# STUDIOUShttp://www.brainybetty.com/images/Icons/EmotionIcons/p_confused.gifcd0c http://www.brainybetty.com/images/Icons/color1b.gif jammin Albert conn coloreel (http://www.brainybetty.com/images/Icons/group.gif)30 Minute Thinker – Daily Learning Connections – LC WRITING TEMPLATES“Describing the Experience”EMB WT 02

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| --- | --- | --- | --- |
| **Name** | **Course** | **Date**  | **Class Hour** |
| **Unit/Chapter** | **Lesson Title/Topic/Concept** | **Group Name/Number** |
| **Assignment Reference - Print or Electronic Text - (Book, Article - Page number and/or URL address):** |
| **Lesson Objective** – To develop a written project about describing an experience using the template provided. |
| **Student Materials List:** Student paper and pencil |

As directed by teacher, (individually, with a partner, a small group or as a class), when writing about an event or an incident, use the **“EXPERIENTIAL”** writing template provided, sharing how the experience looks, feels, sounds, feels and tastes. Be prepared to use your own paper and share your work with a partner, in a small group and/or class. Your teacher may ask that you submit your paper copy for points at different intervals during the writing process, such as Draft Copy, Revised Copy, Edited Copy and/or Final Copy.

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| A. Written Presentation Planner Sheet |
| **Name** | **Course** | **Date**  | **Class Hour** |
| **Unit/Chapter** | **Lesson Title/Topic/Concept** | **Group Name/Number** |
| **Assignment Reference - Print or Electronic Text - (Book, Article - Page number and/or URL address):** |

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| **Topic** |

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| **My audience is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **Purpose of Paper: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****I want them to leave knowing…** |

# B. Introduction

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| **Introduction –** **Attention-Getting Activity:****Brief Background:****Purpose Statement/Topic:** |

# C. Body Format – “EXPERIENTIAL” Written Presentation Planner

How does it smell?

How does it taste?

How does it look?

How does it feel?

How does it sound?

# D. Closing

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| **Closure – Relates to the opening and unifies the written presentation****Summary of the content:****Relevance of content****Call for awareness and/or call for action with possible solutions)**  |

# E. APA Bibliography Citation Templates

|  |
| --- |
| **1. Book2. Magazine3. Online Magazine4. Online Document** |
| 1. **BOOK**
 |
| **Last Name of Author,** | **First Name of Author.** | **(Year of Publication). (n.d.) = no date** | ***Title of Work*** | **(Book Edition.).** | **Publisher Location:****City, WA** | **Publisher.** |
|  |  |  |  |  |  |  |

**Note: Brochures are the same as book with word [Brochure] added after the (edition)**

|  |
| --- |
| 1. **MAGAZINE**
 |
| **Last Name of Author,** | **First Name of Author** | **(Year and Month of Publication). n.d. = no date** | **Title of Article.** | ***Magazine Title,***  | ***Volume Number,***  | **Page Number(s).** |
|  |  |  |  |  |  |  |

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| 1. **ONLINE MAGAZINE**
 |
| **Last Name of Arthur,**  | **First Name of Author.** | **(Year and Month of Publication). n.d. = no date** | **Title of Article.** | ***Magazine Title,***  | ***Volume Number,***  | **Page Number(s).****\_\_\_ - \_\_\_.** | **Retrieved** **Month, Date, Year** | **From \_\_\_\_\_\_\_ database.** |
|  |  |  |  |  |  |  |  |  |

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| --- |
| 1. **ONLINE DOCUMENT**
 |
| **Last Name of Arthur,**  | **First Name of Author.** | **(Year).** | **Document Title.** | ***Website Title*.** | **Retrieved from http://** |
|  |  |  |  |  |  |

