Writing Workshop

Content Area: **English Language Arts**
Course(s): **English Language Arts, Generic District Course**
Time Period: **Generic Time Period**
Length: **Weeks**
Status: **Published**

Unit Overview

Students will engage in daily writing in a variety of modes—narrative, expository, persuasive, confessional, and creative.

NOTE: Open-ended questions pertaining to literature require responses that incorporate many of the principles and skills that students learn in Writing Workshop. Indeed, students apply the Writing Workshop model throughout the school year as they write responses to literature-related questions. Instruction and activities related to writing about literature, however, are not included in this unit, but appear prominently in units related to literature.

Standards

CCSS.ELA-Literacy.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-Literacy.W.8.1.a	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
CCSS.ELA-Literacy.W.8.1.b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CCSS.ELA-Literacy.W.8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.8.1.d	Establish and maintain a formal style.
CCSS.ELA-Literacy.W.8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-Literacy.W.8.2.a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.8.2.b	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CCSS.ELA-Literacy.W.8.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
CCSS.ELA-Literacy.W.8.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.8.2.e	Establish and maintain a formal style.

CCSS.ELA-Literacy.W.8.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CCSS.ELA-Literacy.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
CCSS.ELA-Literacy.W.8.3.a	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CCSS.ELA-Literacy.W.8.3.b	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
CCSS.ELA-Literacy.W.8.3.c	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
CCSS.ELA-Literacy.W.8.3.d	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
CCSS.ELA-Literacy.W.8.3.e	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CCSS.ELA-Literacy.W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CCSS.ELA-Literacy.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
CCSS.ELA-Literacy.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CCSS.ELA-Literacy.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.8.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions

How do higher-order thinking skills improve and enhance one's writing?

How can one incorporate non-literal elements into one's writing?

How do conventions and techniques vary between modes of writing?

Why do neatness, organization, skills, tone, and voice all make an impression on a reader?

How can one make a personal investment in what one writes and make it truly meaningful to oneself?

Application of Knowledge and Skills...

Students will know that...

Key Words: prewriting, composition, proofreading, critiquing, peer-review, revising, editing, self-assessment, argumentative/persuasive writing, personal essay, informative writing, narrative writing, creative writing, writing for enjoyment

ELECTIVE PROJECTS

Students will know:

-that writing can be more than merely a classroom task.

-that written passages can reflect and enhance the interests and aspirations of the writer.

-that the conventions of writing need not confine a writer; that these conventions can assist and enrich the process.

-the advantages and intrinsic rewards that come from genuine engagement with a writing task.

ARGUMENTATIVE AND PERSUASIVE ESSAYS

Students will know:

-the essential structure and organization of an essay intended to argue or persuade.

-the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay.

-the importance of framing an argument with facts.

-the practice of using reasons when writing to persuade.

-advanced strategies that ensure proper style, tone, and voice.

-a list of transition words and phrases and places where such words and phrases are helpful.

-strategies that enable them to produce essays in varying allotments of time.

-that critical analysis of their ideas and their written product is essential to the composition of a compelling

argument.

-the advantages and benefits of peer review.

PERSONAL ESSAYS

Students will know:

-the essential structure and organization of a personal essay.

-the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a compelling and interesting essay.

-advanced strategies that ensure proper style, tone, and voice.

-a list of transition words and phrases and places where such words and phrases are helpful.

-strategies that enable them to produce essays in varying allotments of time.

-strategies to assess objectively the effect on one's subjective written experiences on a reader.

-the advantages and benefits of peer review.

INFORMATIVE WRITING

Students will know:

-the essential structure and organization of an informative essay or research paper.

-the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay.

-advanced strategies that ensure proper style, tone, and voice.

-a list of transition words and phrases and places where such words and phrases are helpful.

-strategies and resources for conducting research on a variety of topics.

-indicators of relevance and reliability in research sources.

-that critical analysis of their ideas and their written product is essential to the composition of an informative piece of writing.

-the advantages and benefits of peer review.

