

An Explanation of the different purposes with links to mentor texts

<p>Inquire and Explore</p>	<p>Writing to Inquire and Explore: (Fits well with the Research Standards CC.W.7 and CC.W.8 and Informative/Explanatory)</p> <p>We have students write because we want to know what they know and what they don't know. Writing assists learning and generates new ideas. Putting words on the page often will clarify thinking but more importantly will produce new thinking. "If we want our students to develop into deep thinkers, we must move them beyond the kind of writing that is used to simply check surface-level comprehension and have them to extend their thinking in writing activities that encourage inquiry and exploration" (Gallagher 117). The purpose of this type of writing is to question and research information in order to explore and examine the information utilizing writing.</p> <p>Example of Academic Writing: Appendix C http://www.corestandards.org/the-standards</p> <p>Example mentor text: Real World Writing http://www.123helpme.com/view.asp?id=126745</p>
<p>Express and Reflect</p>	<p>Writing to Express and Reflect: (Fits well with Narrative standard: CC.W.3)</p> <p>Good expressive and reflective writing will bring new insight for the writer. Expressive writing is personal writing. It is the thoughts, feelings, questions on the author's own experiences. The writer tells the reader how they feel. As the writer moves into reflection, it goes into exploring how a particular experience has shaped him or her. It is a tool to utilize to uncover new thinking. "The author looks at the past as a means for looking at the future" (Gallagher 25).</p> <p>Example of Academic Writing: Appendix C http://www.corestandards.org/the-standards</p> <p>Example mentor text: Real World Writing https://docs.google.com/document/d/1Fn5e8PgDCxZkdALetKHxSGGIj2_NudKb-4TMy183QIE/edit?hl=en_US</p>
<p>Inform and Explain</p>	<p>Writing to Inform and Explain: (Fits with Informative/Explanatory standard CC.W.2)</p> <p>In many careers, students must be able to inform people of their thoughts and be able to explain those thoughts coherently through writing. This moves past the "how to" paper. Students will have to explain why they should be hired, why their idea is correct, etc. This skill is critical to the real world application of our lives and "With these real-World writing demands on the horizon, it is our responsibility to teach students how to clearly inform and explain via the written-a skill they will certainly be asked to call upon as a part of living productive and literate lives" (Gallagher 89). The purpose of this type of writing requires the student to "inform" or communicate through writing what they know about a topic and explain or clarify that information further elaborating on their knowledge.</p> <p>Example of Academic Writing: Appendix C</p>

	http://www.corestandards.org/the-standards Example Mentor Text: Real World Writing http://sports.espn.go.com/espnmag/story?id=3469271
Analyze and Interpret	<p>Writing to Analyze and Interpret: (Fits with Informative/Explanatory standard CC.W.2)</p> <p>This writing experience fits nicely with literary analysis but can go much deeper than literature. By moving past simply summarizing what they have read, they are interpreting and making meaning of text and information. "Teaching students how to analyze and interpret literature should be seen as a starting point. If we are really going to develop our student's ability to think, we need to move them beyond the literature and give them ample opportunities to analyze and interpret the real world" (Gallagher 172). The purpose of this type of writing is to investigate or explore text through writing and make sense of that exploration through writing</p> <p>Example of Academic Writing: Appendix C http://www.corestandards.org/the-standards Example Mentor Text: Real World Writing http://sports.espn.go.com/espn/columns/story?columnist=reilly_rick&id=4406915</p>
Evaluate and Judge	<p>Writing to Evaluate and Judge: (Fits well with Argumentative standard CC.W.1 or Informative/Explanatory CC.W.2)</p> <p>We live in a society that is littered with advertisements, propaganda, newscasts, political ads and a variety of other avenues that try to "persuade" us to believe in whatever message is being sent. From being a consumer to a voter, our students must know how to evaluate and judge "This is not a call for teachers to put aside literature; on the contrary it is the very teaching of how to evaluate literature that sharpens our students' ability to evaluate more important, real-world elements" (Gallagher 113). The purpose of this type of writing is to look at multiple perspectives of a viewpoint, issue, data and study what the data is saying to make an informed judgment through writing on what the student finds most informative, valuable, and or accurate.</p> <p>Example of Academic Writing: Appendix C http://www.corestandards.org/the-standards Example Mentor Text: Real World Writing http://obesity.procon.org/</p>
Take a Stand and Propose a Solution.	<p>Writing to Take a Stand and Propose a Solution (Fits well with Argumentative Standard CC.W.1)</p> <p>The ability for students to be able to take a stand, propose a solution, address counter-arguments are critical not only for students themselves as writers, but also to be informed decision makers. Writing persuasively is much more than simply trying to persuade someone, it requires that students be knowledgeable on the pros and cons of their issue so they are able to take an informed stand. "They will need to</p>

	confront serious problems and use these skills to generate innovative, thoughtful solutions” (Gallagher 201).
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Example of Academic Writing: Appendix C

<http://www.corestandards.org/the-standards>