

Development of Advanced English Writing Skills Program (AWS)

Purpose: The purpose of this program will be the development of advanced writing skills, which can align to Common Core writing standards, learning and applying these skills in the study of personal safety for teens and pre-teens.

Designed as an after-school program, AWS would focus on developing core writing skills using the topic of child safety and over the course of the program would develop four key components of advanced writing skills including:

- Research – an opportunity for the student to practice the art of acquiring knowledge about a specific topic so they may instruct others.
- Fluency – an opportunity for the student to practice writing about a chosen topic
- Content – an opportunity for the student to develop meaningful writing skills
- Accuracy – an opportunity to develop quality skills instruction

These skills will be developed while addressing multiple safety issues including safety at school and bullying, child abuse, drug and alcohol abuse prevention, and Internet and Social Media safety. The result of the AWS program is the development of English writing skills while receiving important education on personal safety, responsible decision making and the avoidance of victimization by predators.

More About Research

For a student to write about and/or make a verbal presentation on any subject, it is necessary that the student develop meaningful research skills to ensure appropriate content and accuracy in presentation.

Students will create and maintain a *notebook* in which the results of their research will be written and used in building the foundation for their final conclusions or recommendations concerning each topic they address.



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This work will provide opportunity to also practice the art of writing as they catalog their research.

More About Fluency

Regular writing is key to developing a comfort level or fluency in writing. The maintenance of the *notebook* is a critical piece in building fluency. Students will be required to write every day, including days in which they are not meeting, adding to their story about each topic.

Students will establish a partnership with another student and each will at least once per week swap *notebooks* to evaluate each other's progress. Word count will be measured and reported on weekly by each student.

Students will be required to obtain outside the classroom comment on their weekly writings and maintain a "reader response" journal for these readings.

Students will also be asked to write a brief self-assessment of their *notebook work* each week. This assessment should be focused on the number of words written as well as the quality of the written work.

More About Content

In addition to developing fluency skills, this program will also seek to develop thoughtful writing that reflects the development of engaging ideas. We want the student to think and write in various ways and, when possible, bring past experiences or education into play.

Students should write to develop thoughtful compositions, with fact-based information and, if and when possible, including any past experiences or prior exposure to the issue in question.

Personal narratives will be encouraged and where possible include cause and effect analysis of the information being discussed or written about.

Students should share their writing with their partners and discuss the effectiveness of



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their individual writings. The topics being used in this study have varied and sometimes controversial opinions in the community for effective resolution. Students will be encouraged to write opinions and recommendations from both sides of the argument. Writing should include different types of details (facts, statistics, examples, reasons, definitions and reflections) to develop or support ideas or positions.

More About Accuracy

Much attention will be given to having students understand and follow the conventions of Standard English. Grammar must be intertwined with writing to enhance the written product. Students will be required to edit and proofread their writing as well as that of their partner.

Students will be asked to submit their written work with the expectation of being published. In fact, Community Partners 4 Kids publishes an annual safety handbook for parents and the student submitting the best (in the publisher's opinion) written product on the topic of 'child abuse' will have his/her work published in the next edition of the handbook when published.

Editing and proofreading will be an ongoing activity in the weekly classes.

Key grammar issues will be highlighted and discussed weekly.

Instruction will be given on recognizing and understanding the many common errors found in state standardized tests.

The Result

Students will be asked to prepare a written list of recommendations they believe should be adopted for parents and caregivers of their pre-teen and teen children. These recommendations should include a written, detailed explanation of the positions espoused by the writers.



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Students will be asked to be prepared to give a verbal presentation on these recommendations and to be prepared to defend their position.

We anticipate the students selected to participate in this special after-school program would meet **twice** weekly for **90** minutes each meeting for a ten (10) week period.

Delivery of Program

Included in program delivery are the following:

1. Specific lesson plans for the AWS components
2. Specific lesson plans for each safety topic
3. Resource materials and related information for each
4. Student assignments and expectation charts

Cost of Program

This program is provided at no cost to participating schools. Community Partners 4 Kids will provide all of the above including the training of your teachers at no cost.