NARRATIVE WRITING

Students will know:

-the basic conventions of spelling, grammar, capitalization, and punctuation necessary for clear transmission of a story to a reader.

-the essential structure and organization of a story.

-advanced strategies that enhance creative style, tone, dialogue, and voice.

-a list of literary devices that can impart figurative flair to a story.

-strategies that enable them to produce stories in varying allotments of time.

-that critical analysis of their ideas and their written product is essential to the composition of an artful story.

-the advantages and benefits of peer review.

- -a list of literary devices that can impart figurative flair to a story.
- -a list of transition words and phrases and places where such words and phrases are helpful.
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- -advanced strategies that enhance creative style, tone, dialogue, and voice.
- -advanced strategies that ensure proper style, tone, and voice.
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- -advanced strategies that ensure proper style, tone, and voice.
- -indicators of relevance and reliability in research sources.
- -strategies and resources for conducting research on a variety of topics.
- -strategies that enable them to produce essays in varying allotments of time.
- -strategies that enable them to produce essays in varying allotments of time.
- -strategies that enable them to produce stories in varying allotments of time.
- -strategies to assess objectively the effect on one's subjective written experiences on a reader.
- -that critical analysis of their ideas and their written product is essential to the composition of a compelling argument.
- -that critical analysis of their ideas and their written product is essential to the composition of an artful story.
- -that critical analysis of their ideas and their written product is essential to the composition of an

informative piece of writing.

- -that the conventions of writing need not confine a writer; that these conventions can assist and enrich the process.
- -that writing can be more than merely a classroom task.
- -that written passages can reflect and enhance the interests and aspirations of the writer.
- -the advantages and benefits of peer review.
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- -the advantages and intrinsic rewards that come from genuine engagement with a writing task.
- -the basic conventions of spelling, grammar, capitalization, and punctuation necessary for clear transmission of a story to a reader.
- -the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a compelling and interesting essay.
- -the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay.
- -the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay.
- -the essential structure and organization of a personal essay.
- -the essential structure and organization of a story.
- -the essential structure and organization of an essay intended to argue or persuade.
- -the essential structure and organization of an informative essay or research paper.
- -the importance of framing an argument with facts.
- -the practice of using reasons when writing to persuade.
- ARGUMENTATIVE AND PERSUASIVE ESSAYS
- ELECTIVE PROJECTS
- INFORMATIVE WRITING
- Key Words: prewriting, composition, proofreading, critiquing, peer-review, revising, editing, self-assessment, argumentative/persuasive writing, personal essay, informative writing, narrative writing, creative writing, writing for enjoyment
- NARRATIVE WRITING
- PERSONAL ESSAYS

Students will be skilled at...

ELECTIVE PROJECTS

Students will be able to:

-derive enjoyment from writing.

-use writing as an activity that assists them in pursuing their interests.

-apply techniques and conventions appropriate to each mode of writing, to their own developing styles, and to various audiences.

-take a true stake in what they write, make personal connections to their topics, internalize high personal standards for their writing, and demonstrate an intrinsic motivation to put forth their best work.

ARGUMENTATIVE AND PERSUASIVE ESSAYS

Students will be able to:

-structure and organize an essay in a persuasive manner.

-recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay.

-frame an argument with facts derived from material they have read.

-use reasons when writing to persuade.

-develop, apply, and internalize advanced strategies that ensure proper style, tone, and voice.

-use transition words and phrases in places where such words and phrases are helpful.

-write effective essays that are concise or comprehensive, depending on the time allowed.

-analyze and revise their ideas and their written products.

-engage in and benefit from peer review when they have the opportunity.

PERSONAL ESSAYS

Students will be able to:

-structure and organize an essay in a manner that optimally conveys personal experience or conviction.

-recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a compelling essay.

-develop, apply, and internalize advanced strategies that ensure proper style, tone, and voice.

-use transition words and phrases in places where such words and phrases are helpful.

-write effective essays that are concise or comprehensive, depending on the time allowed.

-analyze and revise their ideas and their written products.

-engage in and benefit from peer review when they have the opportunity.

