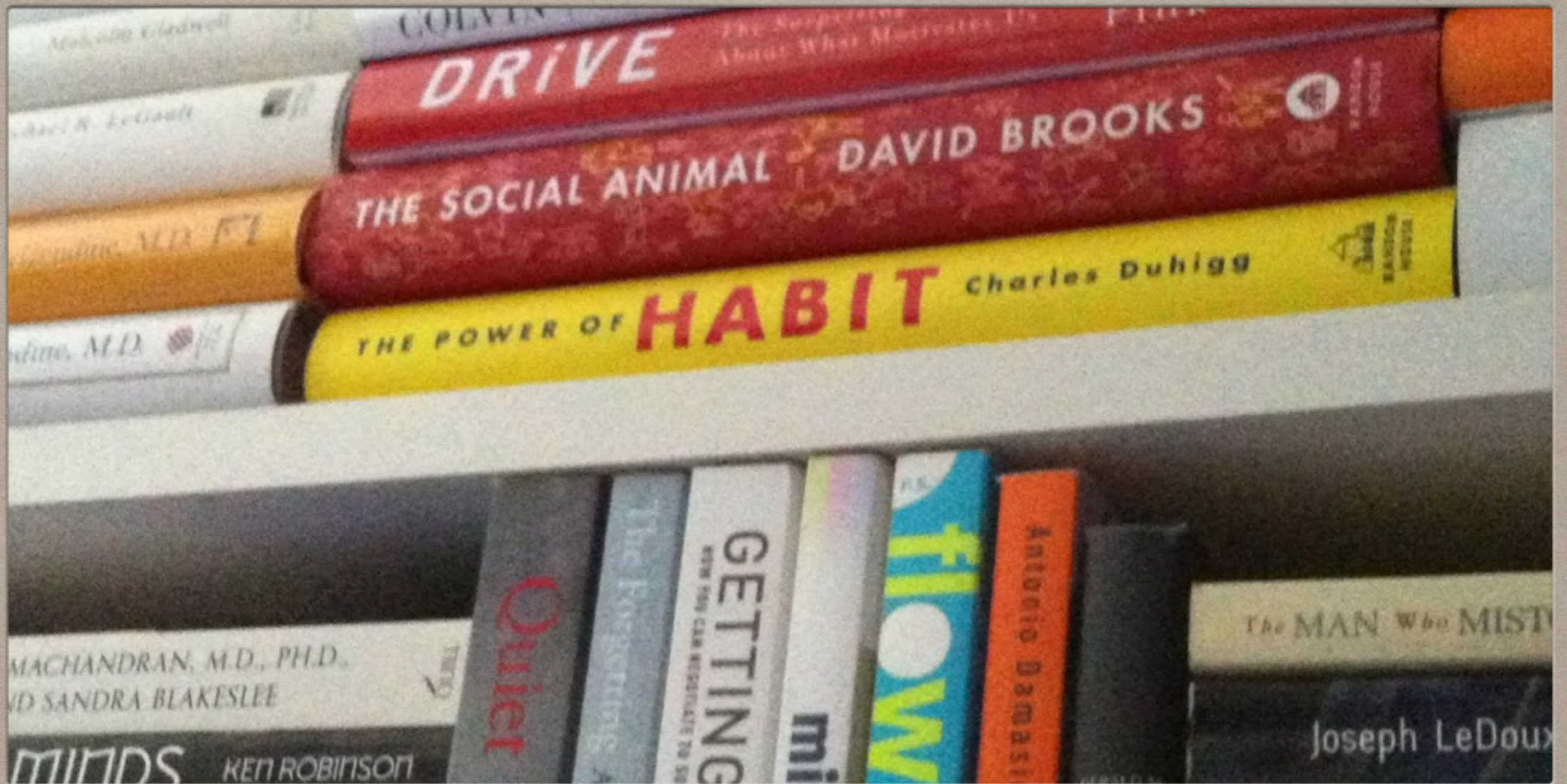


STEPS TO DEVELOP EVIDENCE-BASED WRITING

CRITICAL READING SYNTHESIZED WITH
INTENSIVE WRITING

Please adjust to fit your style, classes, and priorities!

