




AUTHENTIC WRITING: IDEAS FOR FENSGEL

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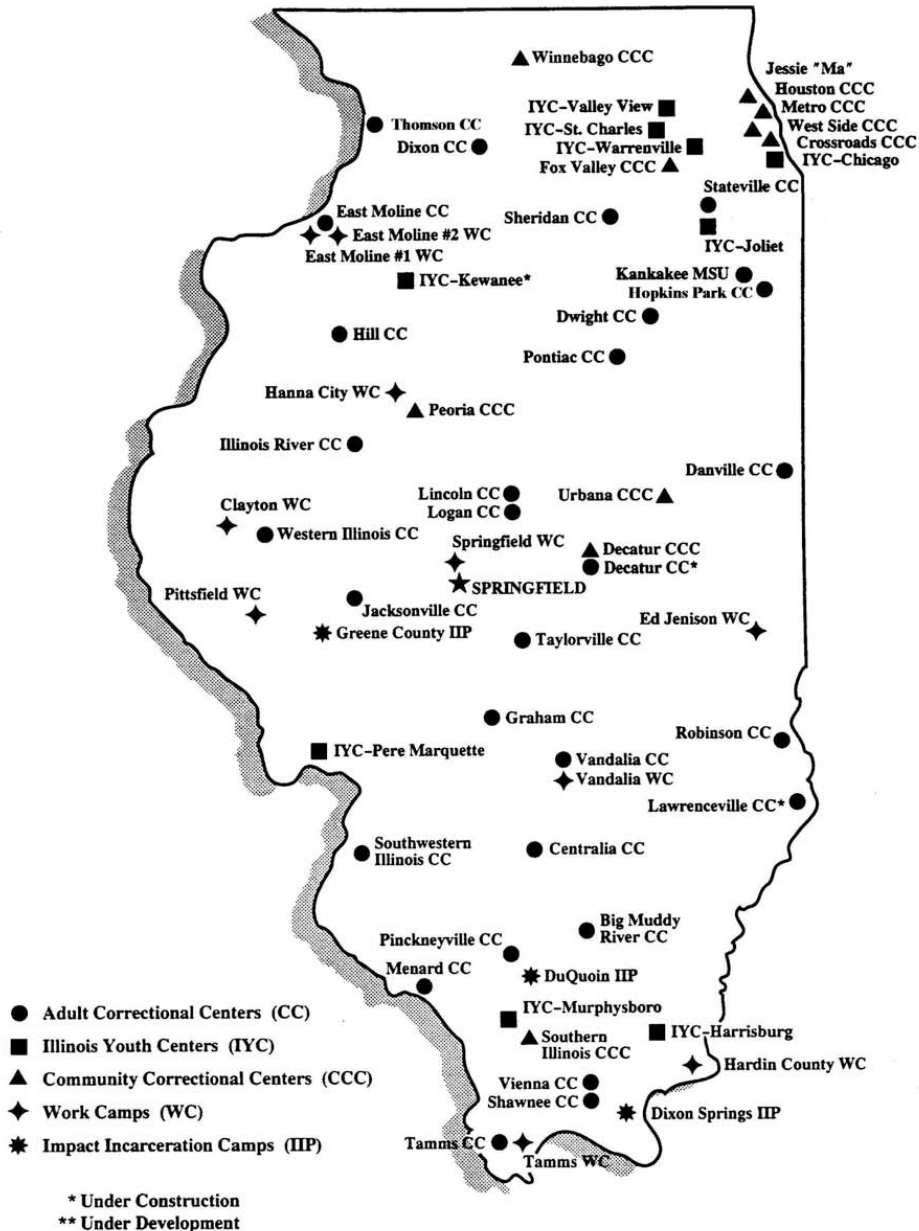
FULBRIGHT



Prisons and Education

- US largest prison system in the world
 - *7 million people in the system*
 - *5% of the world's population, but 25% of the prison population*
- High School Diplomas in the US
 - *10% US population without diplomas (25 and older)*
 - *41% incarcerated individuals without diplomas*
- Post-Secondary Education
 - *48% general population*
 - *13% incarcerated individuals*

Illinois Department of Corrections FACILITY MAP



- 25 adult male correctional facilities
- 3 women's facilities
- 3 maximum security
 - 45,240 (2015)
- 102 county jails and other adult detention facilities
 - 20,600 (2013)
- 5 youth facilities
- 16 county youth facilities
 - 11,631 (2013)







AUTHENTIC WRITING



Authentic Writing

Writing that asks pupils to write in real or realistic situations where they use their knowledge and skills learned to help someone beyond their teacher.

