

Grade 10 ▶

Unit Two

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
Review as necessary to enable revision skill use	<input type="checkbox"/> Expository: Informative Report
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

REVISION SKILLS

Authenticity
Ladder of Abstraction

GENRE FOCUS

Expository: Informative Report

NOTES

“...the more you wish to describe a Universal,” claims author Brenda Ueland (1987), “the more minutely and truthfully you must describe a Particular” (p. 104). Many writers refer to this continuum as the “ladder of abstraction” with the “absolutely concrete” at the bottom of the ladder and the “cosmically abstract” at the top. “At the bottom are bloody knives and rosary beads, wedding rings and baseball cards,” explains author and writing teacher Roy Peter Clark (2006). “At the top are words that reach for a higher meaning, words like freedom and literacy” (p. 107). Most of the time, revisions that move writing DOWN the ladder strengthen the writing because writing “that produces mental pictures almost always comes off the abstraction ladder’s bottom rung” (Hart, 2006, p. 170).

Realness or concreteness helps a reader care (i.e., possess regard). Realness or authenticity of author helps a reader trust (i.e., believe) the writing. Humans respond to reality and genuineness. One represents the world we experience. The other represents one of our best attributes. Writing that presents the concrete with a trustworthy voice possesses the greatest potential for influence.

PATTERN STATEMENT

Realness invites regard and believability

ADDITIONAL NOTES

The pattern, *Realness invites regard and believability*, can be illustrated by posting a series of increasingly concrete statements and asking students to select one to develop into a 3–4 box comic short story. For example, the following statements become increasingly concrete:

- Betrayal is unpleasant.
- Betrayal generates discomfort for the one betrayed.
- The team argued with Brad because he betrayed them by selling the playbook to their cross-town rivals.

The last statement, the most concrete of the choices, is the easiest to visualize and will probably be the choice of most students (EX-ex).

Have students share their results in small groups and then discuss the following (EX-co):

- What just happened? What influenced your decision about which statement to illustrate?
- What distinguishes the last statement (*The team...*) from the first statement (*Betrayal is...*)? Create a continuum that shows this difference.

- Based on your experience, what can we say about things that are concrete vs. things that are vague, abstract, or very general?

believability (EX-el). Take suggestions from the students for a continuum that illustrates the concrete from the abstract/general. Have students select a topic (e.g., basketball) and generate an example statement that illustrates both extremes of the continuum (EX-ap).

Continue to use questioning to guide students to recognize the pattern: *Realness invites regard and*

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REVISION SKILLS

AUTHENTICITY			
Objective		Checklist	
<p>With teacher prompting, student reviews the voice represented in a draft by reading the piece aloud and evaluating how much it sounds like the author's own voice—i.e., how closely the written work sounds like the author's own way of speaking. Desirable revisions are made.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Read your writing aloud. Does it sound enough like you to make the reader hear your voice? <input type="checkbox"/> Examine your word choice. Do any of the words communicate at a higher or lower level than is normal for you? If so, reevaluate their use. <input type="checkbox"/> Are the character's motives and desires clear? <input type="checkbox"/> Would the character, considering background, motives, desires, and other relevant influences, say that? in that way? 	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features authentic word choice and authenticity within sentences that most closely fits the author's voice, <p>AND</p> <ul style="list-style-type: none"> ▶ Writing features authenticity within paragraphs or sections. ▶ Additional revisions may improve some elements, but issues of authenticity have been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features authentic word choice and authenticity within sentences that most closely fits the author's voice. ▶ Writing features few (two or fewer) examples of paragraphs or sections that do not convey authenticity. ▶ Additional revisions could strengthen the writing by revising sections or paragraphs that lack authenticity. 	<ul style="list-style-type: none"> ▶ Writing features authentic word choice and authenticity within sentences that most closely fits the author's voice. ▶ Additional revisions could strengthen the writing by revising sections or paragraphs that lack authenticity. 	<ul style="list-style-type: none"> ▶ Writing features word choice and sections that lack authenticity and does not fit the author's voice. ▶ Significant revision could strengthen writing by eliminating and revising sections of paragraphs that lack authenticity.



