

myPerspectives Texas

Writing for the Purpose of Learning

Get Started!



Hi, *myPerspectives* Texas teachers! Are you ready to get writing going in your classroom?

I'll spend the next few minutes walking you through the writing instruction and opportunities that will help your students become stronger writers and learners.

Vital Skill



Writing for the purpose of learning is a vital college and career skill.

myPerspectives Texas provides many writing opportunities-both formal and informal. The program supports writing mastery through instruction and modeling, conferring, and giving students choices.

Aspects of Writing



Click a grade band to learn more.
When you're done, click **Next** to continue.

In *myPerspectives* Texas, students complete writing activities related to different aspects of writing.

Take a moment to learn about each aspect.

Grades 6-8

Aspects of Writing for **Grades 6-8**

Writing to Learn Writing to Share Writing to Compare Writing for Assessment

Click a tab to learn more about it.
When you're done, click **Next** to continue.

Writing to Learn

Aspects of Writing for Grades 6-8

Writing to Learn
Writing to Share
Writing to Compare
Writing for Assessment

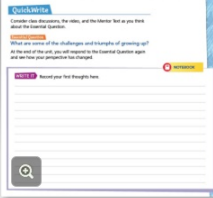


Writing to Learn helps students to organize their thoughts, absorb content, connect ideas about the text, and deepen understanding.

Write to Learn activities

- Discuss It
- QuickWrites
- EQ Notes
- Close Read Routine

These activities encourage students to jot down ideas and evidence. Students write to confirm what they know and uncover what they don't know.

The write-in Student Edition allows students to write directly in their texts, allowing them to focus on close reading and marking up the text by highlighting, underlining, taking notes, and responding to prompts.

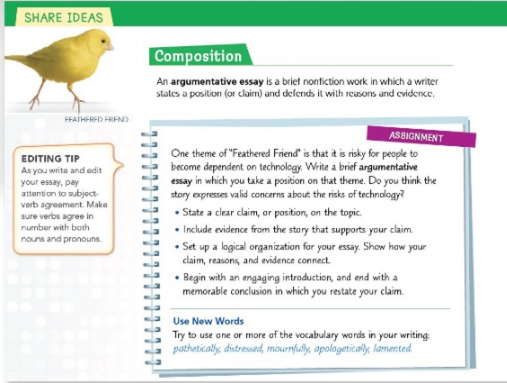
Writing to Share

Aspects of Writing for Grades 6-8

Writing to Learn
Writing to Share
Writing to Compare
Writing for Assessment

Writing to Share allows students to write a composition for a specific audience.

Short, focused assignments require students to use evidence from the text to support their claims.



Writing to Compare

Aspects of Writing for Grades 6-8

Writing to Learn

Writing to Share

Writing to Compare

Writing for Assessment

Writing to Compare is embedded in each unit as students read and write within and across genres.

Writing for Assessment

Aspects of Writing for Grades 6-8

Writing to Learn

Writing to Share

Writing to Compare

Writing for Assessment

Performance Tasks include Writing and Speaking and Listening Performance Tasks. Students can complete Performance Tasks individually or collaboratively.

Performance-Based Assessments allow students to pull it all together and draw on the work they've done all unit long. Students' writing skills and strategies converge with the end-of-unit Performance-Based Assessment.

English I-IV

Aspects of Writing for **English I-IV**

Unit Writing

Daily Writing

Extended Writing

Writing for Assessment

Click a tab to learn more about it.
When you're done, click **Next** to continue.

Unit Writing

Aspects of Writing for **English I-IV**

Unit Writing

Daily Writing

Extended Writing

Writing for Assessment

Every unit begins with a mentor text that is in the **unit's writing mode**. The unit mentor text is used as a model for the focus writing mode.

Students build stamina as they write for different purposes in multiple modes and formats.

The modes include Argumentative, Narrative, and Informational/Explanatory.

Daily Writing

Aspects of Writing for English I-IV

Unit Writing
Daily Writing
Extended Writing
Writing for Assessment

Students 'write more to write better' in myPerspectives Texas. Some **daily writing** activities include:

- **QuickWrite:** After reading the mentor text, students write a summary and QuickWrite to share what they already know.
- **EQ Notes:** Students collect text evidence throughout each unit and use their notes to inform discussions and Performance Tasks.
- **Writing to Compare:** When reading multiple text selections, students write to compare and contrast the selections.

