

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL
DISTRICT

Charting the Course

To Academic Excellence

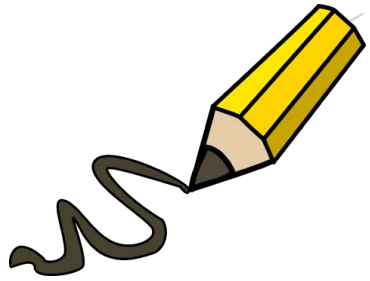
PSJA ISD Virtual UIL Conference

Ready Writing

2021-2021



Ready Writing



Agenda

- Introduction
- Event Information
- Recruiting
- Resources
- Best Practices Share-Out
- Questions

Introduction



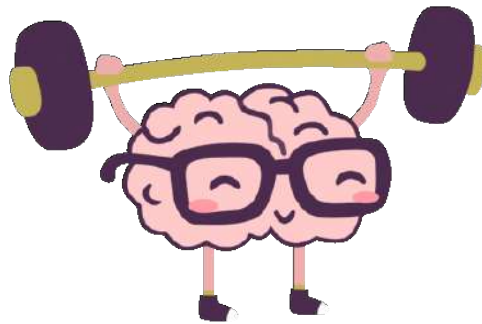
Samantha A. Luna is in her 5th year in education and in her 2nd year as a 3rd grade teacher at Carman Elementary. She graduated from The University of Texas Rio Grande Valley with her Bachelor's Degree in Bilingual Education and Master's in Education (MEd) with a Dual Language Specialization.

Introduction

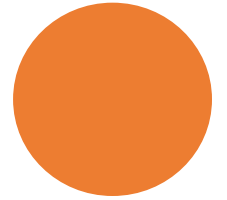
What is Ready Writing?

Ready Writing is creating written work using a wide variety of writing strategies such as: description, narration, and persuasion

Students will write essays using their background knowledge, experiences, and imagination.



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Why Ready Writing?

- Helps discover students untapped talent
- Provide valuable life skills
- Prepares them for STAAR
- Promotes self confidence
- Builds sportsmanship

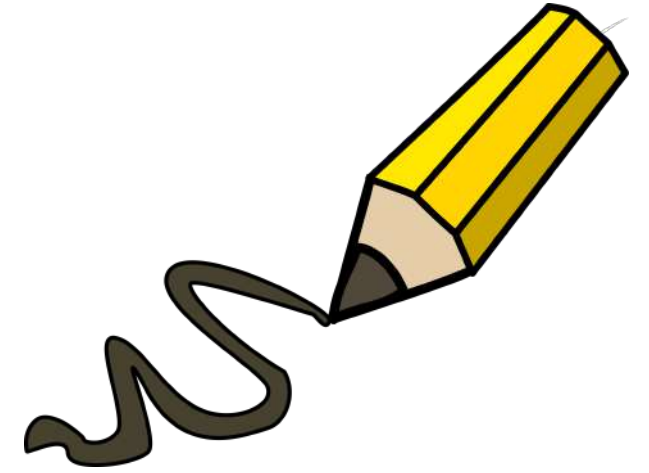
Event Information

- 1st UIL Meet will take place in January or February
- In person
- 4 entries per grade



Event Information

- Contest Overview
- Judging Criteria
- Recruitment



Ready
Writing
and
Creative
Writing
Handbook
for elementary and
junior high schools

Contest Overview

The format may be, for example, a **letter**, an **article** for the newspaper or an **essay** for the principal.

Various writing strategies may be stated or implied in the prompt. Some of these include:

- (A) Description** to inform describe the happening or person/object from imagination or memory.
- (B) Narration**- write a story
- (C) Persuasion**- describe and argue just one side of an issue; describe both sides of an issue then argue only one side; write an editorial; write a letter to persuade, etc.

There is **no minimum or maximum** number of words the contestants may write. Two hours are allowed for writing the composition.

Contestants are given a choice between **two** prompts, each of which defines the **audience** and provides the **purpose for writing**.

Write a **letter** to your **teacher explaining how you feel about homework during the weekend**.



Interest

50%

**Organizat
ion**

35%

**Correctn
ess of
style**

15%

Judging



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Interest (50%)

Every composition needs to include an introduction, a body, and conclusion

Introduction: Creative hook or strong thesis statement

Body: Transitions & vivid vocabulary

Conclusion: Strong ending that leaves reader with a final thought. Students do not have to end their conclusion with “The End”



Write with a distinctive voice

Interest (50%)

(50%) _____ /100

INTEREST: Writing exhibits originality of thought, analytical acuteness and overall coherence of exposition.

