

A Process-Writing Instructional Sequence

1. Teacher establishes the pre-writing outcome: written product, audience, purpose, writer's role, time frame.
2. Teacher facilitates pre-writing activities:
 - discussion and tasks that help students comprehend related readings
 - idea generation: freewriting, brainstorming, graphic organizers, etc.
3. Teacher introduces the critical attributes/distinguishing traits of the assigned genre, using an example of the written product and a non-example, then leads students in evaluating these models using a viable analytic rubric.
4. Students compose their first draft.
5. Teacher precedes a peer feedback session with a review of the assignment expectations and a unified-group critique of a sample paper. Students are assigned a partner for a peer feedback session on first drafts. Students provide written feedback using a manageable and appropriate rubric, then follow-up with a face-to-face oral summary of the paper's strengths and priorities for revision of content and organization.
6. Students revise for higher order concerns (content, organization, audience) before proceeding to lower order concerns (mechanics, grammar, spelling).
7. Teacher provides formative feedback on drafts with the same rubric utilized for peer feedback, although sentence-level concerns may be added.
8. Teacher provides instruction on high priority problem areas: e.g., transitions, verb tenses, sentence combining with appropriate conjunctions, etc.
9. Students consider teacher's feedback and target lesson, then revise papers.
10. Teacher evaluates final drafts.
11. Teacher distributes graded papers and provides oral summary comments to the unified group, establishing priorities for the next paper.

Guidelines for Using an Analytic Rubric and Assignment Model

- Determine the essential written products (genres) for English language arts instruction at your students' grade level and proficiency level, adhering as much as possible to curriculum standards.
- Sequence the specific genres you plan to teach in order of complexity (e.g., a simple justification paragraph should precede a persuasive essay).
- Provide students with multiple opportunities to tackle the same genre over time with new topics, in order to allow greater skill-building.
- When introducing a new genre, allow students to initially write about a familiar topic, thereby lowering the cognitive demands and allowing them to focus on this challenging new process. Move toward more analytical and less personal writing topics (e.g., literary analysis) with this genre once students clearly demonstrate some developing competence.
- Determine the critical attributes (distinguishing traits) of the specific genre/written product you intend to introduce.
- Develop a considerate rubric, embedding each of the critical attributes in sequential questions, then adding a manageable evaluation scale with a clear cut off between stronger and weaker performance.
- Introduce a new genre with a model/example paper, while pointing out the specific critical attributes; provide models that are within an appropriate developmental range, ideally on the same assignment topic.
- Check understanding of the attributes and assignment goals, using a final edited draft (model paper) that meets all of the assignment criteria and an early draft (non-model paper) in need of revision.
- Add new grammatical and vocabulary goals to a particular rubric as students develop increasing proficiency with the genre.

Writing Assignment Guidelines: *A Color With Special Significance*

Part 1: For this assignment, you will first do a 15-20 minute focused freewriting about colors that have special significance to you. These colors can be associated with one or more important aspects of your life: culture, ethnicity, country of origin, religion, hobbies, academic strengths, musical interests, favorite sports, career goals, etc. Bring your focused freewriting to our next class in order to participate in a group brainstorming session. I will collect this focused freewriting, along with your first draft of your paper, on the day of the peer response session.

Part 2: You will write a detailed expository paragraph providing specific reasons why your chosen color has special meaning in your life. Your justification paragraph must include these qualities of effective expository writing:

- An appropriate title (e.g., *Jade Green: A Link to My Heritage*)
- A topic sentence that lets the reader know that you will be discussing the relevance of a particular color to specific aspects of your life
- Transition words that introduce each of your new points about your chosen color (e.g., first of all, also, in addition, furthermore, finally, moreover, most importantly)
- Specific reasons why you have selected this color, including showing details and relevant commentary that help the reader to easily understand the color's special significance
- An effort to incorporate new vocabulary from this unit
- An effort to use subordinating conjunctions to join related ideas
- A concluding statement that thoughtfully wraps up your paragraph
- Proofreading goals for the final draft:
 - complete sentences (no fragments or run-together sentences)
 - correct verb tenses
 - correct spelling

Your first draft is due _____ . Please bring two copies of your draft for a peer response session.

