (Culham, 2010)

Direct Instruction: an instructional method that is teacher-led. It uses a structured vocabulary (Mastropieri & Scruggs, 2007).

Graphic Organizers: a graphic way to give structure to a text; places words visually (Noden, 2011).

Response to Literature: examining the components of the text, such as plot (including setting and conflicts), characters, and/or theme (Holt, Rinehart, & Winston, 2010).

Limitations

This project is limited to 10th grade teachers that implement curriculum using the 2012-2013 California State Standards. Even though the resource guide is written for a 10th grade level, it can be utilized in earlier grade levels and modified to meet students' needs. The project is also limited to teachers who have a desire to implement different types of teaching strategies in their classrooms. Therefore, this project may not appeal to all teachers.

Organization of Project

Chapter 1 consists of the purpose of the study, the statement of the problem, the significance of the project, the methodology, the theoretical base for the project, the definition of terms, the limitations, and the organization of the project.

Chapter 2 contains a thorough review of the literature. The chapter begins by discussing the current research on literacy problems facing American students,

including student performance and state test scores. It also includes an analysis of why writing is important. The chapter then goes into the California State Standards and what is specifically expected from students at different grade levels during the 2012/2013 academic school year. Then, the chapter transitions into the background of writing instruction and how it was taught in the past followed by the current research on teaching writing and best practices. Additionally, Chapter 2 looks at adolescent issues in instruction including lack of motivation. Finally, the chapter examines how writing is truly assessed in high school.

Chapter 3 reviews the project's methodology, organization, and classroom implementation.

Chapter 4 contains the summary, recommendation for implementation, and conclusions.

The Appendix contains the practical components of the project, which is a handbook of graphic organizers to support teaching response to literature writing in a 10th grade level English classroom. The handbook consists of explanations in how to implement the graphic organizers while following the writing process as well as the graphic organizers themselves.

The concluding section contains the references that were used in completion of the project and the corresponding handbook.

Chapter 2

REVIEW OF LITERATURE

Introduction

This chapter includes an examination of important components supporting the use of graphic organizers and the 6-traits-of-writing model as effective teaching strategies in 10th grade English Language Arts classrooms. The review begins by discussing current research about student test scores and the problems that face our students and their ability to write today. The author then provides information about why writing is important in society today along with California's expectations from students at different grade levels. The chapter continues to look at the background of writing instruction and how it was taught in the past followed by the current research on teaching writing by using the best practices. The author wraps the chapter up by reviewing adolescent issues in instruction and by examining how writing is assessed at a high school level.

What Data Tells Us

Instructors are often faced with the lingering question of how to help students find the intrinsic motivation to become lifelong learners. More specifically, it can be very difficult for students to be motivated to learn how to write if they are faced with writing apprehension. With the No Child Left Behind Act (NCLB), the California High School Exit Exam (CAHSEE), the California Standards Test (CST), and other high-stakes tests, English teachers need resources that can increase both writing motivation and writing proficiency in the classroom. Many English teachers feel they

are under constant pressure to teach to the test and push multiple choice practice and assessments instead of writing assessments. Because of the present educational restructuring, otherwise known as NCLB, the state itself is highlighting multiple-choice assessments, which require minimal amounts of writing (Graham & Harris, 2005). This limits what type of learning can occur within the classrooms and the ultimate proficiency level of the students (Graham & Perin, 2007).

Teachers have found that students “demonstrate only partial mastery of the writing skills needed for proficient work at grade level” (Kiuvara et al., 2009, p. 136). This is a major concern because “large numbers of adolescents graduate from high school unable to write at the basic levels required by colleges or employers” (Graham & Perin, 2007, p. 3). According to Taylor (2000) students need to be able to write a coherent expository essay in any content area if they wish to truly demonstrate literacy skills and to be successful in school and the workplace.

Many factors play a role in the underachieving literacy of students today. Hillocks (1987) suggests that schools are mainly at fault. According to the Alliance for Excellent Education (2007), very little writing instruction is happening in schools. Applebee and Langer (2006) found that students are not required to write often in any of their content area classes, nor are they required to write for any given period of time. American students cannot become literate, successful writers if instructors are not making writing a priority in the classroom (Alliance for Excellent Education, 2007).

The Importance of Writing

For college-bound or career-bound students, writing is a crucial component of their successful future. According to McCarthy and Kuh (2006) there is a gap between what a high school senior is able to do and what a freshman in college is able to do. A high percentage of high school students reported that they were not required to write lengthy essays, whereas approximately one-fourth of college students reported that they wrote multiple lengthy essays, typically between 5 and 19 pages, during one academic college year. This could be an overwhelming writing expectation for high school students entering college.

Looking at the aforementioned studies, the quality of writing must be enhanced if students are to thrive in college and/or the workplace. While only a few adults will go on in their life to claim careers as full-time writers, it is no less important to maintain proficient writing skills to uphold a career in America (NCW, 2003).

Grade Level Writing Expectations

California students are given state writing assessments in 4th and 7th grade in order to determine their proficiency for that particular grade level. Students are again asked to demonstrate proficiency on a 10th grade writing assessment via the CAHSEE. Before taking these assessments in the spring of the 4th, 7th, or 10th grade academic year, instructors are encouraged to follow the standards provided for them by the state of California. The chart (Appendix A) shows the grade-level writing expectations as noted by the California Department of Education (2009) for each of the above three grade levels.

Background of Writing Instruction

Writing instruction dates back centuries; however, some would argue that the true turning point for writing instruction was in 1875 when Harvard administered the first written entrance exam in which more than half of the applicants failed (NCTE, 2008). Almost immediately following the crisis of the entrance exam, Adams Sherman Hill, who administered the entrance exam at Harvard, began to teach remedial writing composition courses “just until the crisis passed” (Connors, 1997, p. 11). These remedial writing courses by no means fixed the problem of poor writing instruction, and even a century later writing remained a challenge in the education field. Prior to the 1980s, instructors and students both believed that students struggling with academic writing had some form of a learning disability (Fernsted & Reda, 2011). However, as research continues it is being found that deficiencies in writing are coming from the instruction itself.

What and how teachers instruct writing plays a heavy role in the overall writing achievement. Niemi, Wang, Steinberg, Baker, and Wang (2007) completed a study in which they focused on performance assessments done at a 9th grade level. The purpose of their study was to provide teachers with information about how to better prepare their students for state testing. Niemi et al. (2007) suggest that “when assessments—whether classroom, district, or state level—are intended to guide and improve instruction, the sensitivity of the assessments to instruction is an essential piece of the evidence needed to validate them” (p. 216). These “instructionally sensitive assessments” are those that can measure preceding instruction while giving

instructors a more focused sense of direction when preparing students for state testing. The study consisted of 49 ninth-grade classes with 886 students and taught by 25 English teachers (Niemi et al., 2007). Of the 25 English teachers, one-third of them taught an eight-day lesson focusing on writing, one-third of them taught an eight-day lesson focusing on literary analysis, and one-third of them taught an eight-day lesson of their choice. Niemi et al. (2007) concluded that students performed at a higher level (31.6% proficiency) in analyzing the literature in their writing when they receive a literary analysis focus during instruction. Adolescents need to not only learn the writing process, but they need to be educated in how to analyze the literature in which they are responding to.

Current Research on Practices in Writing Instruction

When instructing students to write, it is important to look at the best practices for instruction. There is no one-size-fits-all approach to teaching writing in the classroom. However, research demonstrates that there are more effective strategies than others. Graham, Harris, and Herbert (2011) suggest three ways in which writing can improve in the classroom.

1. Writing improves when teachers and peers provide students feedback about the quality of their writing.
2. Writing improves when students are taught to evaluate the effectiveness of their own writing.
3. Writing improves when teachers monitor students' progress on an ongoing basis.

Graphic organizers are one strategy that teachers have found to scaffold writing (Chien Ching, & Seng Chee, 2009). Graphic organizers are a graphic way to give structure to a text by helping to place words visually (Noden, 2011). Main ideas, usually bullet points or phrases, are organized logically on the graphic organizer in a structured way that helps put the information in the form of a picture. Simmons, Griffin, and Kameenui (1988) suggest that graphic organizers are an effective tool to use for both pre-organizing content and post-organizing content.

Baxendell (2003) suggests that the three most important things to remember about graphic organizers are to be consistent, coherent, and creative. Because students learn in different ways and at different paces, graphic organizers are a successful tool in improving the comprehension and application of content matter (Baxendell, 2003). Although there are many different formats and styles of graphic organizers, consistency is one key to successful implementation. When introducing a new writing unit, an instructor should use a standard set of graphic organizers and set up a routine for applying them in the classroom. Baxendell (2003) also notes that when choosing a graphic organizer, instructors need to limit the number of ideas being covered. It is important to limit confusion, and by keeping the graphic organizers straightforward, students will find themselves to be more successful. Finally, using graphic organizers at creative times in a lesson will really solidify a student's understanding of a concept. Instructors can use graphic organizers in homework assignments, test reviews, writing instruction, or even group work (Baxendell, 2003).

Meyers (1995) discovered a value in the implementation of graphic organizers during the writing process. Goldstein and Carr (1996) noted in their research that “teaching the cluster of writing techniques known collectively as writing process is associated with higher average writing proficiency among students” (p. 1). The writing process is an effective way to help students learn how to write proficiently. Tracy, Reid, and Graham (2009) also suggest that “one promising approach to enhancing the writing skills of students is to directly teach them strategies for carrying out basic writing processes such as planning, drafting, and revising” (p. 323). Applebee (1986) noted that prior to the writing process all teachers would do was assign writing, collect writing, and then give generous feedback on grammatical errors. Emig’s (1971) original research on the writing process illustrated how grammar-focused writing criticism limited a student’s ability to write.

Like Applebee (1986) and Emig (1971), Fernsten and Reda (2011) agree that having an extreme emphasis on grammatical issues, when assessing student writing, can be “counterproductive to effective pedagogical writing practice” (p. 173). Effective strategies need to be introduced at this point for teaching students how to write a response to literature essay that is both clear and organized.

Adolescent Issues in Instruction

Troia (2006) noted in her research on writing instruction that students struggle with writing when they are not sure of what the final product should be. A struggling writer, without a vision or purpose for writing, becomes more apprehensive about the

process. Likewise, Peter Elbow (1998) suggests that students are plagued by an evil that is not just in the writing process itself, but also in the assessment of the writing:

When you write for a teacher you are usually swimming against the stream of natural communication. The natural direction of communication is to explain what you understand to someone who doesn't understand it. But in writing an essay for a teacher your task is usually to explain what you are still engaged in trying to understand to someone who understands it better. (p. 219)

The assessment of writing isn't the only factor that causes issues in adolescent motivation. Motivation itself can be affected by the overall negative feelings caused by anxiety of writing. According to researcher Spaulding (1992), we not only need to help our students to write, but we need to help them learn how to want to write. Bruning and Horn (2000) suggest that developing motivation to write can be divided up amongst four clusters: (a) nurturing functional beliefs about writing, (b) fostering engagement using authentic writing tasks, (c) providing a supportive context for writing, and (d) creating a positive emotional environment.

