

7TH GRADE WRITING STATIONS FOR OCTOBER 7-16, 2009

STANDARDS-WRITING (targets: editing , parts of speech, simple/compound sentences, technical vocab, multiple modifiers, descriptive writing)

TEXT: HARRIS AND ME

PURPOSE: CMS students scored below the 49% in writing skills on CSAP. We took an assessment on these skills in September and 85% were not proficient. We must reteach, plus address the new targets in the dist. pacing chart.

MATERIALS: composition notebooks (station and daily writing sections); pencil/pen; your special homework; Latin vocab

GROUPING: station teams are heterogeneous; teacher teams are homogenous and built from assessment data (those students who did not do well on the previous assessment of writing will be grouped for reteaching)

STATION 1: editing and logical order of paragraphs

1. ____ Team edits the article with 35 mistakes. You must agree on the changes and be able to give the teacher your reason for making a change. If the team fixes all 35 correctly, they get candy. If not, you get to do another.
2. ____ Team puts a paragraph back into logical, sequential order. The sentences are out of order, and you must come to agreement on the correct order and be able to defend your choices. If you are wrong, you get to do another.
3. ____ Individuals write a page (top to bottom and side to side) in their daily writing section using one of the blue (October) prompts in the composition notebooks. You must add technical vocab. and multiple modifiers to anything you write in October.
4. ____ Pair up to read each other's daily writing and edit using highlighters: yellow=error (partner must explain what rule was broken), or something that makes no sense; pink=highlight the best sentence in the writing and explain why.

STATION 2: parts of speech and compound sentences

1. ____ Team uses the cheat sheet for parts of speech to play a game against Reffel-Lunnon. You must label every word in the long sentence correctly. Any student may be called on to "prove" the answer, so everyone must understand what the group chose as an answer and why. The winners get to select an in-house reward activity; losers get to do another, and another, and another until they win.
2. ____ Do the worksheet on simple and compound sentences. Make sure you understand how they are different and are able to write your own. Be able to explain how to use conjunctions and commas in a compound sentence. If you have done the worksheet last time, show Lunnon, and skip to #3 below.
3. ____ Use the computers to play a parts of speech game and then a "types of sentences" game. Go to the web sites posted at the computer.

STATION 3: technical and expressive vocabulary

1. ____ Open your composition journal to your daily writings. You should have at least 7 writings (2 metaphor paragraphs, 1 tech. paragraph, and 4 paragraphs you wrote from the gold Sept. prompt sheet). Each of these needs to have at least 2 words changed to technical vocabulary (words that are exclusively related to that topic, such as *Gucci* purse, a milk *separator*, photos by the *paparazzi*). Highlight these so that we can see them easily.
2. ____ Open your composition journal to your 7 writings (if you don't have 7, you have homework) and add one set of multiple modifiers to each page or paragraph.

3. ____ Do a word web for the 5 vocabulary words taken from HARRIS AND ME. These words are: inflation, liberal, infantry, glint, and pursing. We are going to be VERY PICKY about your 2 sentence products that go on the bottom of the word web. These will be graded.
4. ____ You need to practice 51-100 on your Latin vocab sheet. You will need to know the affix, definition, hand signal, and a good word for each.

STATION 4: practice descriptive writing; use metaphors

1. ____ You have written descriptive paragraphs about yourself and someone else. THIS TIME: choose one of these topics: A HOBBY I KNOW WELL ENOUGH TO DESCRIBE or A FAMOUS PERSON OR WELL KNOWN OBJECT THAT I CAN DESCRIBE WELL. (I chose softball; Ms. Lunnon chose Michael Jackson; Mr. Bo chose his cell phone.)
2. ____ Make your TAPP and webs first. THIS WILL BE A 5-PARAGRAPH DESCRIPTION, so you will need 3 webs (these will have the info for your body paragraphs). See the example on the board.
3. ____ Once you have your webs, you may write those rough draft paragraphs first.
4. ____ Write each paragraph following our standards for earning points. Each paragraph will need 7-9 sentences. You must score at least 10 points for each paragraph (see the point chart).
5. ____ Write your introductory paragraph next. Follow Ms. Lunnon's example of how to "hook" your audience and how to introduce your body paragraphs.
6. ____ Write your concluding paragraph next. Follow Ms. Lunnon's example of how to summarize what you said in the other paragraphs without repeating yourself.
7. ____ Type your final draft at home or in Comet Cafe. Once you have your final draft IN HAND, you will be allowed to go to the library to copy and paste it into MY ACCESS and be scored immediately.

HOME STATION: homework given to each child based on his/her assessment performance; designed to improve that they did not understand the first time around.

- Your teacher met with you at the teacher station and showed you your assessment from the 1st writing stations: simile/metaphors; simple/compounds sentences; parts of speech; points on the rubric.
- Take your practice items home and practice the items you missed so that you improve!

TEACHER STATION: explanation of rubric; assessment of students' 1st metaphor paragraphs

- Teacher calls different groups of students to her while they are at other stations. These groups are red, orange, yellow, green. These students are located at every table in the room and all come immediately when called. They bring their comp. notebooks/pencils.
- Students are given their assessment from the previous writing stations. Each one notes where they need more practice. They take the homework designed for that skill set. The teacher reviews each of the skills in general, showing examples from the NLC workbook binder.
- Students are given instruction in multiple modifiers and technical vocab. The teacher uses the NLC binder for examples and then writes with each group of students to show how to use the skill.
- Students are called to the teacher BY DIFFERENT GROUPS than green-red. These groups were by the actual performance on previous assessment: a) those who lost growth or made no growth; b) those who improved but scored under 50% correct; c) those who improved and were over 50% growth; d) those who were in the top 15% of possible points. The skills are retaught or enriched and homework progress is monitored. Students in groups a-c will take another assessment on their particular homework to make sure they improved. Students in group d do not assess again.