✍ Writing Folder: Required Documents for Major Assignments

✓ if included	1. Focused Freewriting
	2. Graphic Organizer
	3. First Draft
	4. Peer Feedback: Rubric & Recommendations
	5. Second (Revised) Draft
	6. Instructor's Feedback: Rubric & Recommendations
	7. Writing Conference Planning Worksheet (if you have a conference)
	8. Writing Process Personal Reflection
	9. Final (Revised & Carefully Proofread) Draft
	10. Instructor's Final Feedback: Rubric & Grade
	11. Error Awareness Sheet

Scoring Guide: Justification Paper (Making & Supporting a Point)

No	Yes
0 1 2 3 4	3 4
Revises	

Writer's Score Reader's Score

Content & Organization

- | | | |
|-----------|--------------|---|
| 0 1 2 3 4 | 0 1 2 3 4 | 1. Does the title prepare the reader for the specific topic and content of the paragraph? |
| 0 1 2 3 4 | 0 1 2 3 4 | 2. Does the first sentence clearly state the specific topic and controlling idea (main idea/position) about that topic? |
| 0 1 2 3 4 | 0 1 2 3 4 x2 | 3. Do the following sentences provide specific reasons to support the writer's opinion/position on this topic? |
| 0 1 2 3 4 | 0 1 2 3 4 x3 | 4. Is enough commentary (details, examples, explanation) provided to help you understand the writer's reasons? |
| 0 1 2 3 4 | 0 1 2 3 4 | 5. Are adequate and appropriate transition words (e.g., in addition, furthermore) used to introduce ideas? |
| 0 1 2 3 4 | 0 1 2 3 4 x3 | 6. Does the paragraph include new vocabulary from this unit? |

Proofreading

- | | | |
|-----------|-----------|--|
| 0 1 2 3 4 | 0 1 2 3 4 | 7. Are the words spelled correctly? |
| 0 1 2 3 4 | 0 1 2 3 4 | 8. Are the verbs written in the correct tense? |

Writer: _____

Priorities for my revision:

- 1.
- 2.

Reader: _____

Points: /52 Final Grade: _____

Priorities for your revision:

- 1.
- 2.

Scoring Guide/Analytic Rubric: Justification Paragraph

Content & Organization

- | | | |
|-----------|----|---|
| 0 1 2 3 4 | | 1. Does the title prepare the reader for the specific topic and content of the paragraph? |
| 0 1 2 3 4 | x2 | 2. Does the first sentence clearly state the specific topic and controlling idea (main idea/position) about that topic? |
| 0 1 2 3 4 | | 3. Do the following sentences provide specific reasons to support the writer's opinion/position on this topic? |
| 0 1 2 3 4 | x2 | 4. Is enough commentary (details, examples, explanation) provided to help you understand each of the writer's reasons? |
| 0 1 2 3 4 | | 5. Are all of the supporting sentences relevant? |
| 0 1 2 3 4 | | 6. Are transition words (e.g., in addition, however, in conclusion) used to introduce and connect ideas? |
| 0 1 2 3 4 | | 7. Are the sentences written in a logical, easy-to-follow order? |
| 0 1 2 3 4 | x2 | 8. Are conjunctions (e.g., although, since, because) used to join ideas? |
| 0 1 2 3 4 | | 9. Does the paragraph end in an appropriate concluding statement? |
| 0 1 2 3 4 | x3 | 10. Does the paragraph include new vocabulary from this unit? |

Proofreading

- | | | |
|-----------|----|---|
| 0 1 2 3 4 | | 1. Are the words spelled correctly? |
| 0 1 2 3 4 | x2 | 2. Are the verbs written in the correct tense? |
| 0 1 2 3 4 | | 3. Is the paragraph free of sentence fragments? |
| 0 1 2 3 4 | | 4. Is the paragraph free of run-together sentences? |

Writer: _____ **Points:** /80 **Final Grade:** _____

Priorities for your next paper:

- 1.
- 2.
- 3.

Reading: Color Me Pink

Red, white, pink, purple—what is your favorite color? We are all sensitive to color. There are some colors we like a lot and some we don't like at all. Some colors soothe us, others excite us, some make us happy, and others make us sad. People are affected by color more than they realize because color is tied to all aspects of our lives.

Experts in colorgenics, the study of the language of color, believe that the colors we wear say a lot about us. Do you know why you select a shirt or dress of a certain color when you look through your clothes in the morning? Colorgenics experts say that we **subconsciously** choose to wear certain colors in order to communicate our desires, emotions, and needs.

Colorgenics experts claim that our clothes send messages to others about our mood, personality, and desires. For these experts, pink expresses the peace and **contentment** of the wearer. People who often wear pink are supposed to be warm and understanding. The message is that you would like to share your peace and happiness with others. Red garments, on the other hand, indicate a high level of physical energy. People who wear red like to take life at a fast **pace**. Brown is the color of wealth and it shows a need for independence and material security. Wearers of green have a love of nature and enjoy peaceful moments. They often like to be left alone with their thoughts.