Cluster one notes that "belief in one's competence as a writer...seems essential to writing motivation" (Bruning & Horn, 2000, p. 28). If students are unable to see themselves positively when it comes to writing, their own anxiety will keep them from showing their utmost proficiency. Cluster two is dependent upon the teacher's choice of the writing assignment. When students are presented with writing assignments that are related to real-world experiences, they are faced with a writing task that can

motivate them to use their own voice and their ability to express it (Bruning & Horn, 2000).

Cluster three mentions how motivation is affected by the overall context for writing. Bruning and Horn (2000) explain that “for students to engage fully and success in writing, they need to be able to tap motivational resources embedded in the task itself” (p. 31). Finally, cluster four emphasizes the importance of creating a positive emotional environment. The most apparent place to begin with this is to remove situations that make writing a negative encounter (Bruning & Horn, 2000). Teachers need to spend an equal amount of time noting good writing in a classroom as they do noting areas of improvement.

When writing instructors know the ways in which to motivate students to write, understand how their students feel about writing, and have strategies to help students to be successful, teachers can provide the necessary tools to help students overcome their own issues in writing.

Assessment of Writing in High School

Culham (2010) suggests that assessing student writing can be similar to carrying a double-edged sword. She recommends that teachers do not simply assess student writing in order to give the student a number, but to assess student writing in order to help students to become lifelong-writers. Similarly, Beers, Probst, and Rief (2007) propose that there are discrepancies between what writing should look like in a classroom. There is writing in the classroom that can be celebrated with students, and there is writing done through state testing that can point out students’ shortcomings.

So, how is it that instructors know what “good” writing looks like? Graham and Perin (2007) define good writing as “coherently organized essays containing well developed and pertinent ideas, supporting examples, and appropriate detail” (p. 14). Thus, Hillocks (1987) proclaimed that grammar cannot be the sole focus of how instructors assess writing proficiency. Instructors should consider the overall process that the student went through when creating their writing assignment.

Additionally, Brimi (2011) examined the effectiveness of grading done by high school English teachers:

In the end, if our goal is to teach students to write for an audience beyond a teacher or a rubric, we must recognize the peculiar nature of this discipline.

Writing, by nature, is a personal transaction of ideas from author to readers.

Our opinions of writing vary on even the most esteemed of works. (p. 8)

Unfortunately, when it comes to assessing student writing, it can be a very subjective process. As Smit (2010) noted about a study in which 300 essays were read and evaluated by 53 different readers, “Paul Diederich (1974, p. 6) found that 101 essays ‘received every grade from 1 to 9 [the entire range possible]; 94 percent received either seven, eight, or nine different grades’” (p. 1). These wide range of scores were the caused by lack of a common rubric.

Similarly, Purves (1988) completed a cross-cultural study in which he had evaluators from different countries assess writing analytically. His findings identified a clear difference and distinctiveness amongst different traits in writing.

In order for instructors to really evaluate the process, they have to first decide on or develop a rubric. The most important step in the creation of an assessment rubric is to identify the qualities that need to be exhibited in proficient student writing (Brookhart, 1999). Once the instructor has identified what “proficient” looks like, they can then identify what a lack of proficiency would look like. This form of rubric, otherwise known as an analytical rubric, helps to articulate understanding of each separate criterion without giving a subjective score to the writing assignment.

Because of Diederich’s (1974) and Purves’ (1988) findings, Spandel and 17 of her colleagues researched ways of assessing writing that would help writing instructors to be more effective (Six Traits Gurus, n.d.). Culham (2010) noted two common ways in which English teachers assess students’ writing: holistic scoring and analytic scoring. Writing is best approached as a holistic process that does not teach grammar, sentence structure, format, or revision in isolation (National Council of Teachers of English [NCTE], 2008). When students are taught that the writing process is flexible and that revisions come at all steps of the process, they become more effective writers. Likewise, Perkins (1983) agreed that holistic scoring is the most effective method when an instructor is looking for overall writing proficiency.

Arter, Spandel, Culham, and Pollard (1994) completed a study that has come to be known as one of the most effective studies for the six traits. Their study involved 132 students from six different fifth-grade classrooms. The classes were randomly assigned as the treatment group receiving six traits instruction (67 students) or a control group (65 students). Students participating in the treatment group showed a

larger growth in their writing performance, whereas the students in the control group showed only a small growth.

Conclusion

In conclusion, students can demonstrate proficient writing through the use of graphic organizers as a supplement to the writing process. The strategies suggested by Bruning and Horns (2000) to motivate students to write have been proven to be effective. Additionally, Vicki Spandel's six-traits-of-writing model (Six Traits, n.d.) can support students in revising their own writing to display a better understanding of writing application. Finally, implementing graphic organizers at all levels of the writing process will help students to generate and organize their writing.

Chapter 3

METHODOLOGY

Introduction

This chapter outlines the proposed setting where this project is to be used and the proposed participants that will both instruct and learn from the use of lessons in this project. Additionally, this chapter outlines the methodology used to create the graphic organizers as well as the when to implement the graphic organizers in a classroom.

Setting

The researcher created this project for 10th-grade level English classes in a suburban school located in Northern California; however, the handbook can be used at both a middle school level and/or in beginning level college writing course. The implementation of this project was designed for use in any secondary level English class in which response to literature writing was being taught. An individual student copy of each graphic organizer is a necessary requirement in order to make the handbook effective.

Participants

The researcher created this project for a diverse population of learners in a secondary level English class. The graphic organizers would work for teenage learners of all genders and ethnic backgrounds. The project provides suggestions and explanations of graphic organizers, which teachers may use or adapt to fit their own personal style. While the handbook of graphic organizers for response to literature

writing is a supplement to the 10th-grade *Holt Literature and Language Arts* (Holt, Rinehart, & Winston, 2010) textbook, the lessons can be used in conjunction with most language arts curriculum.

Instruments

The researcher created the handbook of graphic organizers for response to literature writing for use with the secondary level textbook *Holt Literature and Language Arts* (Holt, Rinehart, & Winston, 2010). The first step in the creation of the graphic organizers was the review of literature that covered English Language Arts standards and educational theories behind effective instructional writing strategies. In addition, an analysis of best practices in writing instruction and how to use graphic organizers was identified. Finally, the researcher's personal experiences from instructing writing in the classroom helped pinpoint what should be included in the graphic organizers.

Design

Graphic Organizers

The researcher used the following four categories of the writing process to design and choose the appropriate graphic organizers: pre-writing, drafting and writing, sharing and responding, and revising and editing. After the description of the types of graphic organizers used in writing instruction, the researcher included the names of the graphic organizers that illustrated the matching characteristics from the project.

Pre-writing Graphic Organizers

The purposes of the pre-writing graphic organizers were to support the need to plan before writing. According to Kamehameha Schools (2007), “students spend little time thinking and planning how to express their thoughts before writing them down and therefore are not accessing information and ideas that could possibly enhance their writing” (p. 3). When teaching the writing process, the pre-writing graphic organizer is used at the beginning in order to allow students to compartmentalize their initial thoughts.

Drafting and Writing Graphic Organizers

The Drafting and Writing Graphic Organizers were included to maintain the need for practicing the writing before publishing it. Drafting allows students to get their thoughts on paper, move their thoughts around, and organize them in a way that make sense to the writing prompt. According to Sundeen (2007), beginning writers find it challenging to visualize how the writing is organized. Students “often have trouble realizing that the introduction and conclusion are not only related to each other, but also that the body paragraphs are simple an extension of these main concepts” (p. 32). The Drafting and Writing Graphic Organizers are used during the second part of the writing process in order to help students organize their essays.

Sharing and Responding Graphic Organizer

During the sharing and responding phase of the writing process, students share their work to gain feedback, are involved in peer editing, and partake in writing workshops (Kamehameha Schools, 2007). This part of the process allows students to

generate feedback from both their peers and their teacher in order to better prepare them for the revising and editing phase. The Sharing and Responding Graphic Organizers are used after students have drafted their writing and are approaching their final product.

Revising and Editing Graphic Organizer

Both editing and revising are important parts to the writing process; however, they are very different. Editing is a very basic approach in which writers address the problems associated with their spelling, grammar, punctuation, and word choice. Revising on the other hand is a process in which the writer looks at the paper as a whole. The revision process deals with focus, organization, supporting evidence, voice, and the paper's overall strengths and weaknesses. The Revising and Editing Graphic Organizers are used at the very end of the writing process to adjust both content and conventions.

Assessment

When it comes to any classroom assignment, the first question that typically comes out of a student's mouth is "Is this going to be graded?" It is important that students understand the components of the assignment, and that students are aware of what the true end goal is. The author initially set out to discover why writing is such a challenge for students at a secondary level. Once the author began her own research in her classroom, she also sought to find out the most effective strategies for assessing student writing.

This project, a handbook of graphic organizers for response to literature writing, focuses on the writing process in order to help guide a novice writer and support students when it comes to independent state writing assessments. This project includes five graphic organizers for each stage of the writing process: prewriting, drafting and writing, sharing and responding, and revising and editing. These graphic organizers are not meant to be the only option when it comes to response to literature writing; however, the researcher found these twenty organizers to be the most effective in promoting proficiency. Additionally, this project includes a six-traits-of-writing assessment rubric. Research shows that when writing is being critiqued that the typical assessors look for similar expectations from their students. Ultimately, the six-traits rubric encompasses the most common ways in which writing is assessed. There are two ways in which to assess student writing: formative and summative. Formative assessment is an assessment for learning, while summative assessment is an assessment of learning.

For this project, graphic organizers are used as a constant formative assessment tool. The formative assessment helps to guide teachers in planning their future instruction. Throughout the writing process, teachers can give students feedback within their graphic organizers. Chien Ching and Seng Chee (2010) researched the effects of giving novice writers comments in their graphic organizers throughout the writing process and found that students' significant ideas improved overall. Students were more likely to remain on topic and to incorporate relevant thoughts into their writing.

The six-traits rubric is typically used as a formative assessment tool because it allows teachers to give students feedback in all six categories in which they are being assessed; however, there is an option to use this rubric as a summative assessment tool as well. When using a holistic rubric as a summative assessment tool, it can help to give an overall assessment of performance for each individual writing skill. While feedback is given on the graphic organizers and the six-traits rubric during formative assessments, there is not feedback given on summative assessments. When used as a summative tool, overall scores represent the following:

Score of 6: Almost all of the traits are met. The writer demonstrates sophisticated, though not necessarily perfect, control of these skills. This indicates exceptional writing skill. (Advanced)

Score of 5: The writer demonstrates consistent, but not sophisticated, control of most of the traits, indicating some slight weakness, but still very good skill in writing. (Proficient)

Score of 4: The writer demonstrates consistent control of writing based on the bullets to indicate an appropriate and acceptable writing skill. (Proficient)

Score of 3: The writer demonstrates inadequate control of several skills as indicated by the bullets in this score point. (Basic)

Score of 2: The writer demonstrates poor control of skills as indicated by the bullets in this score point. (Below Basic)

Score of 1: The writer demonstrates inferior skill as indicated by the bullets in this score point. (Far Below Basic)

Conclusion

This project focuses on supporting student achievement during the response to literature writing process. Through a review of the literature and a creation of this project, the researcher found that in order for students to be successful they have to be fully aware of the writing expectations via a rubric, be given a variety of support materials via graphic organizers, and be aware that the entire writing process is crucial in order to achieve proficiency as a novice writer.