INFORMATIVE WRITING

Students will be able to:

-structure and organize an essay or research project in a manner that effectively and clearly conveys information.

-recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay.

-develop, apply, and internalize advanced strategies that ensure proper style, tone, and voice.

-use transition words and phrases in places where such words and phrases are helpful.

-draw information from a wide variety of text and digital sources.

-assess the relevance and validity of information they find in their research.

-evaluate their own work according to specifications of a scoring rubric and according to their high expectations for themselves.

-engage in and benefit from peer review when they have the opportunity.

NARRATIVE WRITING

Students will be able to:

-structure and organize a story in a manner that effectively and artfully moves the reader.

-recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for a worthwhile product.

-develop, apply, and internalize advanced strategies that ensure proper style, tone, dialogue and voice.

-use literary tropes in original and creative ways.

-write effective stories that are concise or elaborate, depending on the time allowed.

-evaluate their own work according to specifications of a scoring rubric and according to their high expectations for themselves.

-engage in and benefit from peer review when they have the opportunity.

- -analyze and revise their ideas and their written products.
- -analyze and revise their ideas and their written products.
- -apply techniques and conventions appropriate to each mode of writing, to their own developing styles, and to various audiences.
- -assess the relevance and validity of information they find in their research.
- -derive enjoyment from writing.
- -develop, apply, and internalize advanced strategies that ensure proper style, tone, and voice.
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- -develop, apply, and internalize advanced strategies that ensure proper style, tone, dialogue and voice.
- -draw information from a wide variety of text and digital sources.
- -engage in and benefit from peer review when they have the opportunity.
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- -evaluate their own work according to specifications of a scoring rubric and according to their high expectations for themselves.
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- -frame an argument with facts derived from material they have read.
- -recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for a worthwhile product.
- -recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a compelling essay.
- -recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay.
- -recall, apply, and optimize the basic conventions of spelling, grammar, capitalization, and punctuation necessary for the composition of a credible essay.
- -structure and organize a story in a manner that effectively and artfully moves the reader.
- -structure and organize an essay in a manner that optimally conveys personal experience or conviction.
- -structure and organize an essay in a persuasive manner.
- -structure and organize an essay or research project in a manner that effectively and clearly conveys information.
- -take a true stake in what they write, make personal connections to their topics, internalize high personal standards for their writing, and demonstrate an intrinsic motivation to put forth their best work.

- -use literary tropes in original and creative ways.
- -use reasons when writing to persuade.
- -use transition words and phrases in places where such words and phrases are helpful.
- -use transition words and phrases in places where such words and phrases are helpful.
- -use transition words and phrases in places where such words and phrases are helpful.
- -use writing as an activity that assists them in pursuing their interests.
- -write effective essays that are concise or comprehensive, depending on the time allowed.
- -write effective essays that are concise or comprehensive, depending on the time allowed.
- -write effective stories that are concise or elaborate, depending on the time allowed.
- ARGUMENTATIVE AND PERSUASIVE ESSAYS
- ELECTIVE PROJECTS
- INFORMATIVE WRITING
- NARRATIVE WRITING
- PERSONAL ESSAYS

Assessments

Elective Projects, Cycles 1, 2, and 3
Formative: Personal Project

For each of the three Writing Workshop cycles, the elective project is the first category of writing addressed. Students receive a wide array of ideas from the teacher and from each other. In consultation with their peers and the teacher, each student formulates an idea, proposes a project, and works at his or her pace.

Often, these projects take the form of something that cannot be completed within a two-week time frame. The assessment in such a case would be formative. Depending on the type of project, students may choose to continue working on the same projects in Cycles 2 and 3.

Argumentative/Persuasive Essay, Cycles 1, 2, 3
Summative: Extended Essay

For each of the three Writing Workshop cycles, argumentative and persuasive essays are the second category of writing included.

During each cycle, three pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).

One piece of the three is chosen at random, and students receive a score during their summative conferences with the teacher.

ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.

