

Off to the RACES- Response Writing

Session Download Packet



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1 hour

Off to the RACES – Response Writing *Session Handouts & Tools*



1. Depth of Knowledge Levels
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 - a. Persuasive Letter Writing Template
17. Speaker/Presentation Evaluation - turn this in for your chance to be entered in a drawing to win a full year's trial to a CCSS writing program!

Before writing a response you must **re-read!**



Reasons to Re-read:

1st reading – Read for a **surface understanding** and for **themes** or **key ideas**.

2nd reading – Read to notice the **author’s craft and techniques**.

Notice the **word choice** – is it technical, informal, descriptive?

Pay attention to the **author’s perspective** – What is the author’s **purpose**?
Does the author present an opinion or attitude about the topic?

Identify the **text structure** - How is it **organized**: chronologically, sequentially, cause/effect, reasons with details?

3rd reading – **Respond** to something in the text - make a claim, prediction, conclusion or inference, summarize, connect, etc.

You might be given a **prompt**, if not respond in **your own way**. Refer to “Talk Back To Books” for ideas.

Remember to:

Use **evidence based terms** in your response.

Refer to what the author said to help you support your ideas and conclusions.

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Talking Back to Books

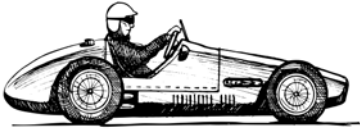


The letter printed in the corner of some of the boxes indicates the text type with which this prompt will work best. If there is no letter, the prompt can be used with articles, readings, videos, and audio recordings of all genres.

<p>What type of text is this? How do you know?</p>	<p>How did the text features help you understand the information?</p>	<p>Describe an event, drawing on specific details in the text.</p> <p style="text-align: right;">N</p>
<p>Why did the author write this? Purpose?</p>	<p>Identify 3 or more examples of precise language. Explain how they strengthen the writing.</p>	<p>Describe a setting, drawing on specific details in the text.</p> <p style="text-align: right;">N</p>
<p>Describe a character, drawing on specific details (thoughts, words, or actions) in the text. N</p>	<p>Reflect on the author's position. What is your position and how does it compare? O</p>	<p>What will logically happen next? What clues support your thinking? N</p>
<p>Paraphrase the main idea of this selection.</p>	<p>How is this selection organized? cause/effect, compare/contrast, chronological, opinion/proof</p>	<p>This connects to: another book? an event in my life? something going on in the world?</p>
<p>The writing is effective for ... (What audience?)</p>	<p>What was the author's intended theme for this selection? Cite evidence from the text. N</p>	<p>From the text, I learned that... (Cite the text.)</p>

Response Writing: Non-Fiction Choice Cards

Where could you find more information about this topic?	Compare two ideas that are discussed in the passage.	Find an unfamiliar word in the text. Use context clues and explain what it means.
How did the author choose to organize the writing? Is it chronological, compare/contrast, definition/information?	Pretend you have to teach someone about this topic. What would you say to them in 60 seconds? (Paraphrase the text.)	What did you discover the second time you read the passage that you missed the first time?
What did you already know about the topic? What did you learn?	Was the information presented sufficient? What could be added?	What are 3 questions you have after reading this text?
How did the chart, graph, or diagram help? If there wasn't one, design one that could be added.	Did the author try to persuade you to think a certain way? If yes, list the persuasive words used.	Did the author state his or her opinion on the topic? Provide evidence.
Does the author present the information in the text in a way that helped you learn? How so: headings, bold words, pictures with captions, etc?	Choose 3 examples of domain specific word choice. Write the examples and include page numbers.	Did the author compare or contrast 2 ideas? Make a Venn diagram based on the facts.
Write about a connection you made to the text: text-text, text-self, text-world.	Evaluate this selection. Was it well written? What could be done to improve it.	Select two words from the reading. Change them to stronger words or strengthen them with adjectives or adverbs.



Off to the RACES

How to Write a Response

to a text, video, or audio presentation

<p>Restate the question or prompt.</p>	<ul style="list-style-type: none"> • Read the prompt. • Identify and underline verbs that give the directions: compare, discuss, elaborate, etc. • Rewrite the prompt as a statement. (Cross off the question word.)
<p>Answer the question.</p>	<ul style="list-style-type: none"> • Answer the question or state your opinion. • Usually R and A can be included in the same sentence.
<p>Cite evidence.</p>	<ul style="list-style-type: none"> • Find reasons, facts, details, and evidence in the writing or presentation to support the A. • Try to include 3 pieces of evidence.
<p>Explain your answer.</p>	<ul style="list-style-type: none"> • Explain how you arrived at your answer. • You might use a personal experience (tell a "one time" story or a connection (text to self, text, or world). • Elaborate, extend, or build on your answer.
<p>Sum it up</p>	<ul style="list-style-type: none"> • Include a short recounting of your answer and evidence. • Add a statement about what stood out to you, what you want to be sure your reader remembers.