Although colorgenics may be a recent area of study, associating colors with emotions is not new. Colors have always been used to describe not only our feelings, but also our physical health and attitudes. "Red with rage" describes anger; "in the pink" means to be in good health; "feeling blue" is a sad way to feel; and "green with envy" indicates a jealous **attitude**.

Color is used symbolically in all cultures and it plays an important role in ceremonies and festivities. Yellow is a symbol of luck in Peru and it can be seen just about everywhere during New Year celebrations—in flowers, clothing, and decorations. Some Peruvians say, "The more yellow you have around you, the luckier you will be in the new year." Yellow is also an important color to the Vietnamese, who use it at weddings and also on their flag, where it represents courage, victory, and sacrifice. In many cultures, white symbolizes purity, which is why brides often wear white wedding gowns. Black, on the other hand, symbolizes death, and it is often the color people wear to funerals.

According to colorgenics experts, colors not only are a mirror of ourselves, but they have an effect on us as well. Blue is calming, while red is **stimulating** and exciting. It's no coincidence that racing cars are often

painted red. Yellow is a happy color that makes us feel good about life. Pink awakens love and kindness.

Some experts are so convinced that colors have a strong effect on us that they believe colors can be used to heal. They say that by concentrating our thoughts on certain colors, we can cause energy to go to the parts of the body that need treatment. White light is said to be cleansing, and it can balance the body's entire system. Yellow stimulates the mind and creates a positive attitude, so it can help against depression. Green, which has a calming and restful effect, is supposed to be good for heart conditions. Books are now available that teach people how to heal with color. These books provide long lists of ailments and the colors that can heal them.

Some psychologists and physicians also use color to help them treat patients with emotional and psychological problems. By giving them what is called the Luscher color test, in which people select the colors they like and dislike, doctors can learn many things about a patient's personality.

In conclusion, the study of color can help us to understand ourselves and to improve our lives. It offers an alternative way to heal the body and spirit, and it can help us understand what others are trying to communicate. We can then respond to their needs and achieve a new level of understanding.

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Source: Broukal, M. (1994). *Weaving it together: Book 3*. Heinle & Heinle.

Vocabulary Knowledge Rating Sheet: *Color Me Pink*

HIGH KNOWLEDGE

4 = I could easily teach it to the group.

3 = I think I know what it means,
but I could use a review.

LOW KNOWLEDGE

2 = I have seen it or heard it before.

1 = I have no idea what it means.

Word	Tool Kit Study Words	What I Think This Means Before Instruction	My Rating Before Instruction	My Rating After Instruction
to affect, v.				
aspect, n.				
to express, v. expression, n.				
to indicate, v. indication, n.				
to associate, v. association, n.				
symbol, n.				
to symbolize, n.				
symbolically, adv.				
to represent, v. representation, n.				
message, n.				
to convince, v. convincing, adj.				
alternative, n.				
to claim, v. claim, n.				

Sentence Starters To Discuss Colors You Appreciate

_____ is my favorite color because I associate it with _____
 (my future career, my love of nature, my personality, my hobby, my heritage)

This color reflects/represents/is associated with my interest in _____
 (salsa dancing, R & B music, physical fitness, environmental protection)

This color symbolizes/is a symbol of _____ (my culture, my ethnicity)

I have included/selected/chosen the color _____ because _____

The color _____ is meaningful/valuable/significant to me because _____

I appreciate/value/like/am fond of the color _____ because/since _____

Sample Word Form Chart

Noun	Adjective	Verb	Adverb
symbol	symbolic	symbolize	symbolically
relevance	relevant		relevantly
relationship	related	relate	
association	associated	associate	
significance	significant	signify	significantly

Word Form Chart

Noun	Adjective	Verb	Adverb
symbol	symbolic	symbolize	symbolically
meaning	meaningful		meaningfully
value	valuable	value	valuably
relevance	relevant		relevantly
importance	important		importantly
relationship	related	relate	
association	associated	associate	
significance	significant	signify	significantly
preference	preferred	prefer	
fondness	fond		fondly

Focused Freewriting: An Idea-Generating Strategy

What is focused freewriting?

Focused freewriting is a kind of prewriting strategy that is used for exploratory purposes. Like other exploratory writing, focused freewriting:

- allows students to discover ideas in a non-evaluative, non-structured, no-risk situation
- helps students get over the fear of the blank page
- develops writing fluency for less prepared or less confident writers

What is the purpose of assigning focused freewritings?

One way that writers find and develop ideas that can later grow into essays is by reading and talking and then reacting in writing to what they have read and discussed. This is the purpose of assigning frequent focused freewritings.