Personal Essay, Cycles 1, 2, 3
Extended Essay

For each of the three Writing Workshop cycles, personal essays are the third category of writing addressed.

During each cycle, three personal essays are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).

One piece of the three is chosen at random, and students receive a score during their summative conferences with the teacher.

ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.

Informative Essay, Cycles 1, 2, 3
Summative: Extended Essay

For each of the three Writing Workshop cycles, informative essays are the fourth category of writing included.

During each cycle, three informative pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).

One piece of the three is chosen at random, and students receive a score during their summative conferences with the teacher.

ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.

Narrative Writing, Cycles 1, 2, 3
Narrative Writing Assignment

For each of the three Writing Workshop cycles, narrative pieces are the final category of writing addressed.

During each cycle, three narrative pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).

One piece of the three is chosen at random, and students receive a score during their summative conferences with the teacher.

ALL SUBMITTED WORK WILL GO INTO INDIVIDUAL STUDENT PORTFOLIOS.

UbD Writing Workshop Elective Rubric.doc
UbD Writing Workshop Essay Rubric.doc
UbD Writing Workshop Narrative Rubric.doc

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- Argumentative/Persuasive Essay, Cycles 1, 2, 3
- During each cycle, three informative pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).
- During each cycle, three narrative pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).
- During each cycle, three personal essays are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).
- During each cycle, three pieces are assigned, and students receive an overall score for conscientious completion of the three (see Conscientious Completion Rubric).
- Elective Projects, Cycles 1, 2, and 3
- Extended Essay
- For each of the three Writing Workshop cycles, argumentative and persuasive essays are the second category of writing included.

- For each of the three Writing Workshop cycles, informative essays are the fourth category of writing included.
- For each of the three Writing Workshop cycles, narrative pieces are the final category of writing addressed.
- For each of the three Writing Workshop cycles, personal essays are the third category of writing addressed.
- For each of the three Writing Workshop cycles, the elective project is the first category of writing addressed. Students receive a wide array of ideas from the teacher and from each other. In consultation with their peers and the teacher, each student formulates an idea, proposes a project, and works at his or her pace.
- Formative: Personal Project
- Informative Essay, Cycles 1, 2, 3
- Narrative Writing Assignment
- Narrative Writing, Cycles 1, 2, 3
- Often, these projects take the form of something that cannot be completed within a two-week time frame. The assessment in such a case would be formative. Depending on the type of project, students may choose to continue working on the same projects in Cycles 2 and 3.
- One piece of the three is chosen at random, and students receive a score during their summative conferences with the teacher.
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- One piece of the three is chosen at random, and students receive a score during their summative conferences with the teacher.
- Personal Essay, Cycles 1, 2, 3
- Summative: Extended Essay
- Summative: Extended Essay

Activities

During the Writing Workshop Orientation:

Students receive, read, and discuss the Style Guidelines.

The teacher explains the general scheme of the year's three Writing Workshop Cycles and how each writing category is addressed in each Cycle.

The teacher explains the daily class scheme: 1) Technical notes/student questions; 2) Writing and conferences; 3) Class discussion of emerging concerns and challenges.

At the Beginning of Each Category in Cycle 1:

Students review and discuss the Style Guidelines.

Students receive guides and samples for the current category of writing. After a class discussion of these materials, students work in their Literature Circle groups in order to discuss the writing assignments for the category. They list and discuss among themselves questions, concerns, and salient challenges. Each group has an opportunity to present these items to the class at large. The teacher facilitates both small- and large-group discussions.

Students receive a deadline for the writing assignment(s) related to the current category.

At the Beginning of Each Category in Cycles 2 and 3:

Students review and discuss the Style Guidelines.

Students review their guides and samples for the current category of writing. *They also review their work from the previous cycles*. After a class discussion of these materials, students assemble into Literature Circle groups in order to discuss the writing assignments for the category. They list and discuss among themselves questions, concerns, and salient challenges. *Students also determine individually what priorities they have for improvement over their work in the last cycle*. Each group has an opportunity to present these items to the class at large. The teacher facilitates both small- and large-group discussions.

