



MOTIVATING ADOLESCENT WRITERS

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Oshkosh North High School

Lost Generation

- <http://www.youtube.com/watch?v=42E2fAWM6rA>

Natalie Goldberg's "Rules of Writing"

1. Keep your hand moving. (Don't pause to reread the line you have just written. That's stalling and trying to get control of what you're saying.)
2. Don't cross out. (That is editing as you write. Even if you write something you didn't mean to write, leave it.)
3. Don't worry about spelling, punctuation, grammar. (Don't even care about staying within the margins and lines on the page.)
4. Lose control.
5. Don't think. Don't get logical.
6. Go for the jugular. (If something comes up that is scary or naked, dive right into it. It probably has lots of energy.)

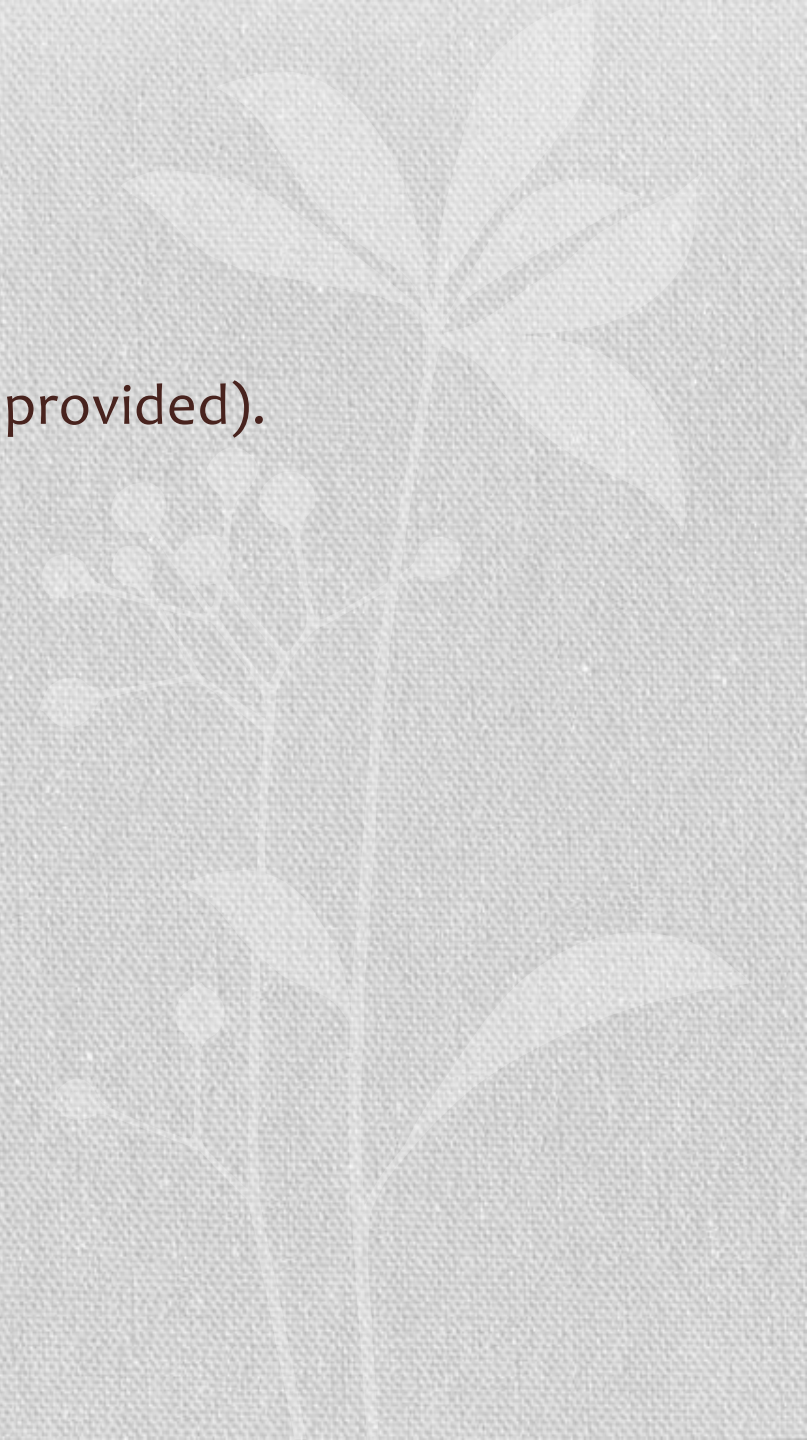


WHY DO I WRITE?

Terry Tempest Williams

Why do you write?

- 5 minutes to write
- Choose best line (write it on index card provided).
- Pass in anonymously
- Share out as a poem, in a circle.



How would our students responses be different?

- I write because my teacher is stupid.
- I write because you make us.
- I write because I want to get an A in English.
- I write because you assign too many essays about meaningless stuff nobody even cares about.
- I write because I can't sleep at night without having MLA citations in a *Catcher in the Rye* essay.

How do we get our students to care about writing the way that we do?

- Give them as close to an authentic author experience as possible!!!!
- Let them choose what they write
- Let them have a real audience so their voices matter
- Give them writing assignments that they can be passionate about.