The **write-in Student Edition** allows students to write directly in their texts, allowing them to focus on close reading and marking up the text by highlighting, underlining, taking notes, and responding to prompts.

QuickWrite
Consider class discussions, presentations, the video, and the Mentor Text as you think about the Essential Question.

ESSENTIAL QUESTION:
How important are heroes to the world?

- Record your first thoughts about the Essential Question in your notebook.
- Work to develop your ideas as thoroughly as you can and to describe the reasons you feel and think as you do.

Remember that there are no right or wrong responses. You are simply exploring your understanding of the topic at this point in the unit.

At the end of the unit, you will respond to the Essential Question again and see how your perspective has changed.

Writing to Compare
Read and compare two or more texts. Write to compare and contrast the selections. Use your notes to inform your writing.

Include the Facts
Remember to include other writing, including notes and underlines, in your writing. Use your notes to inform your writing.

Read and Answer Multiple Questions
Read Selection from a variety of literary genres. As you explore their elements, mark your thoughts and ideas from the text that support them. Taking notes as you go will help you verify your thinking, gather relevant information, and be ready to respond to the Essential Question in a clear and concise way at the end of the unit.

PRACTICE Use the table to compare the selections and complete the activities in this unit.

Title	Key Elements	Notes/Questions/Connections

Extended Writing

Aspects of Writing for English I-IV

Unit Writing
Daily Writing
Extended Writing
Writing for Assessment

Students write to explore and discover their thinking. Some **extended writing** activities include:

- **Inquiry and Research:** Students explore and extend learning with opportunities to create and answer questions that help them dive deeper into the text.
- **Composition, Research, Speaking and Listening:** All selections have this section that allows students to create a piece of writing or conduct research.
- **Extended Study Project:** Rigorous writing projects require students to synthesize information across texts as they practice the types of writing they will encounter on high-stakes tests and in college.

INQUIRY AND RESEARCH
Research and Extend Ray Bradbury's fictional Mars is based on some facts and a lot of imagination. Write down three details about the physical setting of Mars in this story. Using these details, generate two to three of your own questions about what Mars is really like. Then, conduct a brief informal inquiry to answer your questions. Use a variety of sources, including government web sites.

Writing to Synthesize
You have read and analyzed two examples of Southern Gothic novels of the 1930s. Write and defend your own conclusion about the power of the literary genre. Consider this question:
What makes a writer different from a persuasive argument on the same topic?

In your exploratory essay, include the following elements:

- a clearly stated thesis
- evidence for your claim, in the form of both textual evidence and original commentary
- a clear logical organization, including follow-up

Speaking and Listening
A multimedia presentation is a text that combines verbal, visual, and sound elements and is usually delivered to an audience.

ACTIVITY
With your group, create a multimedia presentation about the social movement of the 1960s. Choose a high school that has a social movement. Consider the changes you want to see, and build a strong claim or message. Research and create your presentation. Consider the following:

- Public Service Announcement about community—usually no more than 30 seconds long—is a key element to the public good.
- Media Health Campaigns include, but are not limited to, a variety of activities, like "Don't Drink and Drive" or "Smoking Causes Cancer."

As you work together, engage in meaningful discussions, or discussions, to explore and extend your understanding of the topic.

LEARNER ACTIVITIES **RESPOND APPROPRIATELY**

- Use your own words to describe the social movement.
- Use your own words to describe the social movement.
- Use your own words to describe the social movement.
- Use your own words to describe the social movement.

Writing for Assessment

Aspects of Writing for English I-IV

Unit Writing

Daily Writing

Extended Writing

Writing for Assessment

Performance Tasks guide students through the writing process—Planning and Prewriting, Drafting, Revising, Editing, Publishing, and Presenting. The tasks include **Writing and Speaking and Listening** Performance Tasks. Students can complete Performance Tasks individually or collaboratively.

Timed Writing activities prepare students for high-stakes testing.

Performance-Based Assessments allow students to pull it all together and draw on the work they've done all unit long.

Write an Argumentative Essay

An **argumentative essay** is a brief nonfiction work in which an author presents a thesis, or position, and supports it with reasons and evidence.

ASSIGNMENT

Write a focused, structured, and coherent **argumentative essay** in which you state and defend a position on the following question:

Is heroism a component of human nature that we all share?

Support your position with evidence from your reading, your background knowledge, and any research you may have done. Include the elements of an argumentative essay in your writing.

