

**Curriculum Map: Writer's Workshop I**  
**Cochranon Junior-Senior High School**  
**English Elective**

Course Description: This course is designed for both the inexperienced writer and the writer who wishes to polish his/her skills. The first objective is to help the beginning writer overcome the resistance to writing on a regular basis; this is accomplished with daily writing exercises. Another objective is to read the works of published writers as models for class writing. This also introduces the student to several different genres. Longer assignments stress a step-by-step pre-writing and writing processes. These processes include attention to mechanics and usage as the need develops in student writing. By the end of the year, the student will have had an introduction to analyzing writing style and producing original poems, short stories, and nonfiction pieces such as satires and essays. Also, students will regularly write to contribute to the school newspaper.

**Unit Title:**

Fiction Writing

**Suggested time frame:**

On-going throughout the year

**Standards:**

CC.1.4.9-12: **Writing:** Students write for different purposes and audiences.

Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.9-12: **Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Essential Questions:**

How do the various writing elements affect a piece of short fiction?  
How does a reader determine the quality of a piece of short fiction?

Competency	Vocabulary	Strategy	Resource
<p><i>The Students Will Be Able to...</i></p> <ul style="list-style-type: none"> <li>- write narratives to develop real or imaginary experiences or events using effective technique, vivid details, and well-structured organization</li> <li>- write regularly for extended time frames (multi- day/week assignments)</li> <li>- write regularly in shorter time frames (a single class, or portion of class)</li> <li>- write for a variety of tasks, purposes, and audiences</li> </ul>	<ul style="list-style-type: none"> <li>- Writing Process (Prewriting, Drafting, Editing, Revising, Publishing)</li> <li>- focus, content, organization, style, conventions</li> <li>- literary elements (character, plot, setting, theme, point of view)</li> </ul>	<ul style="list-style-type: none"> <li>- Independent reading</li> <li>- Read aloud</li> <li>- whole class discussions</li> <li>- formal presentations</li> <li>-graphic organizers/diagrams</li> <li>- daily writing (may include, but not limited to: quote quick writes, journaling, response writing to word/image/emotion, etc)</li> <li>- utilizing all parts of the writing process (Prewriting, Drafting, Editing, Revising, Publishing)</li> <li>- utilizing different styles of</li> </ul>	<p><i>may include, but not limited to:</i></p> <ul style="list-style-type: none"> <li>- Kelly Gallagher <a href="#"><u>Write Like This</u></a></li> <li>- John Gardner <a href="#"><u>The Art of Fiction</u></a></li> <li>- Roy Peter Clark <a href="#"><u>Writing Tools</u></a></li> <li>- Shelley Tucker <a href="#"><u>Writing Poetry</u></a></li> <li>- The San Francisco Writers' Grotto <a href="#"><u>642 Things to Write About</u></a></li> <li>- Paula LaRocque <a href="#"><u>The Book on Writing</u></a></li> </ul>

<ul style="list-style-type: none"><li>- continue to develop command of conventions (capitalization, punctuation, spelling)</li><li>- continue to develop understanding in how language functions in different contexts (meaning and style)</li><li>- continue to develop and strengthen writing through the Writing Process</li><li>- utilize creative thinking within topics of writing</li></ul>		the fiction genre (may include, but not limited to: creative writing, poetry, short stories, etc)	<ul style="list-style-type: none"><li>- writing contest opportunities</li></ul>
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**Unit Title:** Non-fiction Writing  
**Suggested time frame:** on-going, throughout the year

**Standards:** CC.1.4.9-12: **Writing:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.  
 CC.1.5.9-12: **Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Essential Questions:** Why is nonfiction relevant?  
 How does an author differentiate between fact and fiction?  
 How does an author determine what questions to ask to produce universal truths/human condition?

Competency	Vocabulary	Strategy	Resource
<p><i>The Students Will Be Able to...</i></p> <ul style="list-style-type: none"> <li>- write non-fiction pieces to develop experiences or events using effective technique, vivid details, and well-structured organization</li> <li>- write regularly for extended time frames (multi- day/week assignments)</li> <li>- write regularly in shorter time frames (a single class,</li> </ul>	<ul style="list-style-type: none"> <li>- Writing Process (Prewriting, Drafting, Editing, Revising, Publishing)</li> <li>- focus, content, organization, style, conventions</li> <li>- autobiography</li> <li>- biography</li> <li>- diary/journal</li> <li>- essay</li> <li>- memoir</li> <li>- nonfiction</li> <li>- paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>- Independent reading</li> <li>- Read aloud</li> <li>- summative and formative assessments</li> <li>- whole class discussions</li> <li>- formal presentations</li> <li>-graphic organizers/diagrams</li> <li>-talking to the text</li> <li>-think-aloud</li> <li>-25- word summary</li> <li>- think-pair-share</li> <li>- various other reading</li> </ul>	<p><i>may include, but not limited to:</i></p> <ul style="list-style-type: none"> <li>- Kelly Gallagher <a href="#"><u>Write Like This</u></a></li> <li>- John Gardner <a href="#"><u>The Art of Fiction</u></a></li> <li>- Roy Peter Clark <a href="#"><u>Writing Tools</u></a></li> <li>- Shelley Tucker <a href="#"><u>Writing Poetry</u></a></li> <li>- The San Francisco Writers' Grotto <a href="#"><u>642 Things to Write</u></a></li> </ul>