Why do it?

- Increases motivation by showing practical uses of writing
- Creates choice and ownership
- Engages pupils by challenging them intellectually and transferring knowledge beyond the classroom
- Makes grading more rewarding by providing a variety of projects and writing



Opportunities for Collaboration

Give students chances to write together

Allow them to work with each other and
give feedback

Model and discuss effective collaboration

Share and discuss students' writing
processes

Have students share drafts

Organize writing partnerships

Authentic writing assignments...

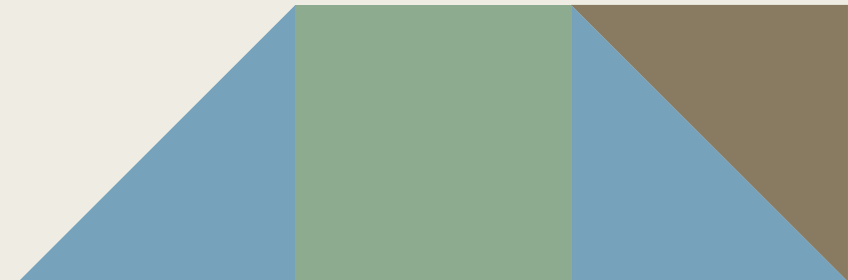
Are meaningful

Are authentic--serve a real purpose

Focus on specific and immediate situations--not abstract ones

Have a single major question

Allow students to practice skills--style, organization, etc.



Some examples of assignment formats

Journals

Letters

Editorials

Imitation of a Text

Instruction Manuals

Dialogues

Reviews

Newsletters

When Thinking About Assignments



Questions to ask about assignments

How can you build on what you are learning in the classroom?

What is the problem, question, issue you want students to examine? (Timeliness)

What specific role do you want to engage students in? (Who are they writing as?)

Who is the real-world audience?

What is the audience interested in learning?

How will the document that is created be used?

What will the final document look like? What will it be?

Clearly state your purpose

- **Summarizing**--Presenting main points of another text
- **Arguing/Persuading**--Expressing a viewpoint on a topic to convince others you are correct
- **Narrating**--Telling a story, recounting an event
- **Evaluating**--Examining the value or worth of a topic
- **Analyzing**--Breaking down a topic to examine the relationship between parts
- **Responding**--Conversation with another text
- **Examining/Investigating**--Questioning a topic to find new information
- **Observing**--Helping the reading to understand a topic that you have directly watched or experienced. .

Sequence writing assignments

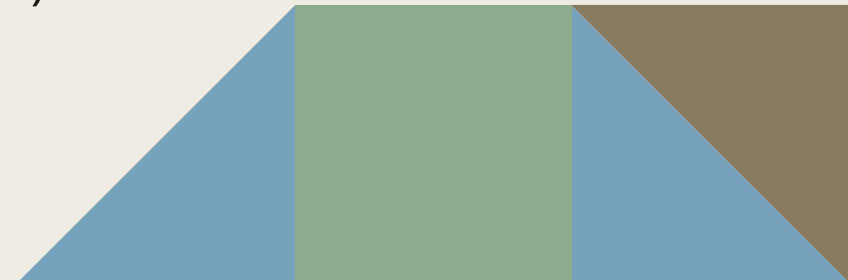
Creates cohesion

Lets students see progress

Encourages complexity through revision

Mirrors how writing is approached in many professions

(You can set up sequencing through a number of assignments or even by breaking up larger writing assignments)



Examples of sequencing

- Change modes of writing (from expressive to argumentative to analytical)
- Write for different audiences
- Change perspectives through time (what they know at the beginning of the course/assignment and what they know at the end--KWL)
- Create a series of assignments that build on one another

Examples of Sequencing

Check students throughout their writing processes

Prewriting

Drafting

Revision

Editing

Respond to drafts and elements of the process without grading--
submit sections for feedback

Create small groups for students to receive feedback and work
with one another

Require students to conference with you on their writing

Where to Start



What is Writing?