Cathie Lawson, North Cobb High School



ONGOING PROCESS

During personal reading of books magazines, journals, online articles, collect potential sources

FOLLOW THE STATE'S FRAMEWORKS:
Choose Unit Themes

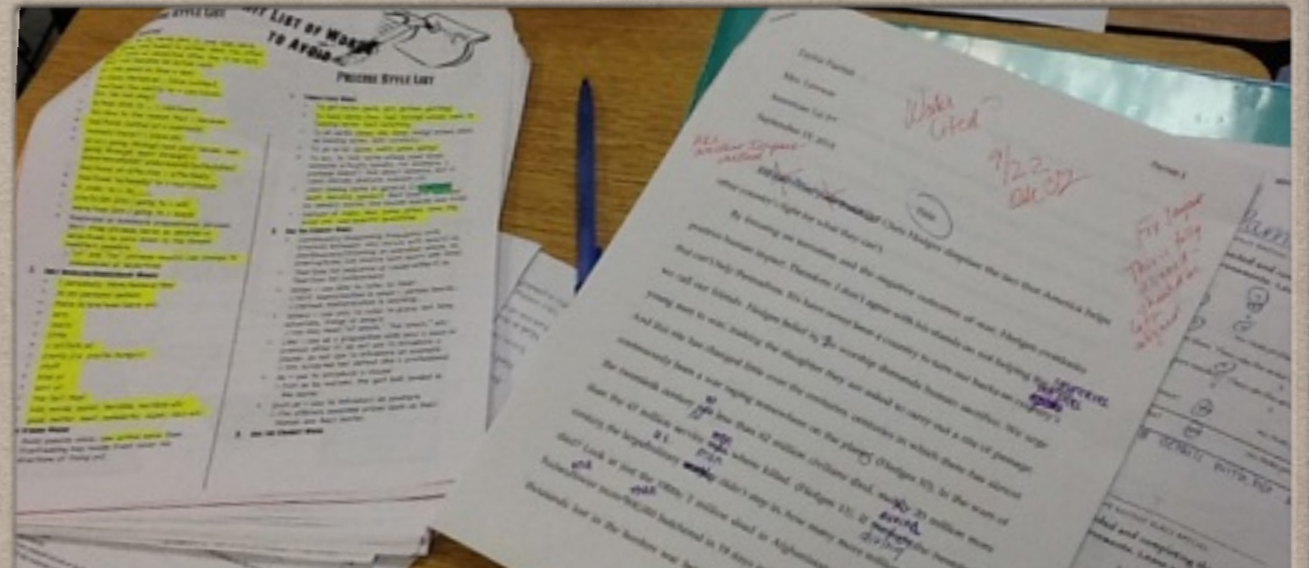
START WITH THE BASICS

Develop units with several short fiction and nonfiction selections and one extended text (alternating fiction and nonfiction)

FOLLOW THE STATE'S FRAMEWORKS:

Develop units assigning all required writing genres throughout the units

- Determine writing skills to teach in each unit
- Create resources (ie. PowerPoints, reference booklets)
- Determine type of major paper and its requirements for each unit
- Determine types of timed writings and their requirements for each unit



MANY STEPS MUST OCCUR INTERMITTENTLY WITH EACH OTHER



- Determine journal entry prompts, several that require reading and evidence
- Determine sources needed for all writing prompts
- Find sources (using collected file)

- Write major paper prompts
- Create major process paper rubrics
- Write timed essay/minor essay prompts



DESIGNING PROMPTS REQUIRE STUDENTS TO...