A Classroom of Writers, not students forced to write

- [Student Entry #1](#)
- [Student Entry #2](#)
- [Student Entry # 3](#)

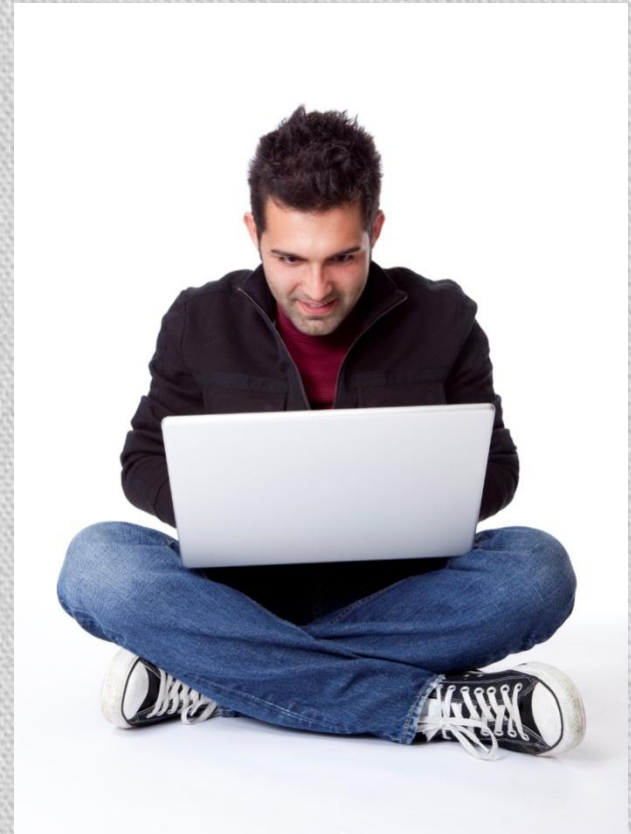


Extreme Writing Makeover

Before



After



4 Key Components (CCARD)-Think of Hallmark cards when you design your units: “care enough to design the very best”

1. Community
2. Choice
3. Authentic Audience
4. Revelation
5. Differentiated Rubrics



If you build it, they will come...


CREATE A COMMUNITY

Why is community important?

- If they trust you, they will work harder for you.
- If they trust each other, they will work well in critique groups
- If you begin with the topic student writers know the most about, themselves, they will gain confidence in their ability to write.
- The new core standards call for a blending of essay genres, not rigid dividing lines: the personal will blend into the analytical, the informative into the persuasive.
- By growing skills necessary for memoir and poetry writing, they will have those skills for introductions and conclusions for analysis papers as the year progresses

Ideas for beginning writing

- Letter to me: Students are instructed to write me a one-page minimum letter including anything they think I should know about them to be a better teacher to them (personal, instructional, etc.)
- 6-word memoir
- I Am From poems
- Autobiography poems
- Gallagher's All About Me essays (They write 6, you grade 2)
- Memoir essays




Many paths lead to the same standards... let students choose the path... you meet them at the end...

CHOICE

Persuasive Speech/Presentation:One Rubric,Various Options

What are you passionate about? Convince us to believe you and see the world in the same way.

1. Spoken Word Poetry: (I Want to Talk About War)
2. Traditional Persuasive Speech (Ban Cell phones)
3. Newspaper: Letter to the Editor (Teaching is a Noble Profession)
4. Write a song and perform it/record it (Green and Gold)
5. Poetry video (Oblivious Solidarity)
6. Hero Powerpoint (Grandfather in Vietnam War)
7. Other?



Writing is power. Their voices
matter. Let them realize this.

AUTHENTIC AUDIENCE

Persuasive Writing Unit

- Essay gifts-Tribute/hero essays:
 - College application essays
- Letter to the Editor: community audience
 - Tribute/hero poems
- Issue essays: What are you passionate about? Convince us to share your passion. Send in for publication to TeenInk. Post on an online writing forum.
- Issue poems: What are you passionate about? Convince us to share your passion. Send in for publication to TeenInk. Post on an online writing forum.

Authentic Audience

- Hallway presentation
- School TV Stations
- Rock Star Writers Board
- Read Around Groups: Students read each other's first drafts and vote on which ones are the best. This is an anonymous process.
- Critique Groups: Students will have to read own work and listen to group read own work out loud.
- Online publishing: National Gallery of Writers, TeenInk.com, Figment.com
- Community Readings: coffeeshops, pizza joints, media center coffeeshops after school
- Print publishing: TeenInk, UW-Colleges
- Coffeehouse Days: (I invite administrators and other teachers in building to create a more authentic audience).
- School newspaper

Project Samples

- [Student Example 1](#)
- [Teen Ink link-Dawn Krenn's poem](#)





Writing Workshop, Writing
Process

REVISION

Writing Workshop

- Take one writing period to have a mini-lesson and dabble in each kind of writing.
- Choose best piece to finalize. Type draft.
- Read Around Groups-anonymous essays
- Students choose best three or four in class
- Put the winners on ELMO. Let students tell you why they are the best.
- Create rubric as result of discussion
- Critique Groups
- Revision time in Computer Lab
- Final draft due, with revisions noted (STAR)



Individualized rubrics

DIFFERENTIATION

Revision category on Rubric-20%

Accomplished	Promising	Developing	Beginning
<p>Is this the same piece of writing? Wow. Revision is obvious, extensive and inclusive. Deep Revision, not just surface level has occurred. Star Revision is clearly marked on third draft.</p>	<p>Piece has changed significantly since the first draft. Star revision is clearly marked and applied to new draft in significant ways. Both surface level and deep revision has occurred.</p>	<p>Whereas some revision was done, much more revision could have taken place. Revision was mostly surface level. Star revision was applied and marked.</p>	<p>Minimal revision is apparent and most was surface level. Many of critiqued areas have been</p>

Blank, Individual area of focus on every writing rubric-10%

	Accomplished	Promising	Developing	Beginning
Individual Area of focus:				



MOTIVATION:
IT'S IMPORTANT FOR
MORE THAN JUST OUR
STUDENTS

What Teachers Make by
Taylor Mali