

WRITING PROJECTS SEMESTER 1

GOALS AND OBJECTIVES: The student will learn the major parts of the writing process: pre-write, write, revise and conference, edit and publish. Types of writing to be taught: personal recollections, all genres of fiction, and poetry. Students will also look at their own lives and places and those of others and write about them.

The student will write multi-paragraph narrative texts that increase understanding of narrative textual organization. The student will write a mixture of fictional and non-fictional narrative and poetic texts that broaden basic productive vocabulary through creative and varied noun, verb, adjective and adverb usage.

FOR GRADING YOU WILL NEED: Writing Assessment Rubric and a Cover Sheet

ACTIVITIES FOR EACH WEEK:

1. 5 personal journal entries, one page per work session. Use the wonderful book Speaking of Journals for ideas and uses of the personal journal/ (copies of the needed pages are in a folder, with the teacher. Also, please feel free to refer to any one of the books we have for ideas.

2. 3 pages of Fresh Writing to be turned in every section. Revising begins after the teacher has looked at it, but by Monday (the following) for sure. If no revising takes place, 80% is the highest score that can be given. Read; work with another student writer, revise and rewrite. **NUMBER YOUR ASSIGNMENTS AND DRAFTS.**

3. **REQUIRED FOR EACH SECTION:** Mandatory reading aloud of something you have written during the week. This can be with another writing student, the teacher or the principal.

4. **VOCABULARY:** tests with each section, then the weekly words: 10 new words with definitions, spellings, sentences, all belong in your journal.

5. Keep your writing folder up to date.

6. Other reading and writing assignments will be given in class for which you will also be responsible---FRESH ideas. "Mini-lessons" are included in each section, from WRITER'S MIND and other handouts.

7. Two outside books have to be read and written about each semester. (Our choice/ approval)

MATERIALS YOU WILL NEED:

1. Blank folder for containing and maintaining all your writings.
2. Storage disc for all work done on a computer
3. Blank paper on which you can write when you do not have access to a computer.
4. Vocabulary worksheets and ancillary materials
5. Have one of the books you are reading with you at all times.....you never know when you are going to have a chance to read a little (or a lot).
6. Handouts from WRITER'S MIND to use for new lesson materials
7. BOOK to for outside reading assignment.

FRESH WRITING

SECTION ONE: Assessment of self as a writer and what you hope to achieve in this class.

- A. WRITE three pages of FRESH WRITING about the entitled subject. Revise, edit and rewrite.
- B. READ: chapters 1 -- 4 in Writer's Mind and answer any questions asked in your writer's journal.
- C. VOCABULARY words for the section; words, definitions and sentences written in your journal. QUIZ
- D. READ outside book and begin notes and observations on your book.
- E. JOURNALS are checked for completion.

SECTION TWO: Writer's Mind

- A. READ chapters 5,6,& 7. Answer questions and CHOOSE something from the ends of the chapters to write about.
- B. WRITE three pages of fresh writing from an idea you have come up with in this reading. Revise, edit and rewrite.
- C. VOCABULARY; Write the ten new words in your notebook along with the definitions and sentences. QUIZ
- D. READ your outside book, take and make notes in your reader's journal.
- E. JOURNALS are checked for completion.

SECTION THREE: Historical Writing....and case histories

- A. READ chapters 8,9, 10 in Writer's Mind
- B. WRITE three pages of Fresh Writing, perhaps a topic from the end of one of the reading chapters.
- C. VOCABULARY: 10 new words, write the words, the definitions, and original sentences. QUIZ
- D. READ your outside book, take and make notes in your reader's journal.
- E. JOURNALS are checked for completion.

SECTION FOUR: Poetry.....Sonnets, ballads, limericks, songs, and others.

- A. READ about writing different types of poetry, selections can be made from a variety of books: library and/or with approval of your teacher. B.
- WRITE three pages of fresh writing, try several genres of poetry
- C. VOCABULARY....10 new words, write the words, the definitions, original sentences. QUIZ
- D. READ your outside book, take and make notes in your reader's journal.
- E. JOURNALS are checked for completion.

SECTION FIVE: 1 TO 3 ACT PLAY

- A. READ several short (one through three acts) plays to get a feel for the writing style. Terms to know and use would be act, aside, stage direction, dialogue, scene, etc.
- B. WRITE notes on each of the plays you read, making observations on the properties (see above) of each play as well as the themes, content, characters.
- C. VOCABULARY: 10 new words: write the words, the definitions, and original sentences in your journal. QUIZ
- D. READ your outside book, take and make notes in your reader's journal.
- E. JOURNALS are checked for completion.
- F. BRAINSTORM ideas for your own play.

SECTION SIX: Three-Act Play

- A. WRITE the basic outline for your play, using notes and observations that you made in Section 5. ROUGH out the details, DIVIDE the play into acts as the action begins to take place, and FLESH OUT your characters. (That is, give them personality, involve them in the action, etc.)