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Even with the California State Standards, students across the state are leaving high school unprepared for both college and the workplace. Because of such poor writing skills, students are being forced to waste college tuition on units to help them at the beginning stage of writing, and employers are being forced to lose money in order to provide training in proficient writing. Had proper writing instruction been provided at a secondary level, students would be more prepared to enter to world outside of high school.

Writing instruction dates back centuries and has come a long way, but there is still plenty of room for growth and improvement. One way in which writing instruction has improved is through the implementation of graphic organizers throughout the writing process. Graphic organizers allow students an opportunity to organize their thoughts and writing in a visual way. As students become more familiar with the process, they are then able to create their own graphic organizers to support their writing. Students writing at a proficient level have better opportunities arise for themselves.

The main intention of this project is to help students gain a better understanding of the writing process prior to leaving high school. Response to literature writing is a challenging writing task because it calls upon students to first be literate and then to be able to respond to literature in an analytical way. All students

need to be able to write proficiently. Thus, students need to receive competent writing instruction at the secondary level that will support them in their future writing endeavors, whether they are in a college setting or a future career.

Conclusions

Research indicates that writing instruction is floundering, and students are not demonstrating mastery of writing skills. Additionally, educators feel ill prepared to teach the challenging skill of writing at a proficient level. Both administrators and educators must do something about this or else we are not only failing our students, but we are failing our society as a whole. Research-based effective instructional writing strategies along with the use of graphic organizers will help students to improve their writing skills. These instructional practices will help to prepare students for higher education outside of high school or the workforce.

Graphic organizers provide a framework for which students can find success in their writing. When implementing graphic organizers throughout the writing process, there is a considerable potential for students to retain the information, be able to organize their own thoughts to formulate an essay, and to help students to further create their own graphic organizers for their writing when they are being assessed on high stakes writing exams.

Recommendations

Further research in the area of state writing assessments is needed in order for teachers to better prepare their students for such high expectations. Because of this statewide writing requirement, it is crucial for all teachers in all content areas to

receive the appropriate writing instruction training. Writing is not limited to the English classroom, and research shows that it should not be. Students need to write more in general, in all formats, and in all content areas.

Also, teachers need to serve as a support for student learning. Writing is a complex process, and teachers need to model their expectations as well as guide students through the process. For many teachers, graphic organizers are included in their district-provided curriculum. However, they have never been properly educated in how to instruct using the graphic organizers. Not only do teachers need training in writing instruction, but they also need to receive training in how to properly incorporate graphic organizers into their everyday lessons.

There is not one perfect process or philosophy to improve writing skills amongst students, but there are research-based resources available to help aid the efforts of helping students' attain writing proficiency. Through a specific focus on graphic organizers, the 6-traits, and the use of an analytical rubric, students will be better prepared to enter college or the workplace.

The failure to learn to write goes beyond problems students might have with spelling, grammar, punctuation, and related mechanical issues. Writing is a more inclusive construct that calls on a whole set of skills and knowledge. Although writing ability requires technical proficiency, Kieft, Rijlaarsdam, Galbraith, and van den Bergh (2007) reported that it also requires understanding of the processes writers use to produce texts, as well as knowledge of the rhetorical context in which the writing takes place:

Learning to write well is not only a matter of learning how to carry out and combine the different components of the writing process. It also involves learning what the particular form of discourse is and how to incorporate these genre features into the writing process. (p. 567)

APPENDICES

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APPENDIX A

Background of Researcher

Background of Researcher

While working as a 10th-grade English teacher at a low income, urban high school in Sacramento, the researcher was faced with many struggling writers. After assessing her students to determine their reading level at the beginning of the year, she found a majority of her students (mostly the EL students) were reading at or below a fourth grade level. Because of this, the researcher was noticing that her students were unable to write a complete sentence, let alone an entire essay. This revelation opened her eyes to the fact that her students could not write at a 10th grade level, thus giving her the idea to research best teaching practices and supplemental materials to support struggling writers in a 10th grade classroom.

APPENDIX B

Grade Level Writing Expectations Chart

4th Grade Level Writing Standards

2.1 Write narratives:

- a. Relate ideas, observations, or recollections of an event or experience.
- b. Provide a context to enable the reader to imagine the world of the event or experience.
- c. Use concrete sensory details.
- d. Provide insight into why the selected event or experience is memorable.

2.2 Write responses to literature:

- a. Demonstrate an understanding of the literary work.
- b. Support judgments through references to both the text and prior knowledge.

2.3 Write information reports:

- a. Frame a central question about an issue or situation.
- b. Include facts and details for focus.
- c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).

2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

Students write clear, coherent sentences and paragraphs that develop a central idea.

1.2 Create multiple-

paragraph compositions:

- a. Provide an introductory paragraph.

- b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.

- c. Include supporting paragraphs with simple facts, details, and explanations.

- d. Conclude with a paragraph that summarizes the points.

- e. Use correct indentation.

Their writing shows they consider the audience and purpose.

1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.

Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

The student documents sources by

- 1.5 Quote or paraphrase information sources, citing them appropriately.
- 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).
- 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
- 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
- 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

7th Grade Level Writing Standards

- 2.1 Write fictional or autobiographical narratives:
 - a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
 - b. Develop complex major and minor characters and a definite setting.
 - c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).
- 2.2 Write responses to literature:
 - a. Develop interpretations exhibiting careful reading, understanding, and insight.
 - b. Organize interpretations around several clear ideas, premises, or images from the literary work.
 - c. Justify interpretations through sustained use of examples and textual evidence.
- 2.3 Write research reports:
 - a. Pose relevant and tightly drawn questions about the topic.
 - b. Convey clear and accurate perspectives on the subject.
 - c. Include evidence compiled through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries).
 - d. Document reference sources by means of footnotes and a bibliography.
- 2.4 Write persuasive compositions:
 - a. State a clear position or perspective in support of a proposition or proposal.
 - b. Describe the points in support of the proposition, employing well-articulated evidence.
 - c. Anticipate and address reader concerns and counterarguments.
- 2.5 Write summaries of reading materials:
 - a. Include the main ideas and most significant details.
 - b. Use the student's own words, except for quotations.
 - c. Reflect underlying meaning, not just the superficial details.

| | | |
|--|---|---|
| Students write clear, coherent, and focused essays. 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas. 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. 1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts. | The writing exhibits students' awareness of the audience and purpose. 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. | Essays contain formal introductions, supporting evidence, and conclusions. |
| Students progress through the stages of the writing process as needed. 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary. | | |

10th Grade Level Writing Standards

- 2.1 Write biographical or autobiographical narratives or short stories:
- Relate a sequence of events and communicate the significance of the events to the audience.
 - Locate scenes and incidents in specific places.
 - Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.
 - Pace the presentation of actions to accommodate changes in time and mood.
 - Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.2 Write responses to literature:
- Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
 - Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
 - Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

- 2.3 Write expository compositions, including analytical essays and research reports:
- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - b. Convey information and ideas from primary and secondary sources accurately and coherently.
 - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - f. Use technical terms and notations accurately.
- 2.4 Write persuasive compositions:
- a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
 - d. Address readers' concerns, counterclaims, biases, and expectations.
- 2.5 Write business letters:
- a. Provide clear and purposeful information and address the intended audience appropriately.
 - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - c. Highlight central ideas or images.
 - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
- a. Report information and convey ideas logically and correctly.
 - b. Offer detailed and accurate specifications.
 - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
 - d. Anticipate readers' problems, mistakes, and misunderstandings.

| | | |
|--|--|---|
| <p>Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument.</p> <p>1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.</p> | <p>The writing demonstrates students' awareness of the audience and purpose.</p> <p>1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p> <p>1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p>1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).</p> | <p>Students progress through the stages of the writing process as needed.</p> <p>1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> |
|--|--|---|

APPENDIX C

The Graphic Organizer Handbook for Response to Literature Writing

The Graphic Organizer Handbook for Response to Literature Writing

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How to Use Graphic Organizers for Prewriting:

Many students find writing to be a difficult process because, more often than not, there has been no pre-writing done. By using a graphic organizer, students and teachers will find that prewriting will help students establish a roadmap for their writing.

Instructions

1. The main focus of a response to literature essay is to examine the main idea of a text. It is important to first find the main idea and note it.
2. Brainstorming comes next. While thinking about your main idea, you will want to note any and all ideas that come to your mind. During brainstorming, do not ignore any ideas that come to your mind. Write everything down.
3. Next, you will want to move things around. Graphic organizers allow you the freedom to find connections between different ideas you have come up with. You can find these connections by moving your ideas around.
4. Once you are done moving things around, you will use a graphic organizer to help you to organize your thoughts. Take a look at all the concepts that you've put down during the brainstorming session, and decide which ones definitely are related to the "Main Idea" and which ones can be put to the side.
5. Finally, during prewriting you will want to give your ideas some structure. You will want to give your writing an introduction, a body, and a conclusion.

The Prewriting Process: In a whole group discussion, discuss the steps of the writing process with your students beginning with prewriting. This discussion can be a “chalk talk” where you call student to the board to write their own ideas of what prewriting is, or a “brainstorm” in which the teacher notes different ideas that the students have.

The Prewriting Graphic Organizers: Choose one of the prewriting graphic organizers from the descriptions below, photocopy a class set, and distribute them to students.

1. Brainstorm Graphic Organizer:

Students use this organizer during the Pre-Writing stage of the Writing Process to jot down their thoughts and ideas about the literature—as they read and prepare to write an opinion piece on the corresponding literature. The brainstorming graphic organizer is designed so that there are no wrong answers in brainstorming (Sundeen, 2007).

2. Three Big Ideas Graphic Organizer:

Students use this graphic organizer during the Pre-Writing stage of the Writing Process to group the ideas they used on their “Brainstorming Graphic Organizer” into three categories or concepts. This is a more formulaic approach to a five-paragraph essay, but can be modified to fit an essay of any length. The students begin by

Appendix C Part 1
Page 2 of 7

writing the big ideas in the three bubbles and then listing two or three of the related words on the lines below.

3. Prewriting Graphic Organizer:

This graphic organizer helps students TAP the prompt. TAP means to identify the topic, audience, and purpose before writing. This will help students to ensure they stay focused throughout their essay.