Name: _____

Response Writing Checklist



Items to Include	Included
<p>1. the title of the text in your response <i>Remember to underline it.</i></p>	
<p>2. the question or prompt in your response <i>If it is a question remove the question word and turn it into a statement.</i></p>	
<p>3. support for your response: evidence and examples from the text <i>In addition you can sometimes support your response by making connections (text, self, world).</i></p>	
<p>4. transition words to help organize your response</p>	
<p>5. strong voice <i>Make your writing interesting for your audience.</i></p>	
<p>6. strong word choice</p>	
<p>7. a conclusion <i>What stood out to you? What do you want a reader to know or remember?</i></p>	
<p>8. correct capitalization, punctuation, spelling, and grammar</p>	

Academic Vocabulary for Response Writing

Verbs	Describing Words	Nouns
Acknowledge	Appropriate	Approach
Analyze	Best	Article
Approach	Conflicting	Author's intentions
Articulate	Consistent/Consistently	Central idea
Cite (evidence)	Credible	Conclusion
Compare	Effective/Effectively	Contents
Contribute	Exemplary	Context
Convey	Formal	Essay
Define	Informative	Evidence
Describe	Key	Excerpt
Develop	Most likely	Genre
Discuss	Persuasive	Impact
Distinguish	Precise	Inference
Draw (conclusions)	Primarily	Interaction
Express	Relevant	Key idea
Elaborate	Sensory	Narrative
Evaluate	Sufficient	Objective
Identify	Vivid	Opinion
Illustrate		Opponent
Implement		Passage
Interpret		Paraphrase
Label		Position
List		Prompt
Maintain		Reflection
Paraphrase		Selection
Portray		Significance
Prove		Speaker
Reflect		Summary
Represent		Thesis
Respond		Theme
Reveal		Tone
Revise		Transition
Select		
Suggest		
Summarize		
Support		

THE STORY OF DOCTOR DOLITTLE

THE FIRST CHAPTER

PUDDLEBY

ONCE upon a time, many years ago when our grandfathers were little children—there was a doctor; and his name was Dolittle—John Dolittle, M.D. "M.D." means that he was a proper doctor and knew a whole lot.

He lived in a little town called, Puddleby-on-the-Marsh. All the folks, young and old, knew him well by sight. And whenever he walked down the street in his high hat everyone would say, "There goes the Doctor!—He's a clever man." And the dogs and the children would all run up and follow behind him; and even the crows that lived in the church-tower would caw and nod their heads.

He was very fond of animals and kept many kinds of pets. Besides the gold-fish in the pond at the bottom of his garden, he had rabbits in the pantry, white mice in his piano, a squirrel in the linen closet and a hedgehog in the cellar. He had a cow with a calf too, and an old lame horse—twenty-five years of age—and chickens, and pigeons, and two lambs, and many other animals. But his favorite pets were Dab-Dab the duck, Jip the dog, Gub-Gub the baby pig, Polynesia the parrot, and the owl Too-Too.

His sister used to grumble about all these animals and said they made the house untidy. And one day when an old lady with arthritis came to see the Doctor, she sat on the hedgehog who was sleeping on the sofa and never came to see him any more, but drove every Saturday all the way to Oxenthorpe, another town ten miles off, to see a different doctor.

Then his sister, Sarah Dolittle, came to him and said,

"John, how can you expect sick people to come and see you when you keep all these animals in the house? It's a fine doctor would have his parlor full of hedgehogs and mice! That's the fourth person these animals have driven away. Squire Jenkins and the Parson say they wouldn't come near your house again—no matter how sick they are. We are getting poorer every day. If you go on like this, none of the best people will have you for a doctor."

"But I like the animals better than the 'best people'," said the Doctor.

"You are ridiculous," said his sister, and walked out of the room.

So, as time went on, the Doctor got more and more animals; and the people who came to see him got less and less. Till at last he had no one left—except the Cat's-meat-Man, who didn't mind any kind of animals. But the Cat's-meat Man wasn't very rich and he only got sick once a year—at Christmas-time, when he used to give the Doctor sixpence for a bottle of medicine.