- B. READ over your first draft, make revisions, edit and do rewrites and corrections. Here is where you will then write and then bring to final draft. TURN THIS DRAFT in to your teacher for his or her input and assessment.
- C. VOCABULARY: 10 new words : write the words, the definitions, the original sentences in your class notebook. QUIZ
- D. READ your outside book, take and make notes in your reader's journal.
- E. JOURNALS: are checked for completion.

SECTION SEVEN: Three Act Play: Revising and Editing

- A. READ another play, by a different author. Take and make notes on all aspects of the play: characters, theme, scenes, act divisions, etc..
- B. WRITE an analysis of this play using your notes and observations. COMPARE this play to the one you wrote for section six. What is similar? What is different?
- C. REVISE AND REWRITE the play you wrote, once again. Again, hand this version in as soon as you have made your changes and retyped.
- D. VOCABULARY: 10 new words: write the words, definitions, the original sentences in your class notebook. QUIZ.
- E. JOURNALS: are to be checked for completion.

SECTION EIGHT: Personal Reflection piece. A value learned and how.

- A. WRITE a list of things you have learned from other people (parents, teachers, friends, others). Go through this list and take out the values, the intangibles, and list them separately. (importance of love, friendship and its place in your life, for example)
- B. WRITE how you learned each of those values, in a separate column. Then....WRITE a paper in which you relate an incident that took place in your life that taught you a value. Write all the details of the incident down quickly, listing them as you remember them. Now WRITE this all into a 4 or 5 paragraph expository paper, giving it lots of your own personality and voice, focusing on what you learned from this incident. Include everyone who was involved.
- C. VOCABULARY: 10 new words : write the words, definitions, the original sentences in your class notebook. QUIZ
- D. READ your outside book, take notes and make observations in your reader's notebook.
- E. JOURNALS are to be checked for completion.

SECTION NINE: SHORT STORY....What is it and how do I write one?

- A. READ in Creating the Story by Rebecca Rule and Susan Wheeler, pages 13 through 31.
- B. WRITE in your writer's notebook, responses to at least FOUR of the exercises on pages 7, 8, and 9. (In Creating the Story)
- C. WRITE...summaries and responses to #5 on page 21, in your writer's notebook
- D. VOCABULARY: 10 new words : write the words, definitions, the original sentences in your class notebook. QUIZ.
- E. READ your outside book, take notes and make observations in your reader's notebook.
- F. JOURNALS are to be checked for completion.

SECTION TEN: CHARACTERIZATION....chapter in CTS..(Creating the Story)

- A. READ the chapter on characterization, pages 57 through 91. Take note and make observations in your reader's notebook.
- B. WRITE responses to several (3 at least) of the exercises at the end of some of the reading for A. (pages 57 through 91)
- C. SELECT ONE to become the subject of your own story and begin writing the story.
- D. VOCABULARY: 10 new words: write the words, definitions, the original sentences in your class notebook. QUIZ
- E. READ your outside book, take notes and make observations in your reader's notebook.
- F. JOURNALS: are to be checked for completion.

SECTION ELEVEN: Plot, Details, and Structure (In Creating the Story)

- A. READ: Pages 93 through 193.....AND read about different voices in Donald Murray's book Write to Learn.
- B. WRITE more on the story you started in section 10. Apply some of the things you've learned.
- C. VOCABULARY: 10 new words: write the words, definitions, the original sentences in your class notebook QUIZ.
- D. READ your outside book, take notes and make observations in your reader's notebook.
- E. JOURNALS: are to be checked for completion.

SECTION TWELVE: Point of View and Theme....What are they and why are they important?

- A. READ pages 179 through 193 AND pages 205 through 214. Take notes and make observations in your reader's notebook.
- B. WRITE more on the story you started in section 10. Apply more of what you have learned from your reading...obvious further developing point of view and meaning (theme).
- C. VOCABULARY: 10 new words: write the words, definitions, and the original sentences in your class notebook. QUIZ.
- D. READ your outside book, take notes and make observations in your reader's notebook.
- E. JOURNALS: are to be checked for completion.

SECTION THIRTEEN: Interviewing for Information

- A. READ pages 100 through 116 in On Writing Well by William Zinsser. Take notes and make observations on your readings in your writer's notebook.
- B. WRITE.....your story as started in section 10. Bring this story to final draft and hand it in to your teacher. (that means: revise, edit, rewrite and type)
- C. VOCABULARY: 10 new words, write the words, definitions, the original sentences in your class notebook. QUIZ.
- D. READ your outside book, take notes and make observations in your reader's notebook.
- E. JOURNALS: are to be checked for completion.