| | <u>POOR</u> | <u>FAIR</u> | <u>GOOD</u> | <u>EXCELLENT</u> |
|------------------|-------------|-------------|-------------|------------------|
| Perceptive ideas | _____ /7 | _____ /13 | _____ /19 | _____ /25 |
| Originality | _____ /7 | _____ /13 | _____ /19 | _____ /25 |
| Examples | _____ /7 | _____ /13 | _____ /19 | _____ /25 |
| Title | _____ /7 | _____ /13 | _____ /19 | _____ /25 |

Organization

(25%)

An organized composition will contain the following components:

- A central idea/thesis (introduction)
- A logical order
- Transition
- Supporting evidence
- Attention to the audience

Organization

(25%)

(35%) _____/70

ORGANIZATION: Each paragraph develops one idea and contributes to an understanding of main idea or thesis.

| | <u>POOR</u> | <u>FAIR</u> | <u>GOOD</u> | <u>EXCELLENT</u> |
|--|-------------|-------------|-------------|------------------|
| Clear thesis | _____/3 | _____/7 | _____/11 | _____/14 |
| Well-developed paragraphs, focused on one idea | _____/3 | _____/7 | _____/11 | _____/14 |
| Transition | _____/3 | _____/7 | _____/11 | _____/14 |
| Thesis support | _____/3 | _____/7 | _____/11 | _____/14 |
| Composition clarity (as a whole) | _____/3 | _____/7 | _____/11 | _____/14 |

Correctness of Style (15%)

Correctness of style includes avoiding errors in sentence structure, punctuation, grammar, spelling and word use that interfere with what the writers are trying to say.

- run-on sentences
- incomplete sentences or sentence fragments, unless they are used occasionally for stylistic or rhetorical effect
- overuse of commas
- absence of periods and other end punctuation
- overuse of exclamation points
- misuse or overuse of quotation marks
- misuse of the semicolon

Correctness of Style (15%)

(15%) _____/30

CORRECTNESS OF STYLE: Writing avoids errors in sentence structure, punctuation, grammar, word usage and spelling that hinder clear communication.

| | <u>POOR</u> | <u>FAIR</u> | <u>GOOD</u> | <u>EXCELLENT</u> |
|--------------------|-------------|-------------|-------------|------------------|
| Punctuation | _____/1 | _____/3 | _____/5 | _____/6 |
| Sentence structure | _____/1 | _____/3 | _____/5 | _____/6 |
| Grammar | _____/1 | _____/3 | _____/5 | _____/6 |
| Word Usage | _____/1 | _____/3 | _____/5 | _____/6 |
| Spelling | _____/1 | _____/3 | _____/5 | _____/6 |



How do I select participants?

Recruitment

1. Determine how you will select students for competition.
 - Quality of writing
 - Grades
 - Attendance
2. Describe the UIL Ready Writing to prospective participants.
3. Create a schedule. Set date and time of meetings.
4. Provide potential competitors with specific information regarding UIL Ready Writing.
5. Select your ready writers

Teacher Friendly Resources

Description to inform -- describe the happening or person/object from imagination or memory

Narration -- write a story;

Persuasion -- describe and argue just one side of an issue; describe both sides of an issue then argue only one side; write an editorial; write a letter to persuade, etc.

Informative/Narrative Essay Writing Prompts:

<https://www.thoughtco.com/writing-prompts-fourth-grade-4172492>

Persuasive Essay Writing Prompts:

<https://ivypanda.com/blog/persuasive-writing-prompts-topics/>

Narrative Essay Writing Prompts:

<https://squareheadteachers.com/2013/06/25/60-narrative-writing-prompts-for-kids/>

Student Friendly Resources



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Student resource folder

- Calendar
- Proofreading checklist
- Graphic organizers
- Writing process
- Grammar rules



Student Friendly Resources



TRANSITION WORDS

| ADDITION | EMPHASIS | ORDER | COMPARISON |
|---------------------|------------------|--------------------|-------------------|
| • and | • indeed | • first/ firstly | • like |
| • too | • also | • second/ secondly | • as if |
| • also | • of course | • third/ thirdly | • as ...as |
| • or | • certainly | • finally | • equally |
| • as well as | • especially | • at this time | • similarly |
| • furthermore | • in addition | • following | • comparable |
| • in addition to | • in particular | • previously | • in like manner |
| • not only – but | • furthermore | • before | • in the same way |
| CONTRAST | ILLUSTRATION | CAUSE & EFFECT | SUMMARY |
| • but | • such as | • therefore | • briefly |
| • however | • in this case | • so | • in short |
| • otherwise | • for one thing | • because | • altogether |
| • unlike | • for instance | • thus | • to sum up |
| • conversely | • for example | • hence | • in summary |
| • in spite of | • in the case of | • due to | • to conclude |
| • at the same time | • illustrated by | • as a result | • in conclusion |
| • on the other hand | • as an example | • consequently | • to summarise |

www.esiforums.com

LINKING IDEAS USING WORDS, PHRASES AND CLAUSES

WriteSteps WriteStepsWriting.com

| | | | |
|--|--|--|---|
| To Show Order after at this time before during finally first following next | previously second since soon then third while | To Add Information additionally along with also another as well besides | finally for example for instance furthermore in addition too |
| To Indicate a Purpose or Reason so that with this in mind because | In fact in order to furthermore | To Give Examples such as for example evidence of this | for instance in this case proof of this |
| To Compare as compared to like for the same reason | similar to similarly | To Contrast however sometimes on the other hand nevertheless in contrast | yet except but in spite of whereas |
| To Emphasize absolutely always definitely especially without a doubt | In fact never particularly positively | To Conclude all in all as a result finally in conclusion in summary | in brief lastly overall therefore to sum up |

