

WRITE ON Essay Framework for Informative/Argument Essays with Graphic Organizers and Scoring Rubrics

WRITE ON!

The following WRITE ON! was adapted from CCS materials by the ODE Model Curriculum Writing Committee. The framework includes instructional strategies for Writing to Learn. The framework is presented in three (3) parts and includes graphic organizers to guide students through the writing process, as well as rubrics to formatively assess their understanding. Ultimately, it provides resources to assist teachers in integrating argumentative or informative/explanatory writing into their daily instruction in meaningful ways, especially for students who struggle with writing. The three parts include the following:

Part I: Reading and Annotating

Reading and Annotating the text works to deepen comprehension, build background knowledge, teach comparative and critical thinking skills, and synthesize multiple pieces of text related to the same topic. Students are encouraged to use the READ & ANNOTATE Graphic Organizer to first identify the question the writing prompt is asking them to answer, then begin formulating how their thesis might begin from that question. This step is emphasized early in the framework to ensure students will write on topic and address the question the prompt is asking. Both responses can be recorded on the graphic organizer as a way to help readers establish a purpose for reading and record their annotations more succinctly. The idea here is students will not be able to write well unless they can comprehend what they read and understand what the writing prompt is really asking them to do. and is designed to help students do both.

Adapted from Silver, H., Dewing, R. et al. (2012)

Part II: Organizing and Writing

Students organize and write the essay (argumentative or informative/explanatory) to create and convey clear and concise thoughts on a particular topic. Many students at this level still struggle with how to organize their thinking. The WRITE ON! Graphic Organizer may be used to teach or reteach the major components of argumentative or informative/explanatory writing. The first page offers quick definitions for each component so students are clear on what each component means. The second page is a blank graphic organizer for students to practice putting together their ideas in a logical manner. In an effort to assist students in memorizing the order of the essay, the following mnemonic may be used:

- **Introduction (ABT)**
- **Body (TEE)**
- **Counterclaim, if necessary (CEE)**
- **Conclusion (RRF)**

This graphic organizer can be used in conjunction with the READ & ANNOTATE Graphic Organizer, as the steps outlined on each document correspond to each other.

Adapted from Phillips, Carla Mae. (2010)

Part III: Formative Feedback and Scoring

Formative Feedback and Scoring provides students with the opportunity to improve their writing over time. Initially the student, peers, or teacher, in order to identify areas that need to be corrected before final submission, may use the DRAFT Essay Scoring Checklist. This is a checklist of twenty (20) questions that aligns to the final scoring rubric and content standards. The Argumentative Essay Scoring Rubric and the Informative/Explanatory Essay Scoring Rubric may be used to score students' draft or final essay submissions. Both rubrics include space to track students' performance at the beginning of the year (BOY), middle of the year (MOY), and end-of year (EOY). The rubrics include five categories on a 4-point scale: focus, organization, text evidence, language/vocabulary/conventions, and content. Five performance levels are included so teachers across teams can discuss student progress holistically or within a particular category to determine appropriate interventions or focus areas.