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 Office Hours: 10:00 a.m. – 2:00 p.m.

Composition I

Learning Packet Overview

In this Learning Packet, students can expect review material from Composition class totaling about 30 minutes per day of work, for 9 days. They may be asked to recall knowledge about writing techniques and outlining, practice grammar skills, or write passages in response to writing prompts. Then, they will do some reflecting on the writing process. They will also practice grammar by using the online platform No Red Ink and editing their own writing for specific grammar skills.

Note: There are comments throughout the document that detail what to work on for each day. If your student does not currently follow @kipp_composition_1 on Instagram, I will be posting videos and tips daily for students to engage in and help them stay on track!

Necessary Materials

- An electronic device you can use to access the internet (Google Classroom page, www.noredink.com, additional links, etc.)
 - Desktop computers, laptops, Chromebooks, or smart phones work.

Note: we are currently working on plans for students with no-internet access. That will be updated here.

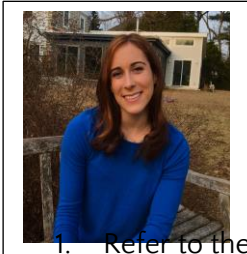
How students will be successful

- Students will be successful if:
- Use the [rubric](#) to recall specific skills and expectations for writing
 - They set a timer for 25 minutes to write freely in response to prompts on given days
 - They intentionally reflect on the PROCESS and SKILLS they used while they wrote
 - Practice grammar skills through NRI exercises and by editing their own writing
 - Follow @kipp_composition_1 on Instagram for tips and updates

How caregivers can help students be successful

- Caregivers can help students be successful by:
- Ask students for updates on their work daily
 - Read your student's writing for clarity and look for grammar mistakes
 - Talk through your student's writing process with them
 - Reach out for help! All teachers are available from 10am-2pm every weekday.
 - If you have social media, follow @kipp_composition_1 on Instagram for tips and updates

Rubric Review



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1. Refer to the [rubric](#) on Google Classroom. In order to get a score of 3 for Position, what do you have to do?

Write in this box.

2. Read the following example thesis statements. What do you notice about Attempted Thesis 5 compared to Attempted Thesis 1?

Example A:

Attempted Thesis 1: Marge Simpson is important to the plot of *The Simpsons*.

Attempted Thesis 2: Marge Simpson is important to *The Simpsons* because she fulfills a significant family role as a mother and housewife.

Attempted Thesis 3: Marge Simpson is important to *The Simpsons* because she fulfills a significant family role as a teacher and caregiver to her husband and children.

Attempted Thesis 4: While Marge Simpson may be a model caregiver for her family, she is a different sort of model for her audience.

Attempted Thesis 5: Despite her role as a seemingly submissive housewife and mother, Marge Simpson comes to function for the audience of *The Simpsons* as a subversive force against “middle class” values.

Write in this box.

3. What does it mean for a thesis to be defensible?

Write in this box.



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4. Read the following article: <https://www.cnn.com/2020/03/21/health/social-distancing-coronavirus-faq-wellness-trnd/index.html>. As you read, take notes in the space below on what you learn about social distancing.

Write in this box.

5. Read the following prompt.

After watching the news coverage on the coronavirus (COVID-19), explain the impact of social distancing on our society.

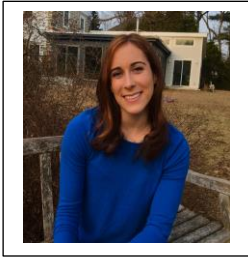
Now, highlight the thesis statement that is **MOST** *defensible*. Explain your answer below.

- Social distancing makes sure that humans are not spreading the virus to each other.
- While social distancing may be a hassle for members of society who are used to daily human connection, it is necessary to stop the spread of the very contagious coronavirus.
- Humans do not like social distancing because it stops them from being able to hang out with friends and do things they enjoy.
- Social distancing is an overreaction, because coronavirus is only as contagious and deadly as the common flu, and society does not take such extreme measures to stop the spread of the flu.

