

GRADE 8 English Language Arts Writing Lesson 11

Read aloud to the students the material that is printed in **boldface type** inside the boxes. Information in regular type inside the boxes and all information outside the boxes should **not** be read to the students. Possible student responses are included in parentheses after the questions.

Any directions that ask you to do something, such as to turn to a page or to hand out materials to students, will have an arrow symbol (\implies) by them.

Purpose of Lesson 11:

In this lesson, the tutor and students will

- ◆ practice responding to a writing prompt, and
- ◆ practice proofreading.

Equipment/Materials Needed:

- ◆ paper
- ◆ pencils
- ◆ Student Worksheet: Writing Lesson 11-1
- ◆ Student Worksheet: Writing Lesson 11-2
- ◆ Student Worksheet: Writing Lesson 11-3

Introduction:

For today's writing lesson, you will practice responding to a writing prompt. After you have written your composition, you will use a proofreading guide to check your writing for correct spelling, punctuation, and grammar. Your assignment is to write at least four paragraphs in response to this prompt: (Write the prompt on the board.)

If you had three wishes, what would those wishes be?

Tell what wishes you would like to come true. Explain why you would like to have each of your three wishes granted. Be sure to include enough details in each paragraphs.

⇒ Distribute Student Worksheet: Lesson 11-1.

Use the writing guide to help you remember important parts of the writing process. You should also brainstorm, write notes, make an outline or draw a story map to help you organize your thoughts. It is important that you spend some time thinking before writing.

⇒ Distribute Student Worksheets: Lesson 11-2 and 11-3.

When you have finished writing your composition, use these proofreading guides to proofread your paper, or proofread your classmates' paper. If you have time to proofread your classmate's paper, then do so. After your own paper has been proofread at least once, you may bring it to me and we will have a brief writing conference to talk about your paper and ways to make it better.

You are ready to begin writing now.

While the students are writing, circulate among them to encourage and assist as needed. You may have to prompt some students to get them started. Have individual writing conferences with those students who finish writing and proofreading their compositions before most of their classmates.

After all students have finished, if there is time, ask some of them to share their papers with the class.

Writing: Sending a Message

- ◆ *overcoming the fear*
- ◆ *remembering the purpose*
 - ◆ *getting started*
 - ◆ *getting finished*

Step 1: Write down your important thoughts first. Think about what you really want to say; write down these important thoughts. Don't worry about spelling or writing in complete sentences at first; just write the words the best you can, and write in short phrases or sentences. ***Remember, the purpose of writing is to send a message.***

Step 2: Organize your thoughts into main ideas. Use an outline or a story map to organize your story into sections with main ideas and supporting details.

Step 3: Rewrite your thoughts in complete sentences. Be sure that your sentences connect and that they are in an order that makes sense. Be sure your main idea has details that support it.

Step 4: Read what you have written; revise. The most important thing about your writing is that it makes sense. If necessary, rewrite sentences to make better sense or provide more details. If possible, ask another person to read what you wrote to make sure it makes sense.

Step 5: Proofread for errors. After being sure that your writing makes sense, look carefully at it to check for correct spelling and punctuation.

Step 6: Correct spelling and punctuation errors. Do the best you can to find all of your errors and correct them.

If you can say it, you can write it. If you can write it, someone can read it. Writing your thoughts on paper is just another way of saying something.

Note. Developed for Middle School Reading/Writing Workshop, November, 2000, by Deidra Frazier. Reprinted with permission.

Student Worksheet Writing Lesson 11-2

NAME _____

Proofreading My Writing

What I like best about my paper:

Ways to make my paper better:

Composing/Style/Audience:

◆ Written on assigned topic	yes	partly	no
◆ Clear main idea	yes	partly	no
◆ Enough details to support main idea	yes	partly	no
◆ Ideas in a logical order	yes	partly	no
◆ Written with audience in mind	yes	partly	no

Sentence Formation:

◆ Complete sentences	yes	partly	no
◆ Variety of sentence patterns	yes	partly	no

Usage:

◆ Correct subject-predicate (verb) agreement	yes	partly	no
◆ Correct verb tense	yes	partly	no
◆ Appropriate vocabulary	yes	partly	no
◆ Correct word endings	yes	partly	no

Mechanics/Spelling:

◆ Correct punctuation	yes	partly	no
◆ Correct capitalization	yes	partly	no
◆ Appropriate formatting (indenting, margins)	yes	partly	no
◆ Correct spelling	yes	partly	no

NAME _____

Proofreading My Classmate's Writing

Author: _____ **Proofreader** _____

What I really like about your paper:

Ways to make your paper even better:

Composing/Style/Audience:

◆ Written on assigned topic	yes	partly	no
◆ Clear main idea	yes	partly	no
◆ Enough details to support main idea	yes	partly	no
◆ Ideas in a logical order	yes	partly	no
◆ Written with audience in mind	yes	partly	no

Sentence Formation:

◆ Complete sentences	yes	partly	no
◆ Variety of sentence patterns	yes	partly	no

Usage:

◆ Correct subject-predicate (verb) agreement	yes	partly	no
◆ Correct verb tense	yes	partly	no
◆ Appropriate vocabulary	yes	partly	no
◆ Correct word endings	yes	partly	no

Mechanics/Spelling:

◆ Correct punctuation	yes	partly	no
◆ Correct capitalization	yes	partly	no
◆ Appropriate formatting (indenting, margins)	yes	partly	no
◆ Correct spelling	yes	partly	no