

Creative Writing Grade 10

Themes and Suggested Writing Applications

<p>First Quarter August 23 – October 29 Launching Writers' Workshop</p>	<p>Second Quarter November 3 – January 20 Writing Applications</p>	<p>Third Quarter January 24 – April 1 The Writing Process / Writer's Workshop</p>	<p>Fourth Quarter April 5 – June 9 Literary Magazine / Screen Writers' Workshop</p>
<p><b><u>Terminology Overview:</u></b> Anchor Papers Baseline writing assessment Prompt Grabbers Hooks Mentor text Synopsis Deconstruct Genre FOSC (focus, organization, support, conventions) Rubric Tiered vocabulary</p> <p>Narrative Expository Persuasive</p> <p>Planning Tools Anchor Papers</p> <p>Elements of Support 5 senses Figures of speech Vocabulary, affixes Collocation</p> <p><b>First Writing Assessment</b></p> <p>District Baseline Writing Prompt (Expository and Persuasive prompts)</p>	<p>Compare/contrast organizational designs for Narrative, Descriptive, Expository, and Persuasive essays</p> <p>Graphic organizers for planning the above essays</p> <p>The use of transitions in Narrative, Descriptive, Expository, and Persuasive essays</p> <p>Anchor Papers Great Beginnings/Endings Review and practice of elements of support Sentence patterns/sentence variety Punctuation Round Robin Reviews (Book Talks) Literature Circles</p> <p><b>Second Writing Assessment</b></p> <p><b><u>Suggested Mentor Texts:</u></b></p> <p><i>Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood (excerpt)</i> by Judith Ortiz Cofer</p> <p><i>The Story of an Hour</i> by Kate Chopin</p> <p><i>Dreaming in Cuban (excerpt)</i></p>	<p>Analysis of the Prompt (released prompts) Expository key words Persuasive key words Planning / Pacing</p> <p>Grabbers / Hooks Thesis statements/Conclusions Topic sentences/Body paragraphs Transitions (review) Vivid verbs and sensory details FIRES Counterargument and refutation Precise vocabulary/ Word arrays Show not Tell / Magnified Moments Diamond Paragraphs for sentence variety Review of Conventions <b><u>FCAT Writes (3/1/11-3/4/11)</u></b></p> <p><u>After FCAT Writes:</u> Analysis of SAT/ ACT Practice of SAT/ ACT writing strategies Poetry: rhythm, rhyme, alliteration, onomatopoeia Memoirs</p> <p>Collect samples for literary magazine</p> <p><b>Post-writing Test (if required)</b></p> <p><b><u>Suggested Mentor Texts:</u></b></p> <p><i>Immigration Blues, 1980</i></p>	<p><b><u>Literary Magazine</u></b> Publishing and design of literary magazines Arrange order and presentation of collected samples Sponsors Copyright permissions Integrating text and images</p> <p>Poetry Nights/Contests</p> <p><b><u>Screen Writers' Workshop</u></b> Putting It Together: Connecting Literature to Film Screenwriting terms and technology Film and Literature Analysis: Using Prediction Music selection/ Explanation sheet Film and Literary Analysis: Symbol Tally Sheet Diagetic and Nondiagetic uses of sound</p> <p><b><u>Writing Practice:</u></b> Selected from Creative Writing Resources; (teacher choice of Literary Magazine or Screenwriting option, or a combination)</p> <p><u>Young Writer Resources</u> <a href="http://www.elisacarbone.com">http://www.elisacarbone.com</a> / writers / resources.html</p>

