

Course Overview

This course is set up to prepare students for the AIR English Language Arts II Assessment. Students will apply the writing process to develop argumentative/persuasive/opinion, informative/expository/explanatory, and literary analysis essays. Additionally, students will read, analyze, and respond to various literary genres including argumentative texts, historical documents, poetry, short stories, dramas, and other genres that appear on the AIR Assessment. Each unit coaches students through how to approach reading each genre and how to answer the questions that appear on the AIR Assessment. Finally, at the end of every unit, students will review grammar and language conventions, including parts of a sentence parts, sentence types, parallel structure, capitalization, and punctuation.

WRITING: THE BASICS - THE WRITING PROCESS

Unit Key Vocabulary:

thesis
outline
drafting
revising
transitions
editing
publish
rubric
subject
predicate

Unit Overview

Welcome!! In this class, you will be learning about reading and writing specific to the AIR Language Arts II Assessment. The first unit will provide an overview of the basics of the writing process and how to approach writing on the AIR Assessment. At the end of the unit, you will review subjects and predicates. Above you will find a list of key vocabulary for this unit.



*Download the attached pdf to take notes during the lesson.

Writing is a vehicle for you to show what you know about a topic or a text. On the AIR Assessment, you will write to show what you read about several texts. In order to receive credit for having great ideas, you must convey them in a focused and skillful manner.

As you look at a writing task for the first time, you may feel slightly overwhelmed. You may think:

- *How do I explain everything I read in two different texts in a way that readers will understand?*
- *How do I show connections from one idea to another?*
- *On top of that, I have to make sure my writing uses correct spelling, mechanics, and grammar!*

It seems like a tough job. That's why the best writers break their writing up into steps. Each step has different elements for you to focus on, so you never become too overwhelmed by the task in front of you. No matter what the task, use the following steps to guide you through the process of composing a thoughtful and polished piece of writing for the AIR Assessment.

1. Read & Take Notes
2. Plan
3. Draft
4. Revise & Edit
5. Publish

1. Read & Take Notes

The first step to writing on the AIR ELA Assessment is to read the passages that serve as a stimulus for the writing task and to take notes based on the prompt.

Below is an example of a type of note-taking we will do in this course.

<i>LITERARY ANALYSIS NOTETAKING</i>	
<p><i>DIRECTIONS: Reread the texts and take notes based on the following prompt...</i></p> <p>Compare how the creature in Frankenstein and the speaker of the poem "At the Window" respond to the theme of loneliness.</p>	
<p><i>From: "At the Window" by Sandburg *at least 3 notes</i></p> <p style="text-align: right; font-size: small;">quotation paraphrase OR summary</p> <p>Rather than be alone... "Give me hunger, pain and want" pg. 1</p> <p>Again, the speaker says rather than be alone... "Shut me out with shame and failure/ From your doors of gold and fame" pg. 1</p>	<p><i>From: Frankenstein by Shelley *at least 3 notes</i></p> <p style="text-align: right; font-size: small;">quotation paraphrase OR summary</p> <p>"Everywhere I see bliss, from which I alone am irrevocably excluded" pg. 1</p> <p>"I was benevolent; my soul glowed with love and humanity; but am I not alone, miserably alone?" pg. 1</p>

NOTICE: All of the notes taken written about the texts are related to the writing prompt.

2. Plan

In the planning stage, you set the direction for your essay. This means organizing your notes into an **outline** and deciding exactly what you want to say about the task.

When you plan your writing, you will first need to decide your **thesis**, or a statement of your main idea. The **thesis** is a roadmap for the rest of the essay.

Different types of writing require different types of thesis statements...

In an/a...	Your thesis will...
argument	assert your position and preview your main supporting reasons
informative text	state in a claim the results of your research
response to literature	present a concise analysis of some part of a work or works of literature

One way to organize is to create an **outline** that clearly and briefly describes what you plan to include in the different parts of your essay. When you develop an **outline** or any other type of plan for your writing, you do not have to write in complete sentences. Feel free to record your ideas in words and phrases. You are making a map to use as the basis for a stronger structure when you write a draft. In the draft stage and the stages following it, you can flesh out your paragraphs with well-constructed sentences.

3. Draft

In the **drafting** stage of writing, you form all of your ideas as well-constructed sentences and paragraphs with your audience and purpose in mind. These paragraphs must be organized in a logical way, or readers might not understand what you are trying to communicate. Luckily, you have already collected and organized many ideas in your writing plan. Now it is a matter of turning that plan into a well-developed response. Almost all writing you do will use a simple framework, including an introduction, a body, and a conclusion.

4. Revise & Edit

Revising is the writing stage where you look for ways to improve the focus, structure, ideas, and language. When revising, you will reread your essay to make sure all of the details fit under the topic of the paragraphs they are in; you will make sure to use a mix of long and short sentences; and you will be sure to include **transitions** to connect your ideas.

Transitions are signposts that help show your reader where you are going and where you have been. Common transitions include: *for example, but, although, however, as a result, first, and finally.*

Editing your writing involves checking for correct grammar, spelling, punctuations, and capitalization.

5. Publish

When you **publish** your AIR ELA writing, you complete your essay and turn it in for grading. Before turning it in, be sure to fix any mistakes you found in the editing stage and look over the grading rubric. Check to make sure you included everything outlined on the **rubric**.

A **rubric** is a scoring guide used to evaluate the quality of students' constructed responses. **Rubrics** usually contain evaluative standards, quality definitions for those standards at particular levels of achievement, and a scoring strategy.

Below is an example of a **rubric**.

Ohio's State Test Informative/Explanatory Writing Rubric, Grades 6-12 (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • A strongly maintained controlling idea with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and objective tone established and maintained 	<p>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility 	

STOP! Complete Questions 1 through 12 in the questions section.

Grammar Lesson1: SUBJECTS & PREDICATES

- A **subject** is who or what the sentence is about (the thing or person doing the action)
- A **predicate** is what the subject does
- A group of words that is missing either a **subject** or a **predicate** CANNOT be a sentence

EXAMPLE: Suddenly, the rat heard a low growl and a hiss.

SUBJECT= the rat

PREDICATE= heard

Click on the following link for a video further explaining subjects and predicates.



Let's Practice!

1. Identify the SUBJECT and the PREDICATE in the following sentence.

Scratch bolted as fast as he could.

(answer below)

Scratch bolted as fast as he could.

SUBJECT= *Scratch*

PREDICATE= *bolted as fast as he could.*

2. Identify the SUBJECT and the PREDICATE in the following sentence.

Captain Meow, the black tomcat, raced at
Scratch's heels.

(answer below)

Captain Meow, the black tomcat, raced at
Scratch's heels.

SUBJECT= *Captain Meow*

PREDICATE= *raced at Scratch's heels.*

STOP! Complete Questions 13 through 18 in the questions section.



Below are additional educational resources and activities for this unit

[Complete Subjects and Predicates](#)

[Complete Subjects and Predicates Answer Key](#)