Sixpence a year wasn't enough to live on—even in those days, long ago; and if the Doctor hadn't had some money saved up in his money-box, no one knows what would have happened.

And he kept on getting still more pets; and of course it cost a lot to feed them. And the money he had saved up grew littler and littler.

Then he sold his piano, and let the mice live in a bureau-drawer. But the money he got for that too began to go, so he sold the brown suit he wore on Sundays and went on becoming poorer and poorer.

And now, when he walked down the street in his high hat, people would say to one another, "There goes John Dolittle, M.D.! There was a time when he was the best known doctor in the West Country—Look at him now—He hasn't any money and his stockings are full of holes!"

But the dogs and the cats and the children still ran up and followed him through the town—the same as they had done when he was rich.

Health Benefits of Having a Pet

By: Laurie Wilson

A survey from 2012 shows that approximately 64% of people in the United States own a pet. If you have a pet, you probably already know that they make our lives better in so many ways. They fill our lives with joy and love. Did you know that scientists have done research that proves that having a pet has many health benefits?

Owning a pet has proven to lower blood pressure and cholesterol levels as well as decrease stress. The end result is a healthier heart! Several studies show that pet owners who do suffer a heart attack, survive longer than those without a pet.

Pets can even improve a person's mood. Staring into an aquarium can create feelings of relaxation. Petting a dog or cat can instantly soothe people when they are feeling anxious or overwhelmed. A study completed in 2002 showed that when people were put in a stressful situation, they became more relaxed when their pet was there, even more so than when a family member was present. Ultimately, pets reduce the feelings of depression and anxiety because of the love and loyalty they show to their loved ones.

Pets can also help their owners and families to stay more physically fit. A 2011 study concluded that dog owners were 34% more likely to complete the recommended amount of exercise each week. Another study showed that dog owners walk an average of 19 more minutes a week than those who do not own dogs. A family dog can also increase physical activity for adolescents in the household.

If you have been considering getting a pet, there are some great health benefits that come along with it! If you are unable to have a pet at this time, there are other ways to interact with animals and benefit from their presence. You might want to consider volunteering at an animal shelter or fostering a pet to see if it's right for you.

Evidence Based Terms

Use these words to strengthen your response writing. Cite evidence to support what you say!

- The girl was sad **BECAUSE** she lost her cat.
- The boy loves to read. **FOR INSTANCE**, he reads magazines, books, and newspapers.
- The character was mean. **FOR EXAMPLE**, she ignored her best friend when she needed help.
- The dog was old. **THE AUTHOR SAID** Buster had come to live with them 10 years ago.
- **ACCORDING TO THE TEXT** her job was to study weather patterns.
- Henry is a sensitive character. **IT SAID ON PAGE 15** that a “single tear began to form in the corner of his eye.”
- **FROM THE READING I KNOW THAT** a cobbler is a person who makes shoes.

Name: _____

Short Response Rubric

Points	Description	Specific items to Include
2	<p>The response:</p> <ul style="list-style-type: none"> answers the prompt or question in a way that displays full understanding of the text/picture/video and skill includes specific examples/details that make clear reference to the source gives an explanation with clearly relevant information based on the source 	<ol style="list-style-type: none"> title of text prompt (reword in your answer) evidence – examples from the text transition words strong voice good word choice a conclusion correct capitalization, punctuation, spelling and grammar
1	<p>The response:</p> <ul style="list-style-type: none"> answers the prompt or question in a way that displays partial or limited understanding of the text/picture/video and skill includes vague/limited examples/details that make reference to the source gives an explanation with limited/vague information based on the source 	
0	<p>The response:</p> <ul style="list-style-type: none"> answers the prompt or question in a way that displays no understanding of the text/picture/video and skill includes no examples/details that make reference to the source gives no explanation or relevant information from the source 	

Deciding on a score may be confusing because a student's writing will not always match all the bullets. In this case, 2 out of 3 (or 3 out of 3) bullets should be considered a match.