- Analyze a selection's subject, purpose, aesthetics
- Compare two selections for purpose, subject, meaning
- Synthesize two or more selections to apply to a specified intention
- Narrate an event, a change, a different perspective, a different outcome, a missing scene from a selection
- Explain a complex topic, event, problem derived from or related to a selection
- Propose a solution, change, alternate method than the one discussed
- Evaluate a source to refine its argument or refute it

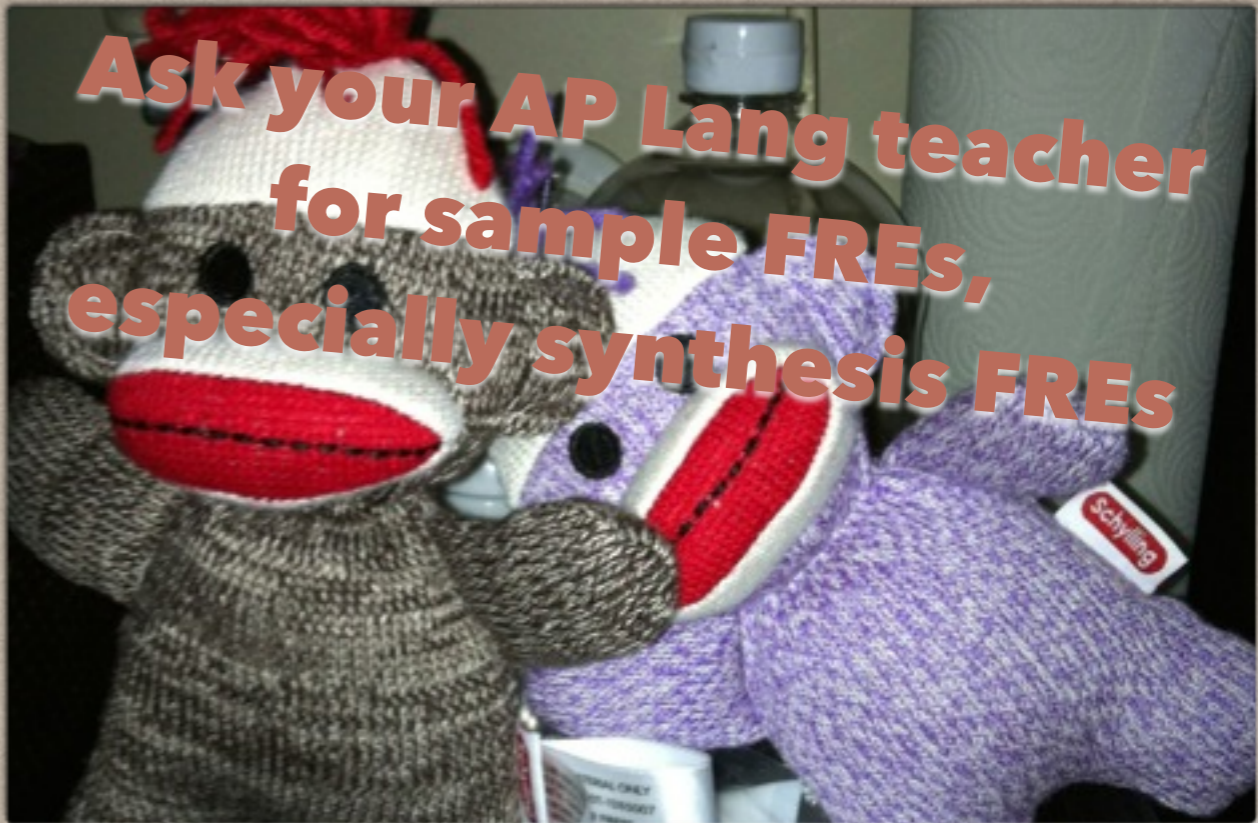
DESIGNING PROMPTS REQUIRE STUDENTS TO...

- Respond to a source
- Use multiple sources to support a claim
- Seek their own sources to support a claim or option
- Evaluate the pros and cons of a proposal
- Determine which source offers the best solution
- Use a source as inspiration for narration or argumentation
- Use one of several possible sources as evidence
- Show that various opinions exist on a topic
- Find points of agreement between/amongst sources

ACTIVITIES AND INSTRUCTION ALONG THE WAY

- Teach critical reading early in semester using packet
- Model Critical Reading
- Teach and require prewriting activities a
- Teach and require a variety of organizational schemes
- Involve students in projects that use writing and sources but not in a traditional essay
- Require students to explain, argue, narrate verbally to one another







What can you share?

What do you still want to know?

Do you have frustrations?

How can I help you with developing evidence-based writing?

Thanks so much for attending!
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classjump.com/l/lawson/