


**Creating Assignments**

What makes a GOOD writing assignment?  
5 minute quickwrite

1

**Strong's C+RAFT Assignments**

- CONTEXT for the writing
- ROLE for the writer
- AUDIENCE beyond the teacher
- FORMAT (genre)
- TOPICS (with choices)



2


**Sequencing Writing Assignments**  
James Moffett

"It is stages, not ages, that are important for sequence. What holds for different people is the order [of stages] regardless of the timing."  
-James Moffett and Betty Jane Wagner

3

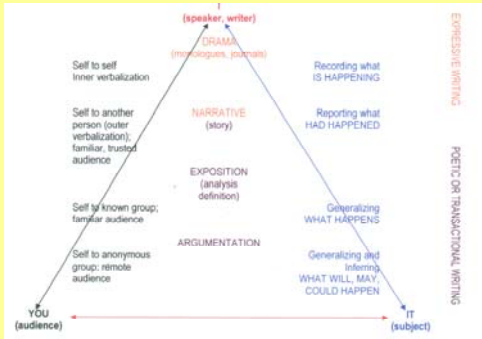
**Goals**

- To teach students how to move from "writer-based prose" to "reader-based prose" (Linda Flower)
- To help students develop their ability to produce increasingly complex written texts



4


**James Moffett: "I, You, It"**



5

**I, You, It: A Fundamental Formula of Communication**

I  
to  
YOU  
about  
IT



6

## I, You, It

"...the student is asked to draw subjects from actual personal observation and to abstract this material in ways that:

- entail increasingly sophisticated and artful decisions;
- assume a more and more remote audience;
- lead from vernacular style to literary style; and open up for the student progressively higher realms of abstraction."

-James Moffett. *Active Voice*

7

## I, You, It



- Lived moment
- Share experience with another person
- Written description of the experience for a removed audience.

8

## Progressions

- Personal writing is needed before writing for more distanced or diversified audiences.
- Students need a sequence of writing tasks which moves from familiar personal topics to abstract impersonal issues.



9

## Progressions

- Move from small, known audience to distant unknown, "general" audience
- Move from personal experience to abstract reasoning and researched examples



10

## Developing Writing Sequences

- Sequence writing tasks over time on the basis of rhetorical demands (levels of abstraction).
- Sequence writing tasks on the basis of cognitive complexity.

11

## On Demand Writing

Teaching Students  
How To Do Well on Timed  
Writing



12

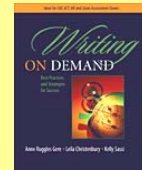
## What Will Students Encounter on the CAHSEE (CA Exit Exam)?

- 10<sup>TH</sup> GRADE STANDARDS
- No Time Limit
- 4 Point Scale
- Four genres
  - Biographical Essay
  - Response to Literature
  - Persuasion
  - Business Letter (8<sup>th</sup> grade standard)

13

## To Do Well on the CAHSEE

- Exposition
  - Parse the prompt
  - Show, don't tell
  - Develop content: rich details and examples
  - Beginning, middle, end
- Just DO it!



14

## Sample CAHSEE Prompt

- By the time students enter high school, they have learned about many moments in history that have influenced our world today. Think about a moment in history you studied and consider its importance.
- Write a composition in which you discuss a moment in history. Share its importance in today's world. Be sure to support the moment with details and examples.

15

## Sample CAHSEE Prompt

- Some students at your school expressed an interest in making the school more attractive by getting rid of the trash on the school grounds.
- Write a persuasive essay for your school paper in which you convince the readers of the importance of getting rid of the trash and making the school more attractive. Convince your readers through the use of specific reasons and examples.

16

## Sample CAHSEE Prompt

- Tourism committees spend a great deal of money each year advocating natural landmarks of states and countries. By using media such as posters, magazine advertisements, television commercials, and radio advertisements, committees are able to send a message about beautiful places, and hopefully convince some tourists to travel to those places.
- Suppose you have been hired by a tourism committee. Write a persuasive essay in which you identify a place in the world that has something tourists might find interesting. Explain precisely what makes that particular place so special. Develop your ideas so that a potential tourist would be persuaded to visit the place you have identified.

