



JROTC Virtual Learning

**Becoming a Better Writer LET 3
[U3C6L1] Part 2**

April 30, 2020



Lesson: 30 April 2020 Part 2

Objective/Learning Target

Why this lesson is important:

Writing is one of the most important means of communication, so your writing must be simple, readable, and understandable. With a little practice and desire, writing is an art that anyone can master. In this learning plan, you will examine the various types of writing, writing basics, principles of good writing, and the writing pitfalls to watch for. You will develop a plan to improve your writing skills.

What you will learn in this lesson:

- Identify situations where writing is an appropriate form of communication
 - Evaluate various writing techniques
 - Determine how to use writing to express your needs
 - Explain how to effectively organize writing assignments
- Define key words: active voice, autobiography, bibliography, biography, body, conclusion, conjunction, entice, fragment, information cards, introduction, passive voice, plagiarism, predicate, source cards, subject, thesis statement

Student Learning Plan

Unit 3: Foundations for Success

Becoming a Better Writer [U3C6L1]



What you will accomplish in this lesson:

Develop a plan to improve your writing skills



Why this lesson is important:

Writing is one of the most important means of communication, so your writing must be simple, readable, and understandable. With a little practice and desire, writing is an art that anyone can master. In this learning plan, you will examine the various types of writing, writing basics, principles of good writing, and the writing pitfalls to watch for. You will develop a plan to improve your writing skills.



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- Define key words: active voice, autobiography, bibliography, biography, body, conclusion, conjunction, entice, fragment, information cards, introduction, passive voice, plagiarism, predicate, source cards, subject, thesis statement



You will have successfully met this lesson's purpose:

- by developing a writing checklist to help you improve your own writing
- when your checklist includes criteria that support the basics of writing
- when your checklist includes the principles of writing
- when your checklist includes flaws to avoid



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

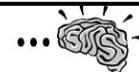
INQUIRE PHASE: What do you already know?



1. THINK ABOUT what you know about your unique writing style. PREPARE for this lesson by discussing *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important*, and *When you will have successfully met this lesson's purpose*.
2. With an assigned team, BRAINSTORM techniques and practices used in writing. USE a Circle Map to capture your ideas. PRESENT your top three ideas to the class.
3. REFLECT on how you currently prepare for a writing assignment. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?

- _____ 1. With a partner, READ the student text section on Becoming a Better Writer. PREPARE to teach the class about one of the three assigned key areas for writing improvement.
- _____ 2. TAKE NOTES on the presentations.
- _____ 3. REFLECT on one point shared from each topic presentation and how they can improve your writing. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?

- _____ 1. EXAMINE the many types of writing. DISCUSS the types that are most often used in your courses at school.
- _____ 2. WRITE down organizing techniques under one of the assigned writing types. INCLUDE writing basics, principles, and ways to avoid errors in your techniques list. ADD your statements to the class Tree Map and COMPARE the similarities between the three types of writing. NOTE how writing requires planning, mechanics and style, no matter what kind of writing it is.
- _____ 3. COMPLETE Exercise #1: Introductory Paragraph. TRADE papers with a peer and GATHER feedback from them about your writing techniques. PROVIDE feedback on their paper, too. PLAN to discuss areas for improvement.
- _____ 4. REFLECT on how you can improve upon your writing techniques. ANSWER the reflection questions presented by your instructor.

**Assessment Activities:****APPLY PHASE: What else can you do with what you've learned today?**

- _____ 1. COMPLETE the Becoming a Better Writer Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 2. REVIEW the key words of this lesson.
- _____ 3. REFLECT on what you have learned in this lesson and how you might use it in the future.

**Self-Paced Learning and Assessment Activities:**

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.

Unit 3

Foundations for Success

LESSON 1: BECOMING A BETTER WRITER



Unit 3

Foundations for Success

LESSON 1: BECOMING A BETTER WRITER

Think about your
unique writing style.

Inquire - What do you already know?





(U3C6L1: F1)

What kind of writer are you?

- A) I'm a great writer.
- B) I'm a fair writer.
- C) I am not a good writer at all.
- D) I really don't know.

Unit 3

Foundations for Success

LESSON 1: BECOMING A BETTER WRITER

Think about how to
organize for a
writing assignment.

Process - Now what can you do with this new information you've learned?





