

Department of Curriculum & Instruction

College of Education
PARTNERS for the
FUTURE



LIST 5346: Teaching the Writing Process

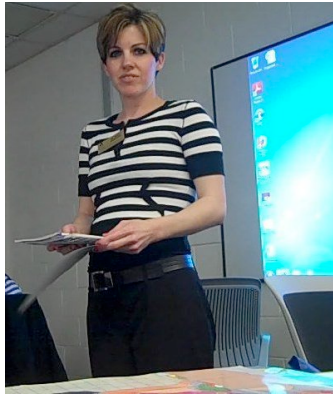
Fall 2011

Instructor Information:

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Instructor Bio:



Dr. Peggy Semingson is an assistant professor in the College of Education at the University of Texas at Arlington where she teaches graduate and undergraduate courses in Literacy Studies. Dr. Semingson taught bilingual students as a classroom teacher and a reading specialist for eight years in both Southern California and Texas. She received her M.Ed. in Reading Education from Texas State University, San Marcos in 2004 and her Ph.D. in Curriculum and Instruction with a specialization in Language and Literacy Studies from the University of Texas at Austin in 2008.

Dr. Semingson presents at local, state, and national conferences on topics that include: literacy learning, bilingual best practices, and parent involvement in literacy learning. She has co-authored a book chapter on literacy assessment for Guilford Press and most recently was co-author of an article in *Teachers College Record*. She has also published in *State of Reading*, *English in Texas*, and has a forthcoming book chapter on her personal narrative of her experiences as a bilingual educator in California and Texas. Her research focuses on the ways that families and communities participate in children's literacy learning as well as ways to support students and adults with challenges in reading. She was recently awarded the Jeanne S. Chall Research Grant from Harvard University to pursue research on ways to assist upper-grade readers. She believes all students bring unique

strengths to school. It is our job, as educators, to know students' strengths and build on those as we make learning meaningful, purposeful, and connected to their lives and communities. She is an identical twin and has lived in Alaska, Southern California, and Texas.

Course Information:

Course Title:	<i>Teaching the Writing Process</i>
Course Number:	LIST 5346, Online Section 001 & 002
Semester:	Fall, 2011

Instructor's Note:

Please read through the entire syllabus.

Catalog Description

Current research and theory on the writing process, how children develop as writers, the teacher's role, the learning environment, and motivation, assessment, and evaluation in writing.

LIST 5346. Teaching the Writing Process (3-0)

This course focuses on strategies for teaching prewriting, drafting, revising, editing, and publishing through writing workshop, literature focus units, and thematic units as well as through the content areas. Both writing assessment with rubrics and evaluation with portfolios are studied. Students compose both expository and expressive pieces as well as design and micro teach mini-lessons and an integrated writing unit.

Graded A,B,C,D,F,P,W

Prerequisite: LIST 5381 and LIST 5382

Course Prerequisites:

There are no prerequisites listed for this course.

Textbook(s) and Materials:

All texts are required, except the last two books where you will select either one depending on if you have an elem. ed. focus or a secondary ed. focus. The last two books will be purchased depending on whether you are elementary or secondary. Please see below.

1. Dorfman, L. R., & Cappelli, R. (2007). *Mentor texts: Teaching writing through children's literature, K-6*. Portland, ME: Stenhouse Publishers. Elementary. Required by All.
2. Lane, B. (1993) *After THE END: Teaching and learning creative revision*. Portsmouth, NH: Heinemann. ISBN 0-435-08714-2. Required by All.
3. Romano, T. (2004) *Crafting authentic voice*. Portsmouth, NH: Heinemann. ISBN 0-325-00597-4. Required by All.
4. Routman, R. (2005) *Writing essentials*. Portsmouth, NH: Heinemann. ISBN 0-325-00601-6. Just for ****Elementary only****.
5. Zemelman, S. & H. Daniels. (1988) *A community of writers: Teaching writing in the junior and senior high school*. Portsmouth, NH: Heinemann. ISBN 0-435-08463-1. ****Just for Junior High and Secondary****.

6. Fletcher, R. & Portaluppi, J.(2007). *Craft lessons: Teaching writing K through 8*. York, ME: Stenhouse Publishers. Second Edition.

Optional Texts:

Samway, K.D. (2006). *When English language learners write: Connecting research to practice, K-8*. Portsmouth, NH: Heineman. This book is recommended for all students.

Texts can be ordered online, try your favorite distributor (e.g., Amazon.com or Barnes & Noble) or the [UTA Bookstore](#).

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all

The University of Texas at Arlington College of Education

Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE**

VALUES, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.]
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.

As a result of participation in LIST 5346, Teaching the Writing Process students will be able to:

- **Participate in an online writing community sharing their own writing and responding to members of the community.**
- **Read, respond, and discuss a variety of classic and contemporary writing pedagogy texts.**
- **Take a piece of freewriting completely through the writing process: drafting, revising, conferencing, editing, and publishing.**

- **Create a writing unit appropriate to the grade level they are teaching or want to teach.**

Course Calendar and Outcomes, Assignments, and Standards

ONLINE LATE WORK POLICY--

Complete all assignments by the due date posted. Some assignments may be accepted up to three days after a deadline but a penalty of 25% will be assessed any assignment that is late. After the late work submission deadline, you cannot receive credit for an assignment. Check your schedule of assignment deadlines carefully; some assignments may not be accepted late based on the course schedule.

Attendance and Drop Policy:

Adds and Drops

Adds and drops may be made during late registration either by SAM, by the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar.

- A student may not add a course after the end of late registration.
- No grade is given if a student drops a course before the Census Date of that semester.
- A student may drop a course with a grade of W during the first six weeks of class.
- From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
- A student may not drop a course after the 12th week of class.
- The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
- Students wanting to drop all courses for which they are enrolled must withdraw from the University.

Policies:

- Complete all assignments by the due date posted. Some assignments may be accepted for several days after a deadline but a penalty of 25% will be assessed any assignment that is late. All discussion areas/exams will be permanently closed one week after assignment deadlines, and you will not be allowed to post in those areas.
- Maintain copies of all work submitted.
- The instructor reserves the right to make changes in the syllabus as deemed necessary. Students will be notified of any and all changes.

Tentative lecture/topic schedule:

- Complete all assignments by the posting deadline noted. Deadlines are **11:59 p.m. Central Time** for the dates noted.
- In general, course assignments are due the same day of the week, each week. However, there are some deviations from this pattern, especially in the summer sessions and at the end of the semester when grades must be completed to post.
- A penalty of 25% will be assessed from any assignment that is late.
- All discussion areas will be permanently closed after assignment deadlines or after the window for late posting. Once areas are closed, candidates will not be allowed to post in those areas and will lose the points for that assignment.

Course Calendar:

Session 1:
The Writing Process and Qualities of Voice
Session 2:
The Culture of Writing
Session 3:
Developing and Implementing Writing Activities
Session 4:
Assessment and Evaluation
Session 5:
Advocacy and Creating a Language of Craft
Session 6:
The Writer's Struggle
Session 7:
Putting All The Puzzle Pieces Together

***All assignments must be posted by 11:59 p.m. CENTRAL TIME on the date indicated.**

NOTE: Session One Starts the Week of August 29, 2010

Calendar of Readings, Assignments, Standards, and Objectives:				
Elementary Focus Students (EC-6)				
Session One	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
No writer's corner for Session One only. We will begin writer's corner in Session Two.		RR: "The Essential Writing Life," pp. 1 - 50 Romano Part I: "The Delight and Dilemma of Voice," pp. 1 - 19 Part II: "Qualities of Voice," pp. 21 - 39 Mentor Texts: Chapter One (p. 1-18)	Begin to free write—based on <u>ten</u> 30-minute writing sessions over a period of two weeks. These daily writings will not be “due” until Writer's Corner in Session Two.	Standard 1. Foundational Knowledge. Candidates have knowledge of the foundations of reading and writing processes and instruction.
Original Reader Response postings due 09/02/11 and follow-ups due 09/03/11 by 6 pm	* * * Please note Reading assignments are due on <i>alternate weeks</i> from the Writers' Corner assignments. * * *			
Grades 7 – 12 (Secondary Focus students)				
Session One	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
No writer's corner for session One only. We will	The Writing Process and Qualities of Voice	Z&D " Process and Paradigm," pp. 1 - 43 Romano Part I:	Begin to free write—based on <u>ten</u> 30-minute writing sessions	Standard 1. Foundational Knowledge. Candidates have

