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|  | **Writing Anchor Standards** | **Strategy** |
| **1.** | Write **arguments** to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. | **Arguments=**  Many ideas for argument writing on pintrest boards <http://www.pinterest.com/pin/212443307396547862/> or <http://www.pinterest.com/elaseminars/writing-argument/> |
| **2.** | Write **informative/explanatory texts** to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and **analysis of content**. | **analysis of content= Highlighting Strategy**<http://gse.buffalo.edu/org/writingstrategies/3-6highlighting.htm>**informative/explanatory texts = pages 145 – 149**  <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/writing.pdf> |
| **3.** | Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. | **Narratives= Journals** <http://literacy.kent.edu/eureka/strategies/types_of_journals.pdf>**Narratives= Unsent Letters Activity** <http://literacy.kent.edu/eureka/strategies/unsent_letters09.pdf> |
| **4.** | Produce clear and coherent writing in which the **development,** organization, and style are appropriate to **task, purpose, and audience.** | **Development=**  The Boxing Match writing development sheet**task, purpose, and audience= RAFT Strategy**  <http://literacy.kent.edu/eureka/strategies/raft.pdf> |
| **5.** |  Develop and strengthen writing as needed by **planning**, **revising**, editing, rewriting, or **trying a new approach.** | **Planning= “4 Paragraphs to Passing”**  <http://gse.buffalo.edu/org/writingstrategies/pdffiles/ambrose.pdf>**trying a new approach= The You Speak/ I Write Strategy**  <http://gse.buffalo.edu/org/writingstrategies/6-12youspeakIwrite.htm> **revising= CD Strategy**  <http://gse.buffalo.edu/org/writingstrategies/6-12enhancingdetails.htm> or Asking Questions to Revise Guide Sheet or Editing and Revising; Peer Editing |
| **6.** | Use technology, including the Internet, **to produce and publish writing** and to interact and collaborate with others. | **to produce and publish writing=**  **Publishing Toolkit** <http://gse.buffalo.edu/org/writingstrategies/Toolbox/Publishing_Toolkit.htm> |
| **7.** | Conduct short as well as more sustained research projects **based on focused questions**, **demonstrating understanding** of the subject under investigation. | **based on focused questions=**  **Q20 Strategy** <http://gse.buffalo.edu/org/writingstrategies/6-12questionstooutline.htm>**demonstrating understanding:= LINK** Worksheet <http://www.sccresa.org/downloads/common_core/link_20110329_115618_71.pdf> |
| **8.** | **Gather relevant information** from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while **avoiding plagiarism.** | **Gather relevant information=** **Column Notes** (below)**avoiding plagiarism= Citation Guide** <http://library.csun.edu/Guides/ResearchStrategies/CitationStyleGuides> |
| **9.** | **Draw evidence** from literary or informational texts to support analysis, reflection, and research. | **Draw evidence= CEE Pyramid** (below) |
| **10.** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |  |
| **11.**  | Develop personal, cultural, textual, and thematic connection within and across genres as they respond to texts through written, digital, and oral presentation, employing a variety of media and genres.  |  |

The basics of TEACHING WRITING STRATEGIES::

<http://gse.buffalo.edu/org/writingstrategies/steps.htm>

A Writer’s Toolkit for all steps of writing: <http://gse.buffalo.edu/org/writingstrategies/Toolbox/index.html>

The Writing Workshop included Resources: <http://gse.buffalo.edu/org/writingstrategies/WritingWorkshop.htm>

Additional support Guide with Student sheets and teacher instructions; <http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/writing.pdf>

Writing Process: <http://literacy.kent.edu/eureka/strategies/help_writing_process.pdf>

Boxing Match; Writing Development Worksheet

BEFORE THE FIGHT

1. Pre-match strategy
	1. Carefully read the Overview, Situation, Task and Guidelines.
	2. In the Situation, highlight the key words that tell you what content you much include in the essay.
2. List, here, the key words of phrases you have highlighted: (number may vary)
	1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Enter the key words in the spaces at the top of each box.
4. After reading the first piece given, enter appropriate information from the piece into the box where it will be a supporting detail.
5. After reading the second piece given, enter the appropriate information from the piece into the box where it will be supporting detail.
6. Repeat if there are more than two pieces.

Now, you are prepared to fight the good fight! Use what you have learned about BOXING to help you win!

SAMPLE:

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| --- |
| Connect key word or phrase from piece #2 |
| 1. Supportive detail or explanation from piece #2
 |
| 1. Supportive detail or explanation from piece #2
 |
| 1. Personal comment of details or explanation
 |

|  |
| --- |
| Connect key word or phrase from piece #1 |
| 1. Supportive detail or explanation from piece #1
 |
| 1. Supportive detail or explanation from piece #1
 |
| 1. Personal comment of details or explanation
 |

Boxing Match

First Piece

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Second Piece

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*Column Notes*

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| --- | --- | --- |
| *Topic from the text* | *What you learned from**reading the text* | *Opinions, observations,**thoughts regarding the topic* |
|  |  |  |







http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/writing.pdf