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<p>Establish a protocol for publishing Begin to collect samples for literary magazine</p> <p><b>Suggested Mentor Texts:</b> <i>Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood (excerpt)</i> by Judith Ortiz Cofer</p> <p><i>The Story of an Hour</i> by Kate Chopin</p> <p><i>Dreaming in Cuban (excerpt)</i> by Cristina Garcia</p> <p><i>My Lord What A Morning, Ch. 2, "Life at Grandmother's"</i> by Marian Anderson</p> <p><i>Million Little Pieces (excerpts)</i> by James Frey</p> <p><i>Not Without My Daughter, Ch 1.</i> by Betty Mahmoody</p> <p><b>Writing Practice</b></p> <p>Laying the Foundations for State Reporting: Writing Assignments Preparing for FCAT Writes:</p>	<p>by Cristina Garcia</p> <p><i>My Lord What A Morning, Ch. 2, "Life at Grandmother's"</i> by Marian Anderson</p> <p><i>Million Little Pieces (excerpts)</i> by James Frey</p> <p><i>Not Without My Daughter, Ch 1.</i> by Betty Mahmoody</p> <p><b>Writing Practice</b></p> <p>Introductory paragraphs Support with appropriate transitions Sentence variety and conventions Editing and revision of expository essay Peer rubric scoring Whole group analysis of essays and rubric scores</p> <p><b>Young Writer Resources</b> <a href="http://www.elisacarbhone.com">http://www.elisacarbhone.com</a> / writers / resources.html</p> <p><b>Young Writers' Clubhouse</b> <a href="http://www.realkids.com">http://www.realkids.com</a> / home4.htm</p> <p><b>Young Writers' Society</b> <a href="http://www.youngwriterssociety.com">http://www.youngwriterssociety.com</a> /submissions.php</p>	<p>by William Archila</p> <p><i>The Spanish Grandmother</i> by Neil Raymond Ricco</p> <p><i>A Family of Poems</i> by Caroline Kennedy (selected excerpts)</p> <p><i>Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood (excerpt)</i> by Judith Ortiz Cofer</p> <p><i>The Story of an Hour</i> by Kate Chopin</p> <p><i>Dreaming in Cuban (excerpt)</i> by Cristina Garcia</p> <p><i>My Lord What A Morning</i> by Marian Anderson</p> <p><i>Million Little Pieces (excerpts)</i> by James Frey</p> <p><i>Not Without My Daughter</i> by Betty Mahmoody</p> <p><b>Writing Practice:</b></p> <p>Persuasive essay with integrated counterargument; "High class" (Tier 2) vocabulary; revised and edited; rubric-scored by peers</p>	<p><b>Young Writers' Clubhouse</b> <a href="http://www.realkids.com">http://www.realkids.com</a> / home4.htm</p> <p><b>Young Writers' Society</b> <a href="http://www.youngwriterssociety.com">http://www.youngwriterssociety.com</a> /submissions.php</p> <p><a href="http://www.writesmart.com">www.writesmart.com</a></p> <p><b>Media Links</b></p> <p><b>Evaluating Books, Articles, and Web Sites</b> <a href="http://libraries.maine.edu">http://libraries.maine.edu</a>/ manner / tutorials / Evaluating.asp</p> <p><b>Just Think</b> <a href="http://www.justthink.org">http://www.justthink.org</a> /</p> <p><b>Media Literacy Review</b> <a href="http://interact.uoregon.edu">http://interact.uoregon.edu</a> / MediaLit/ mir / home/ index.html</p> <p><b>Project Look Sharp: Evaluating Web Sites</b> <a href="http://www.ithaca.edu">http://www.ithaca.edu</a> / looksharp / resources_factfiction.php</p> <p><b>Short Story Elements</b> <a href="http://hrsbstaff">http://hrsbstaff</a>. Ednet.ns.ca /engramja / elements. html</p> <p><b>Professional Resources:</b></p>