begin writer's corner in Session Two.		"The Delight and Dilemma of Voice," pp. 1-19 Part II: "Qualities of Voice," pp. 21 - 39 Mentor Texts: Chapter One (p. 1-18)	over a period of two weeks. These will not be due until Session Two.	knowledge of the foundations of reading and writing processes and instruction.
Original Reader Response postings due 09/02/11 (11:59 pm) and follow-ups due 09/03/11.	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Session Two	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Elementary Focus Students (EC-6)				
Writer's Corner postings due 09/9/11 (11:59 pm) and follow-ups due 09/10/11 by 6 pm. Mentor Text Background and Overview of Unit (Part 1) Due by 9/18/11.	The Culture of Writing	RR: "Teaching Essentials" Raising Your Expectations, pp. 53 - 118 Romano Part III: "Trust the Gush" pp. 21 - 122 Mentor Texts: Chapter 2-3 (pp. 19-68)	Free write—based on ten 30-minute writing sessions over a period of two weeks. <u>Mentor Text Background and Overview of Unit (Part 1) Due by 9/18/10.</u>	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
Original Reader Response postings due 09/16/11 (11:59 pm) and follow-ups due 09/17/11 by 6 pm.	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Grades 7 – 12 (Secondary Focus students)				
Session Two	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Writer's Corner postings due 09/9/11 (11:59 pm) and follow-ups due 09/10/11 by 6	The Culture of Writing	Z&D "Creating a Community of Writers," pp. 47 - 116 Z&D	Free write—Based on ten 30-minute writing sessions over a period of two weeks.	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of

pm. Mentor Text Background and Overview of Unit (Part 1) Due by 9/18/11 (11:59 pm).		Writing to Learn, pp. 239 - 267 Romano Part III: "Trust the Gush," pp. 21-122 Mentor Texts: Chapter 2-3 (pp. 19-68)	Mentor Text Background and Overview of Unit (Part 1) Due by 9/18/10.	instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
Original Reader Response postings due 09/16/11 (11:59 pm) and follow-ups due 09/17/11 by 6 pm.	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Session Three	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Elementary Focus Students (EC-6)				
Writer's Corner postings due 09/23/11 (11:59 pm) and follow-ups due 09/24/11 (6 pm).	Developing and Implementing Writing Activities	RR: "The Essential Writing Day," pp. 141-234 Romano Part IV: Crafting Authentic Voice pp. 123-199 Mentor Texts: Chapter 4 (69-98) Craft Lessons (first half)	Free write—based on ten 30-minute writing sessions over a period of two weeks.	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
Original Reader Response postings due 09/30/11 (11:59 pm) and follow-ups due 10/01/11.	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Grades 7 – 12 (Secondary Focus students)				
Session Three	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards

Writer's Corner postings due 09/23/11 (11:59 pm) and follow-ups due 09/24/11 (6 pm).	Developing and Implementing Writing Activities	Z&D "Designing and Conducting Writing Activities," pp. 117-201 Romano Part IV: Crafting Authentic Voice, pp. 123-199 Mentor Texts: Chapter 4 (69-98) Craft Lessons (first half)	Free write—Based on ten 30 minute writing sessions over a period of two weeks.	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
Original Reader Response postings due 09/30/11 (11:59 pm) and follow-ups due 10/01/11 (6 pm).	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Session Four	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Elementary Focus Students (EC-6)				
Writer's Corner postings due 10/07/11 (11:59 pm) and follow-ups due 10/08/11 (6 pm). Mentor Text Lesson 1 due 10/09/11 (11:59 pm).	Assessment and Evaluation	RR "Making Assessment Count," pp. 238-255 Part V: Voice and Identity, pp. 201-218 Craft Lessons (second half)	Free write—based on ten 30-minute writing sessions over a period of two weeks. <u>Mentor Text Lesson 1 due 10/09/11</u>	Standard 3. Assessment, Diagnosis, and Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
Original Reader Response postings due 10/14/11 (11:59 pm) and follow-ups due 10/15/11 (6 pm).	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Grades 7 – 12 (Secondary Focus students)				
Session Four	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Writer's Corner postings due 10/07/11 (11:59 pm)	Assessment and Evaluation	Z&D Evaluating Writing, pp. 205-	Free write—Based on ten 30 minute writing	Standard 3. Assessment, Diagnosis, and

pm) and follow-ups due 10/08/11 (6 pm). Mentor Text Lesson 1 due 10/09/11 (11:59 pm).		219 Part V: Voice and Identity, pp. 201-218 Craft Lessons (second half)	sessions over a period of two weeks. <u>Mentor Text Lesson 1 due 10/09/11.</u>	Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
Original Reader Response postings due10/14/11 (11:59 pm) and follow-ups due 10/15/11 (6 pm).	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Session Five	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Elementary Focus Students (EC-6)				
For writer's corner, publish your finished piece to Writer's Corner Group by 10/21/11 (11:59 pm) and follow-ups due by 10/22/11 (6 pm).	Advocacy and Creating a Language of Craft	Advocacy is Also Essential, pp. 259-288 Lane—Creating a Language of Craft: Part One—pp.53-118 Mentor Texts: Chapters 5-6 (pp. 99-158)	Post a completed piece based on your daily writing work in the Writer's Corner. Post by OCTOBER 21 Also, submit your final piece to Assignments. <u>Mentor Text Lesson Plan 2 Due 10/30/11.</u>	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. Standard 5. Professional Development. Candidates view professional development as a career-long effort and responsibility.
Reader Response Postings due by 10/28/11 (11:59 pm) and follow-ups due 10/29/11 (6 pm).	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Grades 7 – 12 (Secondary Focus students)				
Session Five	Topic	Readings & Reading Response	Sessions & Writing Assignments	IRA Standards & Sub Standards

For writer's corner, publish your finished piece to Writer's Corner Group by 10/21/11 (11:59 pm) and follow-ups due by 10/22/11 (6 pm).	Advocacy and Creating a Language of Craft	Assignments Lane—Creating a Language of Craft Part One—pp.11-52 Lane—Creating a Language of Craft Part One—pp.53-118 Mentor Texts: Chapters 5-6 (pp. 99-158)	Post a completed piece based on your daily writing work in the Writer's Corner. Post by OCTOBER 21. Also, submit your final piece to Assignments. <u>Mentor Text Lesson Plan 2 Due 10/30/11.</u>	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. Standard 5. Professional Development. Candidates view professional development as a career-long effort and responsibility.
Reader Response Postings due by 10/28/11 and follow-ups due 10/29/11.	* * * Please note Reading assignments are due on alternate weeks from the Writers' Corner assignments. * * *			
Session Six	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Elementary Focus Students (EC-6)				
We are done with Writer's Corner	The Writer's Struggle	Lane—The Writer's Struggle: Part Two, pp. 133-22 Mentor Texts Select two chapters from chapters 7-9.	Reader Response	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
Original Reader Response postings due 11/11/11 (11:59 pm) and follow-ups due by 11/12/11 (6 pm).				
Grades 7 – 12 (Secondary Focus students)				

Session Six	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
We are done with Writer's Corner.	The Writer's Struggle	Lane— The Writer's Struggle: Part Two, pp. 133-222 Mentor Texts Select two chapters from chapters 7-9.	Reader Response	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
Original Reader Response postings due 11/11/11 (11:59 pm) and follow-ups due by 11/12/11 (6 pm).				
Session Seven	Topic	Readings & Reading Response Assignments	Sessions & Writing Assignments	IRA Standards & Sub Standards
Elementary Focus Students (EC-6)& Grades 7 – 12 (Secondary Focus students)				
Mentor Text Unit assignment due by 11/27/11 (11:59 pm) .	Putting all the puzzle pieces together: The Mentor Text Unit	Reading is now complete for the semester.	PUBLISH Mentor Text Unit (in Discussion area) by November 27. Please also post to the Assignments area	Standard 2. Instructional Strategies and Curriculum Materials. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Assignments (Detailed guidelines follow later in the syllabus):

Each individual assignment counts for 100% but is added by category and those categories weighted to the description below:

- 1. Reading Responses and Class Discussion**
- 2. Writer's Corner Posts and Discussion**
- 3. Mentor Text Unit**

4. Personal Piece (final draft)

Grade Calculation:

Grading for the course will be as follows. Your final grade will be determined according to the following scale:

Grading Scale

A = 93 – 100%

B = 84 – 92%

C = 75 – 83%

D= 70 – 74%

F below 70%

GRADE CALCULATION: 380 points possible

Assignment	Points Possible
Mentor Text Unit	100
Mentor Text Study Unit (100 points possible) <ul style="list-style-type: none">• Background and Overview of Unit (10 points)• Lesson Plan 1 (25 points)• Lesson Plan 2 (25 points)• Final Study Unit, including Lesson Plan 3 (40 points)	
Personal Piece (final draft)	30
Reading Response, Replies, & Assessment (6 sets @ 20 points each)	120
Writer's Corner Posts, Replies, & Assessment (4 sets @ 20 points each)	80
Total Points:	330

Email Communication:

UTA e-mail will be considered the official means of communication between the university and students, effective August 22, 2005. Utilize your UTA e-mail for all communications.