Grade 3- Extended Response Rubric

	3 points	2 points	1 point	0 points
Comprehension of Key Ideas and Details (text/video/visual sources of information)	Demonstrates full comprehension by providing an accurate explanation/description/comparison and by referencing the source explicitly.	Demonstrates comprehension by providing a mostly accurate explanation/description/comparison and by referencing the source.	Demonstrates limited comprehension and may reference the source.	Does not demonstrate understanding of the source.
Writing Written Expression <i>Note to the Teacher: Students are responsible for skills referenced in previous grades. See CCSS Writing Chart in Pre-Unit 1.</i>	The response: - addresses the prompt with effective development . - consistently demonstrates purposeful and controlled organization. - uses language and vocabulary that express ideas clearly and concisely .	The response: - addresses the prompt with some development . - generally demonstrates purposeful and controlled organization. - uses language and vocabulary that express ideas with some accuracy .	The response: - addresses the prompt with minimal development . - demonstrates purposeful organization that is not controlled. - uses only basic language and vocabulary that express ideas with limited or inconsistent accuracy .	The response: - does not address the prompt. - demonstrates little or no organization. - does not use language and vocabulary to express ideas clearly.
Writing Knowledge of Language and Conventions <i>Note to the Teacher: Students are responsible for skills referenced in previous grades. See CCSS Language Chart in Pre-Unit 1.</i>	Demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, usage or spelling, but the meaning is clear.	Demonstrates partial command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, usage or spelling, that occasionally hinder understanding, but the meaning is generally clear.	Demonstrates weak command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, usage and spelling that often hinder understanding or distract the reader.	Demonstrates no command of the conventions of standard English. Frequent and various errors in mechanics, grammar, usage and spelling that hinder understanding.

When scoring, circle or mark the appropriate box in each row.

Grade 4 and 5- Extended Response Rubric

	3 points	2 points	1 point	0 points
Comprehension of Key Ideas and Details (text/video/visual sources of information)	Demonstrates full comprehension of ideas stated explicitly and/or inferentially by providing an accurate analysis and supporting the analysis with effective evidence from the source.	Demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis and supporting the analysis with adequate evidence from the source.	Demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis and supporting the analysis with limited evidence from the source.	Demonstrates no comprehension of ideas stated explicitly and/or inferentially by providing an inaccurate or no analysis and supporting the analysis with little to no evidence from the source.
Writing Written Expression <i>Note to the Teacher: Students are responsible for skills referenced in previous grades. See CCSS Writing Chart in Pre-Unit 1.</i>	The response: - addresses the prompt with effective development . - consistently demonstrates purposeful and controlled organization. - uses precise language and vocabulary that express ideas clearly and concisely .	The response: - addresses the prompt with some development . - generally demonstrates purposeful and controlled organization. - uses language and vocabulary that express ideas with some accuracy .	The response: - addresses the prompt with minimal development . - demonstrates purposeful organization that is not controlled. - uses only basic language and vocabulary that express ideas with limited or inconsistent accuracy .	The response: - does not address the prompt. - demonstrates little or no organization. - does not use language to express ideas clearly.
Writing Knowledge of Language and Conventions <i>Note to the Teacher: Students are responsible for skills referenced in previous grades. See CCSS Language Chart in Pre-Unit 1.</i>	Demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, usage or spelling, but the meaning is clear.	Demonstrates partial command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, usage or spelling, that occasionally hinder understanding, but the meaning is generally clear.	Demonstrates weak command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, usage and spelling that often hinder understanding or distract the reader.	Demonstrates no command of the conventions of standard English. Frequent and various errors in mechanics, grammar, usage and spelling that hinder understanding.

When scoring, circle or mark the appropriate box in each row.

OPINION WRITING: Response to Text – Idea~Swap



Students Will Be Able To:



Core Standard RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Core Standard RI.4.9: Integrate from two texts on the same topic in order to write or speak about the subject knowledgeably.

Core Standard W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Core Standard W.4.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Media



Materials/Preparation



- Response to Text Journals or loose leaf paper
- One copy to display “Evidence Based Terms”
- One Copy to display and student copies of “RACES”
- All response writing resources stored in student journals or writing folders.
- One copy to display and student copies of “Idea~Swap- Is it Okay for Kids?”
- One copy to display and student copies of “Kids and Idea~Swap ”
- One Copy to display and student copies of “Short Response Rubric”
- Student highlighters

Note: The entire set of resources for use with response writing lessons can be found in eWriteSteps Pre-Unit 1 under the heading “Response Writing.”

Lesson Steps



- Anticipatory Set (Day 12: 5 Min.)
- Input (Day 12: 10 Min.)
- Guided Practice (Day 12: 15 Min.)
- Independent Practice (Day 12: 20 Min.)