Forms of Writing

Adventure Stories
Anecdotes
Apologies
Autobiography

Biography
Book Reviews
Brochures

Cartoons
Character Sketches
Comic Strips
Cumulative Stories

Descriptions
Diaries

Editorials
Encyclopedia Entries
Endings
Espionage
Essays
Eulogies

Explanations

Fables
Fairy Tales
Fantasies
Fashion Articles
Fiction
Folklore

Ghost Stories

How-To-Do-It Articles
Humorous Stories

Information
Interviews

Jokes and Riddles
Journals

Legends
Letters
Lists

Magazine Articles
Memories
Monologues
Mysteries
Myths

News Articles
Nonfiction

Opinions

Pamphlets
Parodies
Personal Experiences
Persuasive Letters
Plays
Poems
Proposals

Realistic Fiction
Reports
Resumes
Reviews

Revisions

Satires
Scary Stories
Short Story
Science Articles
Science Fiction

Songs
Speeches

Sports Articles
Sports Stories
Spy Stories

Television Commercials

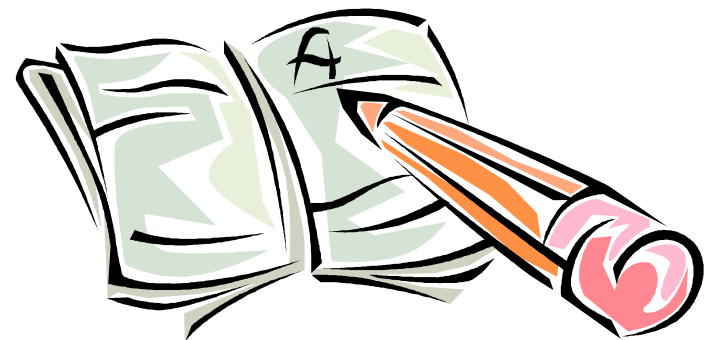
Testimonials
Thank You Notes
Travel Brochures

Want Ads



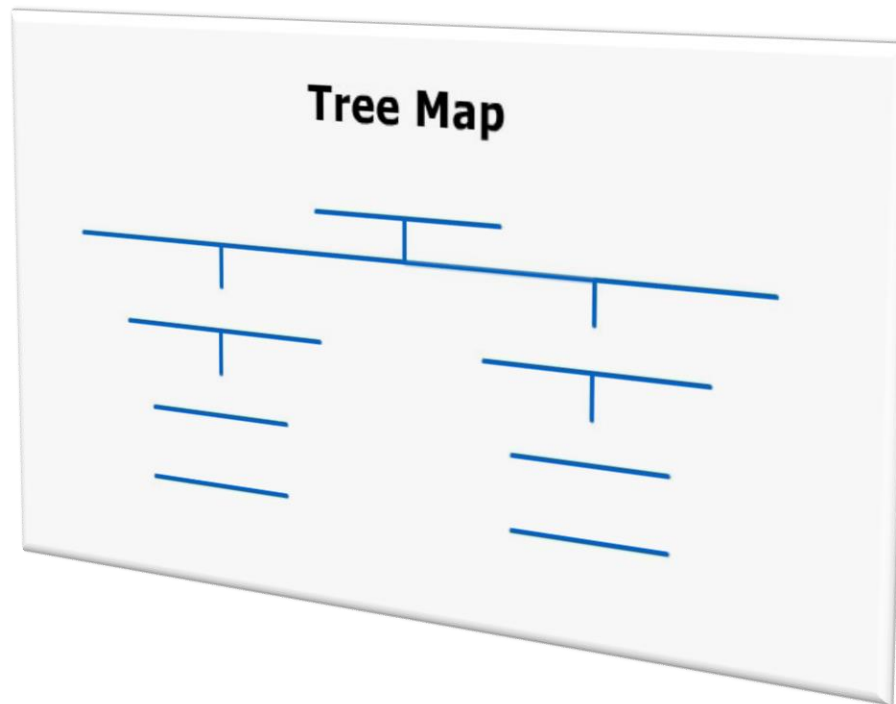
- As a class, pick the top three forms of writing most often required in your courses at school.
- In an assigned team, list organizing techniques for that writing form in the appropriate column in the class Tree Map.
- Be sure to cover points from the basics of writing, principles of writing, and grammatical errors presentations.