# F. Written Presentation Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CONTENT** | **EXCELLENT** | **VERY GOOD** | **SATISFACTORY** | **FAIR** |
| 1. Introduction – (Purpose Statement, Brief Background and Attention-Getting Activity)  | Reader can understand the purpose.  | Reader can mostly understand the purpose. | Reader can somewhat understand the purpose. | Reader can barely understand the purpose. |
| 2. Body – (Based Upon Assignment) | The paper exceeds the assigned task. | The paper achieves the assigned task. | The paper meets the assigned task. | The paper somewhat meets the assigned task. |
| 3. Closure – (Summary of the Content, Relevance of Content, Call for Awareness and/or Call for Action with Possible Solutions)  | The conclusion is complete and of excellent quality and relates well to the opening and unifies the Written Presentation. | The conclusion is complete and relates to the opening and unifies the Written Presentation. | The conclusion is somewhat complete and/or somewhat relates to the opening and unifies the Written Presentation. | The conclusion is not complete and/or does not relate well to the opening and unifies the Written Presentation. |
| 4. Quality of Idea | The quality of idea is excellent. | The quality of idea is very good. | The quality of idea is satisfactory. | The quality of idea is fair. |
| 5. Originality of Idea | The originality of idea is excellent. | The originality of idea is very good. | The originality of idea is satisfactory. | The originality of idea is fair. |
| 6. Creativity of Idea | The creativity of idea is excellent. | The creativity of idea is very good. | The creativity of idea is satisfactory. | The creativity of idea is fair. |
| Comment: |
| **GRAMMAR AND MECHANICS** | **EXCELLENT** | **VERY GOOD** | **SATISFACTORY** | **FAIR** |
| **7. Spelling** | **No spelling errors** | **A few spelling errors** | **More than a few spelling errors**  | **Several spelling errors** |
| **8. Grammar** | **No grammar errors** | **A few grammar errors** | **More than a few grammar errors**  | **Several grammar errors** |
| **9. Complete Sentences** | **Sentences are complete.**  | **Most sentences are complete.** | **Sentences are somewhat complete.** | **Sentences are not complete.** |
| **10. Punctuation and Capitalization** | **No punctuation and capitalization errors** | **A few punctuation and capitalization errors** | **More than a few punctuation and capitalization errors**  | **Several punctuation and capitalization errors** |
| **11. Organization and Format** | **Excellent organizational logic and format** | **Very good organizational logic and format** | **Good organizational logic and format** | **Fair to poor organizational logic and format** |
| **12. Legibility and Neatness** | **Excellent legibility and neatness** | **Very good legibility and neatness** | **Good legibility and neatness** | **Fair to poor legibility and neatness** |
| Comment: |
| Feedback Signature/Passcode: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

# G. “Review and Rewrite” Feedback Conference

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| As directed by teacher, you will be multiple opportunities to “Review and Rewrite” your written presentation document. Reviewing, revising and editing a written draft several times before grading improves quality. Assessments will be part of an on-going effort to help you learn, not one-shot “do or die” experiences. An “Editing Partner” will be provided to you to give you an ample amount of accurate, honest and detailed feedback between each session.1. Read your personal draft first after a 24 to 48-hour delay after Written Presentation.
2. Have your “Edit Partner” edit and assess the written assignment in stages (planning/brainstorming, draft, revised, edited and published) using the following “Written Presentation Rubric”.
3. Your teacher may suggest that only one assessment component within the “Written Presentation Rubric” be discussed and focused upon at any time during the feedback stages.
 |
| **FEEDBACK CONFERENCE FORM****Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Feedback Written Presentation Process*** **Planning/Brainstorming**
* **Draft Copy**
* **Revised Copy**
* **Edited Copy**
* **Final Copy**

**Document Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Evidence of Skill Proficiency Attained:****Things to Do Differently Next Time:** |

SCIENTIFIC LEARNING STRATEGIES:

Learning Cluster Resource – 008 – Concept Strategies:
Learning Cluster Resource – 010 – Critical Thinking (Evaluation of Information) Strategies

Learning Cluster Resource – 012 – Diffusing Main Ideas and Details Strategies:
Learning Cluster Resource – 013 – Elaboration Strategies
Learning Cluster Resource – **028 – Memory Strategies**

Learning Cluster Resource – 035 – Paraphrasing Strategies
Learning Cluster Resource – 052 - Sequencing Strategies:

Learning Cluster Resource – 056 – Summarizing Strategies

Learning Cluster Resource – 061 – Vocabulary Instruction Strategies

Learning Cluster Resource – 063 – Writing Reflections

Learning Cluster Resource – 064 – Writing Strategies

Writing Selection:

007 – C**omparison Thinking Strategies – Categories, Similarities, Differences, Analogies and Metaphors:**