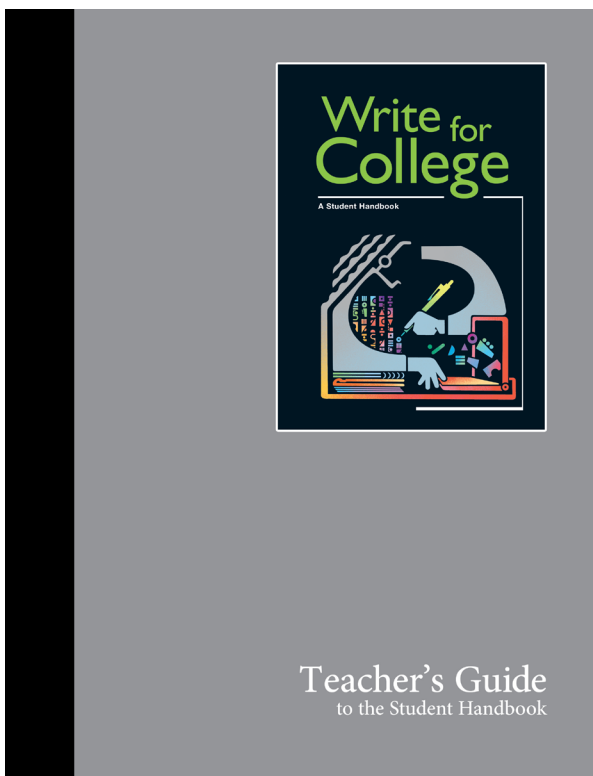
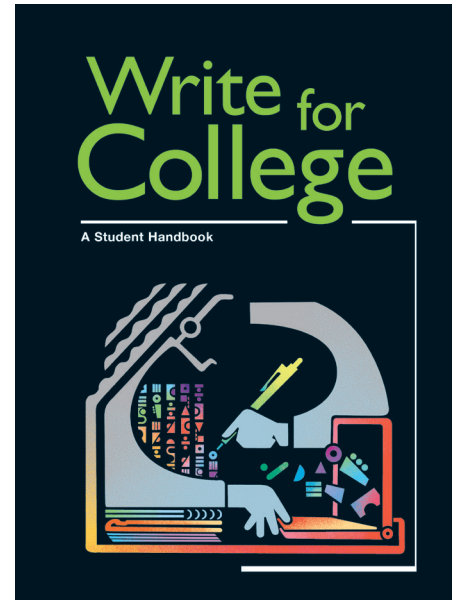


Welcome to the *Write for College* Program!

Write for College is the perfect handbook for junior and senior writers, readers, test takers, and learners. It . . .

- Covers all of the 11th and 12th grade Common Core English/Language Arts standards.
- Leads students step-by-step through the writing process.
- Teaches rigorous research skills with guidelines and models for Modern Language Association (MLA 8) and American Psychological Association (APA 6) documentation styles.
- Supports student writers in all classes across the curriculum.
- Helps students improve learning: reading nonfiction and literature, visual literacy, speaking and listening, studying, and taking tests.
- Guides students when editing for punctuation, mechanics, spelling, usage, sentences, and grammar.



The free, online *Write for College Teacher's Guide* leads you page by page through the student handbook. You'll find the *Teacher's Guide* at k12.thoughtfullearning.com/WCTG:

- Scope and Sequence
- Yearlong Timetable
- Getting-Started Activities
- Chapter-by-Chapter Guide to the Student Handbook
- Assessing Writing
- Activities and Handouts

Getting Started with *Write for College*


Week	<i>Write for College</i> Handbook
1	Getting-Started Activities Why Write? x Journals 133–137
2	One Writer's Process 1–14 Conventions: Writing Complete Sentences 70–71, 594–595
3	Traits of Writing 15–20 11 Personal Narrative 143–149 12 Personal Essay 143–145, 150–154 Conventions: Writing Clear Sentences 72–73, 596–597

Step 1 Go to the free *Teacher's Guide* k12.thoughtfullearning.com/WCTG.

- Select the suggested **Yearlong Timetable** to see what you'll be teaching.
- Select **Getting-Started Activities** to introduce the program.

Step 2 Select the chapter you want to teach, such as “One Writer’s Process.”

- Read the **Start-Up Activity** and **Think About It** quotation.
- Note the **Common Core State Standards** you are teaching.
- Follow the **page-by-page guidelines** for teaching the material.
- Use **download activities, minilessons, additional models, more topics, and many more resources.**



One Writer's Process

How do you get from the start ("I have to write a personal essay in computer class") to the finish ("This may be my last essay yet")? You may know the answer already. You use the writing process. This important process can help you.