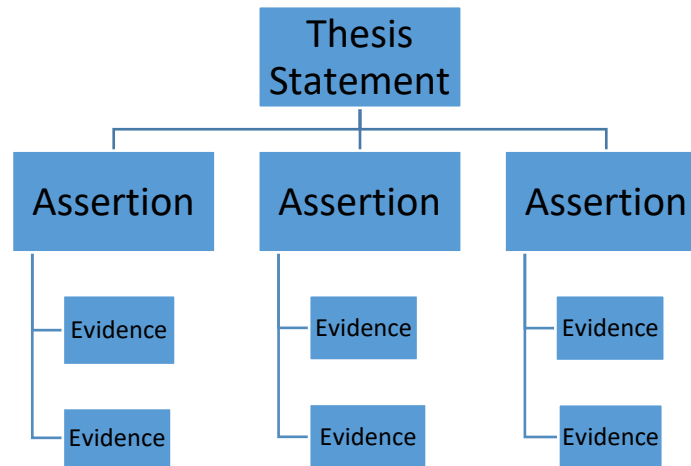
Explain your answer:

"I chose xxx because..."

Common Essay Structure



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6. What does it mean for an assertion to be clarified in scope?

Write in this box.

Hint: You must answer the questions WHY or HOW.

7. Now, write two assertions expanding/building on the given thesis statement.

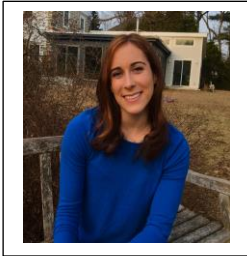
While social distancing may be a hassle for members of society who are used to daily human connection, it is necessary to stop the spread of the very contagious coronavirus.

Ex. “Social distancing is a hassle because...” or “Social distancing is necessary because...by...”

1) Write your first assertion here.

2) Write your second assertion here.

Hint: USE **BECAUSE** AND **BY** IN YOUR ASSERTIONS TO MAKE THEM CLARIFIED IN SCOPE (You may need to do some research)!



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Writing Practice

Directions: Set a timer for yourself for 25 minutes. Use those 25 minutes to respond to the following prompt. You may research using any device (i.e. Google) and use evidence in your response.

There is an ongoing debate currently whether the Olympics this summer (July 2020) should be canceled or postponed due to coronavirus. Based on your research, what is your position? Support with evidence.

Notes:

Reasons Olympics should be canceled	Reasons Olympics should not be canceled
Write in this box.	Write in this box.

Drafting Space:

Write in this box.

Reflection (5 minutes):

After writing, you will be asked to reflect on your process.

- How did you decide your position on the issue? Why did you choose one side over the other?

Write in this box.



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2. How did you select your evidence? How do you know it supported your position?

Write in this box.

Grammar Practice

Directions: Log on to www.noredink.com (sign in using Google), and take 25 minutes to complete the assigned practice. If you finish early, find a topic on the homepage that interests you (maybe one you struggle with!) and work on that.

Reflection (5 minutes):

1. What is one thing you struggled with on this practice?

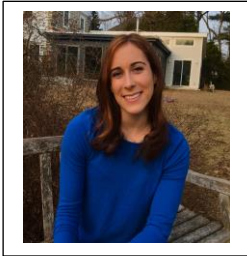
Write in this box.

2. What is one thing you learned or improved on with this practice?

Write in this box.

3. Lastly, go back into the essay that you did on the Olympics and **edit** your writing (look for mistakes you've made related to this specific grammar skill). What is one correction that you made?

Write in this box.



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Rubric Review

1. Read the [rubric](#) on Google Classroom. In order to get a score of 3 for Evidence Selection, what do you have to do?

Write in this box.

2. Read the given thesis statement and assertion. What does the piece of evidence to support this assertion have to PROVE/SHOW?

Thesis: Depression is more than just sadness or negative emotions, which we all experience at some point in our lives; it is a real and treatable illness, and it should be taken seriously.

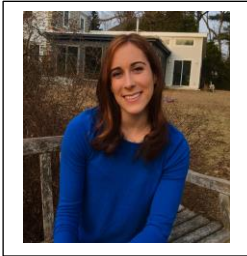
Assertion: Depression is a real and treatable illness, and it should be taken seriously because negative emotions can severely interfere with a person's daily functioning.

The evidence to support my assertion needs to prove/show that...

