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

I’ll spend the next several minutes walking you through the writing opportunities that will help your students write for the purpose of learning.
Writing for the purpose of learning is a vital college and career skill.

myPerspectives provides many writing opportunities—both formal and informal. The program supports writing mastery through modeling, conferring, and giving students choices during instruction.
In myPerspectives, students complete writing activities related to different aspects of writing.

Take a moment to learn about each writing aspect.
Writing to Learn helps students to organize their thoughts, absorb content, connect ideas about the text, and deepen understanding.

Writing to Learn activities include:
- QuickWrites
- Evidence Log
- Research to Clarify and Research to Explore
- First Read prompts

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

Writing to Learn activities provide insight into students’ growth as writers.
Writing to Sources requires students to draw evidence from the text.

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

Writing to Compare challenges students to find evidence in multiple texts and draw conclusions.
Writing Modes

PERFORMANCE TASK: WRITING FOCUS

**Write an Argument**

You've read a short story and a newspaper opinion piece that deal with the issue of survivor guilt. You've also listened to a radio broadcast about the ways in which friends can help one another in survival situations. In “The Seventh Man,” the narrator describes the loss of his closest friend. In “The Moral Logic of Survivor Guilt,” the author makes an argument about the guilt that surviving soldiers often feel for their fallen comrades. In the radio broadcast, neighbors and friends come to one another's aid.

**Assignment**

Use your knowledge of “The Seventh Man,” “The Moral Logic of Survivor Guilt,” and “The Key to Disaster Survival...” to take and defend a position on the topic. Write a brief argument in which you state and support your position on this question:

- Should the narrator of “The Seventh Man” forgive himself for his failure to save K.?

**Model Argument**

For a model of a well-crafted argument, see the Launch Text, “The Cost of Survival.” Challenge yourself to find all of the elements of an effective argument in the text. You will have an opportunity to review these elements as you prepare to write your own argument.

The Launch Text introduces the unit’s **writing mode**: Argumentative, Informative/Explanatory, or Narrative.

Students can refer to a model for the Performance Task and the end-of-unit Performance-Based Assessment.
Writing Process

Each day students have explicit instruction on the featured unit writing mode and models, along with a focus on conventions.
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.
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.
Graphic Organizers and Rubrics

The Graphic Organizers and Rubrics tab provides a variety of these tools for students.
Conventions

The Conventions tab provides additional grammar practice and support, with a variety of resources for teachers and students.

Interactive Practice Lessons, Grammar Tutorials, and worksheets (in both English and Spanish) provide grammar instruction in an engaging environment.
Writing and Research

The Writing and Research tab provides interactive writing and research lessons that you can customize or assign as is.

Interactive whiteboard lessons and research and writing presentations are also available.

Introducing Poetry and Description

What Do You See?

Words can be a powerful way to capture a moment or feeling. Look at the photograph on page 118 of your textbook.

Try It: Take a few minutes to tell what you see in the photograph. Remember, you might describe the actual image or you might describe how it makes you feel.

Consider these questions as you participate in an extended discussion with your class. Take turns expressing your ideas and feelings.

- What details do you see in the photograph?
- What emotions does the photograph make you feel?
- What might you feel if you saw these horses?
- What do the horses mean to you?
Teach the Mini-lesson(s)

**Mini-lesson: Narrative Paragraph: Graphic Organizer**

**Language objective:** communicate effectively through writing

**Content-area objective**

- **Language Arts:** write a narrative paragraph

**Learning strategy:** narrative paragraph graphic organizer

**Explain**

Ask students, “What is narrative writing?” Tell them, it tells a story. Point out examples of narrative writing they’ve read recently in their language arts class. Narrative writing may be fiction (made up), such as a short story or folk tale, or non-fiction (true), such as a news story or biography.

- Explain that a narrative paragraph tells a story in a paragraph. Hand out copies of the worksheet. Go over the parts of a paragraph with students: topic sentence, body, and closing sentence.
- To demonstrate how to write a narrative paragraph, think of a story starter. For example, the classic “It was a dark and stormy night and…” or “On the way home…” or “The phone rang…”
- Write the story starter on the board and read it aloud. Brainstorm with the class ideas on the story could develop. Write these ideas on the board. Work with students to choose the best ideas. Use these ideas to write a few sentences for the body of the paragraph. Then discuss with students how the story might end, and create a closing sentence together.

Now ask students to write their own narrative paragraph using the graphic organizer on the worksheet. Write two or three story starters on the board and let students choose. For Step D, invite student volunteers to read aloud their narrative paragraphs to a partner, small group, or the class.

**Scaffold for Differentiated Instruction**

- **Beginning:** Make sure students understand the story starters; supply an alternative starter if needed. Guide them to brainstorm ideas for the story. If necessary, listen to their ideas and write them on the board. Let students copy their sentences onto their worksheets.
- **Intermediate:** Students may work in pairs to complete the worksheet. Monitor their work and encourage them to write complete sentences.
- **Advanced:** Students should work independently on the worksheet. Encourage them to go through the self-monitoring questions in Step C.

**Check for Understanding**

Ask: How do brainstorming and using a graphic organizer help you write a narrative paragraph?

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**English Learner/High Interest Support**

On the English Learner/High Interest Support tab, you’ll find a resource titled *Every Teacher’s Toolkit*. It is designed to help all 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.
EssayScorer Writing Prompts

The EssayScorer Writing Prompts tab provides additional essay prompts across all grade levels. Students write to the prompts and then submit their essays for feedback. This extra practice helps students to refine and master their writing process skills.

**Please note:** The EssayScorer Writing prompts are available in addition to the aligned Performance Task: Essay Scoring Activity prompts found under the Unit Resources tab.
Teach Writing!

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

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