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| Writing Projects | |
| <input type="checkbox"/> Pest Control Wanted Poster | 17 |
| Jump start the students' descriptive writing experiences, emphasizing complete sentences, vivid language, and present tense verbs in this creative writing project. (3–4 days) | |
| <input type="checkbox"/> All About Me. | 24 |
| Teach students how to write autobiographical incident, biography, speculation about effects, evaluation, and poetry while reinforcing use of the present, past, and future tenses in narrative writing. (4–6 weeks) | |
| <input type="checkbox"/> Holidays with Homonyms | 45 |
| Teach students about awareness and correct use of homonyms in a student-generated, thematically based writing project. (2–3 weeks) | |
| <input type="checkbox"/> Academic Academy Awards | 53 |
| Teach students the use of past tense and past participles of irregular verbs in a student-generated writing project. Emphasize consistent verb usage in specific writing selections. (2–3 weeks) | |
| <input type="checkbox"/> Comic Book Project. | 62 |
| Teach students about fictional story writing, creating conflict, resolution, and sequential writing, action verbs, descriptive writing, onomatopoeia, and the comic-book format. (2–3 weeks) | |
| <input type="checkbox"/> Broadcast News | 77 |
| Lead students to explore broadcast journalism, emphasizing observation, report, problem and solution, evaluation, and story. Emphasize creative and critical thinking, depth, complexity, and novelty in writing. (3–4 weeks) | |
| <input type="checkbox"/> Magazine Magic | 96 |
| Lead students to experience eight writing styles—the short story, the feature article, the advice column, the book evaluation, the interview, the autobiographical incident, the observation article, and the play script. Integrate multiple intelligence theory in this student-generated project by using differentiated instruction to meet diverse learning styles and to develop skills and writing achievement in all language areas. (9–12 weeks) | |

Writing Conferences

Tips

As each article is taught, allow the students to write at their own pace. Conducting individual writing conferences on each article is suggested. Before conferencing, remind the students to proofread each article. Provide a private setting for each student writing conference. These conferences are to be used for student self-correction.

- ⇒ The teacher facilitates the writing conferences. During the conference, have the student read aloud what has been written. The student is expected to make all corrections with his pen, as guided by the teacher through the writing conference. If there is a convention error, prod the student to analyze where the correction is needed. For example, when the student has problems with comma punctuation, the teacher may ask the student to read the sentence aloud again (if it is an appropriate example) so the student might hear where the comma belongs.
- ⇒ If careless spelling or convention errors are noticed, the student will be requested to return, proofread, correct, and reschedule the next conference. This encourages students to become more competent with writing and proofreading. Since the writing process for students is varied, the teacher uses this time to be able to stagger scheduled student conferences.
- ⇒ A high expectation for the student to proofread carefully is established early at the beginning of each project. This keeps the student aware that he or she is the responsible party in the use of proper spelling, accurate syntax, and correct writing conventions.
- ⇒ The student and teacher will be able to see individual writing weaknesses since skill level varies from student to student. Curriculum compacting of skills that have been previously taught is utilized. Review time for isolated skill teaching is limited and used only during conferencing.
- ⇒ In-class writing conferences budget the teacher's time for correcting work with each student, so the student is able to understand how to transfer writing skills that have been taught to the project being developed.
- ⇒ A higher quality final product results from conferencing with each student. Primarily, this is because the student has already completed the major correcting. Therefore, the teacher can quickly skim over the final draft and grade the project since all the rough drafts have been read, corrected, revised, and rewritten for final copies.

Writing Conferences *(cont.)*

The writing portion of each project can be assessed through individual writing conferences. Each student should meet with the teacher individually and read the rough draft of his or her project. The student and the teacher use the guidelines below to improve writing proficiency before revising all final copies. Questions each student will answer include the following:

1. What do you like best about this project?
2. What selections need revisions?
3. What articles would benefit by choosing more advanced vocabulary words?
4. Would proofreading your selections more carefully eliminate any careless errors in spelling and punctuation?

Evaluation Guidelines

| | Voice | Word Choice | Content | Organization | Sentence Fluency | Conventions |
|----------|---|---|--|---|---|--|
| 4 | The writer speaks directly to the reader in a way that shows creative and original thought. | Word choices convey a real effort in expanded vocabulary usage. The writing has depth with full, rich language choices. | The project shows critical and creative thinking through the entire writing process. | The organization of the selection shows depth, variety, and novelty. | The student's writing flows well when read aloud. | The writer demonstrates a strong command of correct grammar and convention usage during paragraph development. |
| 3 | The writer shows ownership, confidence, and purpose. | The writing displays several instances of expanded vocabulary usage, mixed with a few common word choices. | The project keeps the reader's attention with several creative selections. | The order and structure of selections show correct syntax with appropriate topic sentences and supporting detail. | Sentences are generally well constructed without run-ons and fragments. | The writer demonstrates a basic command of correct grammar and convention usage during paragraph development. |
| 2 | The writer seems sincere but shows only basic knowledge of the topic. | The writing selection displays only a few instances of expanded vocabulary usage. | Development of the writing selections shows average effort, and the writing selections have been followed and completed. | The writer uses ordinary organization. | Sentences tend to be mechanical. | The writing contains a few misuses of grammar and writing conventions. |
| 1 | The product is acceptable but shows average effort. | The writing selection consists almost entirely of common, frequently used words. | The writing selection shows common and ordinary ideas. | The organization of the selection creates confusion for the reader. | Common sentences frequent the writing selection. | The writing contains several grammatical errors and misuses of writing conventions. |