The Power of Highlighting Essays
- The highlighter is a common tool in annotating. Literary texts are coded with different colors making grouping of ideas easy for students.
- Teachers and students, however, tend to put the highlighters down when it comes to essays and miss the opportunity to improve writing through visual learning.
- Taking time to mark essays slows the students down in their reading and studying of writing and gives them a visual of the construction of an essay.
Self-assessment

- **What** - the claim being made (claim)
- **How** - how the author is making the claim (evidence)
- **Why** - why the evidence is important (analysis)
Student self-assessment

Pink - what (claim)

Blue - how (evidence)

Yellow - why (analysis)
Student self-assessment

This student is able to visually see how many of his words are “wasted” or not counting. EVERY word should count for something!
Using Anchor Essays

- Provide anchor essays from College Board or model essays written by students or teachers for students to mark. By choosing pre-scored essays, students can visually see the evidence and analysis in an 8 essay compared to a 4 essay.
- Students may also highlight for other things such as syntax or vocabulary if you are wanting to focus on personal style in writing.
Jane Eyre is a character like no other. She is strong-willed and independent in her own right, and her attitude and actions indicate her determination. In Charlotte Bronte's Jane Eyre, there are several childhood experiences that contribute to the development of her character.

As a child, Jane is raised by her cruel and despised Aunt Reed. One thing that Jane does not like is the red room in which her uncle died. She believes she sees his ghost and Santos. In the end, Jane leaves the house and goes to London to become a governess. She then meets Mr. Rochester, the master of the house and his principle. When she learns that he is a widower, she is surprised. She is also surprised when she is offered the position of governess. She accepts, and in the end, she marries Mr. Rochester because of her love for him. In the end, she is able to exercise her principles of charitable work, but she would be trapped emotionally if she did not have any affection between her and Mr. Rochester. It is only when Jane is able to reconcile her past that she can be happy.
Peer Editing

- Students are able to edit each other’s papers with highlighters. Again, this slows down reading and causes students to critically think about the writing process.
- Students can use this to offer feedback to their peers about writing and receive feedback from someone other than the teacher on their writing.
- I am always amazed at what students find in each other’s writings and the suggestions they are able to give their peers.
Things to Remember

Use a variety of model essays
Studying construction of a poorly written essay can be just as effective as a well written essay. Some lessons may consist of only looking at excellent essays while others may compare outstanding essays to mediocre essays.

Use full and partial essays
When working on introductions, pull multiple introductory paragraphs and use coding to compare just those paragraphs. If teaching analysis, code a body paragraph or two to use as the base of a discussion for the different placements of analysis within a paragraph. Use full essays to analyze whether support is consistent throughout the essay or whether style tends to become simplified as the end.
Things to Remember

Limit focus to what your students need
This activity can be a mini-lesson focusing on paragraph construction or a full lesson on transitions and progression of ideas through an entire essay. Use your students writing weaknesses to drive and determine lessons.

Use as a pre-writing or post-writing activity
Balance coding in teaching the writing process as well as evaluating personal writing.
Taking Risks in Writing

● Teaching personal style is hard - especially if students feel like they could receive a lower grade for trying something new.

● I have students put an asterisk by or bracket experimental sentences designating they are trying a different syntax pattern, punctuation, word choice to develop voice, or even using figurative language in writing. This marking lets me see what they are trying out so I can give specific feedback on it and serves as a “protected” sentence where I will not count off no matter if it turns out badly.

● Encourage students to take risks in writing; this is how they grow in their personal style.
"in kerosene tins," a rather to have heard those "fragrant need storyteller whose was as "shadows" as is cherous walk that could have strengthened their bonds in ed in one shadow [[:]]

Myrtle mistness as barrier cheats on purchases teases Tom and uncult Myrtle is so
Speed Dating: AP Style

Directions: You will receive a Q3 prompt from the AP Literature Exam. You will have 5 minutes to “get acquainted” with it. Examine its meaning, peer into its soul and decide how to “make conversation” with it for a prewrite. You do not actually have to write the essay, just write the introductory paragraph. If you have time after writing the intro., list the main points and concrete examples you would use IF you had to write the essay - a serious commitment in terms of AP dating/writing!

At the end of 5 minutes, I will call time, and you will pass the prompt on to the student to your right, receiving a new one in turn. After 25 minutes, we will stop and discuss responses.
The forest was itself and lived free
In the Reinecourt. All was once cut
The question of whether society could
be controlled and the consequences thereof
in the world.