

WriteShop



# CLASSROOM HANDBOOK

Teach WriteShop I or II in a Class or Co-op

SCHEDULES • IN-CLASS ACTIVITIES • GRADING TIPS • PARENT ORIENTATION

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Published by WriteShop® Inc.  
PO Box 9214, Rancho Cucamonga, California 91737  
**writeshop.com**

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**Classroom Handbook: Teach WriteShop I or II in a Class or Co-op (digital E-book)**  
ISBN: 978-1-935027-55-3

Fifth edition

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## Introduction to Teaching a WriteShop Class

Welcome to WriteShop! We hope this guide helps and encourages you as you teach WriteShop in your class or small group.

**If you're a seasoned teacher and simply need to see suggested schedules, you'll find them starting on page 2.**

If you need more in-depth information, highlight and make notes as you read through the pages of this handbook. Remember that we're here for you! WriteShop specializes in one-on-one customer service, so please call our office if you need help.

## WriteShop Class Schedules

No group setting is alike, so we've created versatile templates to help you plan your year. They help you know which compositions are due each week, what homework to assign, and which drafts to return to your students. Choose the schedule that best fits your needs—or make up your own (a blank form is in the Appendix).

### Traditional Classroom Setting – Class Meets 4-5 Days a Week

If you meet in person at least four times a week with your pupils, follow one of the tracks outlined in the **Teacher's Manual for WriteShop I & II** (see TM pp. 3-6).

### Co-op Class Setting – Class Meets Once a Week

**STANDARD SCHEDULE: Either WriteShop I or II in one year**

- *WriteShop I schedule (see pp. 2-3)*
- *WriteShop II schedule (see pp. 4-5)*
- *Guide to Teaching One Level in One Year (see pp. 6-10)*

**ACCELERATED SCHEDULE: Both WriteShop I and II in one year**

- *Schedule (see pp. 11-13)*
- *Guide to Teaching Both Levels in One Year (see pp. 14-16)*

# WriteShop I in One Year

## First Semester

<b>WEEK NO. &amp; LESSON NO.</b>	<b>TO DO In Class</b>	<b>RETURN</b> these drafts to students today	<b>COLLECT</b> these drafts from students today	<b>ASSIGN</b> for student homework	<b>EDIT &amp; GRADE</b> Teacher completes before next class mtg
Week 1  Teach <b>Lessons 1a &amp; 1b</b>	Introduce yourself & class rules/guidelines  Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	--	--	Skill Builders  Describing an Object: Sloppy Copy & 1st Revision  Print for next class	--
Week 2  Teach <b>Lesson 2</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	--	"Object" 1st Revision including all drafts and checklists  Lesson 1a Skill Builders	Skill Builders  Describing a Pet: Sloppy Copy & 1st Revision	Edit "Object" 1st Revision using Teacher Writing Skills Checklist
Week 3	Review & troubleshoot Lesson 1	"Object" 1st Revision	"Pet" 1st Revision including all drafts and checklists Lesson 2 Skill Builders	Describing an Object: Final	Edit "Pet" 1st Revision using the Teacher Writing Skills Checklist
Week 4	Review & troubleshoot Lesson 2	"Pet" 1st Revision	"Object" Final Draft including all drafts and checklists	Describing a Pet: Final	Evaluate and Record Grades for "Object" Final
Week 5  Teach <b>Lesson 3 or 4</b>	Intro Lesson 3 Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Object" Final	"Pet" Final including all drafts and checklists	Describing a Person <b>OR</b> Circus Performer: Sloppy Copy & 1st Revision	Evaluate and Record Grades for "Pet" Final
Week 6  Teach <b>Lesson 5</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Pet" Final	"Person or a Circus Performer" 1st Revision including all drafts and checklists	Describing a Food: Sloppy Copy & 1st Revision	Edit "Person or Circus Performer" 1st Revision
Week 7	Review & troubleshoot Lesson 3 & 4	"Person or Circus Performer" 1st Revision	"Food" 1st Revision including all drafts and checklists	Describing a Person or a Circus Performer: Final	Edit "Food" 1st Revision
Week 8	Review & troubleshoot Lesson 5	"Food" 1st Revision	"Person or a Circus Performer" Final including all drafts and checklists	Describing a Food: Final	Evaluate and Record Grades: "Person or Circus Performer" Final
Week 9  Teach <b>Lesson 6</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Person or Circus Performer" Final	"Food" Final including all drafts and checklists	Describing a Season: Sloppy Copy & 1st Revision	Evaluate and Record Grades: "Food" Final
Week 10  Teach <b>Lesson 7</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Food" Final	"Season" 1st Revision including all drafts and checklists	Describing a Place: Sloppy Copy & 1st Revision	Edit "Season" 1st Revision
Week 11	Review & troubleshoot Lesson 6	"Season" 1st Revision	"Place" 1st Revision including all drafts and checklists	Describing a Season: Final	Edit "Place" 1st Revision
Week 12	Review & troubleshoot Lesson 7	"Place" 1st Revision	"Season" Final including all drafts and checklists	Describing a Place: Final	Evaluate and Record Grades: "Season" Final
Week 13  Teach <b>Lesson 8</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Season" Final	"Place" Final including all drafts and checklists	Explaining a Process: Sloppy Copy & 1st Revision	Evaluate and Record Grades: "Place" Final
Week 14	Peer Edit "Process" Assignment Discuss guidelines for an oral presentation	"Place" Final	"Process" assignment: Check in Class	Prepare Oral Presentation of Explaining a Process	Late or missing assignments
Week 15	Oral presentations of Explaining a Process	Late or missing assignments	--	NO HOMEWORK	--

