**WRITER’S NOTEBOOK CHECK**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block \_\_\_\_\_ #\_\_\_\_\_\_\_\_\_**

1. **Responding to the Prompt \_\_\_\_\_**

|  |
| --- |
| **RUBRIC** |
| **4- COMPLETE*** Focused
* Insightful
* Thorough
 |
| **3- ALMOST*** General
* Appropriate
* Adequate
 |
| **2- PARTIAL*** Vague
* Weak
* Minimal
 |
| **1-GLIMMER*** Scattered
* Mostly Irrelevant
* Lacking
 |
| **0-FAILURE*** Irrelevant
* Blank
 |

1. **Prewriting\_\_\_\_\_\_\_**
2. **Rough Draft \_\_\_\_\_\_\_**
3. **Final Draft \_\_\_\_\_\_\_**
4. **Metacognition \_\_\_\_\_\_\_\_**

**WRITER’S NOTEBOOK CHECK # 1: DECONSTRUCTING THE PROMPT**

We have all faced adversity in our lives and have read and watched and learned from others who have done the same. For this **two page essay**, you will write a **persuasive** piece about what **the most important factor is in overcoming adversity** (i.e. individual determination, education, community or parental support, etc.) Remember, your **audience** will be determined by what type of adversity you are addressing (i.e. *children* of divorced parents or the *single mother* who is struggling to make ends meet).

Also, remember that persuasive essays use both **logical and emotional appeals**. You must incorporate **at least one statistic or expert opinion that is properly cited in a works cited page**, **one anecdote that is intended to appeal to the emotions of the reader (*pathos*), and three uses of strong connotative language (*diction*).** You must also make at least one **textual reference** to something we have read in this unit.

**Jot down your initial responses here so that you have a record of your honest feelings:**

**PRACTICE: Works Cited Entries**

For each of the sources and articles of the week that are included in this unit, a works cited entry must be created.

Use this opportunity to review your sources to gather ideas as you plan your paper.

This collection of information would typically be gathered on one page at the end of your paper for all of the resources used in your paper.

1. Create a works cited entry for each of the texts that we have read (and that you will use) for your paper below. (Some have already been done in your AOW packet—rewrite them here.)
2. **Alphabetize them.**
3. Remember to use hanging indents.
4. Follow the model formats in your reference book.

**WRITER’S NOTEBOOK CHECK # 2: PREWRITING**

**INTRODUCTION:**

**Thesis Statement:**

**Reason 1 + evidence/details (ICE)**

**Reason 2 + evidence/details (ICE)**

**Reason 3 + evidence/details (ICE)**

**CONCLUSION:**

**BODY**

Suzie Student

**MAKE NOTES AND USE THIS AS A MODEL FOR YOUR WRITING AND THE FORMAT. Your piece may be typed or handwritten, but you must skip lines, use blue or black ink only, and you may not write on the back of the page.**

Mrs. Teacher

English I /Block

Student Model: Argumentative Essay

Summer: 15 Days or 2 ½ Months?

The final bell rings. It’s the last day of school, and summer has finally come! Students don’t have to think about school for at least another 2 1/2 months. That is the way it should always be. Schools should continue using the traditional calendar and not a year-round schedule. There are numerous downsides to year-round schooling. It has no positive effects on education, it adds to costs, and it disrupts the long-awaited summer vacation.

Contrary to the well-accepted belief, year-round schooling has no constructive impact on education. Most year-round schedules use the 45-15 method: 45 days of school followed by 15 days off. Because of this, there are many first and last days of school. All those transitions disrupt the learning process. Also, there is no evidence of higher test scores. Due to that, many schools that change to year-round schedules end up switching back. For example, since 1980, 95 percent of schools that tried the year-round schedule changed back to a traditional calendar. It is obvious that changing to year-round schooling does not help students; therefore, why is the change necessary?

Like any other facility, keeping a school open requires a great deal of money. When a school changes to a year-round schedule, the costs skyrocket. Keeping school open in the middle of summer requires air conditioning, and that adds significantly to the school’s expenses. The usual utility bills grow because of the additional open-school time. Finally, teachers must be paid for all the weeks they are working. With all these factors, the cost of keeping schools open becomes immensely high. For example, a high school in Arizona had a cost increase of $157,000 when they switched to year-round schooling. Some schools may not be able to handle such increases, and other schools that can handle these expenses could be doing better things with the money. Is year-round school really where the money should go?

An important part of a child’s life is summertime. With year-round schedules, students would hardly have any time to relax. During the 15-day breaks, they would be thinking about their quick return to school. It would also be difficult to coordinate family vacations with parents’ work schedules. Similarly, children would not be able to go to most summer camps. One expert, Dr. Peter Scales, says, “The biggest plus of camp is that camps help young people discover and explore their talents, interests, and values. Most schools don’t satisfy all these needs. Kids who have these kinds of [camp] experiences end up being healthier and have fewer problems.” Obviously, the summer is crucial to a child’s learning and development. Why should this invaluable part of a young person’s life be taken away?

It is evident that year-round schooling is not the best option for the school calendar. There is absolutely nothing wrong with the traditional school year. Why change something that works so well? The final bell rings. Let’s make sure this bell means that the “real” summer vacation has come.

3: THE FIRST DRAFT

The first draft with evidence of revision or editing (you can get anybody to help with this--these are your resources)

*I TYPED THESE FOR YOU TO READ. YOU WANT A GOOD GRADE? CHECK This…*

**Questions for Revising**:

In the introduction, how can you…

* + Gain your audience’s attention in the first sentence?
	+ Improve the description of your overall response to the work?

In the body, how can you…

* Tighten the focus of each paragraph to a single response
* Strengthen the description of each response
* Improve your use of quoted evidence from the text(s)?

In the conclusion, how can you…

* Emphasize your reasons for supporting your position without repeating yourself to your audience?
* Leave readers with something that they will remember?

In general, how can you

* + - Clear up confusing parts?
		- Improve any parts that are dull and uninteresting?

DID YOU DO THAT?

Writing Notebook Check #4:

Your final draft- revised, edited, and formatted appropriately. Due\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Writing Notebook Check #5: METACOGNITION

 (thinking about thinking…)

Write a brief **letter** telling me about your thinking and writing process.

Are you satisfied with your writing? Does the finished product truly reveal what you thought about unit? What problems did you have? What successes did you have? What did/ didn't you like about the unit/assignment? What would you have done differently? What are you proud of? It can be typed or hand-written.