<p>or portion of class)</p> <ul style="list-style-type: none"> <li>- write for a variety of tasks, purposes, and audiences</li> <li>- continue to develop command of conventions (capitalization, punctuation, spelling)</li> <li>- continue to develop understanding in how language functions in different contexts (meaning and style)</li> <li>- continue to develop and strengthen writing through the Writing Process</li> <li>- utilize creative thinking within topics of writing</li> </ul>	<ul style="list-style-type: none"> <li>- parenthetical citation</li> <li>- plagiarism</li> <li>- summarizing</li> <li>- works cited</li> <li>- editorial</li> <li>- inverted pyramid</li> </ul>	<p>strategies</p> <ul style="list-style-type: none"> <li>- paraphrasing</li> <li>- summarizing</li> <li>- daily writing (may include, but not limited to: quote quick writes, journaling, response writing to word/image/emotion, etc)</li> <li>- monthly news writing (<i>Cardinal Inquirer</i>)</li> <li>- regular newsletter writing (<i>Cardinal Tweet</i>)</li> </ul>	<p><u>About</u></p> <ul style="list-style-type: none"> <li>- Paula LaRocque <u>The Book on Writing</u></li> <li>- Melvin Mencher <u>News Reporting and Writing</u></li> <li>- <u>Journalism Matters</u> Glencoe</li> <li>- writing contest opportunities</li> </ul>
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**Unit Title:**

Writers on Writing/Model texts

**Suggested time frame:**

on-going, throughout the year

**Standards:**

CC.1.2.9-12: **Reading Informational Text:** Students read, understand, and respond to informational text – with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.9-12: **Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

CC.1.5.9-12: **Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**Essential Questions:**

What inspires writers to write?

What advice can be shared by published writers that is applicable to us?

What habits do published/professional writers have when it comes to writing?

Competency	Vocabulary	Strategy	Resource
<p><i>The Students Will Be Able to...</i></p> <ul style="list-style-type: none"> <li>- identify strategies used by published writers in the writing craft</li> <li>- examine inspiration that drives published writers</li> <li>- determine habits used by</li> </ul>	<ul style="list-style-type: none"> <li>- appeal</li> <li>- discipline</li> <li>- audience/demographics</li> <li>- purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Independent reading</li> <li>- Read aloud</li> <li>- summative and formative assessments</li> <li>- whole class discussions</li> <li>- formal presentations</li> <li>-graphic organizers/diagrams</li> <li>-talking to the text</li> </ul>	<p><i>may include, but not limited to:</i></p> <ul style="list-style-type: none"> <li>- <u>Writer's [on Writing]</u></li> <li>Collected Essays from <i>The New York Times</i></li> <li>- Anne Lamott <u>Bird by Bird</u></li> <li>- Stephen King <u>On Writing</u></li> <li>-</li> </ul>

<p>published writers when it comes to writing</p> <ul style="list-style-type: none"> <li>- begin to determine their inspirations, develop habits, and utilize gained information to assist in their writing processes</li> </ul>		<ul style="list-style-type: none"> <li>-think-aloud</li> <li>-25- word summary</li> <li>- think-pair-share</li> <li>- various other reading strategies</li> <li>- paraphrasing</li> <li>- summarizing</li> </ul>	<p><a href="https://www.brainpickings.org/2013/05/03/advice-on-writing/">https://www.brainpickings.org/2013/05/03/advice-on-writing/</a></p> <p>-</p> <p><a href="http://www.centerforfiction.org/forwriters/writers-on-writing/">http://www.centerforfiction.org/forwriters/writers-on-writing/</a></p> <p><a href="https://lithub.com/8-famous-writers-writing-about-not-writing/">https://lithub.com/8-famous-writers-writing-about-not-writing/</a></p> <p>-</p> <p><a href="http://wordsbyevanporter.com/writing-tips-from-famous-writers/">http://wordsbyevanporter.com/writing-tips-from-famous-writers/</a></p>
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