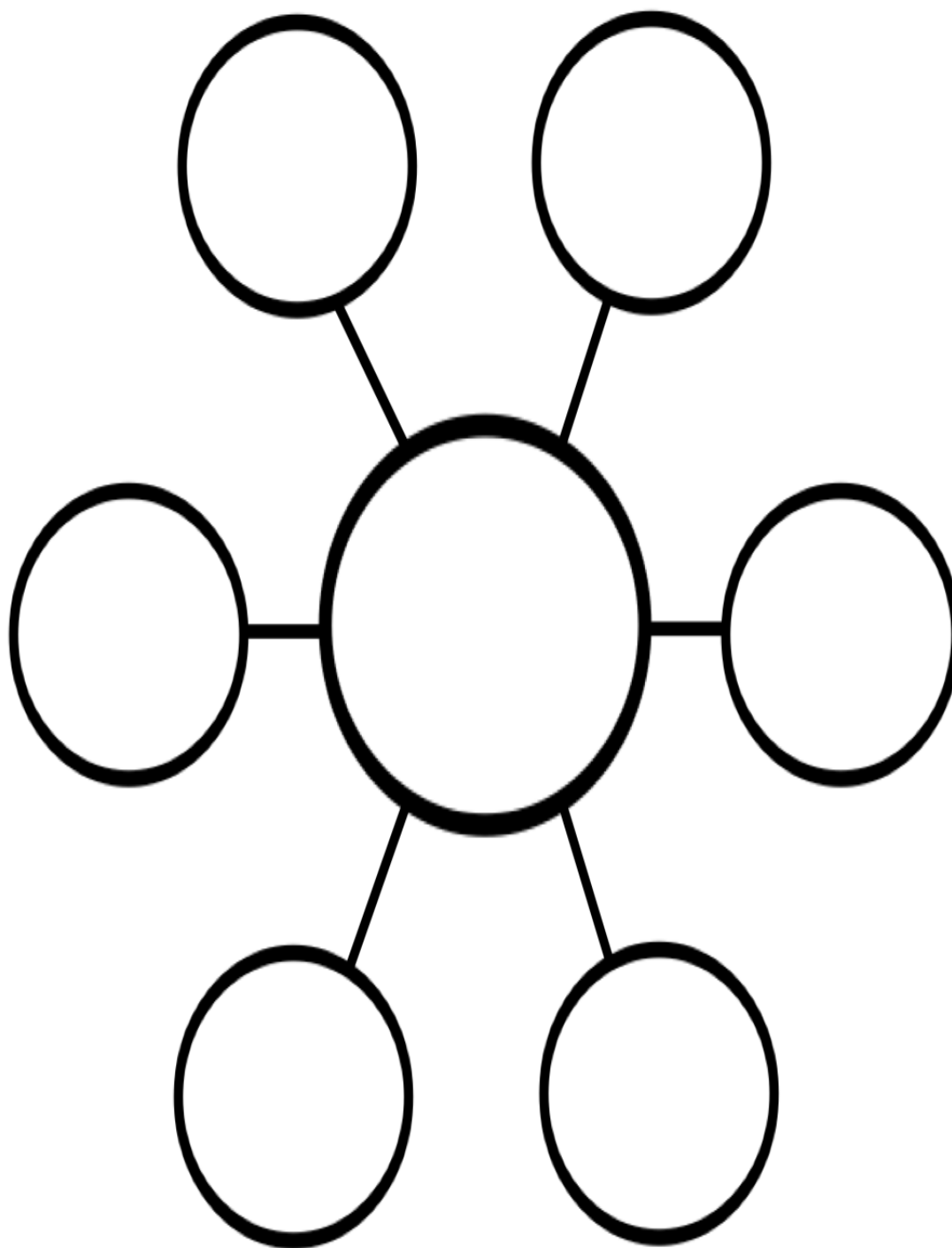
4. Getting Ready to Write Graphic Organizer:

The Getting Ready to Write Graphic Organizer is used as a whole-class activity. The graphic organizer helps students to identify important information before beginning their writing.

5. Story Pyramid Graphic Organizer:

This graphic organizer is designed to help students identify the different, and most important, components of the text they are going to write about. This organizer can help students narrow in on a topic.

Brainstorm Graphic Organizer

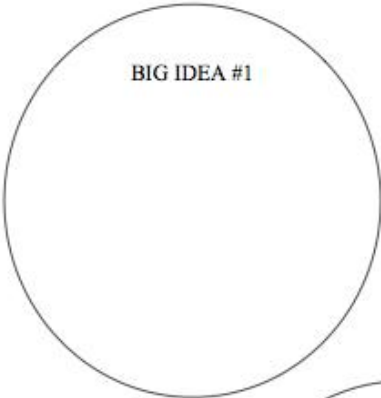


Three Big Ideas Graphic Organizer

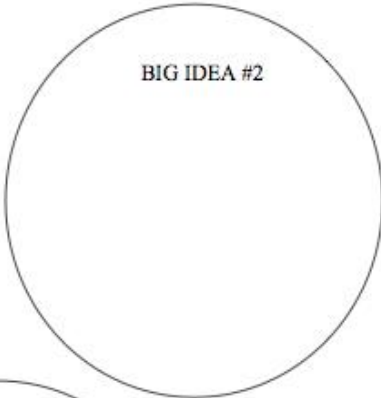
Three Big Ideas Graphic Organizer

| Related Words for Big Idea #1 | Related Words for Big Idea #2 |
|-------------------------------|-------------------------------|
| | |
| | |
| | |

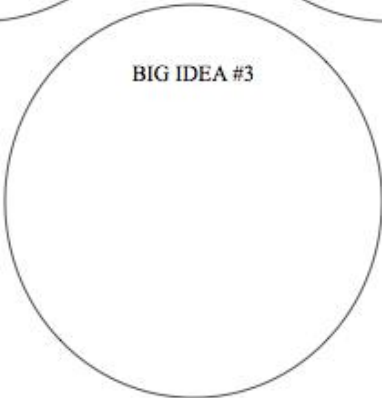
BIG IDEA #1



BIG IDEA #2



BIG IDEA #3



| Related Words for Big Idea #3 |
|-------------------------------|
| |
| |
| |

Appendix C Part 1
Page 5 of 7

Prewriting Graphic Organizer

PREWRITING ORGANIZER

Name _____

Date _____

| TOPIC | AUDIENCE | PURPOSE |
|--|---|---|
| What am I going to write about? What do I know about this topic? What information do I need to write about this topic? Where will I be able to find this information? | Who will read my writing? What could my audience already know about this topic? How could my writing influence what my audience thinks about the topic? | What reaction or response do I want my writing to prompt? What should this writing accomplish? |
| | | |

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Getting Ready to Write Graphic Organizer

Name _____

Date _____

**GETTING
READY TO
WRITE**

The Five Ws

Who

What

Where

When

Why

Introduction

Story Pyramid Graphic Organizer

STORY PYRAMID

Name _____

Date _____

DIRECTIONS: Write the requested information in the spaces below.

Main character's name

Two words describing this person

Three words describing the setting or place

Four words describing an important event

Five words describing the main idea or the importance of this event

How to Use Graphic Organizers for Drafting and Writing:

During the drafting and writing phase of the writing process, students need to develop and write down ideas, organizing them into a sequence, and providing the reader with a frame for understanding these ideas. The end result is a composition or "first draft" of the ideas.

Instructions

1. The main focus of drafting and writing is to get thoughts on paper. When it comes to response to literature writing, the first thoughts you want to get onto paper are for your introductory paragraph. The introduction consists of three parts: a hook, background information, and a thesis statement.
2. Body paragraphs come next. Body paragraphs include transition words, evidence from the text, and analysis of the evidence.
3. After analyzing the text, students then create conclusion paragraphs. Conclusions contain a restatement of the original thesis in new words, comments on each of the body paragraphs, and making a connection to their own personal life.

The Drafting and Writing Process: The process of drafting a response to literature essay begins with an analysis of the prewriting. The writer must use their prewriting graphic organizers to determine a focus for their essay. This may involve narrowing the focus of the topic and perhaps identifying a purpose for the essay.

The Drafting and Writing Graphic Organizers: Read the descriptions of each graphic organizer below, photocopy a class set, and distribute them to students.

1. Introduction Graphic Organizer:

Students use this graphic organizer during the drafting stage of the writing process. Students begin by creating a hook, giving background information about the text they are responding to, and creating a thesis statement to focus their paper on.

2. Writing Evidence Graphic Organizer:

This graphic organizer is used to identify text that supports the students' thesis statements. This graphic organizer helps students to embed their quotes within a transition and their own words.

3. Conclusion Paragraph Graphic Organizer:

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Page 2 of 8

The conclusion paragraph graphic organizer allows students to reflect on their overall essay and restate important points.

4. Response to Literature Graphic Organizer:

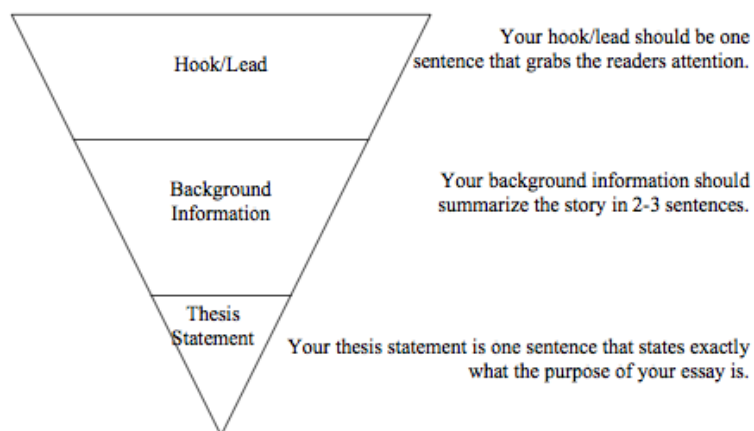
The response to literature graphic organizer helps students to pinpoint what their supporting evidence will be to support their thesis statement.

5. Practice Guide for an Informal Outline Graphic Organizer:

The practice guide graphic organizer is used during the writing phase of the writing process. This graphic organizer is used for students to stretch their ideas and to organize all parts of their essay including: introduction, body paragraphs, and conclusion.

Introduction Graphic Organizer

Introduction Paragraph



Introduction

| | | |
|---|--------------------------------------|----------------------------|
| Hook/Lead | | |
| The meaning of the topic that is being written about: _____ | | |
| Background Information – IVF statement | | |
| Identify (author and story) | Verb (someone does something) | Finish your thought |
| | | |
| Finish your summary (2-3 sentences) | | |
| | | |
| Thesis Statement | | |
| | | |

Adapted from Step Up to Writing (see references)

Writing Evidence Graphic Organizer

Writing Evidences

Each of your pieces of evidences should have the following four parts:

Transition + Your Words + Quote From Text + MLA Citation

| Transition | Your Words | Quote | MLA Citation |
|--|--|-----------------------------|--|
| 1 st evidence: For example, For instance, One example of | After _____ When _____ Before _____ | “ _____ _____ _____ ” | (Author ###). (###). |
| 2 nd evidence: Also, Further, In addition, | As _____ Although _____ While _____ Since _____ | | * Only include the author's name in the first citation. |

Example: Evidence for The Odyssey (Intelligence)

For example, when Odysseus reached the land of the Lotus Eaters, he “sent out two picked men and a runner to learn what race of men that land sustained” (658).

Example: Evidence for The Odyssey (Bravery)

For instance, after Odysseus's men tried the Lotus Flower, he “drove them all three wailing, to the ships, tied them down under their rowing benches (658).

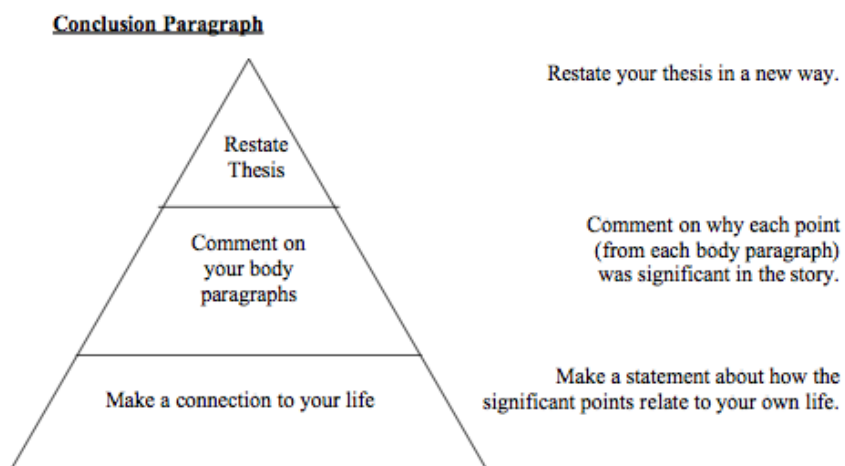
Writing Explanations for The Odyssey

Possible sentence starters:

- Odysseus is brave/intelligent/arrogant because _____.
- Homer shows Odysseus's bravery when _____.
- (Event or action) was brave because _____.