Through the freewritings, students will begin to explore topics that they may later be able to develop into full essays.

Guidelines for focused freewriting:

1. At the top of a clean sheet of paper, students write down and underline the topic given by the instructor, a statement from a class discussion or reading that they are going to respond/react to. This is the topic that the students will freewrite on.
2. Students THINK ABOUT their topic and write down anything that they can think of or that comes to mind about this topic.
3. They should write continuously for up to 10 minutes and try not to stop while writing. If they get off the topic, they should try to get back on it as soon as possible. If they should suddenly draw a blank, they should write the topic from the top of the page to try to regain focus and generate more ideas.
4. Although freewritings should be legible, the instructor should let the students know that grammar, spelling, punctuation and style are not important at this point. Students should just concentrate on writing down as many thoughts and ideas as they can about the topic.

**Sample Twenty-Minute Advanced ELL Student
Focused Freewriting (i.e., Exploratory Journal Writing)**

Assigned Topic: Colors I Value

Colors

I love many colors especially bright colors but there are few colors that are significant to me and one of these is red. To me red signifies life, is the color of blood which all living animals have within their system. I also associated red the life cycle. Blood on animal could mean the ending of life. Red in the environment for me signifies fire which is the cause for ending of life and regaining of life for the plants that were covered by the towerry trees. I am a nature person everyone say a private person, red for me is the sunset that quiet moment I prefer to be alone in my thoughts. When I go to college I want to study veterinary medicine, biology is my favorite high school subject. I will doing science and helping cure animals. More over one thing I don't like is that red now associated gang affiliation. Therefore taking some of it's prestige away. So I don't wear red too much. Even if it's actualy my favorite color.

Paragraph Planning Organizer: A Justification Paragraph

Title	_____
Topic Sentence	_____ _____ _____
Point/Reason	→ _____ _____
Explanation/Detail	↓ _____ ↓ _____
Point/Reason	→ _____ _____
Explanation/Detail	↓ _____ ↓ _____
Point/Reason	→ _____ _____
Explanation/Detail	↓ _____ ↓ _____
Conclusion	_____ _____ _____

Sample Paragraph Writing Frame: *A Color with Significance in My Life*

A composing scaffold that offers considerable support for less experienced writers is a focused writing frame. A writing frame provides students with a highly controlled opportunity to explore a new writing genre. A writing frame essentially provides teacher-facilitated academic writing with training wheels. A writing frame merely presents the architecture of a particular writing task, allowing students to examine the structure and fill in appropriate content. Like all writing scaffolds, a writing frame is meant to be only a temporary support, with the expectation that students will eventually compose a similar paragraph, poem, or letter on their own. When an entire class is dramatically inexperienced with a challenging writing genre, the teacher can begin by facilitating a unified-class completion of a frame. This teacher-mediated task should be followed by small-group or partner frame completion, leading into an individual frame task. These structured writing frames should segue into the first formal writing assignment with the new genre. Equipped with the opportunity to first complete a writing frame collaboratively and independently, the young and inexperienced writer is responsibly prepared to subsequently analyze an assignment model and rubric, and far more likely to get off to a productive start.

Title _____

I am fond of several colors, but (name of color) _____ is definitely the most significant color in my life. First of all, the color (name of color) _____ reminds me of _____
(Explanation) _____

In addition, (name of color) _____ symbolizes _____
(Explanation) _____

Furthermore, this color is closely associated with _____
(Explanation) _____

In conclusion, I appreciate (name of color) _____ so much because of the special connection to my (connection #1) _____
(connection #2) _____
and (connection#3) _____

(Kate Kinsella, San Francisco State University, 6/02)

Green: A Connection to My Values

I am fond of many colors, but the color green has a particularly special significance in my life. The color Kelly green comes immediately to mind because it is associated with my ethnic and cultural heritage. My parents are first-generation Irish Americans who immigrated to the United States as children. Their homeland Ireland is commonly referred to as the Emerald Isle, because it is so rich and lush in vegetation due to the high annual rainfall. I vividly recall flying into Ireland for the first time as an adolescent and being struck by the miles and miles of fluorescent green pastures and rolling hills. Furthermore, the symbol for Ireland is a bright green shamrock, representing both good luck and the rich vegetation. The lucky shamrock, or four-leaf clover, can be seen throughout the United States decorating greeting cards, restaurants and clothing during the week of March 17, when Irish Americans and their friends celebrate Saint Patrick's Day, the patron saint of Ireland. Another equally important reason why I value the color green is that it is associated with my favorite personal pastime, walking and hiking in nature. Because I spend considerable time indoors teaching, writing and preparing for my seminars, I look forward to enjoying some relaxing time outdoors every day. The majestic oak trees and redwood trees in my neighborhood always provide me with a serene environment to refresh my mind and body. In conclusion, although I don't wear green very frequently or even decorate my home with green furnishings, it still is the most significant color in my personal life because it reminds me of my family, my heritage, and my appreciation for nature.