You are responsible if you do not receive information because you do not regularly check your UTA email.

American with Disabilities Act (ADA):

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to

inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Student Support Services:

The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Academic Honesty:

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Academic Honesty Statement

I have read and understand the UTA Academic Honesty clause as follows. "Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22)."

Further, I declare that the work being submitted for this assignment is my original work (e.g., not copied from another student or copied from another source) and has not been submitted for another class.

"Signature" (Typed name):

Date:

Literacy Studies Late Work and Attendance Policy

All assignments turned in late will lose at least (if not more) 25% of the possible points for each class day/period after the assignment is due. No exceptions. Late means... via email after class, the next day or the next class period. Late work will be only accepted up until prior to the beginning of the next class period. If it is not in hard copy form or uploaded to WebCT on the day it is due, it is considered late and will lose points. If turned in by the next class period it will lose 50% off total grade.

Course Learning Goals

LIST 5373 Alignment of Outcomes, Assignments, Standards

LEARNING OUTCOMES The learner:	Assignments / Assessments	National Standards	TExES Domains / Competencies
<p>Content Knowledge IRA Standard 1: Foundational Knowledge 1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.</p> <p>TExES Reading Specialist Competency 008 (Written Language) The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12. The beginning reading specialist:</p> <ul style="list-style-type: none"> • Recognizes the reciprocal nature of reading and writing, the similarities and differences between spoken and written language, and the relationships among listening, speaking, reading, and writing. • Demonstrates knowledge of the developmental continuum of students' written language, including milestones in physical and/or cognitive processes (e.g., letter formation, spelling, sentence construction, paragraph development). • Knows how to create an environment in which students are motivated to express their ideas through writing and how to use appropriate instructional strategies and sequences for developing students' writing throughout the writing process (e.g., prewriting, drafting, editing, revising). • Applies knowledge of instructional strategies for developing students' meaningful writing for a variety of audiences, purposes, and settings. • Applies knowledge of instructional strategies for developing students' writing in connection with listening and speaking and in response to reading. • Knows how to provide students with opportunities to self-assess their writing 	<ul style="list-style-type: none"> • Reading Responses and Class Discussion • Daily Writing and Discussion • Mentor Text Unit • Personal Piece & reflection (final draft) • 		

<p>(e.g., voice, coherence, depth of ideas, focus sentence-to-sentence movement) and elicit critiques of their writing from others.</p> <ul style="list-style-type: none"> • Knows how to model the use of writing conventions and appropriate grammar and usage to communicate clearly and effectively in writing and to reinforce students' use of writing conventions and appropriate grammar and usage. • Demonstrates understanding of the role of spelling and graphophonemic knowledge in reading and writing, factors that affect students' spelling, the stages of spelling development (i.e., prephonetic, phonetic, transitional, and conventional), how and when to support students' development from one stage to the next, and procedures for providing systematic spelling instruction. • Applies knowledge of the benefits of technology for teaching writing (e.g., word processing, desktop publishing software). • Knows how to formally and informally monitor and assess students' writing development, including their use of writing conventions, and how to use assessment results to develop focused instruction that is responsive to students' strengths, needs, and interests to reinforce students' writing skills. • Demonstrates knowledge of delays or differences in students' writing and spelling development and when such delays/differences warrant further assessment and additional intervention. <p>Competency 010 (Instructional Methods and Resources) The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.</p> <ul style="list-style-type: none"> • The beginning reading specialist: • Knows about state and national standards and requirements that relate to reading and writing curriculum and instruction. 		
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<ul style="list-style-type: none"> • Knows how to develop systematic, sequential age-appropriate literacy instruction that reflects content and performance standards, components of a comprehensive literacy program, students' strengths and needs, and a convergence of research evidence. • Applies knowledge of educational theories that underlie instructional practices and components of effective instructional design. • Applies knowledge of instructional methods and resources to provide effective literacy instruction that addresses various student dialects, learning preferences, and modalities. • Knows how to select materials and provide instruction that promotes respect for cultural and linguistic diversity and fosters all students' literacy development. 			
Pedagogical Knowledge & Skills—Instruction <ul style="list-style-type: none"> • IRA 2.1 Use instructional grouping options (individual, small group, whole class, and computer based) as appropriate for accomplishing given purposes. • IRA 2.2 Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds. • IRA 2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds. • IRA 3.1 Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based 	<ul style="list-style-type: none"> • Reading Responses and Class Discussion • Daily Writing and Discussion • Mentor Text Unit • Personal Piece & reflection (final draft) • 	IRA 2.1-4.4	TExES Reading Specialist Domain I, Competency 001-008, Domain II, Competency 009-010, Domain III Competency 011-012, Domain IV Competency 013-014

<p>assessment tools.</p> <ul style="list-style-type: none"> IRA 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties. IRA 3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds. IRA 3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.). IRA 4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program. IRA 4.2 Use a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural, and linguistic backgrounds. IRA 4.3 Model reading and writing enthusiastically as valued lifelong learners. IRA 4.4 Motivate learners to be lifelong learners. 			
<p>Dispositions</p> <ul style="list-style-type: none"> IRA 5.1 Display positive dispositions related to reading and the teaching of reading. IRA 5.2 Continue to pursue the development of professional knowledge and dispositions. <p>TEXES Reading Specialist Competency 014 (Collaboration, Communication, and Professional Development) The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing,</p>	<ul style="list-style-type: none"> Reading Responses and Class Discussion Daily Writing and Discussion Mentor Text Unit Personal Piece & reflection (final draft) 	RA 5.1-5.4	TEXES Reading Specialist Domain IV, Competency 014

National Standards:
International Reading Association, Reading Specialist Standards

- **Standard 1: Foundational Knowledge:** Candidates have knowledge of the foundations of reading and writing processes and instruction.
- **Standard 2: Instructional Strategies & Curriculum Materials:** Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- **Standard 3: Assessment, Diagnosis, & Evaluation:** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- **Standard 4: Creating a Literate Environment:** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- **Standard 5: Professional Development:** Candidates view professional development as a career-long effort and responsibility.

State Domains and Competencies:

TEXES Reading Specialist Domains & Competencies

Learning Outcomes:

As a result of participation in LIST 5346, *Teaching the Writing Process* students will be able to:

- Participate in an online writing community sharing their own writing and responding to members of the community.
- Read, respond, and discuss a variety of classic and contemporary writing pedagogy texts.
- Take a piece of freewriting completely through the writing process: drafting, revising, conferencing, editing, and publishing.
- Create a Mentor Text writing unit appropriate to the grade level they are teaching or want to teach.

Detailed Guidelines for Assignments:

Using the Class Discussion Board:

Your instructor will post important information about this course on the Class Discussion Board. For this reason, you should check the Discussion Board frequently.

The Class Discussion Board is also the forum for posting questions and answers about course content. In most cases, questions about course content should be posted publicly to the Class Discussion Board for the benefit of all students. Your instructor will try to respond to your questions as quickly as possible. If you need to discuss an issue with your instructor privately, you should do so by email.

Reading, Reading Responses, and Class Discussion:

You will be required to respond to readings from the following texts:

1. Dorfman, L. R., & Cappelli, R. (2007). *Mentor texts: Teaching writing through children's literature, K-6*. Portland, ME: Stenhouse Publishers. Elementary. Required by All.
2. Lane, B. (1993) *After THE END: Teaching and learning creative revision*. Portsmouth, NH: Heinemann. ISBN 0-435-08714-2. Required by All.
3. Romano, T. (2004) *Crafting authentic voice*. Portsmouth, NH: Heinemann. ISBN 0-325-00597-4. Required by All.

4. Routman, R. (2005) *Writing essentials*. Portsmouth, NH: Heinemann. ISBN 0-325-00601-6. Just for ****Elementary****.
5. Zemelman, S. & H. Daniels. (1988) *A Community of writers: Teaching writing in the junior and senior high school*. Portsmouth, NH: Heinemann. ISBN 0-435-08463-1. ****Just for Junior High and Secondary****.
6. Fletcher, R. & Portaluppi, J.(2007). *Craft lessons: Teaching writing K through 8*. York, ME: Stenhouse Publishers. Second Edition.

You will collaborate with a "mini" learning community in order to process the readings, share experiences and understandings. This is a very vital part of the learning that takes place in this class. The connections you make by networking through discussion will support you in this class, and may provide professional support afterwards also. Class emails will be provided to help this organization.