## WriteShop I in One Year

### Second Semester

<b>WEEK NO. &amp; LESSON NO.</b>	<b>TO DO In Class</b>	<b>RETURN</b> these drafts to students today	<b>COLLECT</b> these drafts from students today	<b>ASSIGN</b> for student homework	<b>EDIT &amp; GRADE</b> Teacher completes before next class mtg
Week 1  Teach <b>Lesson 9</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	--	---	Factual Animal Report: Sloppy Copy & 1st Revision	--
Week 2  Teach <b>Lesson 10</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	--	"Factual Report" 1st Revision including all drafts and checklists	Biography: Sloppy Copy & 1st Revision	Edit "Factual Report" 1st Revision
Week 3	Review & troubleshoot Lesson 9	"Factual Report" 1st Revision	"Biography" 1st Revision including all drafts and checklists	Factual Animal Report: Final	Edit "Biography" 1st Revision
Week 4	Review & troubleshoot Lesson 10	"Biography" 1st Revision	"Factual Report" Final including all drafts and checklists	Biography: Final	Evaluate and Record Grades for "Factual Report" Final
Week 5  Teach <b>Lesson 11</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Factual Report" Final	"Biography" Final including all drafts and checklists	Journalism: Sloppy Copy & 1st Revision	Evaluate and Record Grades: "Biography" Final
Week 6  Teach <b>Lesson 12</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Biography" Final	"Journalism" 1st Revision including all drafts and checklists	1st Person Narrative: Sloppy Copy & 1st Revision	Edit "Journalism" 1st Revision
Week 7	Review & troubleshoot Lesson 11	"Journalism" 1st Revision	"1st Person Narrative" 1st Revision including all drafts and checklists	Journalism: Final	Edit "1st Person Narrative" 1st Revision
Week 8	Review & troubleshoot Lesson 12	"1st Person Narrative" 1st Revision	"Journalism" Final including all drafts and checklists	1st Person Narrative: Final	Evaluate and Record Grades: "Journalism" Final
Week 9  Teach <b>Lesson 13</b>	Pre-writing Activities Intro lesson and do Practice Paragraph	"Journalism" Final	"1st Person Narrative" Final including all drafts and checklists	3rd Person Narrative: Sloppy Copy & 1st Revision	Evaluate and Record Grades: "1st Person Narrative" Final
Week 10  Teach <b>Lesson 14</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"1st Person Narrative" Final	"3rd Person Narrative" 1st Revision including all drafts and checklists	Personification: Sloppy Copy & 1st Revision	Edit "3rd Person Narrative" 1st Revision
Week 11	Review & troubleshoot Lesson 13	"3rd Person Narrative" 1st Revision	"Personification" 1st Revision including all drafts and checklists	3rd Person Narrative: Final	Edit "Personification" 1st Revision
Week 12	Review & troubleshoot Lesson 14	"Personification" 1st Revision	"3rd Person Narrative" Final including all drafts and checklists	Personification: Final	Evaluate and Record Grades: "3rd Person Narrative" Final
Week 13  Teach <b>Lesson 15</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"3rd Person Narrative" Final	"Personification" Final including all drafts and checklists	Limited Omniscience: Sloppy Copy & 1st Revision	Evaluate and Record Grades: "Personification" Final
Week 14  Teach <b>Lesson 16</b>	Intro Skill Builders Peer Edit "Limited Omniscient" narrative Write an "Omniscient" narrative for next week's reader's theater	"Personification" Final	Peer Edit and Review in Class "Limited Omniscience" narrative	Limited Omniscience: Final	Late or missing assignments
Week 15	Reader's Theater using "Omniscient" narrative	Late or missing assignments	--	NO HOMEWORK	Record final grades Send thank-you notes