3. Choose the strongest piece of evidence to support the assertion, and explain your answer.
 - a. If someone is experiencing sadness that lasts longer than at least two weeks that interferes with daily functioning, they should reach out to their doctor (American Psychological Association).
 - b. Differences in certain chemicals in the brain may contribute to symptoms of depression (American Psychological Association).
 - c. To treat depression, a doctor may prescribe antidepressants to help modify one's brain chemistry, as well as provide therapy (American Psychological Association).
 - d. Depressive symptoms like decreased energy and difficulty concentrating can prevent a student from doing their best in school, therefore leading to lower grades (American Psychological Association).

Explain your answer:

"I chose xxx because..."



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Writing Practice

Directions: Set a timer for yourself for 25 minutes. Use those 25 minutes to respond to the following informative prompt. You may research using any device and use evidence in your response.

How can you tell if someone is suffering from depression, and what can they do about it?

Notes:

Signs and symptoms	Treatment
Write in this box.	Write in this box.
(Optional) Include any personal experience with mental health struggles/issues:	
Write in this box.	

Drafting Space:

Write in this box.

Reflection/Revision (5 minutes):



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After writing, you will be asked to reflect on your process.

1. How did you organize your essay?

Write in this box.

2. Where did you use transition words in your essay? Underline them. If you didn't use transition words, add some now.
3. How might using a personal anecdote improve your essay? If you didn't use one, add one.

Write in this box.

Grammar Practice

Directions: Log on to www.noredink.com (sign in using Google), and take 25 minutes to complete the assigned practice. If you finish early, find a topic on the homepage that interests you (maybe one you struggle with!) and work on that.

Reflection (5 minutes):

1. What is one thing you struggled with on this practice?

Write in this box.

2. What is one thing you learned or improved on with this practice?

Write in this box.

3. Lastly, go back into piece of writing that you did on depression and **edit** your writing (look for mistakes you've made related to this specific grammar skill). What is one correction that you made?

Write in this box.

Show, Not Tell: Review

Directions: Read the following passage, then complete the exercises on the following page.

When writers Show, rather than Tell, they are using words to create images that help readers "see" what is being described, as if projecting images onto a reader's mental movie screen. The senses, such as vision, are how we humans experience the world around us, so Showing often makes a stronger connection with readers, especially in personal essays or in creative writing.



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Here are three key things to keep in mind:

1. **Be Specific.** For example, if you want to show the reader your living room, you have to evoke details that make it your living room. You can't rely on what the reader knows generally about living rooms. In a micro sense, being specific has to do with exact language and precision. Mark Twain said that the difference between any word and the right word " 'tis the difference between the lightning-bug and the lightning." Gustav Flaubert coined a term: "*le mot juste*" – the exact word. The exact word means that you convey precisely what you want the reader to see and you do it in a way that is fresh, clean, concise, and accurate. Think about it: Do you mean **red** or **scarlet** or **maroon**? Did the wind **blow** or did it **slap**? Choose precise nouns and active verbs. You may push your exactness further and particularize those nouns and verbs with strong modifiers (adjectives, adverbs, phrases, clauses), but don't overdo it. One adjective often is better than two if it is specific.
2. **Illustrate.** Turn the abstract into the concrete. Use anecdotes (short stories), examples, or description. Abstract applies to words such as "good," "bad," "love," "beauty," or "anger." Such words aren't tangible. We can't see them, touch them, taste them. But as a writer, you want to illustrate exactly what kind of "good" or "beautiful" you mean, and you do this through concrete details: an action, a physical detail – something that the reader can "see."
3. **Tap the senses.** Use fresh language that evokes sight, sounds, smells, taste, and touch to connect with readers. Description doesn't have to be flowery; it can be concise and simple (in fact, this is usually better).

Example: The woman was sick. She didn't look lively at all. She showed symptoms of illness.

This is generalized language; here, the writer is telling us what a sick woman is. "Sick," "lively," and "not herself" are abstracts. But readers want to know this woman's particular version of "sick," so you as the writer must strive to convey it.

Revised Example: The woman curled up on the bed, unmoving. A sticky film covered her half-closed eyes. Her once shiny brown hair appeared tangled and matted. She breathed with a harsh, rattling sound.

This is showing a sick person. These details convey a specific kind of sickness, not a general, abstract one. Now we can see (and hear) this woman. These concrete, particular details elevate the writing from generic to bold.

Show, Not Tell: Practice

Directions: Try turning these telling sentences into showing ones. Think: How can you make the reader "see"?

Telling: The kitchen was a mess. It looked like no one had cleaned it for a while.

