



**International Center
for Leadership
in Education**



Gold Seal Lesson:

Copernicus Education Gateway

Author(s): <i>Doris M. Quick</i>			Lesson Title: <i>My History as a Writer</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i> <i>X</i>	<i>A</i>	<i>B</i>	<i>C</i> <i>X</i>	<i>D</i>

Instructional Focus:

Writing

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

Many professional writers have written about their careers, their writing processes, their frustrations, and their victories. One recent example that should appeal to teenagers is Stephen King's On Writing: A Memoir of the Craft (Scribner, 2000). Read selections from King's book to students and discuss King's view of writers and writing. (Preview carefully. Some parts of the book are not appropriate for younger students.) Other resources are the C-Span program called "Book Talks". Check local listings. After discussion, ask students to write an essay entitled "My History as a Writer".

As a pre-writing exercise, ask students to recall at least three writing experiences that stand out in their memories. Jot list these memories on a piece of notebook paper. As teacher, model on the blackboard several ideas from your own experience of learning to write. Students might remember learning the alphabet, writing on wide-lined paper, some pleasant highlights, some frightening experiences. Each student shapes his/her jot-listed ideas into a first draft. Have students share first drafts by reading aloud in pairs, finding places in the draft where more detail is needed, where the meaning is not clear, where the organization falls apart. Each student edits and proofreads his/her own first draft and produces a second draft.

Share the final drafts in an appropriate way such as writers groups of five students, reading some or more aloud in class, posting on the bulletin board, or make a classroom collection. The final drafts can be very instructive. Students discover that all of them have had some frightening experiences as writers, and that many have had wonderful teachers. Teachers can learn about what instructional practices work and which ones do not. Most important, students begin to think of themselves as writers.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela1)

Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela3)

Present information in well-organized fashion that will be clear to the target audience. (ela11)

Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela12)

Use editing and revising skills to improve effectiveness and accuracy of drafts. (ela14)

Analyze, evaluate and critique such events as current events, political campaigns, advertisements and media. (ela 17)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela19)

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Scoring Guide:

Score each of the following characteristics on a scale of 4 to 0, where 4 = surpasses expectations; 3 = high quality performance; 2 = satisfactory quality performance; 1 = minimum quality performance; 0 = does not meet expectations.

CHARACTERISTIC	CRITERIA	SCORE
<ul style="list-style-type: none">• Listen to, view and discuss professional writers on writing	<ul style="list-style-type: none">• Listen attentively• Critique intelligently• Participate actively and courteously in discussion	_____
<ul style="list-style-type: none">• Prewriting	<ul style="list-style-type: none">• Jot lists at least three significant ideas from previous experience	_____
<ul style="list-style-type: none">• Drafting	<ul style="list-style-type: none">• First drafts a reasonable account of his/her history as a writer• Includes sufficient detail• Manages a reasonable organization	_____
<ul style="list-style-type: none">• Peer review	<ul style="list-style-type: none">• Listens attentively and gives positive and helpful critique to partner• Reads draft well and takes suggestions from partner	_____
<ul style="list-style-type: none">• Revising and editing	<ul style="list-style-type: none">• Gives evidence of revision and editing• Final draft shows evidence of understanding the purpose of the assignment• Final draft is sufficiently detailed• Final draft is well organized• Final draft is well revised and edited	_____

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Composition Conventions Creative writing Draft Editing Expository Mechanics Organization Peer Review Prewrite	Geometry	Life Science
Communications	Statistics	Chemistry
Literature	Calculus	Physics
Other Writing process	Trigonometry	Other
	Other	