Note: The next few days of the response writing portion of this Opinion Writing Unit, students will be examining the age appropriateness of social media. In an effort to keep products fictitious, WriteSteps has replaced the actual names of social media networks and apps, e.g., Facespace and Chatter. Teachers can determine whether or not to explain these substitutions to the students.

Anticipatory Set (Day 12: 5 minutes)

Ask students, "What is social media?" and "Are you permitted to use social media?" Allow several students to share their responses and then explain that today the class will be working on response writing dealing with opinions regarding whether or not children their age should be allowed to use "Idea~Swap."

Input (Day 12: 10 minutes)

1. Share with students that the topic of social media is a difficult topic to discuss because many people have different opinions and ideas about whether or not it is safe or appropriate for children.
2. Tell students that today they're going to be reading two texts about Idea~Swap (a fictitious social media app which allows kids to swap thoughts and photos). Comparing and contrasting the most important points and key details presented in two texts on the same topic is a New Focus Skill (NFS).
3. Distribute student copies of "Idea~Swap-Is it Okay for Kids?" and "Kids and Idea~Swap."
4. Read both texts aloud. Emphasize that this is a first reading and that the students should listen for key ideas.

Guided Practice (Day 12: 15 minutes)

1. Direct students to open their Response Journal (or pages for response writing) and on the left hand page draw a line halfway so they have room to "talk back" to both texts.
2. Give the students a few minutes to write a word or two in each section about the key ideas in each piece.

Differentiation Strategy: *If this is difficult for your students, then do it together.*

Note: *Rove to check in with students and make sure they understand that social media is the key idea.*

3. Read both texts (as a whole group or in partnerships) for a second time. During the second reading:
 - a. Remind students to think about the author’s craft, e.g., techniques, word choice, perspective/opinion, purpose, text structure, and organization.
 - b. Distribute highlighters. Students may highlight key words and phrases during the re-read. You may model highlighting if you think your students need that guidance.
4. After reading, ask some text-dependent questions. Require that the students answer in complete sentences using some evidence based terms. (Display “Evidence Based Terms” if the students need a reminder.)

Note: *Discussion is a perfect place to develop students’ ability to use textual evidence. Using evidence in discussion strengthens students’ comprehension and confidence.*

Sample questions from “Idea~Swap- Is it Okay for Kids?”

- a. What are some privacy and content issues that parents may be concerned about when using Idea~Swap?
- b. What does the author mean when she says, “they are infringing on the terms and agreements”?
- c. What are some strong words and phrases used by the author?
- d. What are some topic specific words and phrases used by the author?

Sample questions from: “Kids and Idea~Swap.”

- a. Why are teenagers interested in using Idea~Swap?
- b. What are some important things for parents to consider before allowing their child to sign up for an Idea~Swap account?
- c. What are some strong words and phrases used by the author?
- d. What are some topic specific words and phrases used by the author?

Independent Reading Practice (Day 12: 20 minutes)

Today students are working with the New Focus Skill (NFS): Comparing and contrasting the most important points and key details presented in two texts on the same topic and the Review Focus Skill (RFS): Asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

1. Students will set up the right hand page with the titles of both texts, the date, and the prompt with direction verbs underlined.

2. Provide 15 minutes for the students to write to this prompt based on their second reading of the texts. Suggest that their response be 2 or more paragraphs long, at least one paragraph about organization and at least one more about purpose.

Prompt: Determine the organization of each text. Explain the authors' purpose for each text.

3. Tell the students that the organization might be: cause/effect, compare/contrast, chronological- sequence, opinion/proof, main idea and details.

4. Suggest that the students use their resources while writing, specifically: Evidence Based Terms and RACES.

5. In the last 5 minutes, students should refer to their Short Response Rubric and determine a score. They should write the score at the top of their journal page.

Note: *Roving should occur while students get started. You may conduct formal conferences if the students seem confident with the assignment.*

Idea~Swap– Is It Okay for Kids? What Parents Need to Know



By Mary Farley | Issue #6, February 12
Posted in: Teen-Tech Weekly

In many ways, and without reinventing the wheel, Idea~Swap is changing the way people share ideas, happenings, and photos with each other. The mobile app, which is only available on the iPhone, is steadily growing in popularity among the tween and teen crowds, causing parents to take notice and ask, what exactly is Idea~Swap, and is there anything I should be worried about?

Just like with any social sharing application, there are a few things parents need to know about Idea~Swap and how their kids may be using it. So, our top-notch editorial team did the research. But first, what is Idea~Swap?

What Is Idea~Swap?