You will be required to post your reaction to each reading in the appropriate place on the discussion board. The instructors will post team assignments in the Discussion Area and/or on the course web page. The discussion is an opportunity for you to question further, ask for clarification, acknowledge, affirm and/or extend what you've learned.

What you write is dependent on how you react to each chapter. The objective for reader response is to get you to connect to your existing schema (the way you organize experience) and to connect to the reading. For example, can you relate any of your teaching and learning experiences to some of the concepts, issues, theories, and/or strategies you have found in the current reading? Might some of these new learning elements be useful in your present learning or teaching situation? Is there a time they would have helped you learn more effectively or less effectively than in the past?

Reading Response and Replies has two parts (Response and Replies)

Standards Link:

- **National standards:** IRA Reading Specialist 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3
- **State competencies:** TExES Reading Specialist 001, 002, 003, 004, 005, 006, 007, 008, 009, 010, 011, 013, 014

Description: Candidates will engage in an electronic discussion in response to the textbook and Professor Authored readings. The electronic discussion has three parts: a) candidate's original response to readings, b) candidate's replies to peers,

Format & Content: Arrange assignment in the sequence that follows with the required sections / subheadings and the content points noted.

Part A: Response: Candidates will submit to the Group Discussion Board a reading response summarizing and linking the textbook and online lesson reading (as indicated in the schedule) as well as personal reactions to the material. Candidates should make **ONLY ONE** posting for the lessons (usually 2-3 lessons are linked for this assignment and indicated on the course schedule) no matter how many chapters/lessons read. The posting should synthesize the information for all the textbook chapters and online lessons read. Mark the posting with the following label: Response #1, etc.

- **Six Key Points I Learned/I Found Interesting:** Candidates will cite at least 6 specific pieces of research, findings, suggestions from the textbook and online reading noting the chapter/page/author and what was learned that was new/interesting. Candidates cite how these points relate to their specific teaching situation with personal reactions/responses/analysis.
- **Two Key Points I Have Questions About/Found Confusing/ Disagreed With:** Candidates cite at least 2 specific pieces of information from the textbook and online reading noting the chapter/page/author and what remaining questions they still have, why they are confused, why they disagree. Candidates cite how these points relate to their specific teaching situation with personal reactions/responses/analysis.
- **One Point I Would Like More Information About:** Candidates cite at least one piece of information from the textbook and online reading that they would like to explore further. Candidates cite how this issue relates to them in their specific teaching situation with personal reactions/responses/analysis.

Part B: Replies: Following response posting, candidates will return to the discussion board to read and reply to

at least two peer's responses. Label replies as Reply 1A & Reply 1B, etc. The format for the reply part of this assignment is as follows.

- **Personal Connections:** Why did you choose this posting to respond to?
- **Discussion:** What questions or comments do you have for the author of the response posting?
- **Extension:** How can you extend the conversation on this posting? (Share specific resources, experiences, etc.)

Here are some ideas for improving the quality of your discussion.

Try to avoid, just restating the points you cited from the text and the online reading with personal opinions such as the following.

- I recognize the importance of . . .
- It is important to learn/know about . . .
- I see this . . . in my classroom

For the most part, when you start with openers such as these, you are not adding anything additional/new to the discussion. Provide some specific examples of what you are seeing in school/class or in your environment related to the reading/discussion. Following are some ways to elaborate on the discussion (these were offered by a graduate of our program, Suann Claunch of FWISD).

- I agree with ____ because ____
- I disagree with ____ because ____
- I wonder about ____ because ____
- According to ____
- The evidence shows ____
- In my classroom, I see ____ and this seems to confirm/contradict ____

In other words, don't just state an opinion. Support your point of view with specific examples and connections to other reading, discussion, etc.

For Replies, consider the following.

- Can you say something similar using other words?
- What did you like about the previous contribution?
- What new ideas did that contribution give you?
- What puzzled you about the last statement?
- How did the person who made the last statement arrive at that conclusion?
- Can you elaborate, explain, or give another example of the last statement?
- What puzzled you as you were trying to think of an answer to this question?
- Did I contribute to the discussion?
- Did I encourage others to contribute or clarify ideas?
- What would I like to do in the next discussion? How can I do this?
- Who was the person who contributed the most interesting or valuable comments?
- Who was the Most Valuable Player in keeping the discussion going?
- Who encouraged me the most in the discussion?

Grading Rubric

NOTE: All assignments must be submitted on time. Assignments submitted after the deadline may, at times, be accepted according to the assignment schedule with a 25% penalty.

Tasks for <i>Part A:</i> <i>Reading Response</i>	Expert 10	Acceptable 6	Unacceptable 0-1
Format	Follows required format for response (1)	Follows required format for response (1)	Does not follow format for one or more of the parts (0)
Six key points	Notes more than the six key points drawn from both online and text	Notes six points drawn from both online and text reading with	Does not note the minimum number of points and/or points are

<p>Two Key Points I Have Questions About/Found Confusing/ Disagreed With</p>	<p>reading with excellent elaboration, in depth insights, application to classroom, and specific examples (4)</p>	<p>insights, application to classroom, and examples (3)</p>	<p>limited or superficial (2)</p>
	<p>Notes more two key points that generated questions or confusion that reflect well developed insights and in depth personal connections and application of material to classroom settings (3)</p>	<p>Notes two key points that generated questions or confusion that reflect well developed insights and in depth personal connections and application of material to classroom settings (2)</p>	<p>Does not note the minimum number of questions or observations have limited connection to reading (1)</p>
<p>One Point I Would Like More Information About</p>	<p>Notes more than one key point for more information that reflects insightful reading of the material (2)</p>	<p>Notes one key point for more information that reflects insightful reading of the material. (1)</p>	<p>Does not note a request for more information (0)</p>
<p>Tasks for Part B: Replies</p>	<p>Expert 10 points</p>	<p>Acceptable 7 points</p>	<p>Unacceptable 3 points</p>
<p>Format</p>	<p>Posts more than the two required replies according to the required format (2)</p>	<p>Posts two required replies according to the required format (1)</p>	<p>Does not follow format for replies or make required number of replies (0)</p>
<p>Responses Replies to Peers</p>	<p>Responds to all replies (1)</p>	<p>Responds to all replies (1)</p>	<p>Does not respond to replies (0)</p>
<p>Extension of Dialogue</p>	<p>All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to classroom settings (4)</p> <p>Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extensions of the dialogue (3)</p>	<p>Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to classroom settings (3)</p> <p>Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue (2)</p>	<p>Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings (2)</p> <p>Engages in limited discussion with peers or limited extension of the the dialogue (1)</p>

Daily Writing

Daily Writing: I ask that you write daily for 30 minutes a day, five days a week. There is not a word limit. Just give yourself the gift of time. Post that writing in the Writers' Corner Café at the scheduled meeting times and

“gather” there to give positive feedback to your peers.

Instructions for Writers’ Corner Café: This is a conference area for you to post your personal/professional writing - works in progress. Here you’ll function as a writers’ group by seeking feedback and giving feedback to others.

Every other week (check schedule above for dates) post your work from your daily writing. If you have specific feedback you would like, ask for it. Otherwise, your colleagues will be given some suggestions for how to respond to your work, and you will be given instructions for how to respond to theirs. Your grade on this assignment is based on effort and participation (see rubric below). You need to be honest with yourself and us about how much time you have spent in writing that week. If you look at it as a “gift” of time just for you and your thoughts, it may help you to spend that time. You may write new material each week, or you may begin significant revisions on old material, or you may do both. The time is yours.

Writer’s Corner Post and Replies has two parts (Post and Replies).

Standards Link:

- **National standards:** IRA Reading Specialist 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3
- **State competencies:** TExES Reading Specialist 001, 002, 003, 004, 005, 006, 007, 008, 009, 010, 011, 013, 014

You will collaborate with a “mini” learning community in order to share your personal free-writing that be the basis for the development of your final personal piece. This sharing, dialogue, and discussion is a very vital part of the learning that takes place in this class. The connections you make by networking through discussion will support you in this class, and may provide professional support afterwards also. Class emails will be provided to help this organization.

You will be required to post your compiled 30-minute writings for the two-weeks to the appropriate place on the discussion board. The instructors will post team assignments in the Discussion Area and/or on the course web page. Here’s an opportunity for you to question further, ask for clarification, acknowledge, affirm and/or extend what you’ve learned. You may respond to discussion in any of the team folders, but you must post your initial response within your own team folder.

Writer’s Corner Post and Replies

Standards Link:

- **National standards:** IRA Reading Specialist 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3
- **State competencies:** TExES Reading Specialist 001, 002, 003, 004, 005, 006, 007, 008, 009, 010, 011, 013, 014

Description:

Part A: Post your writer’s corner posts as one continuous word document. Date each daily 30-minute writing entry. You should have a total of 10 entries.