Adapted from Step Up to Writing (see references)

Conclusion Paragraph Graphic Organizer



Conclusion:

| |
|---|
| Restate your thesis |
| |
| Comment- Why was this point significant? |
| |
| Connection to your life |
| |

Example: Conclusion for The Odyssey

During his journey, Odysseus was fearless, smart, and selfish. Homer portrayed Odysseus as brave because he had to face different creatures. Odysseus also had to be intelligent because he had to make a plan to escape. However, Odysseus's arrogance caused his men's deaths for Odysseus's own selfishness. Modern heroes such as Batman could learn from historical heroes such as Odysseus.

Adapted from Step Up to Writing (see references)

Response to Literature Graphic Organizer

Response to Literature Graphic Organizer

| | |
|--|---------------------|
| Thesis Statement | |
| I _____ V _____ F _____ | |
| Supporting Evidence 1 | Text details |
| Supporting Evidence 2 | Text details |
| Supporting Evidence 3 | Text details |
| Conclusion | |

Adapted from Step Up to Writing (see references)

Practice Guide for an Informal Outline Graphic Organizer

Name: _____ Subject: _____
Date: _____ Period: _____

Practice Guide for an Informal Outline

Title _____

Introductory Paragraph _____

Block out your essay or report.



(Transition _____)

- _____
- _____
- _____
- _____
- _____
- _____

(continued)

Name: _____ Subject: _____
Date: _____ Period: _____

Practice Guide for an Informal Outline *(continued)*

★ _____
(Transition _____)

- _____
- _____
- _____

★ _____
(Transition _____)

- _____
- _____
- _____

★ _____
(Transition _____)

- _____
- _____
- _____

- _____
- _____
- _____

- _____
- _____
- _____

- _____
- _____
- _____

Conclusion _____

How to Use Graphic Organizers for Sharing and Responding:

When sharing and responding in the writing process, students get feedback from their teachers and their classmates. Students also use this part of the process to read other students' work and give them feedback in return.

Instructions:

1. During the sharing process students should share their work with their peers without receiving any feedback. This can be done in two ways: students can read their essay out loud while their peer listens, and/or students can trade papers and read their peers' papers quietly to themselves.
2. Next the peer summarizes what was read to them or what they read. They do this orally back to their peer.
3. Then the peer explains what they think the writer's main idea was.
4. During the responding process students should respond with their thoughts about the topic and/or the writer's view (discussion of content, not composition).

The Sharing and Responding Process: The sharing and responding process of the response to literature writing assignment begins with making sure students have a clear understanding of the text. Since students may be reading essays about stories which they have not read, it is important to make sure the feedback given during the drafting and writing phase helps students create clear points in their writing.

The Sharing and Responding Graphic Organizers: Read the descriptions of each graphic organizer below, photocopy a class set, and distribute them to students.

1. Peer Editing Graphic Organizers:

Peer editing graphic organizers are a support tool for students to see how written work is evaluated, obtain feedback from a non-threatening individual, as well as understand how to identify both successes and mistakes within a peers writing.

2. Peer Review Graphic Organizers:

Peer review graphic organizers are additional support tools to help students structure their comments. The overall goal of peer review is to remain positive.

3. Quick Check for the Writer Graphic Organizers:

Self-Assessment graphic organizers encourage students to reflect on their learning and the success of the strategies they use. This organizer can be used to evaluate a student's involvement on a particular writing task, or to evaluate the student's progress over the entire writing process.

Appendix C Part 3

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4. Writing Workshop Graphic Organizers:

This graphic organizer can be used during a writing workshop. The author reads his or her paper aloud to their partner and/or group member, while each group member completes the graphic organizer. The group members listen and notate the main idea as well as the supporting details.

5. Answer the Questions About Your Reading Graphic Organizer:

This graphic organizer can be used either by the author or the peer reviewer. The Answer the Questions About Your Reading Graphic Organizer helps students identify who the essay is about, what the character did, where and when the events occurred, and why the events occurred. Finally this graphic organizer asks the students “So what?” This is for students to analyze both the text they read and the essay they wrote writing. This helps students to synthesize information and come up with their own understanding of why the events were significant.

Peer Editing Graphic Organizers

Peer Editing Graphic Organizer

| |
|--|
| Title of Paper: _____ Author: _____ Peer Editor: _____ |
|--|

What to do as a peer editor:

1. Read your peer's essay.
2. Think about what you know the essay needs to include.
3. Complete the chart below and give the author both suggestions and compliments.

| Editing Points | Compliments | Suggestions |
|---|-------------|-------------|
| Ideas and Content: Essay includes a strong thesis with clear ideas supporting the thesis. Essay includes relevant quotes that enhance the essay. | | |
| Organization: Essay is easy for the reader to follow, has a clear beginning and ending, and has logical points that connect to the thesis. | | |
| Voice: Essay is appealing, full of the unusual and unexpected, and natural to read. | | |
| Word Choice: Essay has interesting words and strong imagery. | | |
| Sentence Fluency: Essay is easy to read aloud, has good phrasing, and varied sentence length. | | |
| Conventions: Essay has correct spelling, punctuation, and grammar. | | |

Peer Review Graphic Organizer

PEER REVIEW

Writer _____

Peer Reviewer _____

Topic/Title _____

DIRECTIONS: Read the writer's draft and complete the following information.
Remember to be positive and helpful to the writer.

What words or phrases do you like or enjoy?



In one sentence summarize what the author is trying to say in his or her writing.



What are the strengths of the writing?

What questions do you have for the author?



If you had to limit your suggestions to just one, what would it be?

Quick Check for the Writer Graphic Organizer

Writing a Response to Literature

QUICK CHECK FOR THE WRITER

DID YOU...

- _____ Identify the author and title of the work
- _____ Begin by summarizing the work for readers who have not read it
- _____ State your thesis or argument clearly
- _____ Organize the main parts of your argument in a logical way
- _____ Build your argument by quoting, paraphrasing, or summarizing specific parts of the story
- _____ Make clear connections between your ideas and evidence by explaining how you think the evidence illustrates or supports your ideas
- _____ Organize your essay so it is easy to follow such as forecasting your arguments and providing transitions between paragraphs and sentences
- _____ End your essay by restating your thesis

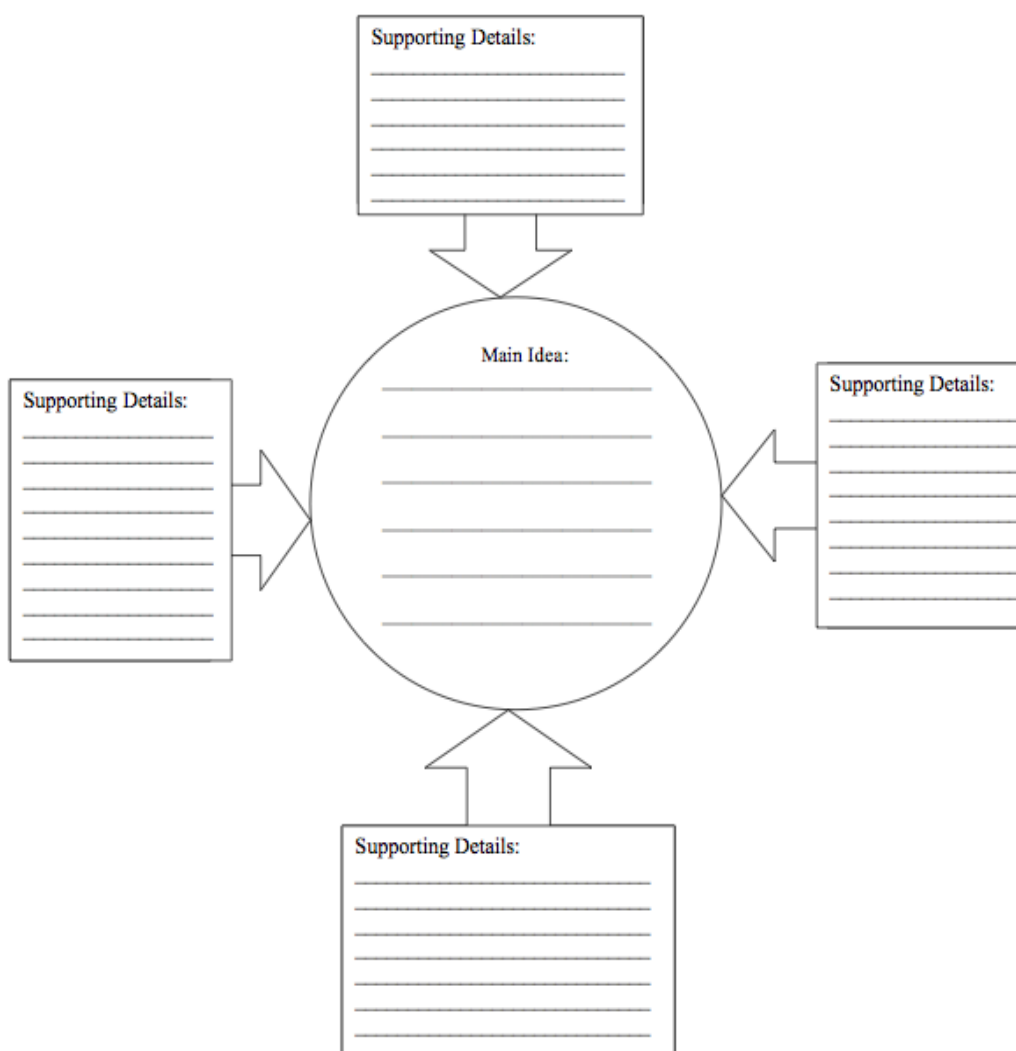
Writer's Workshop Graphic Organizer

Writer's Workshop Graphic Organizer

Name of Author: _____

Title of Paper: _____

Your Name: _____



Answer the Questions About Your Reading Graphic Organizer

| ANSWER THE QUESTIONS ABOUT YOUR READING | |
|---|--|
| WHO? | |
| DID WHAT? | |
| WHERE? | |
| WHEN? | |
| WHY? | |
| SO WHAT? | |

How to Use Graphic Organizers for Revising and Editing:

During the revising and editing phase of the writing process, students reflect on their overall writing assignment. Editing is an ongoing process, not a one-time event. When a writer edits their work, they look for errors in spelling, punctuation, capitalization, and formatting (indenting of paragraphs, etc.). Like editing, revising can be an ongoing process as well. However, during the revising process students look at the paper as a whole. Students rearrange their writing taking into consideration strengths and weaknesses, arguments, focus and organization, support, and voice.