Students receive a deadline for the writing assignment(s) related to the current category.

Additional Concepts and Instruction:

Advanced writing topics and prompts

Advanced instruction and examples illustrating the concept of voice in various modes of writing

Advanced instruction and examples illustrating the concepts of mood and tone, targeting both to the topic and the audience

Advanced instruction and examples illustrating the fusion of different writing modes, as in narrative and personal

Advanced peer investigation into the literature and reading that influences each student's writing

Advanced investigation of style standards (including concepts from Strunk and White's *The Elements of Style*) for further refinement of writing conventions

Profile of editorial and publication standards and formats other than MLA (e.g., APA and Chicago)

Investigation into editorial and publication history, illustrating the emergence of modern conventions in writing

Daily Activities

Technical notes: direct instruction and review of topics requested by students or deemed necessary by the teacher.

Writing and conferences: students engage in the writing process; students may request permission to have formative conferences with each other or with the teacher.

Conclusion: students explain difficulties or successes they are having.

Activities to Differentiate Instruction

Instruction for each category of writing is provided verbally and is distributed on paper in the forms of samples, guides, and rubrics.

Students have a variety of options regarding the form of their submissions: they may write out their assignments by hand, they may type their assignments and print them out, or they may submit their work electronically. This accommodates varying tastes and persuasions, and it enables students with poor

handwriting to submit a more legible product.

Instruction comes from various sources (direct instruction by teacher, classroom discussion among students in both small and large groups), and subsequent activities occur in various modes (direct practice, peer reviews, formative conferences with the teacher), providing for thorough overlap and a variety of instructional strategies.

Instruction and activities take place in three cycles, providing continuous review and practice throughout the year.

Peer reviews and conferences pair students of varying ability to accommodate styles and facilitate learning.

Individual conferences with the teacher provide enhanced time to attend to individual students' needs.

Integrated/Cross-Disciplinary Instruction

Argumentative/persuasive essay topics often draw from current events, integrating objectives and learning experiences from social studies and science.

Personal essay topics include the interpretation of famous quotes from notable figures in the fields of arts and science, as well as from famous historical people.

Informative essay topics draw from a range of content areas, particularly environmental science and statistics.

Elective projects permit students the freedom to investigate interests across the curriculum.

Editorial and literary history (social studies/world language)

Academic/technical composition and publication examples (mathematics/science)

Scripts, typography, and evolutionary alphabetics (world language)

Resources

Style Guidelines

Writing guides, samples, and assessment rubrics for the following categories of writing:

- Elective Project
- Argumentative/Persuasive Essays
- Personal Essays
- Informative Essays
- Narrative Writing

Teacher Website (for assignments, due dates, and expectations)

Pearson Prentice Hall *Writing and Grammar Workbook*

Pearson Prentice Hall *Writing Coach*

Pearson Prentice Hall *Writing Coach ExamView* CD-ROM

- http://www.ttms.org/writing_quality/voice.htm (for advanced instruction in the concept of voice in writing)

- http://ourenglishclass.net/class-notes/writing/the-writing-process/craft/tone-and-mood/ (for advanced lessons on mood and tone in writing)

Strunk, William, Jr. and E. B. White. *The Elements of Style*, Fourth Edition. New York: Longman, 1999.

- http://www.apastyle.org/ (manuscript guidelines for the American Psychological Association)

- http://www.chicagomanualofstyle.org/home.html (manuscript guidelines for Chicago-style formatting)

- http://writing.colostate.edu/guides/processes/onlinepub/pop2a.cfm (history of publishing)

- http://www.pointlessart.com/education/loyalist/typetalk/garamond/history.html (history of typography)

- UbD Writing Workshop Style Guidelines.doc
- UbD Writing Workshop Elective Guide.doc
- UbD Writing Workshop Persuasive Guide.doc
- UbD Writing Workshop Personal Guide 1.doc
- UbD Writing Workshop Personal Guide 2.doc
- UbD Writing Workshop Informative Guide.doc
- UbD Writing Workshop Narrative Guide.doc