

**Curriculum Map: Writer's Workshop III**  
**Cochranton Junior-Senior High School**  
**English Elective**

**Course Description:** Students will have the opportunity to do more advanced work with all the genre covered in Writer's Workshop I and II, specifically: nonfiction, which may include memoirs, persuasive essays, satires, interviews, and news articles; fiction, which may include short stories, chapters of a novel, and other short imaginative pieces. There will also be a unit on poetry. A writing portfolio will be required, and each student will be required to submit multiple pieces of writing for possible publication. We will use standard market reference books to analyze publications for target submissions. Frequent journal writings will be used to generate ideas for other pieces.

*Prerequisite:* Writer's Workshop I, Writer's Workshop II

**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?

<b>Competency</b>	<b>Vocabulary</b>	<b>Strategy</b>	<b>Resource</b>
<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, <b>Editing, Revising, Publishing</b>)</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>- peer editing</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, <b>Editing, Revising, Publishing</b>)</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>- <b>continue to develop and strengthen writing through the Writing Process-- more focus on editing, revising, and publishing</b></li> <li>- utilize creative thinking within topics of writing</li> </ul>		<ul style="list-style-type: none"> <li>- utilizing different styles of the fiction genre (may include, but not limited to: creative writing, poetry, short stories, etc)</li> </ul>	<ul style="list-style-type: none"> <li>- writing contest opportunities</li> </ul>
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**\* This course is a continuation from Writer’s Workshop II with a stronger emphasis on editing, revising, that will lead to publishing. Students will also be expected to write lengthier pieces with more in-depth development, and details that take a reader well-beyond the surface level. Students will also work to choose pieces to incorporate into a professional portfolio that could be utilized for (but not limited to) collegiate writing sample submissions, or writing-related work.**

**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, <b>Editing, Revising, Publishing</b>)</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>-25- word summary</li> <li>-peer editing</li> <li>- various other reading/writing strategies</li> <li>- paraphrasing</li> </ul>	<p><i>may include, but not limited to:</i></p> <ul style="list-style-type: none"> <li>- Kelly Gallagher <u>Write Like This</u></li> <li>- John Gardner <u>The Art of Fiction</u></li> <li>- Roy Peter Clark <u>Writing Tools</u></li> <li>- Shelley Tucker <u>Writing Poetry</u></li> <li>- The San Francisco Writers' Grotto <u>642 Things to Write</u></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>- <b>continue to develop and strengthen writing through the Writing Process-- more focus on editing, revising, and publishing</b></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>	<ul style="list-style-type: none"> <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> <li>- biweekly bathroom newsletter (<i>The Flush</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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**\* This course is a continuation from Writer’s Workshop II with a stronger emphasis on editing, revising, and publishing. Students will also be expected to write lengthier pieces with more in-depth development, and details that take a reader well-beyond the surface level. Development will continue through use of writing memoirs, persuasive essays, satires, as well as conducting interviews and reporting information. Students will be responsible assisting Writer’s Workshop II in developing content, designing, and editing the biweekly publication for our restrooms. Students will also hold the responsibility as head editor of the *Cardinal Inquirer* and *Cardinal Tweet*.**

**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>-<u>Writer’s Market</u></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>	<ul style="list-style-type: none"> <li>- <a href="https://www.brainpickings.org/2013/05/03/advice-on-writing/">https://www.brainpickings.org/2013/05/03/advice-on-writing/</a></li> <li>- <a href="http://www.centerforfiction.org/forwriters/writers-on-writing/">http://www.centerforfiction.org/forwriters/writers-on-writing/</a></li> <li>- <a href="https://lithub.com/8-famous-writers-writing-about-not-writing/">https://lithub.com/8-famous-writers-writing-about-not-writing/</a></li> <li>- <a href="http://wordsbyevanporter.com/writing-tips-from-famous-writers/">http://wordsbyevanporter.com/writing-tips-from-famous-writers/</a></li> </ul>
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**\* This course is a continuation from Writer’s Workshop II with a stronger emphasis on editing, revising, and publishing. Students will be expected to examine mentor writings and utilize gained information to develop and apply strategies that will assist them in the world of publishing. Students will submit several writings throughout the year to high school writing contests and/or for publication.**