Idea~Swap is an idea and photo sharing mobile app that's (currently) only available on the iPhone and iPod. Users can either upload a photo from their device's library or take a photo right then and there and use Idea~Swap to change the way the photo looks. For example, the user can create a caption, logo, or other type of graphic art to enhance the photo. This also includes adding fun borders and designs to the photo. Remember the old days of scrapbooking? Well, with digital and virtual applications like Idea~Swap, users everywhere can create fun photos and messages.

The user then has the option to upload this photo to a number of social networks, including Facebook, Chatter, Flickr and QuotroSquare, depending on which ones they sync to their Idea~Swap account. The photo will also be uploaded to the Idea~Swap community where people can like and comment on it.

In many ways, Idea~Swap is a photo-sharing social network on its own. Popular photos from all over the world are shared under the "Popular" tab, and every user has the option to follow other Idea~Swap users and vice versa.

The idea behind Idea~Swap is simple, really.

As with any social sharing application, there are some privacy and content issues that can ruin the Idea~Swap experience for a family with kids and younger teens. The loading of inappropriate content for minors is usually a main concern for parents. Also, with the rise of cyber-bullying, it's difficult to not be concerned that your child might run into this

type of situation, either as the bully or the intended victim. Keep in mind cyber-bullying is a serious crime!

What Parents Need To Know...Privacy

The only information required when signing up for Idea~Swap is an email address and desired username. Though they ask for a phone number, it's very clear during sign up that this is optional, so please consider your privacy before entering a phone number here.

The single most important thing to realize is that **anyone** can view the photos that you upload to Idea-Swap. In other words, your profile and your photos are publicly viewable unless you tell it otherwise. If you only want your followers to see your photos, then you need to set your profile to private. Once you set your profile to private, anyone who wants to see your photos will need to be your friend/follower first, meaning they'll have to send a request and you'll have to approve.

Age-Appropriateness

Idea~Swap is not intended for children under the age of 13, and in my opinion, not suitable for slightly older teens either. If you're 12 years old, your birth year isn't on the dropdown menu for you to choose when signing up. Idea~Swap has strict *Terms of Use* and *Community Guidelines* that make their age requirement clear. So, if an 11 or 12 year old is using Idea~Swap, they are infringing on the terms and agreements. Also, there's an obvious connection between Idea~Swap and other adult-intended social networks like Facebook and Chatter. This does not mean, however, that your child HAS to have an account with any other social media network. One can have Idea~Swap without the others.

So, parents, do you use Idea~Swap? Does your teen? If so, have you or they encountered any privacy, bullying or content issues like we did? As I said at the outset, Idea~Swap does a simple and fantastic job of letting us do some very fun and creative things with our photos. Some questions to consider before allowing your child to use Idea~Swap are:

- 1) Am I confident that my child will only communicate and share photos with people they actually are friends with and know?
- 2) How will I monitor my child's Idea~Swap activity?
- 3) Will my child know to come to me with questions or concerns regarding other people's activity if in question?

Frankly, in my opinion, it's a shame that others can ruin what should be an enjoyable activity for you and your family. Like the saying goes, "A few bad apples can spoil the bunch."

Kids and Idea~Swap

By Fiona

– July 21, 2012 **Posted in:** [Parents and Social Media](#) Issue #7



I love Idea~Swap. It's an app that makes your photos look very neat and creative. Originally just for miPhone, miPod, and miPad, it is now available for other smartphones. It was already popular when Facespace bought it a few months back. Now, it's more popular than ever and if you have kids, you should have this on your radar.

[In June Idea~Swap released an update, so I have made some changes to this article to reflect new features and functionality.]

What's so cool about Idea~Swap?

It makes your pictures look better. That's it. That's what the app does and does it well. I've had a lot of fun snapping pictures, uploading to Idea~Swap, and adding filters and borders. The results make me feel like my work should be featured in an exhibit. Here's an example. I snapped a photo of a bird hanging out in my yard. I couldn't get too close, as I didn't want Mr. Birdy to fly away. Then I "ideaswapped" it (Yep, why not make up a new verb.) with filters, blur and a border. Voila! A super cool looking photo that earned over 500 likes!

Is Idea~Swap okay for kids?

