

San Marcos Writing Project
Class Log for July 3, 2012

8:30 The journey begins. We sit down and write. The seed idea is "shoes."

8:40 Andrés shares the previous day's pathways. We attempt to watch the "Argument Clinic" but we find out shortly that the volume control is reversed. The up volume is down. The down volume is up.

8:45 We unpack some morning treats, two poems:

"What Shall I Pack in the Box Marked Summer" by Bobbi Katz

"Revision" by Jane Hancock. I want great writing, says the teacher. I just want to get it done, say the students.

9:00 Robin's presentation begins. Robin shares how she got where she is today.

Her demonstration is **Building Success for On-Demand Writing**.

Applications for On-Demand Writing

- District benchmark writing prompts
- State tests
- CAHSEE 11th grade test
- College entrance tests, SAT and ACT

Laurie asks us to think about what you can take away from on-demand writing. A lively discussion follows. One comment – Kids who take a short time to plan before writing, do better with on-demand writing.

With Robin, we look at the structural pieces of a Literary Response Essay.

Another discussion ensues about the importance of teaching kids a structure in writing. Pro and cons were raised. My take-away idea is that students need to learn structure and learn to go beyond being limited structure.

Another point comes up about revising: Have kids read their piece to their partner. The act of reading their writing in itself will spur revision.

To end this section, we look at the rubric for scoring.

10:30 Snack includes bagels and cream cheese by Lawrence

10:45 Nancy continues her presentation on the Common Core Standards. Our activity involves looking at a repackaging of Bloom's taxonomy into what is referred to as Depth of Knowledge (DOK). We engage in an activity to unpack a few of the standards and watch a short You Tube video about the standards.

1:00 After lunch we give feedback to Nancy about the unpacking handout.

1:15 We watch the Argument Clinic on You Tube.

1:20 Writing time begins.

3:30 Our journey for the day ends with peer response groups.