Showing:

Write in this box.



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Telling: My mother is an angry person. She is constantly mad about something.

Showing:

Write in this box.

Telling: My boyfriend/girlfriend acted like a jerk.

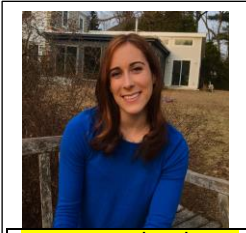
Showing:

Write in this box.

Now, I want to **SEE** where you are right now! Describe your current situation using SHOW, NOT TELL. What do you see? What do you hear? Tell me a story that puts me in your perspective. Here's mine, for an example:

"I sit, back hunched and neck aching, at my living room table. Its surface, scratched up and stained with nail polish remover and rings from wet drinks, gives me comfort as I work tirelessly to support my students over the web. The blinds are open, and I can hear birds chirping their songs outside the window as pale light shines in from a cloudless sky. I smell fresh cut grass from the front lawn. I am alone, as far away from others (it feels) as a planet in the great galaxy."

Your turn:



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Write in this box.

Reflection/Revision:

After writing, you will be asked to reflect on your process.

1. How did you use SHOW, NOT TELL to help me imagine where you are?

Write in this box.

2. What details did you use?

Write in this box.

3. Re-reading your paragraph, what is one way you could improve it?

Write in this box.

Creative Writing: Practice

Directions: Choose at least 2 of the following prompts to respond to. This should take at least 2-3 days to complete. Plan and write on the following pages of lined paper. Be ready to reflect on your writing process.

1. Write about a conflict you have had with someone in your life, from the other person's perspective.
2. Find a random photo of a person in a magazine or newspaper. Imagine this person's life. Create a detailed inventory of what is in this person's bedroom, refrigerator, etc. Then, write a story as if you were this person.
3. Troll newspapers, magazines, and web sites for odd stories (*hint:* search "Florida man"). Try writing a scene that involves some aspect of the person, place, or action, inventing the details as you go.
4. Start with a given first line. Here are a few to try:



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- a. Where were you last night?
 - b. I met him/her on the stairs.
 - c. The neighbors were at it again.
 - d. I haven't been the same since _____.
5. Start with a title. Try one of these (or make one up of your own): People I've Kissed. The House on Douglas Avenue. Sunday. The Road to Nowhere. Dinner. Things to Do in 60 Seconds or Less.
 6. Watch a favorite film. Pay attention to notable scenes within the film. Then, re-create one of those scenes in writing.
 7. Recall a building in which you once lived. Map out this building on a sheet of paper. Consider all of the rooms and spaces and think about the "hot spot" – the room that stands out the most to you. Describe that room and/or write a scene that takes place there.
 8. Have you ever been the subject of a rumor? How did you handle it? Write a story.
 9. Write a story about the biggest setback in your life, and how you overcame it (or are currently working to overcome it).

Drafting Space (Prompt 1):

Write in this box.

Reflection/Revision (5 minutes):

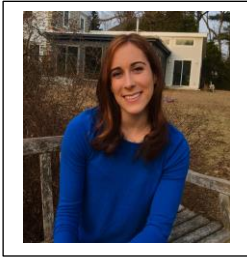
After writing, you will be asked to reflect on your process.

1. How did you use Show, not Tell to develop events in your story?

Write in this box.

2. How did you effectively characterize the characters in your story (show how they've changed, their hopes/dreams/motivations)?

Write in this box.



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Drafting Space (Prompt 2):

Write in this box.

Reflection/Revision (5 minutes):

After writing, you will be asked to reflect on your process.

1. What steps did you take to plan and organize your story that helped you address the prompt and stay focused on the topic?

Write in this box.

2. How did you effectively use dialogue in your story?

Write in this box.

Grammar Practice

Directions: Log on to www.noredink.com (sign in using Google), and take 25 minutes to complete the assigned practice. If you finish early, find a topic on the homepage that interests you (maybe one you struggle with!) and work on that.

Reflection (5 minutes):

1. What is one thing you struggled with on this practice?

Write in this box.

2. What is one thing you learned or improved on with this practice?

Write in this box.

3. Lastly, go back into **one** of the pieces of creative writing you did and **edit** your writing (look for mistakes you've made related to this specific grammar skill). What is one correction that you made?

Write in this box.



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