FREE LANGUAGE-BASED TEACHING STRATEGIES

Writing Assignment Title

Assignment:

Requirements:



FREE LANGUAGE-BASED TEACHING STRATEGIES

Process Assignments	Due Dates	Possible Points
Actively read articles		/10
Topic Narrowing/Brainstorm		/5
Thesis Statement		/5
Notecards for sources		/15
Effective use of Class time		/10
Outline		/15
Rough Draft		/20
Editing		/10
Works Cited		/10
Process (counted as HW grade for 2 weeks):		/100
Final Essay:		/100
TOTAL		200



A Blog for Busy Teachers FREE LANGUAGE-BASED TEACHING STRATEGIES

Brainstorming

Reminder of Assignment:

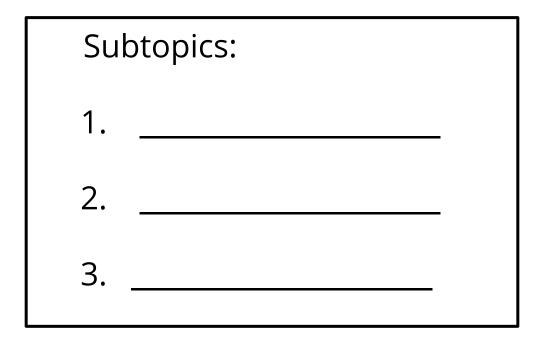
Which 2 areas are you interested in researching more about?		Develop 4 questions you'd like to find answers to about essay topic:
		1.
What interests you about these areas?	,	2.
1.		3.
2.		4.
3.		



FREE LANGUAGE-BASED TEACHING STRATEGIES

3 Subtopics

Reminder of Assignment:





FREE LANGUAGE-BASED TEACHING STRATEGIES

Criteria for Good Thesis Statements

- 1. **Arguable** Reasonable people could disagree
- 2. **Supportable** Can be backed up with evidence
- 3. **Specific** Not vague, not too general, not too broad
- 4. **"Maps out" the paper** Gives the reader a guide to the organization of the argument
- 5. **Third person** No "I" or "me" in the paper



FREE LANGUAGE-BASED TEACHING STRATEGIES

Thesis Statement

What is the subject?

What is the topic?

What is the controlling idea?

How can you prove that your thesis is credible? Provide 3 subtopics:

1. 2. 3. Based on your ideas written above, draft your thesis:

Thesis Statement:



FREE LANGUAGE-BASED TEACHING STRATEGIES

Notecard Template (EXAMPLE)

Front of notecard	Back of notecard
A1 (Source code) Author Paper Subtopic Quote or paraphrased info Page # of quote or paraphrase	 Analysis of quote or paraphrased info: How does the information connect to your thesis? Why is this information important to include in your paper?



FREE LANGUAGE-BASED TEACHING STRATEGIES

Notecard Template: (Insert Subtopic #1)

Front of notecard	Back of notecard
Source Code: Author: Paper Subtopic:	Analysis of quote or paraphrased info:
Quote or paraphrased info	
Page # of quote or paraphrase	



FREE LANGUAGE-BASED TEACHING STRATEGIES

Notecard Template: (Insert Subtopic #1)

Front of notecard	Back of notecard
Source Code: Author: Paper Subtopic:	Analysis of quote or paraphrased info:
Quote or paraphrased info	
Page # of quote or paraphrase	



FREE LANGUAGE-BASED TEACHING STRATEGIES

Notecard Template: (Insert Subtopic #1)

Front of notecard	Back of notecard
Source Code: Author: Paper Subtopic:	Analysis of quote or paraphrased info:
Quote or paraphrased info	
Page # of quote or paraphrase	



FREE LANGUAGE-BASED TEACHING STRATEGIES

Notecard Template: (Insert Subtopic #2)