Writing is a process, not a single activity. It involves lots of activities, steps, behaviors, and changes. These include:

Good writing is thinking on paper

What is your writing process?

- Think of a piece of writing that is representative of what you often write
- Now, in as much detail as possible, write down how you created that piece of writing
- Be as specific as possible
- How did you start it?
- What did you do first?
- How long did it take you?

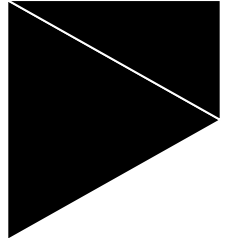
Structuring your class



Writer's Notebooks



- Writing Goals
- What I'm reading/What I want to read
- Morning Pages
- Writing Prompts
- Quick writes/Free writes
- Vocabulary/Word Banks
- Conventions

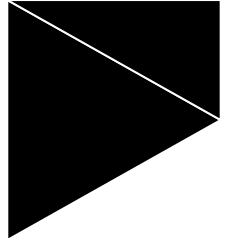


Mentor Texts

A piece of writing that you can return to and reread for different purposes. Mentor texts are exemplars. They can be used to study writer's craft and genre. They are used for imitation and study. They allow writers to try new strategies and formats.

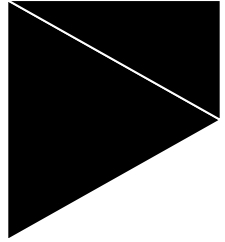
A variety of materials and genres written for a variety of purposes

Strong writers read broadly. They examine genres and “read like writers.” This helps pupils develop as writers and really explore how other writers write.



How to Use a Mentor Text

- Choose a text that works with what students are writing
- Read the text aloud, pointing out aspects as you read
- Define vocabulary and themes upfront
- Point out technique in the text (read like a writer)
- Give multiple examples from the text of what you want students to try
- Refer back to the text regularly
- Show the technique in your writing
- Practice as a group



Mentor Text Questions

In small groups, discuss what differences each writer achieves in

Language

Image

Information

Rhythm

Purpose

Mini Lessons

Short lesson with a narrow focus. It provides instruction in a concept or skill that pupils are working on in their writing (or will be working on). Typically it extends learning, teaches a skill, introduces strategies, or creates interest in a topic.

Short: 5-15 minutes

Introduce the topic--often with a mentor text

Demonstrate the strategy/skill

Guided practice

Discussion

Student examples

Writer's Workshop

Quick writes (free writes)

Mini lessons

Writing Time

Reading time

Responding/Conferencing

Reflection

Writing Activities



THE BEST **SIX-WORD MEMOIRS** OF THE WEEK

JUNE 14- JUNE 20

★ ★ **“Truth be told, I pretend daily.”** ★ ★

“Truth gnaws at the reality rope.”

“HE CAME BY HIS ANGER HONESTLY.”

“The silences often utter profound truths.”

“Faith lost equating to truth gained.”



“Write your eulogy. Make it true.”



www.sixwordmemoirs.com

Copyrighted Material

JURASSIC PARK (1993)

*“Visitors feed
the animals.”*

THE BOURNE
IDENTITY (2002)

*“One Bourne,
many die.”*

CRASH (2004)

*“Sandra not racist?
Bullocks!”*

THE MATRIX (1999)

*“There’s Malice
in Wonderland.”*

**FOUR WORD
FILM REVIEWS**

THE HANGOVER (2009)

*“What happened
in Vegas?”*

JAWS (1975)

“Eat ship and die.”

FORREST GUMP (1994)

*“Dense Forrest
branches out.”*

THE DA VINCI CODE (2006)

“Joe versus the Vatican.”

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A DAY AT STATEVILLE a play in one act

Narrator Welcome. Thank you for coming. This is not a play in the usual sense. It does not have a beginning and it does not have an ending. It does not have any dramatic events. It does not have obvious heroes or villains. And that's the point. It represents our lives—men in prison in a maximum security penitentiary. Most of us are serving natural life sentences with no hope of parole. Some of us are in our early 30's and have been at Stateville for 5-10 years. Some of us are in our late 40's or early 50's and we may have been here for over 20 years.