Do use transition words and phrases to connect ideas from one sentence to another, or from one paragraph to another.

Don't repeat the same transition word or phrase too often.

WRITING HOOKS

Good writers have interesting introductions as their very first sentence! You can catch your reader's attention by writing a hook!

- Question:** Have you ever gone to the swimming pool?
- Onomatopoeia:** Splash! I dove into the pool feet first.
- Dialogue:** "I want to go swimming!" he yelled.
- Setting:** The crisp, blue water of the pool sparkled.
- Fact:** Children need practice to learn how to swim.
- Funny:** A belly flop is one way to do it!

DEAD WORDS LIST

Dead Words are words students tend to overuse, and, therefore, lose their power. Below is a list of dead words along with some helpful replacements to help strengthen your writing.

Remember, you are not limited to use just these words!

| | |
|---------------------|--|
| a lot/ lots | a great deal, abundant, frequent, many times, numerous, often, plentiful, several, various |
| also | addition to, as well as, besides, furthermore, likewise, in addition to, moreover, similarly, too |
| bad | appalling, awful, corrupt, dreadful, evil, unacceptable, wicked |
| but | although, however, moreover, nevertheless, on the other hand, still |
| fun | amusing, enjoyable, entertaining, exciting, pleasant, pleasurable |
| funny | amusing, comical, humorous, laughable, / peculiar, strange unusual |
| get/got | acquire, attain, earn, extract, land, obtain, receive |
| good/great | brilliant, decent, excellent, exceptional, fantastic, fine, grand, marvelous, outstanding, splendid, superb, tremendous, wonderful |
| like | resembling, similar to, similarly, such as, |
| mad | angry, annoyed, enraged, frustrated, furious, irate, livid |
| nice | charming, delightful, fascinating, lovely, pleasant, pleasing, wonderful |
| pretty | appealing, attractive, beautiful, graceful, handsome |
| said | acknowledged, announced, answered, claimed, commanded, decided, emphasized, exclaimed, insisted, mentioned, ordered, pleaded, questioned, responded, spoke, stated, suggested, vowed |
| stuff/things | effects, items, material, objects, parts, possessions, units |
| think | consider, contemplate, deliberate, envision, imagine, ponder, reason, reflect, understand, visualize |
| very | especially, exceedingly, extremely, fantastic, fully, intensely, precisely, severely, truly, unusually |

Using Practice Tests

2016 Ready Writing DISTRICT

INSTRUCTIONS

Select only one of the two topics which follow. Write the topic you have chosen at the top of your paper. Remember not to use your name or any reference to your school in your composition.

THIRD AND FOURTH GRADES

TOPIC: *Activity I Love*

People love to do many different activities. Think about what you really enjoy doing such as reading, singing, building something, or riding your bike. Write an essay convincing readers to try the activity you love most.

TOPIC: *An Achievement*

Throughout your life, you will achieve many things. Think of something you have already achieved and write an essay about your experience.

THIRD & FOURTH GRADE PROMPT

Question and Answer Time: Some students are shy about raising their hands in class, even when they know the answer to a question. Others are always eager to show what they know. Write a letter to your teacher explaining how you feel during question and answer periods in class.

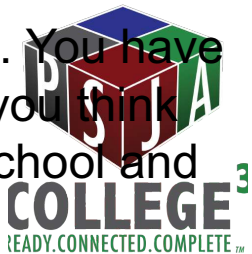
FIFTH & SIXTH GRADE PROMPT

Earth Day: The theme for your school's Earth Day is, "We All Must Help to Save Our Environment." Each person in your class has been asked to write a paper titled "Changes My Family Can Make to Become Earth Friendly."

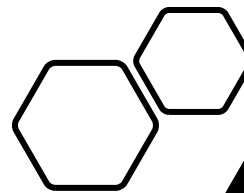
SEVENTH & EIGHTH GRADE PROMPT

Important Skills: Education officials are reviewing requirements

for the skills that should be taught in Texas schools. You have been asked to write a paper explaining what skills you think will be most important to people when they leave school and begin working.



Questions?



Suggestions
?

**Best Practices –
Share Out!**