



**Step 2** Distribute computers. Instruct the students how to login and open Word. Students select “New Blank Document” and then type their descriptive writing piece. For students who are unfamiliar with Word, the “Word Basics” handout provides detailed instructions for creating a new document, saving a document, using spell-check, and printing a document.

**Step 3** After students have typed and edited their pieces in Word, distribute the evaluation checklist. Instruct students to review their work and make sure it meets all the criteria for the assignment. If there are any areas in which they need improvement, they should meet with the teacher for assistance and revise as necessary.

**Step 4** Finally, students will read their descriptions aloud to the class.

### **Assessment/Evidence**

Written description of a task (minimum length = 1 paragraph). Put this in students’ portfolios to demonstrate mastery of benchmarks related to the Basic Skills Stackable Certificate.

### **Adaptations for Beginning Students**

Beginning students who struggle with paragraph structure could be given a very specific plan for organization of ideas such as: topic sentence (identifying the task), two sentences that tell what is seen, one sentence that tells what is heard, one sentence that tells what is smelled or tasted, one sentence that describes how the task makes them feel, and a concluding sentence that tells why this task is important.

### **Adaptations for Advanced Students**

Advanced students could enhance their descriptions with figurative language (such as similes and metaphors) or could expand the piece to a short story rather than the detailed description of a task.

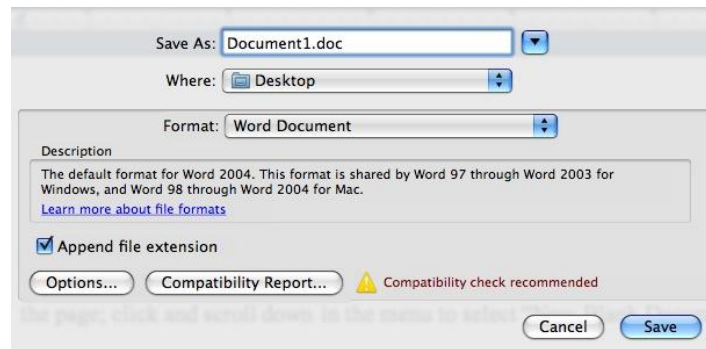
### **Teacher Reflection/Lesson Evaluation**

This lesson was created by Middletown ABLE.

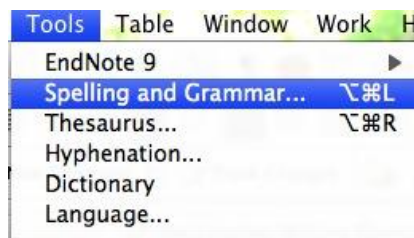
# Word Basics



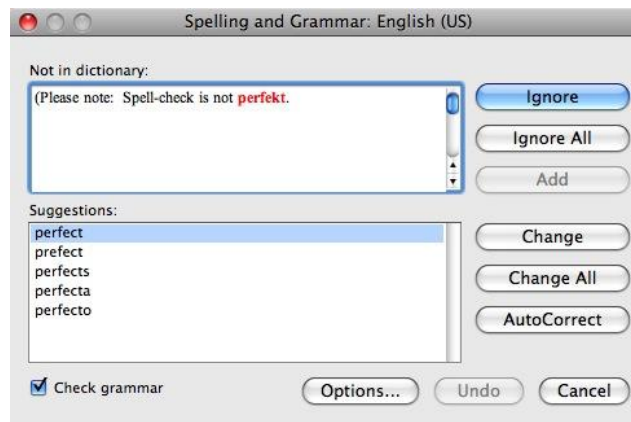
1. Click the icon to start Microsoft Word. This should automatically open a new blank document. If it doesn't, go to File on the menu bar at the top of the page; click and scroll down in the menu to select "New Blank Document."
2. Type your document.
3. Go to the File menu at the top of the screen. Click and scroll down to "Save As". When the box opens, give your document a title in the "Save As" box.



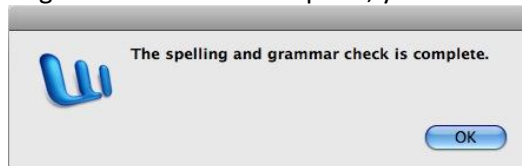
4. After you have saved your document, you will use the program to check your spelling and grammar. Go to the Tools menu at the top of the screen. Click and scroll down to "Spelling and Grammar."



5. The computer has a built-in dictionary and it will check your document to be sure your words make sense. Each time it thinks it finds an error, it will highlight the text and suggest changes. (Please note: Spell-check is not perfect. You need to read the suggestions carefully to determine if it is correcting words properly.) Choose the correct suggested change and click the "Change" button. If the computer identifies an error that is not really an error (such as the spelling of a name), click "Ignore" and it will skip that error.

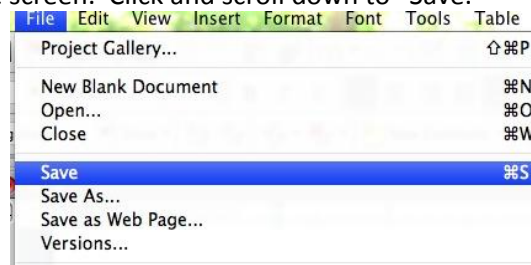


6. Once the spelling and grammar check is complete, you will see the following notice:

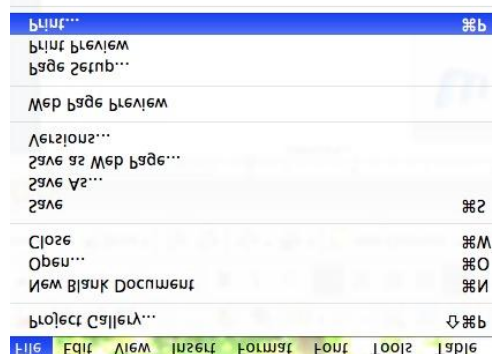


Click OK.

7. After the spelling and grammar check is complete, save your document again. Go to the File menu on the top of the screen. Click and scroll down to "Save."



8. Now it is time to print your document. Go to the File menu on the top of the screen. Click and scroll down to "Print."



Another dialogue box will open. Click "Print" and your document will print at the attached printer.

Name \_\_\_\_\_

Date \_\_\_\_\_

*Descriptive Writing Evaluation Checklist*

Circle the choice in each category that best describes your descriptive writing piece.

Spelling	Many errors	Few errors	No errors
Grammar	Many errors	Few errors	No errors
Spelling	Many errors	Few errors	No errors

Capitalization:

- |  |    |     |
|--|----|-----|
| <input type="radio"/> Beginning of each sentence | No | Yes |
| <input type="radio"/> Proper nouns               | No | Yes |

Organization:

- |   |    |     |
|---|----|-----|
| <input type="radio"/> Complete sentences  | No | Yes |
| <input type="radio"/> Paragraph structure   | No | Yes |
| <input type="radio"/> Ideas flow in order rather than jumping from topic to topic | No | Yes |

Description appeals to at least three senses.                      No                      Yes

Reader can clearly imagine the experience.                      No                      Yes

Description read aloud to the class                      No                      Yes

Revise and correct any areas in which you did not score a “yes” or “no errors”. Then, print your final copy of the piece and submit it to your teacher.