I use Idea~Swap primarily for its special photo effects. But, from what I've seen, kids make full use of the social features. I've even heard one girl tell her mom "Idea~Swap is kind of like Facespace for kids". The social networking features consist of following each other, commenting on photos and liking each other's photos. Nothing wrong with that, but here's what to keep in mind:

1. **Idea~Swap is intended for 13 and over** but it is possible for someone younger to create a profile.
2. **Profiles are public** (but, in the settings you can make it private).
3. While most users post pictures of sunsets, clouds, smiling friends and puppies, **your child could come across some inappropriate** photos.
4. **Idea~Swap is rated 12+** in the app store.
5. There is an option to **tag a photo with a location**, but you can disable this.

Non-approved users cannot click through and see a list of your child's followers, and whom he or she is following. This is helpful and is another reason to make the profile private.

Since I follow my daughter on the app and she follows me (another recommendation of mine) I now know, by clicking through the list, that there are plenty of other kids from her school using Idea~Swap. Some have private profiles but others encourage followers – one 7th grader has over 1,500 followers!

As with other social networks there are the “popularity contest” issues and bullying concerns. These are points to keep in mind as you consider whether Idea~Swap is okay for your child or teen. Consider not just the age, but the maturity level of your child before approving the use of the app. Is your child overly sensitive or have self-esteem issues? If so, it will be important to talk to your child about what to do if they feel bullied or teased. My daughter and I had a long discussion about how just because someone doesn't like your photo, it doesn't mean they don't like you personally. She was forewarned that the second I feel Idea~Swap is causing any problems, she'll be off in an instant.

In a nutshell, if you and your child are savvy users, Idea~Swap can be a great place to introduce your son or daughter to the world of social media!

OPINION WRITING: Response to Text – Persuasive Letter Writing



Students Will Be Able To:



Core Standard RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Core Standard RI.4.2: Determine the main idea of a text and explain how it is supported by the key details; summarize the text.

Core Standard RI.4.9: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Core Standard W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Media



Materials/Preparation



- Response Journals or loose leaf paper
- One copy to display and student copies of “Idea~Swap- Is it Okay for Kids?” from day 12
- One copy to display and student copies of “Idea~Swap and Kids?” from day 12
- Student copies of “RACES” used on Day 12

Lesson Steps



- Anticipatory Set (Day 13: 5 Min.)
- Input (Day 13: 5 Min.)
- Independent Practice (Day 13: 30 Min.)
- Closure (Day 13: 10 Min.)

Anticipatory Set (Day 13: 5 minutes)

1. Tell students that you just got word that the age limit has been raised for all social media and that anyone who has a profile will be fined if they are not the proper age. This fine will be waived if you have written parental permission.
2. Ask students to clap once if they think this is a good idea or snap twice if they think this is a bad idea.
3. Share with students that while this rule is not really going to be enforced, we are going to examine Idea~Swap, and other social media, and determine how students might be able to influence decision makers about appropriate age rules.
4. Have students *turn and talk* with a partner and consider whom they'd need to talk to and what steps they'd need to take in this process. Ask partnerships to give you a thumbs up when they have suggestions.
5. Invite 3-4 partnerships to share their thoughts.

Input (Day 13: 5 minutes)

1. Remind students that recently they wrote opinion pieces where they decided how they felt about a topic and then supported their opinion with details. Share with students that sometimes writers not only share and support their opinions, but they also try to persuade or convince readers in order to make a change.
2. Tell students that one way to write persuasively, when you want to make a change, is to write a letter to someone that has the power to change things.
3. Tell students that they are going to write a letter to their parent(s)/guardian(s) in order to convince them that 4th graders should or should not be allowed to use Idea~Swap.
4. Share with students that when writing persuasively, even in a letter, you have to provide facts and the thoughts of other people that support your position. This makes you appear more knowledgeable and convincing. Remind them that they can do this by including information they read; for example, the two texts they read on day 12, "Idea~Swap- Is it Okay for Kids?" and "Idea~Swap and Kids."
5. Explain that they will be writing a letter for their formal core writing piece on Day 14. They will be scoring it with the extended response rubric.
6. Today, in preparation for that writing, they will do their third reading of both selections and answer a prompt. The notes students take today and the thinking that they do will help them with the letter they will write next time.

Independent Practice (Day 13: 30 minutes)

Today students are working with the New Focus Skill (NFS): determining the main idea of a text; recounting the key details and explaining how they support the main idea and the Review Focus Skills (RFSs): asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; comparing and contrasting the most important points and key details presented in two texts on the same topic.