We present you some dialogue to share information with you; to start important conversations with the people now reading that dialogue. Many have served very long terms themselves. We want to enroll you in our struggle, to touch move and inspire you to join with us to change these failed prisons. Don't tell us about the prison industrial complex. We are its product. And now the complex is falling apart. This is a story of hope, faith. We don't ask for sympathy. We ask you to work with us. The time for real struggle starts now. Both inside and out--together!

Mad Libs

It was a _____, cold November day. I
adjective

woke up to the _____ smell of _____
adjective type of bird

roasting in the _____ downstairs. I
room in a house

_____ down the stairs to see if I could
verb (past tense)

help _____ the dinner. My mom said,
verb

"See if _____ needs a fresh _____." So I
relative's name noun

carried a tray of glasses full of _____ into
a liquid

the _____ room. When I got there, I
verb ending in -ing

couldn't believe my _____! There were
part of the body (plural)

_____ _____ on the _____!
plural noun verb ending in -ing noun

Text Imitation

Where I'm From

I am from clothespins,
from Clorox and carbon-
tetrachloride.

I am from the dirt under the back
porch.

(Black, glistening,
it tasted like beets.)

I am from the forsythia bush
the Dutch elm
whose long-gone limbs I remember
as if they were my own.

I'm from fudge and eyeglasses,
from Imogene and Alafair.

I'm from the know-it-alls
and the pass-it-ons,
from Perk up! and Pipe down!

I am from _____ (specific ordinary item)
From _____ and _____
(product name) (product name)
I am from the _____ (home description)
_____, _____,
_____ (adjective) (adjective) (sensory
detail)
I am from _____, (plant, flower, natural item)

(description of above item)

I'm from _____ and _____
(family tradition) (family trait)
From _____ and _____
(name of family member) (another family name)
I'm from the _____ and _____
(description of family tendency) (another one)
From _____ and _____
(something you were told as a child) (another)



At home
Drawing pictures
Of mountain tops
With him on top
Lemon yellow sun
Arms raised in a V

Dead lay in pools of maroon
below
Daddy didn't give attention
To the fact that mommy didn't
care
King Jeremy the wicked
Ruled his world

Jeremy spoke in class today
Jeremy spoke in class today

Clearly I remember
Pickin' on the boy

Seemed a harmless little fuck
But we unleashed a lion
Gnashed his teeth



Jeremy by Pearl Jam

P.I.E. Paragraphs

Point: The main idea of the paragraph, what everything in the paragraph relates to.

Illustration: Specific fact or example that explains (illustrates) the point. Should be *SPECIFIC* (a particular fact) and *CONCRETE* (example, quote, detail, name, etc.).

Explanation: Shows how or why the illustration supports the point and how or why the point supports the main argument in the larger essay.

PIE Example

Sam and Dean Winchester are the ideal supernatural hunters. According to expert hacker turned hunter, Charlie Bradbury, “hunters are skilled fighters, can use firearms, and are strong trackers. Coming from a family of hunters, Sam and Dean have inherited a number of useful skills that they continue to hone through years of fieldwork.” (Hunting 101). By working together to fight a variety of supernatural beings, learning hunting techniques from their parents, collecting firearms, and working with other hunters, Sam and Dean have become the most sought-after hunters in the world.

Revision



Proletarian	member of the working class	<i>bourgeois = middle class</i>
Skirmish	minor battle	
Utopian	a believer in an ideal world	<i>utopia = ideal world</i>
Group 4		
Apocryphal	of doubtful origin	
Circumlocution	using too many words; long-windedness	<i>circum is latin for "around (e.g. circumscribe, circumnavigate)</i>
Discern	to distinguish one thing from another	
Fickle	unpredictable; whimsical; easily swayed	<i>synonyms: capricious, mercurial</i>
Inertia	inactivity; lethargy	
Masochist	person who intentionally inflicts pain on himself	<i>sadist inflicts pain on <u>others</u></i>
Parry	ward off; avoid	<i>e.g. parry a blow; or parry a question</i>

