

CSET Workshop  
February 27, 2008  
Workshop leader: Pamela Bourgeois  
Writing Review and constructing short responses

**Writing vocabulary: writing process:**

**invention** or prewriting: finding a topic or something to write about , perhaps using a strategy like webbing or listing, or clustering, or free writing

**drafting:** you've got your ideas, now write, putting words into phrases and sentences

**revising** :Does it make sense,? Does it say what I intended? Are the ideas in the best order? (organization, transitions, point-of-view, word choices)

**editing:** time to inspect the draft for correctness in spelling, grammar, mechanical and structural errors or weaknesses (conventions)

**Presenting:** publishing; time to share, show-off the written words, to communicate to others.

**Genres:** Kinds of writing such as: Argument (to prove something), persuasion (to get the listener or reader to do something), narrative (story),interpretive, descriptive, expository, summary, research report, letters.

Remember:

1. On the short constructed responses, take a minute to **jot down a few notes** to organize your thoughts. Remember, you are writing this short response to show how much you know about the topic given.
2. On the short constructed responses, if you don't know the answer, at least try to give **a partial response**. Always write something, for you could get partial credit.
3. Don't get stuck. Never spend more than **12 minutes** on a short constructed response.

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Practice Short Response

Using your knowledge of reading, language, and literature:

Discuss what multicultural literature is, and explain why teachers use it in their classrooms;

\*Provide examples, and

\*discuss the challenges of working with such literature.

**Use the space above for notes or scratch work.  
Write your response on the next page.**