Front of notecard	Back of notecard
Source Code: Author: Paper Subtopic:	Analysis of quote or paraphrased info:
Quote or paraphrased info	
Page # of quote or paraphrase	



FREE LANGUAGE-BASED TEACHING STRATEGIES

Notecard Template: (Insert Subtopic #2)

Front of notecard	Back of notecard
Source Code: Author: Paper Subtopic:	Analysis of quote or paraphrased info:
Quote or paraphrased info	
Page # of quote or paraphrase	



FREE LANGUAGE-BASED TEACHING STRATEGIES

Notecard Template: (Insert Subtopic #2)

Front of notecard	Back of notecard
Source Code: Author: Paper Subtopic:	Analysis of quote or paraphrased info:
Quote or paraphrased info	
Page # of quote or paraphrase	



FREE LANGUAGE-BASED TEACHING STRATEGIES

Notecard Template: (Insert Subtopic #3)

Front of notecard	Back of notecard
Source Code: Author: Paper Subtopic:	Analysis of quote or paraphrased info:
Quote or paraphrased info	
Page # of quote or paraphrase	



FREE LANGUAGE-BASED TEACHING STRATEGIES

Notecard Template: (Insert Subtopic #3)

Front of notecard	Back of notecard
Source Code: Author: Paper Subtopic:	Analysis of quote or paraphrased info:
Quote or paraphrased info	
Page # of quote or paraphrase	



FREE LANGUAGE-BASED TEACHING STRATEGIES

Notecard Template: (Insert Subtopic #3)

Front of notecard	Back of notecard
Source Code: Author: Paper Subtopic:	Analysis of quote or paraphrased info:
Quote or paraphrased info	
Page # of quote or paraphrase	



FREE LANGUAGE-BASED TEACHING STRATEGIES

Intro Paragraph

Hook (anecdote, personal story, surprising claim, metaphor, vivid description):

Bridge / background information (connect your hook to your thesis statement and provide background information):

Thesis Statement (copy and paste from THESIS slide):



FREE LANGUAGE-BASED TEACHING STRATEGIES

Body Paragraph 1: (Insert Subtopic #1) **Topic Sentence:** Detail 1: **Flaboration 1:** Detail 2: Flaboration 2: Detail 3: Flaboration 3:

Transition to subtopic #2:



FREE LANGUAGE-BASED TEACHING STRATEGIES

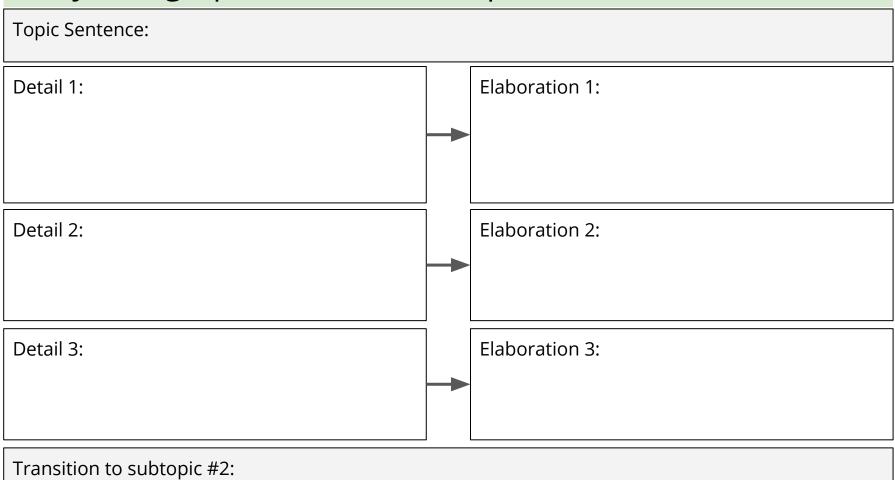
Body Paragraph 2: (Insert Subtopic #2)