TEST PRACTICE

Timed Writing: Argumentative Essay

Achieving Focus, Structure, and Coherence

When a prompt asks you to state a claim and then support it with evidence to persuade your audience, it is directing you to write an **argumentative essay**. Use the steps shown to write a focused, structured, and coherent essay in response to the prompt. Timed writing tests often run about 40 minutes.

ASSIGNMENT

Read the following quotation.

"You can't be a hero without being a coward."

Think about this statement carefully. Do you agree that one must be a coward in order to be a hero? Write an **argumentative essay** in which you state your position clearly and support it with strong evidence. Use a strategic organizational structure that is appropriate to your purpose, audience, and topic, as well as the context of a timed-writing situation.

PERFORMANCE-BASED ASSESSMENT

Argumentative Essay

INTRODUCTION

In this unit, you read about aspects of heroism. You also practiced writing argumentative essays. Now, apply what you have learned. Write an **argumentative essay** in which you synthesize information you learned in this unit with your own ideas to respond to the Essential Question.

How important are heroes to the world?

Tool Kit

Grades 6-8

RESOURCES

TOOL KIT

- Close Reading 81
- Making the Text
- Close Read Model and Guide
- Writing Models and Rubrics 84
- Argument
- Informative/Exploratory
- Narrative
- Research Process and Models 822
- Conducting Research
- Reviewing Research Findings
- Incorporating Research Into Writing
- M.A. Style for Listing Sources
- Program Resources 832
- EO Home Model
- West Network Model

GLOSSARY

- Academic/Concept Vocabulary 824
- Vocabulario académico/ Vocabulario de conceptos
- Literary Terms Handbook 843
- Manuel de términos literarios
- Grammar Handbook 855

INDEXES

- Index of Skills 865
- Index of Authors and Titles 879

ACKNOWLEDGEMENTS

Acknowledgements and Credits 882

Writing Models and Rubrics

MODEL

ARGUMENT SCORE 4

Celebrities Should Try to Be Better Role Models

Like it or not, kids look up to the celebrities they see on TV and want to be like them. Parents may not want celebrities to be role models for their children, but that fact is their own. With such an enormous influence on young people, celebrities have a responsibility to think about what they say and do and to be sure that the words circulating in short, they should make an effort to be better role models.

Sometimes celebrities say they don't want to be role models. "I'm just an actor!" or "I'm just a singer!" they protest. "Their parents and teachers are the ones who should be guiding them and showing them the right way to live!" That all very well, but it would be foolish to underestimate the impact that celebrities have on children. Kids spend hours every day digitally hanging out with their favorite stars. Children learn by imitation, so for better or worse, celebrities act as role models.

Celebrities are given a lot of attention, time, and money. They get all that for doing very little acting, singing, or playing a sport very well. It's not as if they work very hard. But even if they work hard, do they deserve to be in the news all the time and earn \$10 or even \$100 million more than equally hardworking teachers, scientists, or nurses? I don't think so.

With all that they are given, celebrities owe a lot to their communities and the world. One way they can serve as good role models is by giving back, and quite a few celebrities use their fame and fortune to do just that. They give scholarships or even build and run schools; they help veterans; they entertain kids who are sick; they support important causes such as conservation and women's rights. They donate not just money but their time and talents too.

The writer has chosen words that contribute to the clarity of the text.

The writer clearly states the claim in the introduction.

The writer addresses other points.

There are no errors to distract the reader from the effectiveness of the text.

The writer uses transitions and sentence connectors to show how ideas are related.

English I-IV

RESOURCES

CONTENTS

TOOL KIT

- Close Reading 81
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WRITING MODELS AND RUBRICS

MODEL

COMMUNITY SERVICE

Community Service Should be a Requirement for High School Graduation

Every high school student should be required to do community service in order to graduate. Volunteering offers life-long benefits that will prove advantageous for adulthood.

First and foremost, studies show that participating in service learning — when community service is part of a class curriculum — often helps students do better in school. For example, a study conducted by Loyola University found that 80 percent of schools with service learning programs reported grade point averages of participating students improved 70 percent of the time. Another study, conducted by Harvard Research, showed improved problem-solving skills and increased interest in academic among elementary and middle school students who participated in service learning.

It's not just academic performance that can improve through volunteering. There are social and psychological benefits as well. For example, a student survey showed that students who participated in quality service learning projects showed more personal and social responsibility. Another survey found that students involved in service learning were more likely to be kind to each other, and care about doing their best. Teachers also show better self-esteem and fewer behavioral problems in students who have been involved with service learning.