LADDER OF ABSTRACTION			
Objective		Checklist	
With teacher prompting, student reviews paragraphs/ portions of a draft to note levels of abstraction and revises as necessary to “climb up” or “climb down” the ladder of abstraction for optimal effect.		<input type="checkbox"/> Read your draft to note the levels of abstraction it contains. Identify places where movement up or down would strengthen the writing. (Remember, the bottom rung engages the reader while the top rung widens the meaning of your message.) <input type="checkbox"/> Revise accordingly.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing features effective use of levels of abstraction, using more abstract terms for higher ideas (e.g., freedom) and concrete illustrations to clarify meaning and interest the reader. ▶ All illustrations seem appropriate for the text. ▶ Movement between all higher ideas and concrete illustrations flow smoothly. ▶ Additional revision may improve some elements, but issues abstraction/ concreteness have been effectively addressed. 	<ul style="list-style-type: none"> ▶ Writing features effective use of levels of abstraction, using more abstract terms for higher ideas (e.g., freedom) and concrete illustrations to clarify meaning and interest the reader. ▶ All illustrations seem appropriate for the text. ▶ Movement between most higher ideas and concrete illustrations flow smoothly. Only occasional breaks cause the text to lose flow. ▶ Additional revision could strengthen the writing by improving flow between some ideas and illustrations. 	<ul style="list-style-type: none"> ▶ Writing features effective use of levels of abstraction, using more abstract terms for higher ideas (e.g., freedom) and concrete illustrations to clarify meaning and interest the reader. ▶ Some illustrations, though concrete, seem out of place or inappropriate within the text, AND/OR ▶ Movement between higher ideas and concrete illustrations is often choppy. Transitions from one to the other would help the reader better connect ideas. ▶ Additional revision could strengthen the writing by including better illustrations or by improving flow between ideas and illustrations. 	<ul style="list-style-type: none"> ▶ Writing features several examples of ideas presented in overly abstract or general terms. More concrete illustrations are needed to give the writing clarity and/or reader interest. ▶ Significant revision could strengthen writing by making ideas more easily understood through increased concreteness.

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Ladder of
Abstraction



GENRE

Expository:
Informative
Report

EXPOSITORY: Informative Report			
Definition		Objective	
Provides an objective and thorough summary of some topic. Coverage, while complete, is often more general than specific in nature with only enough detail to validate a fact		With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) multi-paragraph (i.e., sufficient for the topic) informative report based on content gathered from multiple resources (i.e., sufficient for the topic) that is appropriate for submission to a periodical that covers such topics.	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) informative report, sufficient in length, based on content gathered from a sufficient number of reliable resources for the selected topic. ▶ Report flows with all ideas connected so that the reader can easily follow the writer's points from beginning to end. ▶ All borrowed content is correctly attributed. ▶ Additional revisions may minimally improve some aspects of the report. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) informative report, sufficient in length, based on content gathered from a sufficient number of reliable resources for the selected topic. ▶ Report flows with all ideas connected so that the reader can easily follow the writer's points from beginning to end. ▶ Writing features examples of content copied directly from sources or only minimally changed without correct punctuation or attribution. ▶ Additional development or revision may increase the report's accuracy in attribution or restructure passages with more of the author's own words. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) informative report, sufficient in length, based on content gathered from a sufficient number of reliable resources for the selected topic. ▶ Report reads like a list of facts. Writing lacks flow and connections between ideas, AND/OR ▶ Writing features examples of content copied directly from sources or only minimally changed without correct punctuation or attribution. ▶ Additional development or revision could significantly improve the report's flow and accuracy in attribution. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) informative report, sufficient in length for the selected topic, AND/OR ▶ Lacks material based on content gathered from a sufficient number of reliable sources for the selected topic. ▶ Additional development or revision could significantly improve the report's content and/or credibility (i.e., reference more sources).