Instructions

1. During the editing process, students should begin by looking over their spelling. If the essay is typed, they can simply use a spell check. If the essay is hand written (recommended), students can use a dictionary to confirm any words they are not certain about.
2. Next, students need to review all of their punctuation for errors. This is especially important for comma use.
3. Following punctuation students double check their capitalization to make sure their proper nouns are capitalized.
4. Formatting involves making sure each paragraph is indented correctly. For the purpose of this project, students should look over their MLA rules to ensure that they have used 12" font in Arial or Times New Roman, 1" margins, double spaced, and have a proper heading.
5. During the revising process students should make sure their paper stays on topic and clearly reveals their own voice.

The Revising and Editing Process: The process of revising and editing a response to literature essay should be looked at as a two-part process. It is important that students go through both parts before publishing their work.

The Revising and Editing Graphic Organizers: Read the descriptions of each graphic organizer below, photocopy a class set, and distribute them to students. Choose at least one editing graphic organizer and at least one revision graphic organizer.

1. Revision Graphic Organizers:

The revision graphic organizer helps students to assess their writing based on the 6-traits rubric. Once they have identified where they are on the rubric, they will have a plan for revising their writing to meet proficiency. This graphic organizer encourages students' independence in revising their own writing.

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2. Checklist for Revising Graphic Organizers:

A revision checklist is a visual way for students to review their writing and check for components that may need revision. This checklist is not a way to grade the essay; instead, this checklist is a review of the overall essay.

3. COPS Editing Checklist Graphic Organizer:

The COPS Editing Checklist is focused on capitalization, organization, punctuation, and spelling. This checklist helps students go back to their essay to identify any editing errors they may have made.

4. Paragraphs That Shine Graphic Organizers:

The Paragraphs That Shine Graphic Organizer looks at each paragraph separately. This graphic organizer helps students look at each individual sentence in each paragraph to identify any edits or revisions needed.

5. Paragraph Revision Form Graphic Organizers:

Using this graphic organizer helps students identify the strengths and weaknesses within each paragraph. Student use this graphic organizer to dissect each paragraph and see what types of sentences they have used. This helps to eliminate redundancy from beginning sentences with the same words, and this graphic organizer encourages students to use a combination of simple, compound, and complex sentences.

Appendix C Part 3
Page 3 of 7

Revision Graphic Organizer

WRITING REVISION ORGANIZER

Name _____

Date _____

| WRITING REVISION ORGANIZER | | |
|--|-------------------------------------|---|
| DIRECTIONS: Look at the rubric that you received for this writing assignment. Look at your writing draft and determine how your draft meets the rubric requirements and how it is different from the rubric requirements. | | |
| | My writing is similar to the rubric | My writing is different from the rubric |
| Content | | |
| Organization | | |
| Spelling, grammar, punctuation | | |
| Support and details | | |
| In my revision, I will ... | | |

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Checklist for Revision Graphic Organizer

Name: _____ Date: _____

Title/Assignment: _____

Checklist for Revising

My Writing Assignment:

- _____ Meets expectations of the assignment or writing prompt
- _____ Stays on topic
- _____ Is developed appropriately for the assignment
- _____ Is written with a purpose and for a specific audience
- _____ Has the right style, voice, and tone
- _____ Is written from the best point of view
- _____ Follows the right format—narrative or expository
- _____ Is organized accurately and effectively
- _____ Starts in the correct way with a catchy beginning or a strong introduction/
topic sentence
- _____ Has varied sentences that do not begin the same way
- _____ Has smooth transitions
- _____ Has the best words for description and clarity
- _____ Finishes with a good end or a powerful conclusion

COPS Editing Checklist Graphic Organizer

Microsoft Word - COPS Editing Checklist Version II.doc - COP...

http://fc.niskyschools.org/~SSS_Resources/COPS_Editing_Check...



COPS Editing Checklist

Use the following checklist as a guide when you edit your writing. Also, use it when you are ready to proofread your final draft.

CAPITALIZATION

- _____ Start all sentences with a capital letter
- _____ Capitalize nouns that name specific people, places, and things (proper nouns)

ORGANIZATION

- _____ Sentences should be clear and complete (combine simple sentences without creating a run-on sentence)
- _____ Edit run-on sentences into 2 or more complete sentences
- _____ Check that you have included a variety of sentence structures (having different lengths, using various introductory clauses/endings, effective use of transition words)
- _____ Use powerful verbs, specific nouns, and colorful adjectives/ adverbs

PUNCTUATION

- _____ Each sentence should end with an appropriate punctuation mark (. , ! ?)
- _____ Use commas after introductory clauses and transition words
- _____ Use commas in a series (Larry, Moe, and Curly)
- _____ Use commas before connecting words (and, but, or) in compound sentences
- _____ Punctuate dialogue correctly (Mary said, "I did my homework!")

SPELLING

- _____ Did I check for spelling (use spell check)
- _____ Check for homonyms and make sure you used the correct form (too or to or two and your or you're)

Paragraphs That Shine Graphic Organizer

Name: _____ Date: _____

Title/Assignment: _____

Paragraphs That Shine

A Checklist for Your Accordion Paragraph

- _____ I have a heading that is neat and complete.
- _____ My paragraph has a title.
- _____ I have indented the first line of my paragraph.
- _____ I have a clear, interesting topic sentence.
- _____ My paragraph has reasons, details, or facts that support the topic sentence.
- _____ I have several examples or explanations.
- _____ I have chosen words for variety and impact in most of my sentences.
- _____ My sentences start in different ways.
- _____ Some of my sentences are short; others are long.
- _____ My conclusion is clever and creative; it reminds the reader of my topic.
- _____ I have written neatly in cursive or used a computer.
- _____ I remembered to leave one-inch margins on all sides of the page, and I wrote within the margins.
- _____ My paragraph shows my best efforts.

Paragraph Revision Form Graphic Organizer

Name: _____ Class: _____ Date: _____

Paragraph Revision Form

Title: _____

| Sentence | First Word | # of Words | Verb | Wow! Words | Content Words |
|----------|------------|------------|------|------------|---------------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |

APPENDIX D

6 + 1 Traits Assessment Rubric

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Page 1 of 2

6-Traits Rubric

Six Plus One-Trait Writing ONE PAGER

| Ideas: The heart of the message, the content of the piece, the main theme, with details that enrich and develop that theme. | Organization: The internal structure, the thread of central meaning, the logical and sometimes intriguing pattern of the ideas. | Voice: The unique perspective of the writer coming through honesty, conviction, integrity and believability. |
|--|---|--|
| <p>⑤ <i>This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</i></p> <p>A. The topic is narrow and manageable. B. Relevant, telling, quality details go beyond the obvious. C. Reasonably accurate details. D. Writing from knowledge or experience; ideas are fresh and original. E. Reader's questions are anticipated and answered. F. Insight.</p> | <p>⑤ <i>The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a satisfying introduction and conclusion.</i></p> <p>A. An inviting introduction draws the reader in, a satisfying conclusion leaves the reader with a sense of closure and resolution. B. Thoughtful transitions. C. Sequencing is logical and effective. D. Pacing is well controlled. E. The title, if desired, is original. F. Flows so smoothly, the reader hardly thinks about it.</p> | <p>⑤ <i>The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and respects purpose and audience for the writing.</i></p> <p>A. The reader feels a strong interaction with the writer. B. The writer takes a risk. C. The tone and voice give flavor and texture to the message and are appropriate for the purpose and audience. D. Narrative writing seems honest, personal. Expository or persuasive writing reflects a strong commitment to this topic.</p> |
| <p>③ <i>The writer is beginning to define the topic, even though development is still basic or general.</i></p> <p>A. The topic is fairly broad. B. Support is attempted. C. Ideas are reasonably clear. D. Writer has difficulty going from general observations to specifics. E. The reader is left with questions. F. The writer generally stays on topic.</p> | <p>③ <i>The organizational structure is strong enough to move the reader through the text without too much confusion.</i></p> <p>A. The paper has a recognizable introduction and conclusion. B. Transitions often work well. C. Sequencing shows some logic, yet structure takes attention away from the content. D. Pacing is fairly well controlled. E. Organization sometimes supports the main point or story line. A title (if desired) is present.</p> | <p>③ <i>The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</i></p> <p>A. The writing communicates in an earnest, pleasing manner. B. Only one or two moments here or there surprise, delight, or move the reader. C. Writer weighs ideas carefully and discards personal insights in favor of safe generalities. D. Narrative writing seems sincere; expository or persuasive writing lacks consistent engagement. E. Emerges strongly at some places, but is often obscured behind vague generalities.</p> |
| <p>① <i>The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details.</i></p> <p>A. The writer is still in search of a topic. B. Information is limited or unclear or the length is not adequate for development. C. The idea is a simple restatement or a simple answer to the question. D. The writer has not begun to define the topic. E. Everything seems as important as everything else. F. The text may be repetitious, disconnected, and contains too many random thoughts</p> | <p>① <i>The writing lacks a clear sense of direction.</i></p> <p>A. No real lead. B. Connections between ideas are confusing. C. Sequencing needs work. D. Pacing feels awkward. E. No title is present (if requested) F. Problems with organization make it hard for the reader to get a grip on the main point or story line.</p> | <p>① <i>The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.</i></p> <p>A. Writer speaks in a kind of monotone. B. Writing is humdrum and "risk-free." C. Writer is not concerned with the audience; writer's style is a complete mismatch for the intended reader. D. Writing is lifeless or mechanical. E. No point of view is reflected.</p> |
| <p><i>Key Question: Did the writer stay focused and share original and fresh information or perspective about the topic??</i></p> | <p><i>Key Question: Does the organizational structure enhance the ideas and make it easier to understand? Or does it overpower the ideas like too much perfume in a crowded elevator?</i></p> | <p><i>Key Question: Would you keep reading this piece if it were longer? MUCH longer?</i></p> |



Northwest Regional Educational Laboratory

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Six Plus One-Trait One-Pager, cont'd.