17

## Sample 2 Response

*Florida*

*This state that you can spend your vacation in Florida. With lots to do and see you will never be left out of the fun. You will see lots of amusement parks on your journey of this state of Florida.*

*One of the parks is Disney World. They have lots of rides. It takes days to see it all. It also has attractions worth a while. There are others worth your while.*

*Another one is Universal Florida. Smaller than Disney World, but still you should see it. There are movie stuff to see and collect. There is one more amusement park I recommend.*

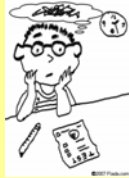
*The last park I recommend is Sea World Florida. A park for sea life. You see dolphins. You also see whales that are lots of fun.*

*I think that you should join other people that visit Florida and have a blast. Come and have fun!*

18

## Sample 1 Response

*People should go to Las Vegas to have some fun and make some money.*



19

## What Will Students Encounter on the SAT?

- 25 minutes
- 6 point scale
- The SAT essay measures the ability to:
  - develop a point of view on an issue presented in an excerpt
  - support a point of view using reasoning and examples from reading, studies, experience, or observations
  - follow the conventions of standard written English

20

## SAT Sample Prompt

- Many persons believe that to move up the ladder of success and achievement, they must forget the past, repress it, and relinquish it. But others have just the opposite view. They see old memories as a chance to reckon with the past and integrate past and present.  
—Adapted from Sara Lawrence-Lightfoot, *I've Known Rivers: Lives of Loss and Liberation*
- **Assignment:** Do memories hinder or help people in their effort to learn from the past and succeed in the present? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observations.

21

## To Do Well on the SAT

- *They Say, I Say* (argument)
- Demonstrate a clear, critical understanding of the prompt passage.
- Present a targeted, developed, and clearly presented argument.
- Display control of standard written English (decent mechanics).

22

## What Will Students Encounter on the English Placement Test (EPT)?

- 45 minutes
- **Purpose of the EPT**
  - The EPT is designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate courses. Those undergraduate students who do not demonstrate college-level skills will be directed to courses or programs designed to help them attain these skills. The test is not a condition for admission to the CSU, but it is a condition of enrollment.

23

## Sample EPT Prompt

- "For many Americans, the concept of success is a source of confusion. As a people, we Americans greatly prize success. We are taught to celebrate and admire the one who gets the highest grades, the one voted most attractive or most likely to succeed. But while we often rejoice in the success of people far removed from ourselves - people who work in another profession, live in another community, or are endowed with a talent that we do not especially want for ourselves - we tend to regard the success of people close at hand, within our own small group, as a threat."  
—Adapted from Margaret Mead, *The Egalitarian Error*
- Explain Mead's argument and discuss the extent to which you agree or disagree with her analysis. Support your position by referring to the passage and providing reasons and examples from your own experience, observations, or reading.

24

## To Do Well on the EPT

- *They Say, I Say* (argument)
- Demonstrate a clear, critical understanding of the prompt passage.
- Present a targeted, developed, and clearly presented argument.
- Display control of standard written English (decent mechanics).

25

## The AP Language Exam

- A document-based question (DBQ)
- Read several sources on a topic.
- Synthesize them and use them to support a position on a key question.
- Appropriate attribution of the sources.

26

## Key Lessons for On-Demand Writing

- Know the genre.
- Parse the prompt.
  - What are the verbs asking you to do?
  - What is the genre asked for?
- Learn to plan.
  - 20 minute essay practice
- Think: beginning, middle, end

27

## Supportive Instruction

- Develop student fluency.
- Provide prompt analysis practice.
- Provide experience with similar two-part prompts, DBQ prompts.
- Provide practice with writing on demand.
  - 20 minute essay

28