Part B: Replies: Following response posting, candidates will return to the discussion board to read and reply to at least two peer’s responses. Label replies as Reply 1A & Reply 1B, etc. The format for the reply part of this assignment is as follows.

- **Personal Connections:** Why did you choose this posting to respond to?
- **Discussion:** What questions or comments do you have for the author of the response posting?
- **Extension:** How can you extend the conversation on this posting? (Share specific resources, experiences, etc.)

Grading Rubric

NOTE: All assignments must be submitted on time. Assignments submitted after the deadline may, at times, be accepted according to the assignment schedule with a 25% penalty.

Writers' Corner Rubric (Based on ten daily writing sessions in one two-week period)

Tasks for Part A: Reading Response	Expert 10	Acceptable 6	Unacceptable 0-1
Format	Follows required format for response (2)	Follows required format for response (1)	Does not follow format for one or more of the parts (0)
Ten daily writing sessions posted	Included 10 daily writing sessions in well-developed posts that are posted on time. (8)	Included 10 daily writing session in somewhat well-developed posts that are posted on time. (5)	Does not post the writing sessions to the discussion board. (2)
Tasks for Part B: Replies	Expert 10 points	Acceptable 7 points	Unacceptable 3 points
Format	Posts more than the two required replies according to the required format (2)	Posts two required replies according to the required format (1)	Does not follow format for replies or make required number of replies (0)
Responses	Responds to all replies (1)	Responds to all replies (1)	Does not respond to replies (0)
Replies to Peers	All replies reflect well developed response to peers' writing with specific feedback (4)	Replies reflect a good response to peers' writing with mostly specific feedback; some feedback is vague. (3)	Replies reflect limited response to peers' writing with vague feedback. (2)
Extension of Dialogue	Engages in genuine in depth discussion with peers, providing well developed support and encouragement and extensions of the dialogue (3)	Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue (2)	Engages in limited discussion with peers or limited extension of the dialogue (1)

Completed Personal Writing Assignment

Completed Personal Writing Assignment: Post a completed piece based on your daily writing work in the Publishers Corner. State clearly what mode of writing it is.

Descriptive: painting a picture with words (picture in your mind..., describe so clearly that...)

Narrative: telling a story (tell about the time that..., share an experience about..., tell the story of...)

Imaginative: unleashing your creative powers (pretend that..., what if..., imagine that...)

Expository: observing and reporting (explain the steps..., tell about..., show how to...)

Persuasive: constructing an argument (defend your position..., state your opinion...)

The rubric we'll be using in LIST 5346 is the Six Traits Analytic Model. We use it because many of the districts in Texas require teachers to use this model, and it provides an excellent analysis of the six traits that most influence writing:

1. Ideas
2. Organization
3. Voice
4. Word Choice
5. Sentence Fluency
6. Conventions

<http://www.nwrel.org/assessment/pdfRubrics/6plus1traits.PDF>

This rubric guides you through assessing your writing on a continuum of 5-1.

- 5 **Strong:** shows control and skill in this trait; many strengths present
 4 **Effective:** on balance, the strengths outweigh the weaknesses; a small amount of revision is needed
 3 **Developing:** strengths and need for revision are about equal; about half-way home
 2 **Emerging:** need for revision outweighs strengths; isolated moments hint at what the writer has in mind
 1 **Not Yet:** a bare beginning; writer not yet showing any control

	Strong 5	Effective 4	Developing 3	Emerging 2	Not Yet 1
Ideas	<p><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.</p> <p>B. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.</p> <p>C. Reasonably accurate details are present to support the main ideas.</p> <p>D. The writer seems to be writing from knowledge or experience; the</p>		<p><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; however, you can see where the writer is headed.</p> <p>B. Support is attempted, but doesn't go far enough yet in fleshing out the key issues or story line.</p> <p>C. Ideas are reasonably clear, though they may not be detailed, personalized, accurate, or expanded enough to show in depth understanding or a strong sense of purpose.</p>		<p><i>As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details. The writing reflects more than one of these problems:</i></p> <p>A. The writer is still in search of a topic, brainstorming, or has not yet decided what the main idea of the piece will be.</p> <p>B. Information is limited or unclear, or the length is not adequate for development.</p> <p>C. The idea is a simple restatement of the</p>

	<p>ideas are fresh and original.</p> <p>E. The reader's questions are anticipated and answered.</p> <p>F. Insight—an understanding of life and a knack for picking out what is significant—is an indicator of high-level performance, though not required.</p>		<p>D. The writer seems to be drawing on knowledge or experience, but has difficulty going from general observations to specifics.</p> <p>E. The reader is left with questions. More information is needed to "fill in the blanks."</p> <p>F. The writer generally stays on the topic but does not develop a clear theme. The writer has not yet focused the topic past the obvious.</p>		<p>topic or an answer to the question with little or no attention to detail.</p> <p>D. The writer has not begun to define the topic in a meaningful, personal way.</p> <p>E. Everything seems as important as everything else; the reader has a hard time sifting out what is important.</p> <p>F. The text may be repetitious, or may read like a collection of disconnected, random thoughts with no discernable point.</p>
Organization	<p><i>The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.</i></p> <p>A. An inviting introduction draws the reader in; a satisfying conclusion leaves the reader with a sense of closure and resolution.</p> <p>B. Thoughtful transitions clearly show how ideas connect.</p> <p>C. Details seem to fit where they're placed; sequencing is logical and effective.</p>		<p><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. The introduction may not create a strong sense of anticipation; the conclusion may not tie-up all loose ends.</p> <p>B. Transitions sometimes work; at other times, connections between ideas are unclear.</p> <p>C. Sequencing shows some logic, but not under</p>		<p><i>The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure. The writing reflects more than one of these problems:</i></p> <p>A. There is no real lead to set-up what follows, no real conclusion to wrap things up.</p> <p>B. Connections between ideas are confusing or absent.</p> <p>C. Sequencing is random and needs lots of work.</p>

	<p>D. Pacing is well controlled; the writer knows when to slow down and elaborate, and when to pick up the pace and move on.</p> <p>E. The title, if desired, is original and captures the central theme of the piece.</p> <p>F. The choice of structure matches the purpose and audience, with effective paragraph breaks.</p>		<p>control enough that it consistently supports the development of ideas. The structure may be predictable and taking attention away from the content.</p> <p>D. Pacing is fairly well controlled, though the writer sometimes lunges ahead too quickly or spends too much time on details that do not matter.</p> <p>E. A title, if desired, is present, although it may be uninspired or an obvious restatement of the prompt or topic.</p> <p>F. The organization sometimes supports the main point or story line, with an attempt at paragraphing.</p>		<p>D. Pacing feels awkward; the writer slows to a crawl when the reader wants to move on, and vice versa.</p> <p>E. No title is present (if requested) or, if present, does not reflect the content.</p> <p>F. Problems with organization make it hard for the reader to understand the main point or story line, with little or no attempt at paragraph breaks.</p>
Voice	<p><i>The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose for writing.</i></p> <p>A. The writer connects strongly with the audience through the intriguing focus of the topic, selection of relevant details, and the use of</p>		<p><i>The writer seems sincere, but not fully engaged or involved. The writing has discernable purpose, but is not compelling.</i></p> <p>A. The writing attempts to connect with the audience in an earnest, pleasing, but impersonal manner.</p> <p>B. The writer seems aware of a purpose, and attempts to select content and</p>		<p><i>The writer seems indifferent to the topic and the content. The writing lacks purpose and audience engagement.</i></p> <p>A. The writer's ideas and language fail to connect with the audience.</p> <p>B. The writer has no clear purpose, and the chosen style does not match the content or ideas.</p> <p>C. The writing is risk free, and</p>

	<p>natural, engaging language.</p> <p>B. The purpose of the writing is accurately reflected in the writer's choice of individual and compelling content, and the arrangement of ideas.</p> <p>C. The writer takes a risk by the inclusion of personal details that reveal the person behind the words.</p> <p>D. Expository or persuasive writing reflects a strong commitment to the topic by the careful selection of ideas that show why the reader needs to know this.</p> <p>E. Narrative writing is personal and engaging, and makes the reader think about the author's ideas or point of view.</p>		<p>structures that reflect it.</p> <p>C. The writer occasionally reveals personal details, but primarily avoids risk.</p> <p>D. Expository or persuasive writing lacks consistent engagement with the topic, and fails to use ideas to build credibility.</p> <p>E. Narrative writing is sincere, but does not reflect a unique or individual perspective on the topic.</p>		<p>reveals nothing about the author.</p> <p>D. Expository or persuasive writing is lifeless and mechanical, or lacks accurate information.</p> <p>E. Narrative: The development of the topic is so limited that no point of view is discernable.</p>
Word Choice	<p>Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.</p> <p>A. Words are specific and accurate. It is easy to understand just what the writer means.</p> <p>B. Striking words and phrases often catch the reader's eye and linger in the reader's mind.</p>		<p>The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.</p> <p>A. Words are adequate and correct in a general sense, and they support the meaning by not getting in the way.</p> <p>B. Familiar words and phrases communicate but rarely capture the reader's</p>		<p>The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.</p> <p>A. Words are so nonspecific and distracting that only a very limited meaning comes through.</p> <p>B. Problems with language leave the reader wondering. Many of the words just don't work in this</p>