| <p>Word Choice: The use of rich, colorful, precise language that moves and enlightens the reader.</p> | <p>Sentence Fluency: The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye.</p> | <p>Conventions: The mechanical correctness of the piece; spelling, grammar and usage, paragraphing, use of capitals, and punctuation.*</p> |
|--|--|--|
| <p>⑤ <i>Words convey the intended message in a precise, interesting, and natural way.</i></p> <p>A. Words are specific and accurate.</p> <p>B. Words and phrases create pictures and linger in your mind.</p> <p>C. The language is natural and never overdone.</p> <p>D. Striking words and phrases often catch the reader's eye.</p> <p>E. Lively verbs, precise nouns and modifiers.</p> <p>F. Precision is obvious.</p> | <p>⑤ <i>The writing has an easy flow, rhythm and cadence. Sentences are well built.</i></p> <p>A. Sentences enhance the meaning.</p> <p>B. Sentences vary in length as well as structure.</p> <p>C. Purposeful and varied sentence beginnings.</p> <p>D. Creative and appropriate connectives.</p> <p>E. The writing has cadence.</p> | <p>⑤ <i>The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing)</i></p> <p>A. Spelling is generally correct.</p> <p>B. Punctuation is accurate.</p> <p>C. Capitalization skills are present.</p> <p>D. Grammar and usage are correct.</p> <p>E. Paragraphing tends to be sound.</p> <p>F. The writer may manipulate conventions for stylistic effect, and it works!</p> |
| <p>③ <i>The language is functional, even if it lacks much energy.</i></p> <p>A. Words are adequate and correct in a general sense.</p> <p>B. Familiar words and phrases communicate.</p> <p>C. Attempts at colorful language.</p> <p>D. Passive verbs, everyday nouns and adjectives, lack of interesting adverbs.</p> <p>E. The words are only occasionally refined.</p> <p>F. The words and phrases are functional with only a moment or two of sparkle.</p> | <p>③ <i>The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical.</i></p> <p>A. Sentences get the job done in a routine fashion.</p> <p>B. Sentences are usually constructed correctly.</p> <p>C. Sentence beginnings are not ALL alike; some variety is attempted.</p> <p>D. The reader sometimes has to hunt for clues.</p> <p>E. Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly.</p> | <p>③ <i>The writer shows reasonable control over a limited range of standard writing conventions</i></p> <p>A. Spelling is usually correct or reasonably phonetic on common words.</p> <p>B. End punctuation is usually correct.</p> <p>C. Most words are capitalized correctly.</p> <p>D. Problems with grammar and usage are not serious.</p> <p>E. Paragraphing is attempted.</p> <p>F. Moderate (a little of this, a little of that) editing.</p> |
| <p>① <i>The writer struggles with a limited vocabulary</i></p> <p>A. Language is vague</p> <p>B. "Blah, blah, blah"</p> <p>C. Words are used incorrectly.</p> <p>D. Limited vocabulary, misuse of parts of speech.</p> <p>E. Jargon or clichés, persistent redundancy.</p> <p>F. The words just don't work in this piece.</p> | <p>① <i>The reader has to practice quite a bit in order to give this paper a fair interpretive reading.</i></p> <p>A. Sentences are choppy, incomplete, rambling, or awkward. Phrasing does not sound natural.</p> <p>B. No "sentence sense" present.</p> <p>C. Sentences begin the same way.</p> <p>D. Endless connectives.</p> <p>E. Does not invite expressive oral reading.</p> | <p>① <i>Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make text difficult to read.</i></p> <p>A. Spelling errors are frequent.</p> <p>B. Punctuation missing or incorrect.</p> <p>C. Capitalization is random.</p> <p>D. Errors in grammar or usage are very noticeable.</p> <p>E. Paragraphing is missing.</p> <p>F. The reader must read once to decode, then again for meaning.</p> <p>Key Question: <i>How much editing would have to be done to be ready to share with an outside source?</i></p> <ul style="list-style-type: none"> • A whole lot? Score in the 1-2 range. • A moderate amount? Score in the 3 range. • Very little? Score in the 4-5 range. |
| <p>Key Question: <i>Do the words and phrases create vivid pictures and linger in your mind?</i></p> | <p>Key Question: <i>Can you FEEL the words and phrases flow together as you read it aloud?</i></p> | <p>*<i>Grades 7 and Up Only: The writing is sufficiently complex to allow the writer to show skill in using a wide range of conventions.</i></p> |

APPENDIX E

Examples of Student Work

Examples of Student Work

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Name Student Sample
Date with teacher edits

PREWRITING ORGANIZER

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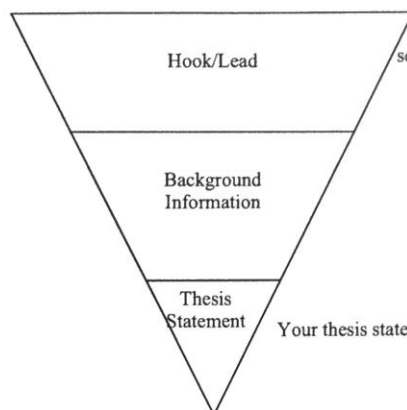
| TOPIC | AUDIENCE | PURPOSE |
|--|--|---|
| <p>What am I going to write about? What do I know about this topic? What information do I need to write about this topic? Where will I be able to find this information?</p> | <p>Who will read my writing? What could my audience already know about this topic? How could my writing influence what my audience thinks about the topic?</p> | <p>What reaction or response do I want my writing to prompt? What should this writing accomplish?</p> |
| <p>The Odyssey -hero -journey -war</p> <p>What is a hero</p> <p>Dictionary</p> | <p>My teacher/ friends</p> <p>We read <u>The Odyssey</u> as a class</p> <p>I want my audience to see that Odysseus is a true hero</p> | <p>I want my teacher to know that I understand the story</p> <p>↑</p> <p>How will you show me this? What do you know about the novel?</p> |

What about the novel?

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Student Sample with teacher feedback

Introduction Paragraph



Your hook/lead should be one sentence that grabs the readers attention.

Your background information should summarize the story in 2-3 sentences.

Your thesis statement is one sentence that states exactly what the purpose of your essay is.

Introduction

| | | |
|---|---|------------------------------|
| Hook/Lead | | |
| The meaning of the topic that is being written about: <u>A hero is someone that has enough brave courage to make sacrifices and decisions.</u> | | |
| Background Information – IVF statement | | |
| Identify (author and story) | Verb (someone does something) | Finish your thought |
| <u>In the Odyssey by Homer,</u> | <u>the hero Odysseus <u>struggles</u></u> | <u>to get home to Ithica</u> |
| Finish your summary (2-3 sentences) | | |
| <u>Odysseus wants to go home, but there are a lot of problems.</u> | | |
| Thesis Statement | | |
| <u>Throughout his journey home, Odysseus is brave, intelligent, and arrogant.</u> | | |

What types of problems?

How does he struggle?

Adapted from Step Up to Writing (see references)

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Student Sample

Writing Evidences

Each of your pieces of evidences should have the following four parts:

Transition + Your Words + Quote From Text + MLA Citation

| Transition | Your Words | Quote | MLA Citation |
|--|--|--|---|
| 1 st evidence: For example, For instance, One example of | After _____ When <u>Odysseus and his men</u> Before <u>g. + trapped in the Cyclops cave.</u> | "So with our brand we bored that great eye sockets" while blind ran at and the red-hor bar " | (Author ###). (Homer 665) (###). |
| 2 nd evidence: Also, Further, In addition, | As _____ Although _____ While _____ Since _____ | Excellent! Make quote sure to use words that help it flow | * Only include the author's name in the first citation. |

Example: Evidence for The Odyssey (Intelligence)

For example, when Odysseus reached the land of the Lotus Eaters, he "sent out two picked men and a runner to learn what race of men that land sustained" (658).

Example: Evidence for The Odyssey (Bravery)

For instance, after Odysseus's men tried the Lotus Flower, he "drove them all three wailing, to the ships, tied them down under their rowing benches (658).

Writing Explanations for The Odyssey

Possible sentence starters:

- Odysseus is brave/intelligent/arrogant because _____.
- Homer shows Odysseus's bravery when _____.
- (Event or action) was brave because _____.

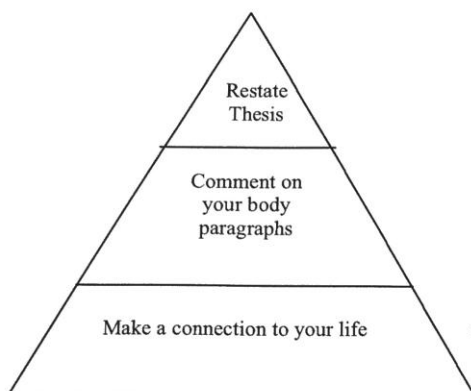
Use these to practice.

Adapted from Step Up to Writing (see references)

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Student Sample

Conclusion Paragraph



Restate your thesis in a new way.

Comment on why each point
(from each body paragraph)
was significant in the story.

Make a statement about how the
significant points relate to your own life.

Conclusion:

Restate your thesis

During his adventure, Odysseus was tough, wise, and cocky.

Comment- Why was this point significant?

Homer portrayed Odysseus as brave because he was the only person that would fight the monsters.

Connection to your life

In my opinion, a hero today is nothing like Odysseus was.

Nice adjectives

Explain more

How are heroes today?
Give an example.

Example: Conclusion for The Odyssey

During his journey, Odysseus was fearless, smart, and selfish. Homer portrayed Odysseus as brave because he had to face different creatures. Odysseus also had to be intelligent because he had to make a plan to escape. However, Odysseus's arrogance caused his men's deaths for Odysseus's own selfishness. Modern heroes such as Batman could learn from historical heroes such as Odysseus.

Adapted from Step Up to Writing (see references)

Student Sample

ANSWER THE QUESTIONS ABOUT YOUR READING

| | |
|--------------|---|
| WHO? | Odysseus |
| DID WHAT? | Went on a journey |
| WHERE? | Ithica |
| WHEN? | During the Trojan War |
| WHY? | To get home after the war |
| SO WHAT? | This makes Odysseus a hero because he had to be so brave and fight monsters. |

Very well done!

Name: Student Sample Date: _____
 Class: _____ Title: Odysseus the Hero - Body Paragraph 1

Paragraph Revision Form

| Sentence | First Word | # of Words | Verb | Wow! Words | Content Words |
|----------|------------|------------|-------------------------|-----------------------|-------------------|
| 1 | Odysseus | 10 | showed | bravery | bravery |
| 2 | For | 33 | got trapped/ decided | — | Cyclops's cave |
| 3 | Odysseus | 16 | stabbed | stabbed | Cyclops's |
| 4 | Not | 29 | risk | stabbed/ necessary | Cyclops's eye |
| 5 | Also | 17 | turned/ leaves | rushes (quote) | Circe's hall |
| 6 | Odysseus | 17 | left | save, spell | Pigs |
| 7 | Odysseus | 18 | is | brave, save | with |
| 8 | Even | 15 | helped | intelligence | — |
| 9 | | | | | |
| 10 | | | | | |

Student Sample

Odysseus The Great Hero

A hero is someone that has enough courage to make sacrifices and decisions that will help out others in the end. In the ^{7th grade thought} Odyssey by Homer, the hero Odysseus travels to get back home to Ithica after fighting in the Trojan War. Odysseus needs to get home to his family, but he faces many monsters, so it takes him longer to get home.

Voice

Ideas: ⑤
accurate details

③ Word choice Throughout his journey home, Odysseus demonstrates bravery, intelligence, and arrogance.

Ideas: fresh and original

Odysseus showed a lot of bravery along the way home. For instance, when Odysseus and his men got trapped.

③ Your sentences are well-constructed. Great Use of simple, compound, and complex sentences. Beautiful variety!

in the Cyclops' cave they decided "so with our brand we bored that great eye socket while blood ran out around the red-hot bar" (Homer 665-666). Odysseus and his men stabbed the Cyclops' eye because they are stuck in the Cyclops' cave. Not only did Odysseus risk his life but also his men's life when he stabbed the Cyclops' eye trying to get out the cave but this risk was necessary. Also, while Odysseus's men were turned into pigs. "Odysseus leaves the ship and rushes to Circe's hall." (675). Odysseus left his ship to go save his men from Circe's spell that turned them into pigs. Odysseus is brave because he knows he is facing a witch.

(4) Organization
Your pacing is steady, however your main point (bravery) can be supported with quotes from different parts of the text.

Ideas

but he still goes to save his men.
Even though Odysseus's bravery helped
save some men, he also showed intelligence
along the way.