Notes

RADAR WRITING GUIDE

R	A	D and	R
<p>Replace</p> <p>words that are not specific</p> <p>words that are overused</p> <p>sentences that are unclear</p>	<p>Add.... detail</p> <p>descriptive adjectives and adverbs</p> <p>metaphors</p> <p>similes</p> <p>hyperbole</p>	<p>Delete..</p> <p>unrelated ideas</p> <p>sentences that sound good but create unity problems</p> <p>unwanted repetition</p> <p>unnecessary details</p>	<p>Reorder</p> <p>to make better sense or to flow better</p> <p>so details support main ideas to avoid bed to bed writing</p>

From:
Kelly
Gallagher

Approaches for Responding to Writing

Peer conferences

Teacher-student conferences

Written notes

Small groups

Whole class response to an example

Self-response in writer's notebook

US Prisons and Education



Education is the Key

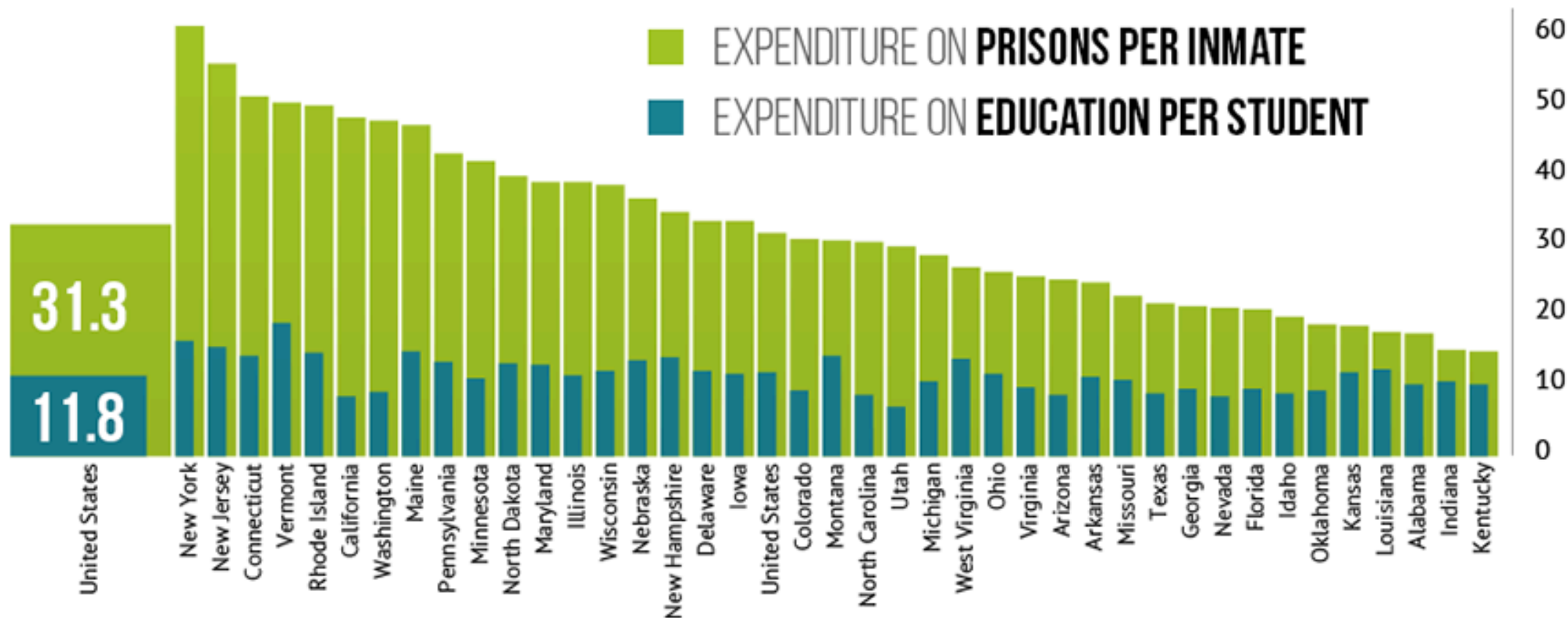
- 700,000 individuals leave prisons each year
- 4 out of 10 return within three years
- 43% lower chance of recidivism if participating in education program
- 2/3 of individuals who complete substance abuse programs are successful after release
- GED earning inmates 8.7% less likely to recidivate than those who don't complete a program