Divide
into
three
teams





Add organizing techniques to your assigned column in the Tree Map.



Click Next to fill out the Tree Map



Insert Tree Map.swf and delete after
slicing



(U3C6L1:G4)

Define “plagiarism”.

- A) The act of copying the ideas or words of another and claiming them as one’s own.
- B) The act of organizing a paper.
- C) The process of gathering information for source cards.
- D) The removal of built-up plaque from one’s teeth.

[Click to see the correct answer](#)



(U3C6L1:Q4)

Read the following sentence and select the option (A-D) that correctly indicates the grammatical error.

“Science fiction writers is the most creative writers I know.”

- A) It is correctly written.
- B) It is a run-on sentence.
- C) It does not have the correct subject-verb agreement.
- D) It is a fragment.

[Click to see the correct answer](#)



(U3C6L1:Q3)

Read the following sentence and select the option (A-D) that correctly indicates the grammatical error.

“When writing papers, keep in mind accuracy, clarity, brevity and completeness, coherence, unity, have someone review for errors, revise, and rewrite it.”

- A) It is a run-on sentence.
- B) It is a sentence fragment.
- C) It is a grammatically correct sentence.
- D) It is a complete sentence with a clear message.

[Click to see the correct answer](#)



(U3C6L1:G6)

The main point of a paper, which you try to support through research, is called _____.

- A) an outline
- B) a thesis statement
- C) the organization
- D) the topic sentence

[Click to see the correct answer](#)



- Select a topic of interest or knowledge that you can write about.
- Complete [Exercise #1: Introductory Paragraph](#).

Exercise 1: Introductory Paragraph

Directions: On the lines below, write an introductory paragraph about your topic of choice. Include a thesis statement, an introduction to at least three main points or arguments, a summary statement, and a transition statement. Make sure your work is well polished, neatly written, and free of grammar and spelling errors. If possible, create a rough draft first, edit your work, and then transfer the final introduction below.



Reflection:

- How do you usually approach writing on an assigned topic?
- How can you take an assigned topic and make it more interesting?
- What other methods besides brainstorming can you use to find a topic and an angle that suits your interests?

Performance Assessment Task

Unit 3: Foundations for Success

Becoming a Better Writer [U3C6L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Develop a plan to improve your writing skills



Directions

For this performance assessment task, you will develop a list of criteria to use with writing assignments. For this assessment you will:

1. Create the checklist to include criteria from the three main sections of the reading assignment for this lesson. They are:
 - Basics of Writing
 - Principles of Writing
 - Grammatical Errors
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Becoming a Better Writer Performance Assessment Task Scoring Guide

Criteria	Ratings
1. Your writing checklist includes basics of writing points	met not met
2. Your writing checklist includes principles of writing points	met not met
3. Your checklist includes grammatical errors to watch for	met not met
4. Your checklist can be used with writing assignments	met not met

Comments:

Name: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____

Information Sheet 1: Writing Styles

A WRITING HANDBOOK FOR PARENTS - The content of this handbook has been adapted from work by Ruth Culham and Vicki Spandel of the Northwest Regional Educational Laboratory And compiled by Maureen Curran, Kent School District, 1998.

Found 15 July 2004 at <http://www.elwm.richland2.org/~kseyay/p3.htm>

Forms of Writing

We write in our daily lives for a variety of reasons. We write every day, both formally and informally. Our writing addresses different audiences and purposes. It is our belief that students will be involved in the following forms of writing throughout their lives and that the **Six Traits of effective Writing** will be used in each of these forms.

- Narrative writing: recounts a personal experience or story and always includes characters, setting and plot (examples: novel, short story, journal)
- Descriptive writing: creates vivid images in the reader's mind and uses "just right" details to paint "word pictures" (examples: menu, travel brochure, poster)
- Expository writing: informs, explains, clarifies, or defines (examples: research paper, essay, report)
- Persuasive writing: informs and attempts to convince the reader to take the same stand. (examples: movie review, restaurant critique, letter to the editor, editorial)
- Technical writing: uses research to present specialized information, but just because it is technical does not mean it has to be flat and dull (examples: a VCR manual, a driver's manual, a legal document, a cookbook)
- Business writing: provides information in a way that is clear, well-organized, efficient and usually answers a question, summarizes work completed or proposes new strategies (examples: memo, proposal, long range plan, business letter)