	<p>C. Language and phrasing are natural, effective, and appropriate for the audience.</p> <p>D. Lively verbs add energy while specific nouns and modifiers add depth.</p> <p>E. Choices in language enhance the meaning and clarify understanding.</p> <p>F. Precision is obvious. The writer has taken care to put just the right word or phrase in just the right spot.</p>		<p>imagination.</p> <p>C. Attempts at colorful language show a willingness to stretch and grow but sometimes reach beyond the audience (thesaurus overload!).</p> <p>D. Despite a few successes, the writing is marked by passive verbs, everyday nouns, and mundane modifiers.</p> <p>E. The words and phrases are functional with only one or two fine moments.</p> <p>F. The words may be refined in a couple of places, but the language looks more like the first thing that popped into the writer's mind.</p>		<p>piece.</p> <p>C. Audience has not been considered. Language is used incorrectly making the message secondary to the words.</p> <p>D. Limited vocabulary and/or misused parts of speech seriously impair understanding.</p> <p>E. Words and phrases are so unimaginative and lifeless that they detract from the meaning.</p> <p>F. Jargon or clichés distract or mislead. Redundancy may distract the reader.</p>
Sentence Fluency	<p><i>The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.</i></p> <p>A. Sentences are constructed in a way that underscores and enhances the meaning.</p> <p>B. Sentences vary in length as well as structure. Fragments, if used, add style. Dialogue, if present, sounds natural.</p> <p>C. Purposeful and</p>		<p><i>The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.</i></p> <p>A. Although sentences may not seem artfully crafted or musical, they get the job done in a routine fashion.</p> <p>B. Sentences are usually constructed correctly; they hang together; they are sound.</p> <p>C. Sentence</p>		<p><i>The reader has to practice quite a bit in order to give this paper a fair interpretive reading. The writing reflects more than one of the following problems:</i></p> <p>A. Sentences are choppy, incomplete, rambling or awkward; they need work. Phrasing does not sound natural. The patterns may create a sing-song rhythm, or a chop-chop cadence that lulls the reader to sleep.</p>

	<p>varied sentence beginnings add variety and energy.</p> <p>D. The use of creative and appropriate connectives between sentences and thoughts shows how each relates to, and builds upon, the one before it.</p> <p>E. The writing has cadence; the writer has thought about the sound of the words as well as the meaning. The first time you read it aloud is a breeze.</p>		<p>beginnings are not ALL alike; some variety is attempted.</p> <p>D. The reader sometimes has to hunt for clues (e.g., connecting words and phrases like <i>however, therefore, naturally, after a while, on the other hand, to be specific, for example, next, first of all, later, but as it turned out, although</i>, etc.) that show how sentences interrelate.</p> <p>E. Parts of the text invite expressive oral reading; others may be stiff, awkward, choppy, or gangly.</p>		<p>B. There is little to no “sentence sense” present. Even if this piece was flawlessly edited, the sentences would not hang together.</p> <p>C. Many sentences begin the same way—and may follow the same patterns (e.g., <i>subject-verb-object</i>) in a monotonous pattern.</p> <p>D. Endless connectives (<i>and, and so, but then, because, and then</i>, etc.) or a complete lack of connectives create a massive jumble of language.</p> <p>E. The text does not invite expressive oral reading.</p>
Conventions	<p><i>The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touch-ups would get this piece ready to publish.</i></p> <p>A. Spelling is generally correct, even on more difficult words.</p> <p>B. The punctuation is accurate, even</p>		<p><i>The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.</i></p> <p>A. Spelling is usually correct or reasonably phonetic on common words, but more difficult words are problematic.</p> <p>B. End punctuation</p>		<p><i>Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read. The writing reflects more than one of these problems:</i></p> <p>A. Spelling errors are frequent, even on common words.</p> <p>B. Punctuation (including terminal punctuation) is often missing or incorrect.</p>

	<p>creative, and guides the reader through the text.</p> <p>C. A thorough understanding and consistent application of capitalization skills are present.</p> <p>D. Grammar and usage are correct and contribute to clarity and style.</p> <p>E. Paragraphing tends to be sound and reinforces the organizational structure.</p> <p>F. The writer may manipulate conventions for stylistic effect—and it works! The piece is very close to being ready to publish.</p> <p>GRADES 7 AND UP ONLY: <i>The writing is sufficiently complex to allow the writer to show skill in using a wide range of conventions. For writers at younger ages, the writing shows control over those conventions that are grade/age appropriate.</i></p>		<p>is usually correct; internal punctuation (<i>commas, apostrophes, semicolons, dashes, colons, parentheses</i>) is sometimes missing/wrong.</p> <p>C. Most words are capitalized correctly; control over more sophisticated capitalization skills may be spotty.</p> <p>D. Problems with grammar or usage are not serious enough to distort meaning but may not be correct or accurately applied all of the time.</p> <p>E. Paragraphing is attempted but may run together or begin in the wrong places.</p> <p>F. Moderate editing (a little of this, a little of that) would be required to polish the text for publication.</p>		<p>C. Capitalization is random, and only the easiest rules show awareness of correct use.</p> <p>D. Errors in grammar or usage are very noticeable, frequent, and affect meaning.</p> <p>E. Paragraphing is missing, irregular, or so frequent (every sentence) that it has no relationship to the organizational structure of the text.</p> <p>F. The reader must read once to decode, then again for meaning. Extensive editing (virtually every line) would be required to polish the text for publication.</p>
Total:					

Mentor Text Unit:

Mentor Text Unit (100 points possible)

- Background and Overview of Unit (10 points)
- Lesson Plan 1 (25 points)
- Lesson Plan 2 (25 points)
- Final Study Unit, including Lesson Plan 3 (40 points)

Design a **writing** unit with at least three lesson plans which reflects the elements of writing as a process. This unit should be connected to a set of mentor texts from children's or young adult literature for a grade in which you teach or plan to teach. Prewriting, writing, revising, editing, and publishing must clearly be part of the process. You can also focus on one of the Six Traits of writing. Remember, this is a **writing-focused unit** so please do not design lessons that focus on reading comprehension. Please visit all of the examples we will share with you before starting your own unit.

This mentor text unit should contain

- 1) a clear and specific rationale (about two paragraphs)
- 2) goals (overarching focus)
- 3) objectives (use Blooms' taxonomy. List at least five objectives for the entire unit)
- 4) activities (these are your three lesson plans)
- 5) assessment (this should include assessment of both process and product)
- 6) extensions.

First, select a grade level and an author that exemplifies author's craft, style, or one of the Six Traits. You can use multiple authors across the unit. In fact, I encourage you to use multiple mentor texts and authors across the unit. However, you can also choose to make your mentor text unit a focus on a particular author's style of writing. Use and consult our book, *Mentor Text* as well as *Craft Lessons* for ideas on how to format your mini-lessons. You will need at least three min-lessons. Decide on a writing topic or focus for your unit, for example, "writing with detail" or a specific genre such as vignette writing or poetry. The focus of your lesson can also be a non-fiction focus (I recommend consulting Fletcher and Portaluppi's *Non-fiction Craft Lessons* for this assignment).

Overview: Mentor Text Unit Assignment

You will design a writing unit, with at least three lesson plans, which reflects the elements of writing as a process.

You will develop the unit throughout the course. The assignment is divided into **three parts**, one Background/Overview, two separate Lesson Plans, and your **final unit** that includes the Background and all three Lesson Plans.

Consult the assignment documents or the Syllabus for the grading rubric for each part of the Mentor Text Unit.

Part 1 - Background

In Part 1 you will:

- Select a grade level and an author that exemplifies author's craft, style, or one of the Six Traits. You can use multiple authors across the unit. In fact, I encourage you to use multiple mentor texts and authors across the unit. However, you can also choose to make your mentor text unit a focus on a particular author's style of writing.
- Develop a clear and specific rationale (about two paragraphs).
- Identify five goals (overarching focus).
- State your objectives.
- Develop an outline covering all three mini-lessons. This outline may change during the course as you develop your lessons more completely.

