

ESSAY WRITING

<p>OUTCOMES Students become familiar with the GED essay scoring rubric, compose an essay using the rubric criteria and receive feedback from peers to improve their writing.</p>	<p>STUDENT GOALS Students have heard that they will have to write an essay for the GED test and are very anxious about how to even begin writing.</p>	<p>MATERIALS Post-it notes or index cards, tape GED Essay Scoring Guide (Steck-Vaughn 2002 GED Essay, p.10) overhead projector Sample essays on overheads (Steck-Vaughn 2002 GED Essay, p. 63-74) white board, markers <i>Essay Self-Evaluation Form</i></p> <p>NRS EFL 3-6 TIME FRAME 2-4 hrs over two or three class sessions</p>
<p>STANDARD <i>Convey Ideas in Writing</i></p>	<p>LEARNER PRIOR KNOWLEDGE The learner should have some knowledge of the writing process and will have been introduced to the standard. They should have the ability to write sentences and paragraphs with some accuracy.</p>	
<p>COPS Determine the purpose for communicating</p>	<p>ACTIVITY ADDRESSES COPS The student will adjust writing sample for the purpose of writing to a specific topic and to the GED scoring rubric.</p>	<p>ACTIVITIES [REAL-LIFE APPLICATIONS] Step 1 - Brainstorm with the students ideas of what elements create a good essay (purpose, audience, sentences, paragraphs, topic, good ideas, punctuation, etc.) Have the students write their ideas on post-it notes or index cards and tape them to the wall. Discuss what pieces fit together and what else is needed that might be missing. Group like ideas together as the discussion progresses. Add more ideas to the wall if necessary.</p>
<p>Organize and present the information to serve the purpose, context, and audience.</p>	<p>The group of learners will: Brainstorm ideas for writing to a selected topic through Venn, list, webs Use Five-paragraph essay as model to begin writing Stay on topic throughout the essay</p>	<p>Step 2 - Hand out scoring guides and review how to read them, include both columns and rows. Discuss what qualities go into each score. Draw a small rubric on the white board to use later.</p>
<p>Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers' comprehension.</p>	<p>The students will use conventions of EAE (Edited American English) during writing process as outlined in the scoring rubric.</p>	<p>Step 3 - Place a sample essay from the GED essay book on the overhead. Have one volunteer read the essay aloud. Ask the students what they liked about the essay. What could have been better? Discuss each part of the rubric and decide as a group how to score the essay. As you talk about each point of the rubric, mark on the white board copy where the class consensus is. For example, if the class gives the essay a 3 for organization but a 2 for development and detail, mark at 3 and 2 on the board rubric. Once a final score is decided, look in the back of the book for the suggested answer. Discuss the rubric further if the class score does not match the book score.</p>