Finally, it's important to note that volunteering in high school should NOT be a requirement for graduation. They point out that students have an ability that is not needed and often unvalued. What's more, requiring community service for graduation would be particularly hard on students and low-income students who work after school to help their families make ends meet.

The introduction establishes the writer's claim in a clear and compelling way.

The writer uses a variety of sentence transitions.

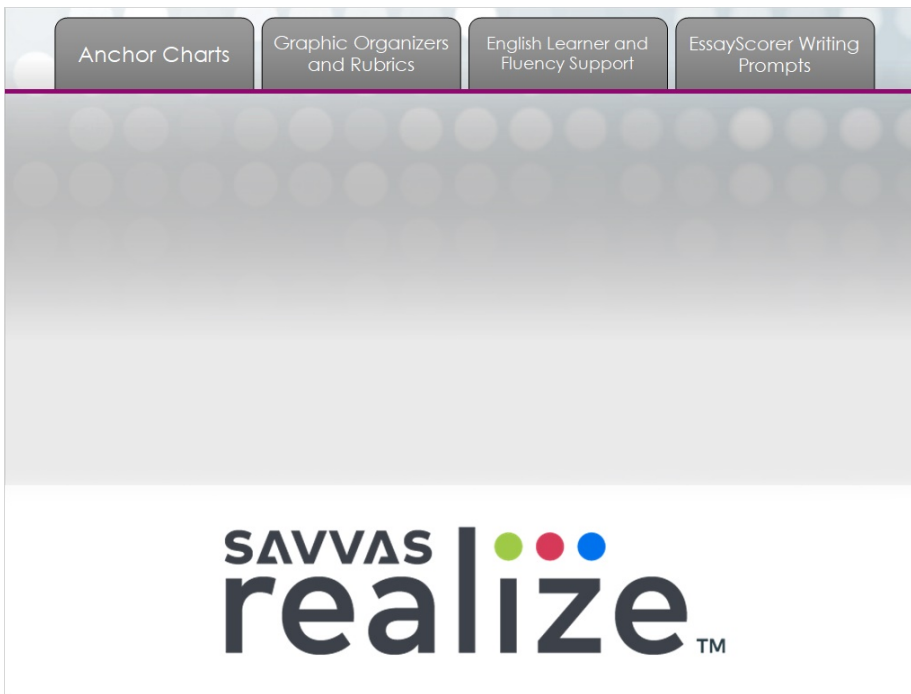
Source of evidence goes unexplained and cannot warrant citation.

Comments are clearly acknowledged and refuted.

How about some writing resources to support your instruction and your students?

There's a handy Tool Kit in the back of the Teacher's Edition and Student Edition which includes a Writing section. You'll also find a *Grammar Handbook* and much more!

Online Resources



Look online to discover hundreds of resources to customize your writing lessons. You'll also find student-facing interactive lessons and tutorials.

Anchor Charts

Anchor Charts

Graphic Organizers and Rubrics

English Learner and Fluency Support

EssayScorer Writing Prompts

Anchor Charts

Ready-made charts summarize the most important writing features and strategies.

ELEMENTS OF ARGUMENTATIVE ESSAYS

PURPOSE

- to explain and defend a idea; arguable claim or position

CHARACTERISTICS

- a clear, arguable, claim that expresses an engaging idea and shows depth of thought
- consideration of potential counterarguments, and responses that may include concessions or rebuttals
- varied evidence, including specific facts, details, and examples
- elements of craft, including effective use of persuasive appeals
- command of standard English conventions

STRUCTURE

- a well-organized structure that includes:
 - an engaging introduction that establishes the claim
 - a logical flow of supporting ideas and evidence
 - a convincing conclusion

ARGUMENTATIVE ESSAY

Author's Purpose

- To present an analysis and defend a position
- To convince a particular audience, or group of readers

Characteristics

- Statement of a position or claim supported with evidence
- consideration of counterargument, or opposing views
- explanation and analysis of a topic
- appeals to readers' sense of logic
- serious, formal tone
- civiled language

Structure

- formal organization that supports a logical flow of ideas
- introduction, body, and conclusion

Graphic Organizers and Rubrics

Anchor Charts

Graphic Organizers and Rubrics

English Learner and Fluency Support

EssayScorer Writing Prompts

Graphic Organizers and Rubrics

The Graphic Organizers and Rubrics tab provides a variety of these tools for students. In addition, for high school, a Texas Assessment Writing Rubrics folder provides TEKS-aligned editable rubrics with detailed 4-point guidance.