Part 2 - Mini-Lesson Plans

Use and consult our book, *Mentor Texts*, as well as *Craft Lessons*, for ideas on how to format your mini-lessons.. You will need at least three mini-lessons. The first two Lesson Plans will be submitted separately for grading. The third one will be developed to include in the final unit along with the others.

Decide on a writing topic or focus for your writing, for example, “Writing with Detail” or a specific genre such as vignette writing or poetry. The focus of your lesson can also be a non-fiction focus. (I recommend consulting Fletcher and Portaluppi’s *Non-fiction Craft Lessons* for this assignment if you choose to focus on non-fiction writing.)

For each Lesson Plan, you will:

- Cite the specific activity/strategy that is used in the lesson plan.
- Support your activity and the steps in your instructional plan with research indicating its effectiveness. Be sure to note the references for all research cited.

Part 3 – Final Mentor Text Unit

This is the culmination of your project in which you put all the pieces together. In this assignment you will join your work from the first four Mentor Text Unit assignments to your third Lesson Plan to create your Final Mentor Text Unit.

You will “package” all the information – copy/paste the Background and the three finalized Lesson Plans – into a single Mentor Text Unit document. Be sure to include a title page with your name and the course information.

Mentor Text Author Study, Part 1—10 points

Overview: Mentor Text Unit, Part 1 – Background

The culminating assignment in this course is the Mentor Text Unit. A “mentor text” is a text that is used to model and teach an aspect of writing craft while also teaching the writing process. You will begin your project by selecting the grade level it will target and choosing a craft focus. Select a focus that exemplifies an author’s craft, style, or one of the Six Traits:

The Six Traits include:

- Idea development
- Voice
- Sentence fluency
- Conventions
- Organization
- Word choice

You will write a rationale for your selection and identify goals and objectives for your Mentor Text unit. You will also outline three lesson plans that you will develop during this course as part of your Mentor Text Unit.

Objectives

- Select a grade level and an author that exemplifies author’s craft, style, or one of the Six Traits. You can use multiple authors across the unit. In fact, I encourage you to use multiple mentor texts and authors across the unit. However, you can also choose to make your mentor text unit a focus on a particular author’s style of writing.
- Develop a clear and specific rationale (about two paragraphs).
- Identify five goals (overarching focus). These broad goals are not the same thing as your objectives. These are very broad and general goals for the entire unit.
- State your objectives.
- Develop an **outline** (bullet points) covering all three mini-lessons.

Rubric for Part 1--Background

Use this rubric to guide your work. All work must be turned in on time.

Tasks	Target	Acceptable	Unacceptable
Rationale (max 3 points)	Two paragraphs detailing a clear and specific rationale for selection of grade level and author (3 points)	Rationale somewhat clear, but lacking in specificity (2 points)	Rationale lacking in clarity and specificity (0-1 point)
Goals (max 1 point)	5 specific goals to direct the outcomes of unit (1 point)	N/A	Goals lacking (0 points)
Objectives (max 1 point)	3-5 lesson objectives using Bloom's Taxonomy verbs and connections to standards (1 point)	N/A	Objectives not aligned with Bloom's Taxonomy nor standards (0 points)
Lesson descriptions (max 5 points)	Clear description of relevant and grade-appropriate lessons involving specific writing process(es) (5 points)	Sufficient outline of writing lessons (4 points)	Description does not sufficiently outline lessons (0-1 point)

Part 1: Background/Overview

Target Grade Level:

Author:

Rationale for selections: (Develop a clear and specific rationale of about two paragraphs.)

Five Goals of Mentor Text Unit: (overarching focus)

- 1.
- 2.
- 3.
- 4.
- 5.

Lesson objectives: (State using Bloom's Taxonomy verbs; Connect to curriculum standards if possible; NOTE: These may change as you develop your lesson plans in coming weeks.)

Outlines of lessons: (Provide brief descriptions of each lesson plan that will accompany your Mentor Text Unit. NOTE: These may change as you develop the lessons in coming weeks.)

Lesson 1:

Text and materials:

Writing process focus:

Description of activities:

Lesson 2:

Text and materials:

Writing process focus:

Description of activities:

Lesson 3:

Text and materials:

Writing process focus:

Description of activities:

Lesson Plan 1 (25 points)

You will create one Mini-Lesson Plan using and consulting our book, *Mentor Texts*, as well as *Craft Lessons*, for ideas on how to format your mini-lessons. (For your final unit, you will need at least three mini-lessons.) Decide on a writing topic or focus for your writing, for example, “Writing with Detail” or a specific genre such as vignette writing or poetry. The focus of your lesson can also be a non-fiction focus. (I recommend consulting Fletcher and Portaluppi’s *Non-fiction Craft Lessons* for this assignment.)

NOTE: Each lesson plan must be original (developed by you) and not one that you found on a Web site or other published source.

Rubric for Lesson 1

Use this rubric to guide your work. All work must be turned in on time.

Tasks for <i>Lesson Plan</i>	Target	Acceptable	Unacceptable
Rationale (max 5 points)	Clear and well-developed rationale for learning. (5 points)	Rationale for learning, but lacks clarity and full development. (4 points)	Poorly developed rationale for learning. (0-2 points)
Format (max 5 points)	Well-developed lesson plan that follows required format. (5 points)	Lesson plan follows required format. (4 points)	Does not follow format for assignment or missing some or all of required parts of the lesson. (0-2 points)

Understanding of learners (max 4 points)	Demonstrates in-depth understanding of learners with well-developed goals and objectives for age-appropriate instruction. (4 points)	Demonstrates general understanding of learners with goals and objectives for age-appropriate instruction. (3 points)	Demonstrates limited understanding of learners with goals and objectives not specific for age-appropriate instruction. (0-2 points)
Knowledge of writing process (max 5 points)	Shows in-depth knowledge of all steps of writing (prewriting, writing, revising, editing, and publishing). (5 points)	Shows basic knowledge of all steps of writing. (4 points)	Shows lack of adequate knowledge of all the steps of writing. (0-2 points)
Connecting craft to writing (max 3 points)	Demonstrates in-depth ability to connect the craft demonstrated by the chosen author/craft focus to the learners' own writing. (3 points)	Demonstrates basic ability to connect the craft demonstrated by the chosen author/craft focus to the learners' own writing. (2 points)	Demonstrates lack of ability to connect the craft demonstrated by the chosen author/craft focus to the learners' own writing. (0-1 points)
Ability to plan appropriate assessments (max 3 points)	Shows well-developed ability to plan appropriate assessments. (3 points)	Shows ability to plan appropriate assessments. (2 points)	Has difficulty developing appropriate assessments. (0-1 point)

Lesson Plan 1 Format

Section I: Lesson Plan Background

- Activity/strategy and rationale:
- Supporting research

Section II: Lesson Plan Format

Author/ Craft focus:

Grade Level:

Selected Text(s):

Instructional Objectives:

Students will be able to . . .

- 1.
- 2.
- 3.

Instructional Materials and Resources:

Instructional Steps

1. Focus Activity
2. Modeling/Input
3. Guided Practice
4. Independent writing practice
5. Check for understanding
6. Closure
 - Assessment
 - Modifications & Differentiation
 - Extensions

Instructions

Section I: Lesson Plan Background

- Cite the specific activity/strategy that is used in the lesson plan. The activity/strategy must be one introduced in the Professor-Authored Reading and/or textbooks. Explain why you selected the activity/strategy and how it will help you to accomplish your instructional objectives.
- Support your choice of activity/strategy and the steps in your instructional plan with scholarly research indicating its effectiveness. Be sure to note the references for all research cited.

Section II: Lesson Plan Format

Please use the format below when planning each lesson.

Author/Craft focus:

Grade Level:

Selected Text(s):

Instructional Objectives

Students will be able to . . . (include three to five learning objectives)

Use Verbs from Bloom's Taxonomy, i.e., *Analyze, Apply, Assess and Defend, Define, Determine, Discuss, Distinguish, Identify, Summarize, Compose.*

Instructional Materials and Resources

List what you need during instruction, and copy/paste handouts, etc.

Instructional Steps

1. Focus Activity – One to three minutes; this can be a question posed to get them thinking about the author's craft, e.g., "Why is it important to use detail when we write?"
2. Modeling/Input – This is the heart of this lesson where you help students by defining, explaining, and revisiting key examples in the text. Sometimes the text must be read once and revisited to model the craft well enough. Pay special attention to this part of the process, allowing 10 – 20 minutes during the lesson for modeling/input, usually through a read-aloud or shared reading. It helps to be fairly detailed and scripted. Be sure to name, explain, and define what the author's

craft is, revisit the text for specific examples, and connect how students might use the craft in their own writing.