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<p>Personal narrative Descriptive essay</p> <p>Young Writer Resources <a href="http://www.elisacarbone.com">http://www.elisacarbone.com</a> / writers / resources.html</p> <p>Young Writers' Clubhouse <a href="http://www.realkids.com">http://www.realkids.com</a> / home4.htm</p> <p>Young Writers' Society <a href="http://www.youngwriterssociety.com">http://www.youngwriterssociety.com</a> /submissions.php</p> <p><a href="http://www.writesmart.com">www.writesmart.com</a></p> <p><i>Measurement, Inc. (if required by school)</i></p> <p><b>Media Links</b></p> <p>Evaluating Books, Articles, and Web Sites <a href="http://libraries.maine.edu">http://libraries.maine.edu</a> / manner / tutorials / Evaluating.asp</p> <p>Just Think <a href="http://www.justthink.org/">http://www.justthink.org/</a></p> <p>Media Literacy Review <a href="http://interact.uoregon.edu">http://interact.uoregon.edu</a> / MediaLit/ mir / home/ index.html</p>	<p><a href="http://www.writesmart.com">www.writesmart.com</a></p> <p><i>Measurement, Inc. (if required by school)</i></p> <p><b>Media Links</b></p> <p>Evaluating Books, Articles, and Web Sites <a href="http://libraries.maine.edu">http://libraries.maine.edu</a> / manner / tutorials / Evaluating.asp</p> <p>Just Think <a href="http://www.justthink.org/">http://www.justthink.org/</a></p> <p>Media Literacy Review <a href="http://interact.uoregon.edu">http://interact.uoregon.edu</a> / MediaLit/ mir / home/ index.html</p> <p>Project Look Sharp: Evaluating Web Sites <a href="http://www.ithaca.edu">http://www.ithaca.edu</a> / looksharp / resources_factfiction.php</p> <p>Short Story Elements <a href="http://hrsbstaff.ednet.ns.ca">http://hrsbstaff.ednet.ns.ca</a> /engramja / elements. html</p> <p><b>Professional Resources:</b></p> <p><i>The Good Writers Kit, Hampton Brown</i></p> <p><i>Lessons Learned</i> <a href="http://www.fldoe.org">www.fldoe.org</a></p>	<p>Expository essay emphasizing intensive, strong support paragraphs; "High Class" (Tier 2) vocabulary; revised and edited; rubric-scored by peers</p> <p>After FCAT Writes: "My Grandmother" an original poem A Memoir of someone or something important</p> <p>Young Writer Resources <a href="http://www.elisacarbone.com">http://www.elisacarbone.com</a> / writers / resources.html</p> <p>Young Writers' Clubhouse <a href="http://www.realkids.com">http://www.realkids.com</a> / home4.htm</p> <p>Young Writers' Society <a href="http://www.youngwriterssociety.com">http://www.youngwriterssociety.com</a> /submissions.php</p> <p><b>Media Links</b></p> <p>Evaluating Books, Articles, and Web Sites <a href="http://libraries.maine.edu">http://libraries.maine.edu</a> / manner / tutorials / Evaluating.asp</p> <p>Just Think <a href="http://www.justthink.org/">http://www.justthink.org/</a></p> <p>Media Literacy Review <a href="http://interact.uoregon.edu">http://interact.uoregon.edu</a> / MediaLit/ mir</p>	<p><i>The Good Writers Kit, Hampton Brown</i></p> <p><i>Lessons Learned</i> <a href="http://www.fldoe.org">www.fldoe.org</a></p> <p><i>Writing Next</i> <a href="http://www.all4ed.org">www.all4ed.org</a></p> <p><i>Eats Shoots and Leaves</i> by Lynne Truss</p> <p><i>Teaching the Qualities of Writing</i> by JoAnn Portalupi &amp; Ralph Fletcher</p> <p><i>Mechanically Inclined</i> by Jeff Anderson</p> <p><i>Everyday Editing</i> by Jeff Anderson</p> <p><i>Word Wise &amp; Content Rich</i> by Douglas Fisher and Nancy Frey</p> <p><i>Bringing Words to Life</i> by Isabel Beck, Margaret McKeown and Linda Kukan</p> <p><i>Reviving the Essay</i> by Gretchen Bernabei <a href="http://www.trailofbreadcrumbs.net">www.trailofbreadcrumbs.net</a></p>

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