

WOD: Writing on Demand as a Genre

Teaching Point(s):

- Compare differences between “writing on demand” and authentic writing experiences
- Deconstruct sample prompts

Standard(s):

CC.1.2.7.X Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Materials:

1. Sample Writing Prompts for Modeling
2. Analyze a Prompt Questions – TA-KA-ME
3. Analyze a Prompt Questions – Practice Prompts
4. WOD Rules Document
5. Modes of Writing Document
6. WOD Analytic Traits Document

Connection:

“Later this year, you will be asked to write a story or essay on a specific topic to show off your skills as a writer. However, there are specific rules and guidelines that you must follow which makes this writing experience different. We will practice “on demand” writing so you will develop the skills necessary to succeed on this type of writing test.”

Modeling (I do):

1. Project the WOD Rules and ask, “How will these rules change the way you usually write?” Show the list of mode choices and analytic traits that will be used for scoring their writing.

Discuss the situations where people often are asked to “write on demand.” (PSSA, AP tests, College Boards, job applications, PRAXIS tests, business memos, etc.)
2. “So let’s take a look at a sample prompt and how we need to address it.”

Project and read first sample prompt, and using the Think Aloud method, orally answer these questions: (Write **TA-KA-ME** on the board):

T: What is the **topic** of this prompt?
A: What am I **asked to do**?

K: What do I **know** about this topic?
A: Who is my **audience**? (Remember the real audience is two or three teachers, but the prompt may ask that they must pretend it will be someone else).

M: What type of **mode** is called for? (purpose)
E: What are the **elements of that mode** I must include?

Guided Practice (We do):

1. Project another prompt and have students pair up to answer the TA-KA-ME questions and write the answers down.
2. After 3 minutes, ask students to share. Discuss responses.

Independent Practice (You do):

1. Pass out *Analyze a Prompt* document (#3 above) and give students about 10 minutes to complete.
2. Divide students in groups of 4 to discuss their answers.

Closure:

“What makes “writing on demand” different from writing we usually do in class?”

“Why will it be important to practice this type of writing?”

“What are three examples of when you might be asked to write on demand?”

Assessment – Check for Understanding

Collect students’ work to analyze what they know/need to know for future lessons.

Reflection:

Resources and References: (adapted from, acknowledgements)

Bomer, Katherine. Writing a Life, Portsmouth, NH: Heinemann, 2005.

#1 Sample Writing Prompts for Modeling

Through the years new inventions have changed the way we live. Think about one invention that has had an impact on the way you live. Explain how this invention has changed your life.

(Teacher Think-Aloud)

Girls and boys often enjoy playing the same sport. Some people believe that girls and boys should play on the same team. Write an essay stating your opinion and supporting it with convincing reasons.

(Group practice)

TA-KA-ME

T: What is the **TOPIC** of this prompt?

A: What am I **ASKED TO DO?**

K: What do I **KNOW** about this topic?

A: Who is my **AUDIENCE?**

M: What type of writing **MODE** is called for?

E: What are the **ELEMENTS** of that mode I must include?

#2 Analyze a Prompt Questions – Document

Analyze a Prompt TA-KA-ME

Writing Prompt 1:

A major teen magazine has voted Portland as one of the ten best places in the country for teens to live. What is your point of view? Write an essay either supporting or opposing the teen magazine’s designation of Portland. Use facts, examples, and other evidence to support your point of view.

What is the **TOPIC** of this prompt?

Who is my **AUDIENCE**?

What am I **ASKED TO DO**?

What type of writing **MODE** is called for?

What do I **KNOW** about this topic?

What are the **ELEMENTS** of the mode I must include?

Writing Prompt 2:

Think about what your school is like at lunchtime. Pick one particular place, large or small, and picture it in your mind. **DESCRIBE** this place at lunchtime so clearly that your reader can tell just what it is like to be there.

What is the **TOPIC** of this prompt?

Who is my **AUDIENCE**?

What am I **ASKED TO DO**?

What type of writing **MODE** is called for?

What do I **KNOW** about this topic?

What are the **ELEMENTS** of the mode I must include?

#3 Analyze a Prompt– Practice Prompts

Writing Prompt 3:

People are always looking for ways to improve schools, and some of the best ideas come from students. Think of ONE change you could propose that would make your school better. Write a letter to the editor or an essay that would CONVINCe other students and teachers in your school to agree with you.

What is the **TOPIC** of this prompt?

Who is my **AUDIENCE**?

What am I **ASKED TO DO**?

What type of writing **MODE** is called for?

What do I **KNOW** about this topic?

What are the **ELEMENTS** of the mode I must include?

Writing Prompt 4:

Pretend that you found something mysterious. WRITE AN IMAGINATIVE STORY about what you found and what happened.

What is the **TOPIC** of this prompt?

Who is my **AUDIENCE**?

What am I **ASKED TO DO**?

What type of writing **MODE** is called for?

What do I **KNOW** about this topic?

What are the **ELEMENTS** of the mode I must include?

#3 Analyze a Prompt– Practice Prompts

WOD RULES:

- ❖ Writing must specifically address one of three prompts
- ❖ Final work is about two hand-written pages in length
- ❖ Complete writing sample in approximately three class periods
- ❖ Work is totally independent – no assistance from teachers, parents, peers
- ❖ All writing stays in WOD booklet and may not be taken outside classroom

Modes: (Types of Writing)

❖ Narrative

❖ Argumentative

❖ Informative

#5 WOD Modes Document

Analytic Traits

(Your writing will be scored on each of these traits)

Ideas and Content

Organization

Voice

Word Choice

Sentence Fluency

Conventions

#6 WOD Analytic Traits