Odysseus showed and proved
he was intelligent. One example of intelligence
is, before Odysseus injured the Cyclops he
told him "My name is Nobody; neither father,
and friends, every one calls me Nobody."

(bbs) Odysseus is telling the Cyclops a
fake name the moment he met the Cyclops.

When Odysseus hurts the Cyclops his
brothers / won't come, after Odysseus and

his men. In addition, while the Cyclops
opened the cave, blind and all, Odysseus
came up with an idea "I tied them

excellent
word
choice

Silently together, twining cords of willow
from the eagle's bed; then slung a man
under each middle one to ride safely...
shielded left and right" (667). Odysseus ties
the men under the Cyclops' sheep so
they can get out the cave easily without
the Cyclops trying to get them. Odysseus
is intelligent because if he had never
thought of this way of escaping the Cyclops
cave, all of them would of died. Odysseus
was very intelligent, but he was also
arrogant.

Odysseus showed a few
times he was arrogant. For example,
after Odysseus went into Circe's hall to
rescue his men "Now Circe, loveliest of all

Word Choice
I can picture
this! Excellent
quote
choice

Voice? ③
Add more of
you

Ideas

Appendix E
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immortals, persuades Odysseus to stay
with her. Odysseus shares his meat and
wine, and she restores his heart" (675).

Odysseus meets Circe for the first time
and she persuades Odysseus to stay and
he actually decides to stay with Circe

in her land. Odysseus is arrogant because
he stays in Circe's land for his personal
pleasure. Further along, although Odysseus

loved Circe's attention he left her island so
"In the Land of the Dead, Odysseus seeks
to learn his destiny" (675). Odysseus goes

out to the Land of the Dead to meet a
prophet named Teiresias to learn his
destiny in order to leave Circe's land.

Odysseus is arrogant because he thinks

Ideas

5

Nice job
with your
grammar!
Your writing
is complex
and well-
developed.

no one can control his destiny but him. Though Odysseus was arrogant, he still showed bravery and intelligence.

During his journey, Odysseus was tough, wise, and cocky. Homer portrayed Odysseus as brave because he was the only one with so much courage to face different monsters. Odysseus also had to be intelligent because he had to make an escape plan. However, Odysseus's arrogance proved that he would think about himself too, which caused the death of his men. In my opinion, the hero's from today, like Batman, are nothing compared to the kind of hero Odysseus was.

Voice
It is clear
you enjoyed
the novel!

Student Sample
Six Plus One-Trait Writing ONE PAGER

| | | | |
|---|---|--|---|
| <p>Ideas: The heart of the message, the content of the piece, the main theme, with details that enrich and develop that theme.</p> <p>① <i>This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme.</i></p> <ul style="list-style-type: none"> The topic is narrow and manageable. Relevant, telling, quality details go beyond the obvious. Reasonably accurate details. <p>Writing from knowledge or experience; ideas are fresh and original.</p> <p>Reader's questions are anticipated and answered.</p> | <p>Organization: The internal structure, the thread of central meaning, the logical and sometimes intriguing pattern of the ideas.</p> <p>② <i>The organizational structure of this paper enhances and showcases the central idea or theme of the paper; includes a satisfying introduction and conclusion.</i></p> <ul style="list-style-type: none"> An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution. Thoughtful transitions. Sequencing is logical and effective. Pacing is well controlled. The title, if desired, is original. Flows so smoothly, the reader hardly thinks about it. | <p>Style: The unique perspective of the writer coming through honesty, conviction, integrity and believability.</p> <p>③ <i>The writer of this paper speaks directly to the reader in a manner that is individual, compelling, engaging, and respects purpose and audience for the writing.</i></p> <ul style="list-style-type: none"> The reader feels a strong interaction with the writer. The writer takes a risk. The tone and voice give flavor and texture to the message and are appropriate for the purpose and audience. Narrative writing seems honest, personal. Expository or persuasive writing reflects a strong commitment to this topic. | <p>④ <i>The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</i></p> <ul style="list-style-type: none"> The writing communicates in an earnest, pleasing manner. Only one or two moments here or there surprise, delight or move the reader. Writer weighs ideas carefully and discards personal insights in favor of safe generalities. Narrative writing seems sincere; expository or persuasive writing lacks consistent engagement. Emerges strongly at some places, but is often obscured behind vague generalities. <p>⑤ <i>The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.</i></p> <ul style="list-style-type: none"> Writer speaks in a kind of monotone. Writing is humdrum and "risk-free." Writer is not concerned with the audience; writer's style is a complete mismatch for the intended reader. Writing is lifeless or mechanical. No point of view is reflected. <p>Key Question: Would you keep reading this piece if it were longer? MUCH longer?</p> |
| <p>② <i>The writer is beginning to define the topic, even though development is still basic or general.</i></p> <ul style="list-style-type: none"> The topic is fairly broad. Support is attempted. Ideas are reasonably clear. Writer has difficulty going from general observations to specifics. The reader is left with questions. The writer generally stays on topic. | <p>③ <i>The organizational structure is strong enough to move the reader through the text without too much confusion.</i></p> <ul style="list-style-type: none"> The paper has a recognizable introduction and conclusion. Transitions often work well. Sequencing shows some logic, yet structure takes attention away from the content. Pacing is fairly well controlled. Organization sometimes supports the main point or story line. A title (if desired) is present. | <p>④ <i>The writing lacks a clear sense of direction.</i></p> <ul style="list-style-type: none"> No real lead. Connections between ideas are confusing. Sequencing needs work. Pacing feels awkward. No title is present (if requested). Problems with organization make it hard for the reader to get a grip on the main point or story line. | <p>Key Question: Does the organizational structure enhance the ideas and make it easier to understand? Or does it overpower the ideas like too much perfume in a crowded elevator?</p> |
| <p>③ <i>The paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy missing details.</i></p> <ul style="list-style-type: none"> The writer is still in search of a topic. Information is limited or unclear or the length is not adequate for development. The idea is a simple restatement or a simple answer to the question. The writer has not begun to define the topic. Everything seems as important as everything else. The text may be repetitious, disconnected, and contains too many random thoughts <p>Key Question: Did the writer stay focused and share original and fresh information or perspective about the piece??</p> | <p>④ <i>The writer seems sincere, but not fully engaged or involved. The result is pleasant or even personable, but not compelling.</i></p> <ul style="list-style-type: none"> The writing communicates in an earnest, pleasing manner. Only one or two moments here or there surprise, delight or move the reader. Writer weighs ideas carefully and discards personal insights in favor of safe generalities. Narrative writing seems sincere; expository or persuasive writing lacks consistent engagement. Emerges strongly at some places, but is often obscured behind vague generalities. | <p>⑤ <i>The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.</i></p> <ul style="list-style-type: none"> Writer speaks in a kind of monotone. Writing is humdrum and "risk-free." Writer is not concerned with the audience; writer's style is a complete mismatch for the intended reader. Writing is lifeless or mechanical. No point of view is reflected. | <p>Key Question: Would you keep reading this piece if it were longer? MUCH longer?</p> |

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Six Plus One-Trait One-Pager, cont'd

| Word Choice: The use of rich, colorful, precise language that moves and enlightens the reader. | Sentence Fluency: The rhythm and flow of the language, the sound of word patterns, the way in which the writing plays to the ear, not just to the eye. | Conventions: The mechanical correctness of the piece; spelling, grammar and usage, paragraphing, use of capitals, and punctuation. |
|--|--|--|
| <p>③ <i>Words convey the intended message in a precise, vivid, and natural way.</i></p> <p>A. Words are specific and accurate.</p> <p>B. Words and phrases create pictures and linger in your mind.</p> <p>C. The language is natural and never overdone.</p> <p>D. Striking words and phrases often catch the reader's eye.</p> <p>E. Lively verbs, precise nouns and modifiers.</p> <p>F. Precision is obvious.</p> | <p>⑤ <i>The writing has an easy flow, rhythm and cadence. Sentences are well built.</i></p> <p>A. Sentences enhance the meaning.</p> <p>B. Sentences vary in length as well as structure.</p> <p>C. Purposeful and varied sentence beginnings.</p> <p>D. Creative and appropriate connectives.</p> <p>E. The writing has cadence.</p> | <p>⑤ <i>The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).</i></p> <p>A. Spelling is generally correct.</p> <p>B. Punctuation is accurate.</p> <p>C. Capitalization skills are present.</p> <p>D. Grammar and usage are correct.</p> <p>E. Paragraphing tends to be sound.</p> <p>F. The writer may manipulate conventions for stylistic effect, and it works!</p> |
| <p>③ <i>The language is functional, even if it lacks much energy.</i></p> <p>A. Words are adequate and correct in a general sense.</p> <p>B. Familiar words and phrases communicate.</p> <p>C. Attempts at colorful language.</p> <p>D. Passive verbs, everyday nouns and adjectives, lack of interesting adverbs.</p> <p>E. The words are only occasionally refined.</p> <p>F. The words and phrases are functional with only a moment or two of sparkle.</p> | <p>③ <i>The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical.</i></p> <p>A. Sentences get the job done in a routine fashion.</p> <p>B. Sentences are usually constructed correctly.</p> <p>C. Sentence beginnings are not ALL alike; some variety is attempted.</p> <p>D. The reader sometimes has to hunt for clues.</p> <p>E. Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly.</p> | <p>③ <i>The writer shows reasonable control over a limited range of standard writing conventions.</i></p> <p>A. Spelling is usually correct or reasonably phonetic on common words.</p> <p>B. End punctuation is usually correct.</p> <p>C. Most words are capitalized correctly.</p> <p>D. Problems with grammar and usage are not serious.</p> <p>E. Paragraphing is attempted.</p> <p>F. Moderate (a little of this, a little of that) editing.</p> |
| <p>③ <i>The writer struggles with a limited vocabulary</i></p> <p>A. Language is vague</p> <p>B. "Blah, blah, blah"</p> <p>C. Words are used incorrectly.</p> <p>D. Limited vocabulary, misuse of parts of speech.</p> <p>E. Jargon or clichés, persistent redundancy.</p> <p>F. The words just don't work in this piece.</p> | <p>① <i>The reader has to practice quite a bit in order to give this paper a fair interpretive reading.</i></p> <p>A. Sentences are choppy, incomplete, rambling, or awkward. Phrasing does not sound natural.</p> <p>B. No "sentence sense" present.</p> <p>C. Sentences begin the same way.</p> <p>D. Endless connectives.</p> <p>E. Does not invite expressive oral reading.</p> | <p>① <i>Errors in spelling, punctuation, capitalization, usage and grammar and/or paragraphing repeatedly distract the reader and make text difficult to read.</i></p> <p>A. Spelling errors are frequent.</p> <p>B. Punctuation missing or incorrect.</p> <p>C. Capitalization is random.</p> <p>D. Errors in grammar or usage are very noticeable.</p> <p>E. Paragraphing is missing.</p> <p>F. The reader must read once to decode, then again for meaning.</p> <p>Key Question: How much editing would have to be done to be ready to share with an outside source?</p> <ul style="list-style-type: none"> • A whole lot? Score in the 1-2 range. • A moderate amount? Score in the 3 range. • Very little? Score in the 4-5 range. <p>*Grades 7 and Up Only: The writing is sufficiently complex to allow the writer to show skill in using a wide range of conventions.</p> |

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