1. Direct the students to read both selections for the third time. This time they will be reading for a specific purpose – to answer a specific question or prompt. They should highlight words or phrases that might help them write their response.
2. Remind them that they have already taken notes on the main ideas and have highlighted key words and phrases. Today they are going to be thinking about how the main ideas of the two pieces are the same and different.
3. Have them set up their page with date, title of both selections, and prompt.

Prompt: Compare and contrast the most important points and key details presented in the two texts.

4. Suggestions:

Write at least one paragraph to compare and one paragraph to contrast.

Consider thinking about the similarities and differences between: the authors, the voice and word choice (technical, scientific, ordinary), the amount of detail, etc.

Look at your RACES page to be sure you remember all the parts.

Differentiation Strategy: *If you feel that your students are not capable or ready for the skill of highlighting important information in a text, **then** you may choose to do this activity as a whole, in small groups, or with partners.*

Note: *Conferencing should occur while students write.*

Closure (Day 13: 10 minutes)

Students should quickly score their piece on the Short Response Rubric; write the score at the top of the page and then share with a partner.

OPINION WRITING: Response to Text – Persuasive Letter



Students Will Be Able To:



Core Standard RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Core Standard RI.4.9: Integrate information from two texts on the same topic in order to write and speak about the subject knowledgeably.

Core Standard W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Core Standard W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

Core Standard W.4.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Media



Materials/Preparation



- One to display and student copies of "Persuasive Letter Writing Template"
- Response Journals or loose leaf paper
- Student copies of the "Checklist"
- Student copies of "Extended Response Rubric"

Lesson Steps



- Anticipatory Set (Day 14: 2 Min.)
- Guided Practice (Day 14: 15 Min.)
- Independent Practice (Day 14: 20 Min.)
- Closing (Day 14: 13 Min.)

Anticipatory Set (Day 14: 2 minutes)

Remind students that their writing today will be in the form of a letter to a parent or guardian. They will be stating their opinions about 4th graders using Idea-Swap and they will take a stand as to whether or not this app is safe and appropriate for kids their age.

Guided Practice (Day 14: 15 minutes)

1. Display the letter writing template.
2. Discuss the purpose of the 3 paragraphs.
3. Have students jot down some thoughts in the boxes at this point. The note taking and highlighting that they have done over the last couple of days will guide their ideas. But the template will help them plan and organize their thoughts.
4. Ask students to consider appropriate salutations. (Regards, Sincerely)
5. Explain that there are many salutations but not all are appropriate for this type of letter. However, since they are writing to their parent(s) or guardian(s) other salutations (love, your son, etc.) might be appropriate, also.

Independent Practice (Day 14: 20 minutes)

Today students are working with the New Focus Skill (NFS): Integrate information from two texts on the same topic in order to write speak about the subject knowledgeably and the Review Focus Skill (RFS): Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

1. Remind students to set-up their Response Journal page on the right hand page.
2. Direct students to use their "Persuasive Letter Writing Template" and begin writing their letter to their parent(s)/guardian(s) in their journal using this prompt:

Prompt: Reflecting on the texts that you read about Idea-Swap, state whether or not you think that a child your age should be permitted to use social media. Convey your reasons and cite examples to support your reasons. Conclude your letter in a way that will wrap up your thoughts and convince your reader.

Note: *Because this prompt is long, you may display it and keep it visible while the students write, so that they don't need to copy it into their journal. Remind them that each sentence of the prompt gives directions for one of the paragraphs.*

Note: *Conferencing should occur while students are writing.*

Closure (Day 14: 13 minutes)

1. Distribute the extended response rubric and checklist.
2. Direct the students to take 7-10 minutes to look at the checklist and use it to guide them in revising and editing.
3. Finally have them score their writing by marking the appropriate boxes on the rubric.

Persuasive Letter Writing

Date

Greeting – Greet the reader/receiver appropriately.

Lead/Introduction -- Paragraph One

Bait the reader/receiver by using a strong lead.

Share with the reader/receiver **the reason** for the letter. This will be your opinion.

Factual Reasons-- Paragraph Two

Give the reader/receiver specific **reasons to support** your opinion.

Cite supporting evidence from texts. Use your notes.

Closing & Wrap Up -- Paragraph Three

Wrap Up.

Use your voice, give the reader a detail to remember.

Salutation

Signature



Off to the RACES - Response Writing

with Kim Gates

NYSRA – November 9, 2015

Was the content of this session helpful?

1 2 3 4 5 6

Was the speaker knowledgeable?

1 2 3 4 5 6

Comments: _____

Name: _____

School name: _____

City: _____

State: _____

Email address: _____