3. Guided Practice – Students participate in identifying author’s craft and/or try out the author’s craft in a piece of shared/collaborative writing. This may also involve revisiting the text for key pieces of writing to reinforce the lesson.
4. Independent writing practice – Even if they don’t apply the craft lesson right away, explain how students might practice the author’s craft lesson during writing workshop. What would you say to students to connect the craft lesson to their writing pieces? Be sure to include all the stages: prewriting, writing, revising, editing, and publishing.
5. Check for understanding periodically during the lesson.
6. Closure
 - Assessment (include any rubrics, checklists, or other forms of assessment).
 - Modifications & Differentiation
 - Extensions

Lesson Plan 2

You will create another Mini-Lesson Plan using and consulting our book, *Mentor Texts*, as well as *Craft Lessons*, for ideas on how to format your mini-lessons. You will need at least three mini-lessons. Decide on a writing topic or focus for your writing, for example, “Writing with Detail” or a specific genre such as vignette writing or poetry. The focus of your lesson can also be a non-fiction focus. (I recommend consulting Fletcher and Portaluppi’s *Non-fiction Craft Lessons* for this assignment.)

NOTE: Each lesson plan must be original (developed by you) and not one that you found on a Web site or other published source.

Rubric for Lesson Plan 2 (same as for Lesson Plan 1)

Use this rubric to guide your work. All work must be turned in on time.

Tasks for <i>Lesson Plan</i>	Target	Acceptable	Unacceptable
Rationale (max 5 points)	Clear and well-developed rationale for learning. (5 points)	Rationale for learning, but lacks clarity and full development. (4 points)	Poorly developed rationale for learning. (0-2 points)
Format (max 5 points)	Well-developed lesson plan that follows required format. (5 points)	Lesson plan follows required format. (4 points)	Does not follow format for assignment or missing some or all of required parts of the lesson. (0-2 points)

Understanding of learners (max 4 points)	Demonstrates in-depth understanding of learners with well-developed goals and objectives for age-appropriate instruction. (4 points)	Demonstrates general understanding of learners with goals and objectives for age-appropriate instruction. (3 points)	Demonstrates limited understanding of learners with goals and objectives not specific for age-appropriate instruction. (0-2 points)
Knowledge of writing process (max 5 points)	Shows in-depth knowledge of all steps of writing (prewriting, writing, revising, editing, and publishing). (5 points)	Shows basic knowledge of all steps of writing. (4 points)	Shows lack of adequate knowledge of all the steps of writing. (0-2 points)
Connecting craft to writing (max 3 points)	Demonstrates in depth ability to connect the craft demonstrated by the chosen author/craft focus to the learners' own writing. (3 points)	Demonstrates basic ability to connect the craft demonstrated by the chosen author/craft focus to the learners' own writing. (2 points)	Demonstrates lack of ability to connect the craft demonstrated by the chosen author/craft focus to the learners' own writing. (0-1 points)
Ability to plan appropriate assessments (max 3 points)	Shows well-developed ability to plan appropriate assessments. (3 points)	Shows ability to plan appropriate assessments. (2 points)	Has difficulty developing appropriate assessments. (0-1 point)

Lesson Plan 2 Format (this is the same format as Lesson Plan 1) (25 points)

Section I: Lesson Plan Background

- Activity/strategy and rationale:
- Supporting research

Section II: Lesson Plan Format

Author/Craft focus:

Grade Level:

Selected Text(s):

Instructional Objectives:

Students will be able to . . .

- 1.
- 2.
- 3.

Instructional Materials and Resources:

Instructional Steps

1. Focus Activity
2. Modeling/Input
3. Guided Practice
4. Independent writing practice
5. Check for understanding
6. Closure
 - Assessment
 - Modifications & Differentiation
 - Extensions

Instructions

Section I: Lesson Plan Background

- Cite the specific activity/strategy that is used in the lesson plan. The activity/strategy must be one introduced in the Professor-Authored Reading and/or textbook. Explain why you selected the activity/strategy and how it will help you to accomplish your instructional objectives.
- Support your choice of activity/strategy and the steps in your instructional plan with scholarly research indicating its effectiveness. Be sure to note the references for all research cited.
-

Section II: Lesson Plan Format

Please use the format below when planning each lesson.

Author/Craft focus:

Grade Level:

Selected Text(s):

Instructional Objectives

Students will be able to . . . (include three to five learning objectives)

Use Verbs from Bloom's Taxonomy, i.e., *Analyze, Apply, Assess and Defend, Define, Determine, Discuss, Distinguish, Identify, Summarize, Compose.*

Instructional Materials and Resources

List what you need during instruction, and copy/paste handouts, etc.

Instructional Steps

1. Focus Activity – One to three minutes; this can be a question posed to get them thinking about the author's craft, e.g., "Why is it important to use detail when we write?"
2. Modeling/Input – This is the heart of this lesson where you help students by defining, explaining, and revisiting key examples in the text. Sometimes the text must be read once and revisited to model the craft well enough. Pay special attention to this part of the process, allowing 10 – 20 minutes during the lesson for modeling/input, usually through a read-aloud or shared reading. It

helps to be fairly detailed and scripted. Be sure to name, explain, and define what the author's craft is, revisit the text for specific examples, and connect how students might use the craft in their own writing.

3. Guided Practice – Students participate in identifying author's craft and/or try out the author's craft in a piece of shared/collaborative writing. This may also involve revisiting the text for key pieces of writing to reinforce the lesson.
4. Independent writing practice – Even if they don't apply the craft lesson right away, explain how students might practice the author's craft lesson during writing workshop. What would you say to students to connect the craft lesson to their writing pieces? Be sure to include all the stages: prewriting, writing, revising, editing, and publishing.
5. Check for understanding periodically during the lesson
6. Closure
 - Assessment (include any rubrics, checklists, or other forms of assessment).
 - Modifications & Differentiation
 - Extensions

Final Mentor Text Unit—Part Three (40 points)

- You have received feedback on lesson 1 and 2. Incorporate these suggestions into your final unit. Read the rubric carefully for the final unit. You will improve upon your previous lessons, include your third and final lesson plan, and put it all together in a unit. Examples of final units will be posted.
- Create a new Word document and Save it to your computer Desktop or another storage device.
 - **Create a Title Page with the name of the unit, grade level, your name, the course name, and date.**
 - **Copy/paste the Background and Lesson Plans 1 and 2 into this document.**
 - **Create Lesson Plan 3 in this document, following the same instructions as for previous lessons.**
 - **Save the final document to your computer.**
 - **Be sure your final unit plan has three lesson plans. Build on the first two lessons and be sure your third lesson has a solid writing focus that completes the unit.**

Tasks for <i>Final Mentor Text Unit</i>	Target	Acceptable	Unacceptable
Introduction to the plan and overarching goals	Clearly-articulated, specific background and foundation for unit (6 points)	Some details of background and foundation for unit (4 points)	Inadequate background and foundation for unit (0-1 point)
Follows format: rationale, goal, objectives, activities, assessment, and extensions.	Every lesson includes all 6 required elements. (10 points)	Every lesson includes at least 4-5 required elements. (8 points)	Substantial required elements are missing or incomprehensible. (0-3 point)

Incorporates the elements of writing as a process: prewriting, writing, revising, editing, and publishing	Presented in an understandable way which reflects the current research in writing theory. (6 points)	Presented in a way which reflects the some research in writing theory. (4 points)	Does not reflect current writing theory. (0 points)
Quality of selection of activities (engaging lessons)	All of the activities engage students in identifying the author's craft/craft focus. (4 points)	Most of the activities engage students in identifying the author's craft/craft focus. (2 point)	Few of the activities engage students in identifying the author's craft/craft focus. (0 points)
	Each lesson involves students in more than one of the following: listening, speaking, reading, and writing. (4 points)	The lessons collectively involve students in the following: listening, speaking, reading, and writing. (2 point)	Students are involved in little or no listening, speaking, reading, and writing. (0 points)
	Every lesson has a "hands-on" component. (4 points)	At least one lesson has a "hands-on" component. (2 point)	The lessons include no "hands-on" components. (0 points)
Purposeful use of mentor text	The mentor texts are well-chosen and are used as a resource ("revisited") throughout each lesson to reinforce the modeling of the author's craft/craft focus. (6 points)	The mentor texts are mostly well-chosen and are used somewhat as a resource ("revisited") to reinforce the modeling of the author's craft/craft focus. (4 points)	The mentor texts are not used as a resource ("revisited") to reinforce the modeling of the author's craft/craft focus. (0 points)