Benefits

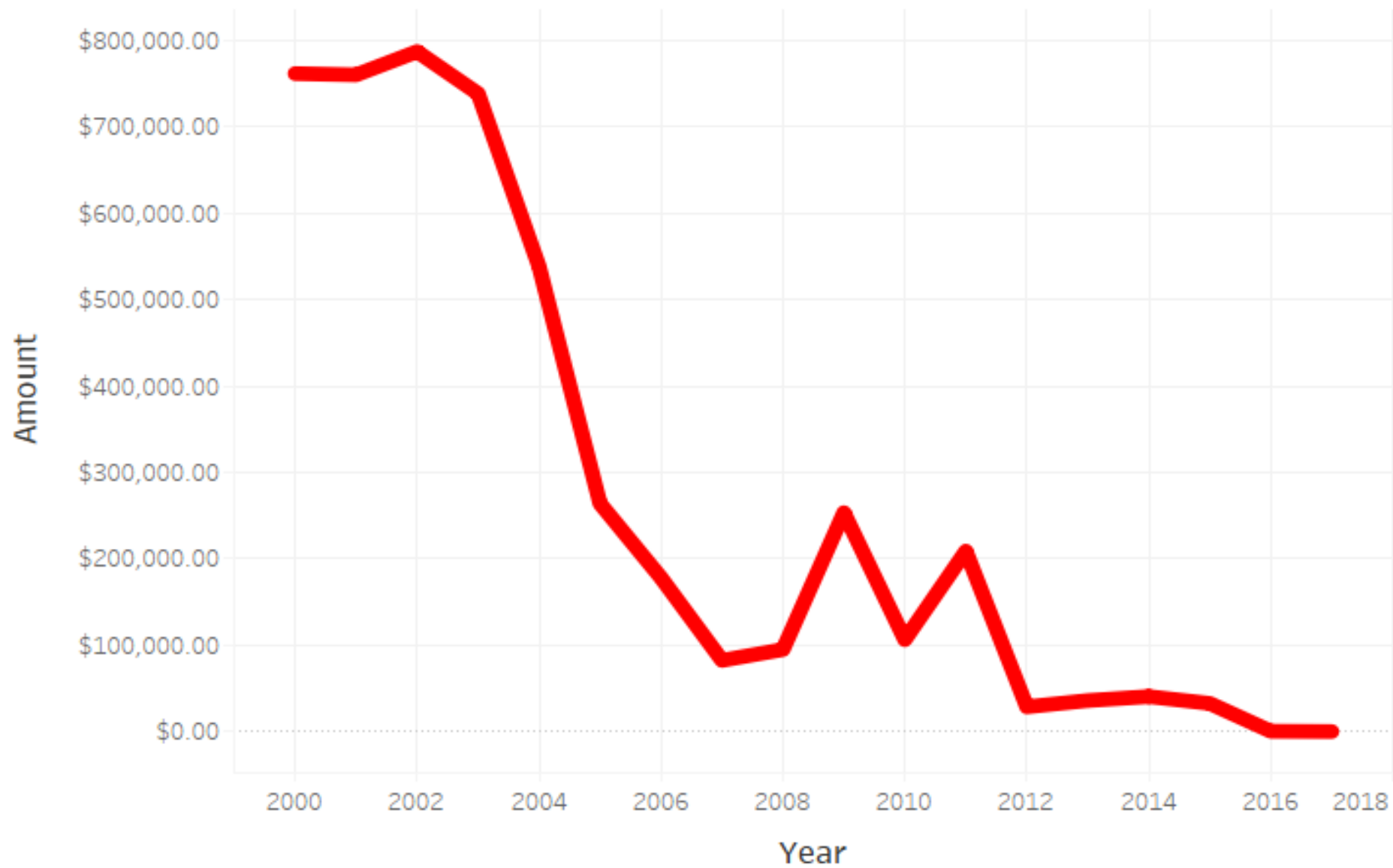
- Saves money
 - *\$1 invested in correctional education shows \$4 to \$5 return*
- Safer
 - *Prisons and recidivism*
- Builds state's economy
 - *Find employment on release, in community*

Prison vs Education Costs in the United States

Thousand U.S. dollars, 2010



IDOC Spending On Books In Prisons (2000-2017)







QUESTIONS?

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