Graphic Organizers and Rubrics

- Graphic Organizers
- Rubrics

Cause and Effect Map

```

    graph TD
      Cause((Cause)) --> Effect1[Effect]
      Cause --> Effect2[Effect]
      Cause --> Effect3[Effect]
    
```

Rubric for Self-Assessment

Cause-and-Effect Essay—4-point rubric

Score	Audience and Purpose	Organization	Elaboration	Use of Language
Score 4	Consistently targets an audience through word choice and details; clearly identifies purpose in thesis statement	Presents a clear, consistent organizational strategy to show cause and effect	Successfully links causes with effects; fully elaborates connections among ideas	Chooses clear transitions to connect ideas; presents very few mechanical errors
Score 3	Targets an audience through word choice and details; identifies purpose in thesis statement	Presents a clear organizational strategy with occasional inaccuracies; shows cause and effect	Links causes with effects; elaborates connections among most ideas	Chooses transitions to connect ideas; presents few mechanical errors
Score 2	Misses a target audience by including a wide range of word choice and details; presents no clear purpose	Presents an inconsistent organizational strategy; creates logical presentation of causes and effects	Links some causes with some effects; establishes connections among most ideas	Misses some opportunities for transitions to connect ideas; presents many mechanical errors
Score 1	Addresses no specific audience or purpose	Demonstrates a lack of organizational strategy; creates a confusing presentation	Develops and elaborates no links between causes and effects	Demonstrates poor use of language; presents many mechanical errors

English Learner/High Interest Support

English Learner and Fluency Support

On the English Learner and Fluency Support tab, you'll find a resource titled, *Texas ELPS Toolkit*. This resource is designed to help middle school and high school teachers close the achievement gap for English Language Learners.

Mini-lessons, activities, and graphic organizers are designed to improve the writing skills of all your students.

English Learner and Fluency Support
Customize

TEXAS ELPS TOOLKIT

WRITING How to write using new vocabulary

ELPS 14.4.10-120 Write using newly acquired basic vocabulary and content-based words from vocabulary.

Challenges
Some ELL students have trouble using new words when they write.
Expect students to use content area words in their writing.

Solution
Teach students how to use basic vocabulary and content area words when they write.

Clarify the standard
If necessary, clarify the language of the standard for your students.

Item	Subtext	Examples / Suggestions
Basic Vocabulary	words you are using in the context of a lesson	think, read, write, learn, school, house
Content-based Vocabulary	words that are specific to a subject area (e.g. mathematics, science, social studies, and geography)	Each subject has its own set of vocabulary words. Allow students to generate their own content-based vocabulary words.

Next step
Work with your students using both with Choice one or both of the activities provided on pages 289-295.

ELL Mini-lessons
Meaningful Writing
Encourage the students to use the newly acquired words in their writing. Encourage them to use the words in their writing. Encourage them to use the words in their writing. Encourage them to use the words in their writing.

Essay Scorer Writing Prompts

EssayScorer Writing Prompts

EssayScorer is a digital tool that provides immediate feedback on student essays for revising and improving writing. It also saves you time!

Students respond to the prompts and then submit their essays for feedback. This extra practice helps students to refine and master their writing process skills.

EssayScorer Writing Prompts

- Argument
- Autobiography
- Cause and Effect
- Comparison and Contrast
- Descriptive
- Expository
- How-To
- Narrative
- Persuasive

Argument: What is a Student Leader's Most Important Role?

Use your critical thinking skills to answer the question below. For example, one team might argue that the most important role of a student leader is to lead the school. The other team might argue that the most important role of a student leader is to help the school.

Write your answer in the box below.

Get Feedback

Hide

Start writing your answer and get feedback when you're ready.

Teach Writing!

“Writing is not simply a tool for having students repeat what they already know. Writing is often generative—that is, it can create new thinking.”

- Kelly Gallagher

Thank you!

my Perspectives
ENGLISH LANGUAGE ARTS

my SAVVAS Training

Ready to jump in and start teaching writing? Thanks for exploring how the writing aspects in *myPerspectives* Texas help your students write for the purpose of learning.

Remember to check out more helpful tutorials on mySavvasTraining.com.