Topic Sentence:					
Detail 1:		Elaboration 1:			
Detail 2:		Elaboration 2:			
Detail 3:		Elaboration 3:			
Transition to subtopic #2:					



FREE LANGUAGE-BASED TEACHING STRATEGIES

Body Paragraph 3: (Insert Subtopic #3)





FREE LANGUAGE-BASED TEACHING STRATEGIES

Conclusion Paragraph

Restate thesis in different language:

General lessons/ takeaways:

Final thought:



A Blog for Busy Teachers FREE LANGUAGE-BASED TEACHING STRATEGIES

Outline \rightarrow Rough Draft:

Reminder on Quote Integration

Option 1: Detail / Lead-In + : + Quote + Elaboration / Analysis

Use a colon after an independent clause (e.g. a complete sentence) to introduce the quote: *Example:* My teacher's remark on my final essay was very complimentary: "This essay coherently analyzes musical trends of the late 20th century."

Option 2: Detail / Lead-In + <u>Transition Phrase</u> + Quote + Elaboration / Analysis

Take a part of the quote and integrate it into the sentence:

- *Example 1:* In addition, while spending Christmas at Finch's Landing, Francis tells Scout that Atticus is "ruinin' the family" (87).
- *Example 2:* For instance Dr. Willy Weather, a weather specialist at Stanford University, was quoted saying, "Sandy has claimed more lives than any of us expected, and seems to be continuing to do so." (72).



A Blog for Busy Teachers FREE LANGUAGE-BASED TEACHING STRATEGIES

	A Range Exemplary	B Range Proficient	C Range Needs Improvement	D or F Insufficient or Not Evident
Ideas and Content	 Original and thoughtful thesis Connections to thesis are relevant and sophisticated Claims are well supported by relevant evidence and precise analysis 	 Polished and clear thesis Connections are made to thesis throughout Claims are adequately supported by relevant evidence and basic analysis 	 Simple yet clear thesis Connections are rarely made to thesis Claims are supported by minimal evidence and minimal analysis. 	 Does not address the prompt Does not have a thesis Connections are not made to thesis Claims are not supported.
50 points	50	49-40	39-21	20-0
Organization	 Includes Effective introduction Transitions between paragraphs Logically sequenced body paragraphs Conclusion that provides closure 	 Includes Clear introduction Transition sentences Logically sequenced body paragraphs Clear conclusion 	 Organization is rudimentary or inadequate Includes Introduction 3 Body paragraphs Few transition sentences Conclusion 	 Does not include Introduction Transition sentences 3 Body paragraphs Conclusion
20 points	20	19-10	9-5	4-0
Grammar and Style	 Few or no fragments or run-ons; sentence structure is somewhat varied and supports idea development Few or no spelling or grammar mistakes. Written in the third person and is written in present tense. 	 Contains fragments or run-ons but do not detract from the meaning; sentence structure supports the development of ideas but lacks variety. Proofread for spelling, capitalization, and proper punctuation. Attempts third person, generally uses a consistent tense. 	 Frequent fragments or run-ons and/or relies on simple sentence structure that distracts from the development of ideas. Has not been proofread for spelling, lacks capitalization and proper punctuation. Consistently contains first and second person language and tense is inconsistent. 	 Lacks complete sentences and transitions which detracts from the development of ideas. Has frequent, major grammatical mistakes that distract from the essay's purpose. Only contains first and second person and only uses present tense.
20 points	20	19-10	9-5	4-0
MLA and General Formatting	 No MLA citation/formatting errors. The works cited page has no errors. Length requirements have been met or exceeded 	 Contains appropriate in-text citations, formatted properly. The works cited page has a few minor errors. Length is adequate, but doesn't meet the full page requirement. 	 Few citations which are formatted improperly. The works cited page has minor errors. Length is inadequate. 	 Has no in text citations. The works cited page is missing or has major errors. Length does not meet expectations.
10 points	10	9-8	7-5	4-0

Writing Rubric