- collect and focus your thoughts (prewriting),
- generate an initial version of your writing (drafting),
- improve your work (revising), and
- prepare it for submission (editing).

You should also remember that (1) the writing process is personal—different writers follow different routes; (2) it's recursive—you may, for example, go from revising back to prewriting; and then to revising again; and (3) it's adaptable to any writing task—from research papers to responding to prompts.

WHAT'S AHEAD

In this chapter, you will see firsthand how one student uses the writing process to shape an initial idea into an effective personal essay.

"Excellence is a continuous process and not an accident."
—A. P. J. Abdul Kalam

Start-Up Activity

Ask volunteers to describe the process they went through to come to school today. Some will probably talk about an elaborate ritual involving lengthy time in front of a mirror, a breakfast of some sort, a commute on one or more forms of transit, and other details. Others will talk about rolling out of bed, grabbing a backpack, and walking across the street to the school. Everybody had a different process for getting to school. What's important is that everyone arrives (ready to learn).

Point out that writing is much the same. Everyone follows a different writing process to go from having nothing to having a complete work ready to share. Let students know that this chapter will review one student's writing process while allowing students to experiment with their own.

Think About It

"In the writing process, the more a story cooks, the better."
—Doris Lessing

Writing Assessment for Teachers

Effective writing assessment begins with clear expectations. Share with your students the **traits of effective writing**—ideas, organization, voice, word choice, sentence fluency, and conventions. Using the traits is easy. Just **assess writing** with one of these trait-based assessment tools: a **general assessment rubric** or a **mode-specific rubric** for **narrative, explanatory, argument, response, story, poem, report, or research paper**.

Also check out these other assessment supports:

- [Writing Assessment for Students](#)
- [The Traits of Effective Writing](#)
- [Using Writing Rubrics](#)
- [Using Writing Portfolios](#)
- [Answering Prompts on Writing Tests](#)

Formative Writing Assessment

Writing assessment should not occur only at the end of a project. Instead, you should provide students ongoing feedback throughout the writing process. Give informal comments and focus on the “big three” traits: ideas, organization, and voice. These traits capture the key parts of communication: **what** a writer is saying (ideas), **how** the writer is saying it (organization), and **to whom** the writer is speaking (voice). Word choice and sentence fluency support these three traits. Correctness is important in the editing phase, but if you comment on spelling and mechanics before content, student will focus on surface corrections rather than the deeper issues that facilitate true communication.

Assessment Rubric

Name: _____ Date: _____

Rate your writing from 1 (Unsatisfactory) to 5 (Excellent) for each trait below. Add the scores together and divide by the number of traits to find your overall score.

STIMULATING IDEAS

The writing:

- 1. addresses a clear, specific topic or purpose.
- 2. includes relevant details and examples.
- 3. makes the writer's position and answer questions about the topic.

LOGICAL ORGANIZATION

The writing:

- 1. includes a clear beginning, middle, and ending.
- 2. includes specific details arranged in the best order to support the main idea.

ENGAGING VOICE

The writing:

- 1. uses a conversational, interesting, and lively style.
- 2. shows genuine feeling being communicated.

ASSESSMENT RUBRIC: Argument Writing

Name: _____ Date: _____

Rate your argument writing from 1 (Unsatisfactory) to 5 (Excellent) for each trait below. Add the scores together and divide by the number of traits to find your overall score.

STIMULATING IDEAS

The argument:

- 1. takes a clear position on a debatable issue.
- 2. provides the reader with evidence and logical reasoning, logical arguments, and specific details.

LOGICAL ORGANIZATION

The argument:

- 1. includes the reader's attention in the beginning, uses background, and both the writer's organization.
- 2. uses an overall logical organization to support the position with evidence and logical reasoning.

ENGAGING VOICE

The argument:

- 1. uses a conversational, interesting, and lively style.
- 2. shows genuine feeling being communicated.

IMPACTIVE SENTENCE STYLE

The argument:

- 1. uses a variety of sentence types, lengths, and structures.
- 2. uses sentence variety to emphasize important ideas.

CONVINCING EVIDENCE

The argument:

- 1. uses relevant, credible, and specific evidence.
- 2. uses logical reasoning, explanation, and analysis.

Step 3 Assess writing using **checklists, peer-response sheets, rubrics, and sample assessments.**

- Help students evaluate their own writing throughout the process.
- Guide students in becoming effective peer editors and mentors using the traits of effective writing.
- Teach chapters on writing exit and entrance exams, answering document-based questions, writing on-demand, and taking Advanced Placement tests.