**PRACTICE TEXT**

Forget about technological experiences at home. The latest places to find video games in use are classrooms. Remotes used in modern video game systems open up possibilities for educational use. Classrooms can now use way cool video game systems to help teachers teach and students learn. Teachers are using video game systems to convey information to students, to replace traditional instruction, and in combination with more traditional teaching.

One inventor, an innovative marvel, has discovered totally awesome ways to adapt video game technology to the classroom. Due to the motion sense capability, modern video game remotes can take interactive whiteboards to new levels. A teacher can mount the infrared-powered remote so that it points toward a projection screen or LCD display. When placed correctly, the remote senses the movement of other awesome infrared LED's. For example, one teacher purchased an infrared pen, which has an infrared LED where a regular pen's tip would be. Once he calibrates the pen, this teacher can write or draw on the projection screen or LCD display toward which the infrared remote is pointed and his text or sketches will appear immediately. It kind of looks like the teacher is, like, writing with light (Lee, 2009).

These interactive whiteboard applications are just one of the uses teachers are finding for modern video game systems. In some high schools and universities, the games themselves are replacing traditional teaching. Some students, for example, can earn college credit for playing video games for half an hour two times a week. Students who may not feel comfortable in traditional physical education classes are lining up to take the video game alternative. Teachers also like the program. "What we like...is that we have a permanent record of what people have done in terms of their physical activity," explained one high-ranking professor. He claims the students work up a good sweat (and nasty body odor—where's the deodorant?!?) while playing and like the immediate feedback the games give them. Unlike a traditional class where the teacher's attention has to be divided between several students, the technology appears to focus only on the one playing the video game (Siegal, 2009).

Still other teachers are finding ways to combine learning through video games and traditional teaching...

BIBLIOGRAPHY

Lee, Johnny. "Low-Cost Multi-point Interactive Whiteboards Using the Wiimote." 15 Sep. 2009. <http://johnnylee.net/projects/wii/>

Siegal, Robert. "Students Get In Shape And Get Credit For Wii Class." 15 Sep. 2009. National Public Radio: All Things Considered. 10 Sep. 2009.



A POSSIBLE REVISION

This is not THE correct revision, but one possibility. Accept any justifiable revisions.

Forget about technological experiences at home. The latest places to find video games are classrooms. Interactive, wand-like remotes used in modern video game systems open up possibilities for educational use. Classrooms can now come to technological life to help teachers teach and students learn. Teachers are using video game systems to convey information to students, to replace traditional instruction, and in combination with more traditional teaching.

Johnny Lee, an innovative marvel, has discovered ways to adapt video game technology to the classroom. Due to the motion sense capability, modern video game remotes can take interactive whiteboards to new levels. A teacher can mount the infrared-powered remote so that it points toward a projection screen or LCD display. When placed correctly, the remote senses the movement of other infrared LED's. For example, Mr. Jones, who teaches high school science and loves gadgets, purchased an infrared pen, which has an infrared LED where a regular pen's tip would be. Once he calibrates the pen, Mr. Jones can write or draw on the projection screen or LCD display toward which the infrared remote is pointed and his text or sketches will appear immediately. It almost looks like Mr. Jones is writing with light (Lee, 2009).

These interactive whiteboard applications are just one of the uses teachers are finding for modern video game systems. In some high schools and universities, the games themselves are replacing traditional teaching. Students at the University of Houston, for example, can earn college credit for playing video games for half an hour two times a week. Students who may not feel comfortable in traditional physical education classes are lining up to take the video game alternative. Teachers also like the program. "What we like...is that we have a permanent record of what people have done in terms of their physical activity," explained Charles Layne, the chairman of the university's Department of Health and Human Performance. Layne claims the students work up a good sweat while playing and like the immediate feedback the games give them. Unlike a traditional class where the teacher's attention has to be divided between several students, the technology appears to focus only on the one playing the video game (Siegal, 2009).

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