Paragraph Title: _____
Paragraph Topic: _____
Topic Sentence: _____

A. Reason _____

1. Detail _____

2. Detail _____

3. Detail _____

4. Detail _____

A. Reason _____

1. Detail _____

2. Detail _____

3. Detail _____

Concluding Sentence: _____

Sample Justification Paragraph (Instructor's)

Kinsella, Kate
Step to College
October 10, 2001

Green: A Connection to My Values

I am fond of many colors, but the color green has a particularly special significance in my life. The color Kelly green comes immediately to mind because it is associated with my ethnic and cultural heritage. My parents are first-generation Irish Americans who immigrated to the United States as children. Their homeland Ireland is commonly referred to as the Emerald Isle, because it is so rich and lush in vegetation due to the high annual rainfall. Furthermore, the symbol for Ireland is a bright green shamrock, representing both good luck and the rich vegetation. The lucky shamrock, or four-leaf clover, can be seen throughout the United States decorating greeting cards, restaurants and clothing during the week of March 17, when Irish Americans and their friends celebrate Saint Patrick's Day, the patron saint of Ireland. Another equally important reason why I value the color green is that it is associated with my favorite personal pastime, walking and hiking in nature. Because I spend considerable time indoors teaching, writing and preparing for my seminars, I look forward to enjoying some relaxing time outdoors every day. The majestic oak trees and redwood trees in my neighborhood always provide me with a serene environment to refresh my mind and body. In conclusion, although I don't wear green very frequently or even decorate my home with green furnishings, it still is the most significant color in my personal life because it reminds me of my family, my heritage, and my appreciation for nature.

(Kate Kinsella, San Francisco State University, 6/02)

Expository Paragraph Outline

Paragraph Title: _____

Paragraph Topic: _____

Topic Sentence: _____

A. Reason _____

1. Detail _____

2. Detail _____

3. Detail _____

4. Detail _____

A. Reason _____

1. Detail _____

2. Detail _____

3. Detail _____

Concluding Sentence: _____

(Kate kinsella, San Francisco State University, 6/01)

Justification Paragraph (Final Draft: Model)

Green: The Color of My Homeland and My Politics

The color green has special meaning for me. First of all, it is closely related to my personal life. The color green reminds me of my home country. I am from Michoacan Province in Mexico, and I grew up on my grandparents' huge ranch. The color green often makes me think of the corn fields and beautiful gardens surrounding our spacious house. I miss the peaceful green countryside and the flowering courtyard of our home in Mexico since I now live in a noisy and crowded apartment building near Highway 101. In addition, the color green is associated with my school life. In fact, green is a symbol of my most important high school involvement. I volunteered to be the secretary of the Rainforest Club because I am very concerned about the environment. In this club, we are conducting several fundraisers to go to Ecuador next summer. If we get \$500 each in donations or earnings, then we can travel to Ecuador with our advisor to work on a special rainforest project. We plan to do something specific to protect the endangered habitat, for example, planting new trees in deforested areas. In conclusion, green represents my homeland and my respect and appreciation for other living things on the planet.

No
Not Evident 0 1 2 3 4 Yes
Very Evident

Fix-up

Content & Organization

- 0 1 2 3 4 1. Does the title prepare the reader for the specific topic and content of the paragraph?
- 0 1 2 3 4 x2 2. Does the first sentence state the specific topic and controlling idea (main idea/position) about that topic?
- 0 1 2 3 4 3. Do the following sentences provide specific reasons to support the writer's position on this topic?
- 0 1 2 3 4 x2 4. Is enough commentary (details, examples, explanation) provided to help you understand why the writer holds this position?
- 0 1 2 3 4 5. Are all of the supporting sentences relevant?
- 0 1 2 3 4 6. Are the sentences written in a logical, easy-to-follow order?
- 0 1 2 3 4 x2 7. Are linking/transition words (e.g., in addition, however) used to introduce new ideas and connect related ideas?
- 0 1 2 3 4 8. Are conjunctions (e.g., although, since) used to connect related ideas?
- 0 1 2 3 4 9. Does the paragraph end in an appropriate concluding statement?
- 0 1 2 3 4 x3 10. Is new vocabulary from this unit used within the paragraph?