SECTION FOURTEEN: What to do with the information gathered in an interview

- A. READ: the notes you made on the interview chapter for section 13. Who are you going to interview for this project and why?
- B. WRITE the questions you will need to get as much information as needed for the purpose of this project. ALSO WRITE the goals you have for this project: what do you hope to accomplish with this exercise/project?
- C. REVISE AND REWRITE THE SHORT STORY ONE MORE TIME...turning it back in to your teacher, fully redone and retyped.
- D. VOCABULARY: 10 new words: write the words, definitions, and the original sentences in your class notebook. QUIZ.
- E. READ your outside book, take notes and make observations in your reader's notebook.
- F. JOURNALS: are to be checked for completion.

SECTION FIFTEEN: Writing and Interviewing and Case Studies

- A. READ all the notes taken during your interview. PLAN how you will write this interview information into a narrative essay about this person, BASED ON the goals you have for this assignment.
- B. WRITE the narrative essay about your subject. Use the writing process, allow your voice and your subject's personality to show. This writing should be at least 5 paragraphs.
- C. REWRITE after revising and editing your narrative. HAND IN the revised draft.
- D. VOCABULARY: 10 new words, write the words, definitions, the original sentences in your class notebook. QUIZ.
- E. READ your outside book, take notes and make observations in your reader's notebook.
- F. JOURNALS: are to be checked for completion.

SECTION SIXTEEN: Completion and Compilation of Project

- A. READ about case studies and organized interviews.
- B. WRITE AND REWRITE your own narrative essay as done for section 15.
- C. VOCABULARY: 10 new words, write the words, the definitions, the original sentences in your class notebook. QUIZ.
- D. READ your outside book, take notes and make observations in your reader's notebook.
- E. JOURNALS: are to be checked for completion.

SECTION SEVENTEEN: Memoir Writing

- A. READ pages 133 through 147 in Zinsser's book On Writing Well. Take notes and make observations on the reading material.
- B. BRAINSTORM with paper and pen. WRITE about yourself in the manner or Mr. Zinsser.....using the principles of the memoir as a style, following the chapter you have just read above in A.
- C. VOCABULARY: 10 new words, write the words, definitions, the original sentences in your class notebook. QUIZ.
- D. READ: your outside book, take notes and make observations in your reader's notebook.
- E. JOURNALS: are to be checked for completion.

SECTION EIGHTEEN Completion and Publishing of Memoir; Compile Portfolio of the Class

- A. READ, REVISE, AND EDIT your memoir after your teacher and one other person have read it and responded to it. (parent, for example)
- B. REWRITE the paper again, handing it back in with the original paper. TYPED. Your teacher needs to see changes and improvements between all the drafts.
- C. WRITE the final paper for your outside book, per your teacher's directions.
- D. FINAL VOCABULARY TEST
- E. COMPILE a portfolio off all of the writing you have done for this class and put it into a single folder. The work should be in the order in which it was assigned.
- F. HAND IN: portfolio, class notebook with vocabulary, personal journals, outside reading notebook. ALL has to be handed in if you are to receive credit.

THESE ARE THE FOUR SECTIONS THAT WILL BE DONE IF THE STUDENT IS NOT INTERESTED IN DOING THE INTERVIEWING AND CASE STUDIES PROJECT. ALSO-----THIS IS WHERE INDIVIDUAL WRITING DIFFICULTIES ARE GIVEN THE TIME AND SPACE FOR WORK. (This would be determined by the teacher.)

SECTION THIRTEEN: Scenes in Dramatic Episodes

- A. READ pages 137 through 143 in Creating the Story by Rule and Wheeler. Take notes and make observations on the material in these pages, in your writer's notebook.
- B. WRITE out the required responses to numbers 1 and 2 activities on page 144. Follow directions as given in the text. Use the computer if you prefer.
- C. VOCABULARY
- D. READ
- E. JOURNALS

SECTION FOURTEEN: Further Work With Scenes

- A. READ page 137 in CTS.
- B. WRITE responses to the questions, in paragraph form.... for #3, pg.144. Use the computer if you prefer.
- C. VOCABULARY
- D. READ See directions on previous page for C, D, and E
- E. JOURNALS

SECTION FIFTEEN: Choosing the Past or the Present Tense: Working with Time

- A. READ pages 145 and 146 in Rule and Wheeler's book, CTS. Take notes and make observations on this material...in your writer's notebook.
- B. WRITE: out the requested responses to Numbers 1 and 2 exercises on page 146. Follow the directions for the writings, using the computer if you prefer.
- C. VOCABULARY
- D. READ See directions on previous page for C, D, and E
- E. JOURNALS

SECTION SIXTEEN More Work with Time: Flashbacks

- A. READ pages 161 through 165 in Creating The Story. Take notes and make observations in your writer's notebook.
- B. WRITE AND READ according to the directions for TWO of the exercises on pages 164 and 165. Follow directions carefully and you may type the written parts.
- C. VOCABULARY
- D. READ See directions on previous page for C, D, and E
- E. JOURNALS

SECTIONS SEVENTEEN AND EIGHTEEN ARE SAME AS THOSE ON PG. 8.