# WriteShop II in One Year

## First Semester

<b>WEEK NO. &amp; LESSON NO.</b>	<b>TO DO In Class</b>	<b>RETURN</b> these drafts to students today	<b>COLLECT</b> these drafts from students today	<b>ASSIGN</b> for student homework	<b>EDIT &amp; GRADE</b> Teacher completes before next class mtg
Week 1  Teach <b>Lesson 17</b>	Introduce yourself & class rules/guidelines Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	--	--	Skill Builders Describing an Object: Sloppy Copy & 1st Revision  Print for next class	--
Week 2  Teach <b>Lesson 18</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	--	"Object" 1st Revision including all drafts and checklists Lesson 17 Skill Builders	Skill Builders Describing a Place: Sloppy Copy & 1st Revision	Edit "Object" 1st Revision using Teacher Writing Skills Checklist
Week 3	Review & troubleshoot Lesson 17	"Object" 1st Revision	"Place" 1st Revision including all drafts and checklists Lesson 18 Skill Builders	Describing an Object: Final	Edit "Place" 1st Revision using the Teacher Writing Skills Checklist
Week 4	Review & troubleshoot Lesson 18	"Place" 1st Revision	"Object" Final Draft including all drafts and checklists	Describing a Place: Final	Evaluate and Record Grades for "Object" Final
Week 5  Teach <b>Lesson 19</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Object" Final	"Place" Final including all drafts and checklists	Writing a Short Report: Sloppy Copy & 1st Revision	Evaluate and Record Grades for "Place" Final
Week 6  Teach <b>Lesson 20</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Place" Final	"Report" 1st Revision including all drafts and checklists	Exaggeration: Sloppy Copy & 1st Revision	Edit "Report" 1st Revision
Week 7	Review & troubleshoot Lesson 19	"Report" 1st Revision	"Exaggeration" 1st Revision including all drafts and checklists	Writing a Short Report: Final	Edit "Exaggeration" 1st Revision
Week 8	Review & troubleshoot Lesson 20	"Exaggeration" 1st Revision	"Report" Final including all drafts and checklists	Exaggeration: Final	Evaluate and Record Grades: "Report" Final
Week 9  Teach <b>Lesson 21</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Report" Final	"Exaggeration" Final including all drafts and checklists	First Person Point of View, Part 1: Sloppy Copy & 1st Revision	Evaluate and Record Grades: "Exaggeration" Final
Week 10  Teach <b>Lesson 22</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Exaggeration" Final	"POV Part 1" 1st Revision including all drafts and checklists	First Person Point of View, Part 2: Sloppy Copy & 1st Revision	Edit "POV Part 1" 1st Revision
Week 11	Review & troubleshoot Lesson 21	"POV Part 1" 1st Revision	"POV Part 2" 1st Revision including all drafts and checklists	First Person Point of View, Part 1: Final	Edit "POV Part 2" 1st Revision
Week 12	Review & troubleshoot Lesson 22	"POV Part 2" 1st Revision	"POV Part 1" Final including all drafts and checklists	First Person Point of View, Part 2: Final	Evaluate and Record Grades: "POV Part 1" Final
Week 13  Teach <b>Lesson 23</b>	Pre-writing Activities Intro lesson and do Practice Paragraph	"POV Part 1" Final	"POV Part 2" Final including all drafts and checklists	Narrative Voice: Sloppy Copy & 1st Revision	Evaluate and Record Grades: "POV Part 2" Final
Week 14	Peer Edit "Narrative" Assignment Discuss guidelines for an oral presentation	"POV Part 2" Final	"Narrative" assignment: Check in Class	Prepare Oral Presentation of Narrative Voice	Late or missing assignments
Week 15	Oral presentations of Narrative Voice	Late or missing assignments	--	NO HOMEWORK	--



## WriteShop II in One Year

### Second Semester

<b>WEEK NO. &amp; LESSON NO.</b>	<b>TO DO In Class</b>	<b>RETURN</b> these drafts to students today	<b>COLLECT</b> these drafts from students today	<b>ASSIGN</b> for student homework	<b>EDIT &amp; GRADE</b> Teacher completes before next class mtg
Week 1 Teach <b>Lesson 24</b>	Pre-writing Activities Intro lesson and do Practice Paragraph	--	---	Persuasive Writing (Writing an Ad): Sloppy Copy & 1st Revision	--
Week 2 Teach <b>Lesson 25</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	--	"Persuasive" 1st Revision including all drafts and checklists	Opinion Essay: Sloppy Copy & 1st Revision	Edit "Persuasive" 1st Revision
Week 3	Review & troubleshoot Lesson 24	"Persuasive" 1st Revision	"Opinion" 1st Revision including all drafts and checklists	Persuasive Writing (Writing an Ad): Final	Edit "Opinion" 1st Revision
Week 4	Review & troubleshoot Lesson 25	"Opinion" 1st Revision	"Persuasive" Final including all drafts and checklists	Opinion Essay: Final	Evaluate and Record Grades for "Persuasive" Final
Week 5 Teach <b>Lesson 26</b>	Pre-writing Activities Intro lesson and do Practice Paragraph	"Persuasive" Final	"Opinion" Final including all drafts and checklists	Letter to the Editor: Sloppy Copy & 1st Revision	Evaluate and Record Grades: "Opinion" Final
Week 6 Teach <b>Lesson 27</b>	Pre-writing Activities Intro lesson and do Practice Paragraph	"Opinion" Final	"Letter" 1st Revision including all drafts and checklists	Compare or Contrast, Part 1: Sloppy Copy & 1st Revision	Edit "Letter" 1st Revision
Week 7	Review & troubleshoot Lesson 26	"Letter" 1st Revision	"Compare or Contrast, Part 1" 1st Revision including all drafts and checklists	Letter to the Editor: Final	Edit "Compare or Contrast, Part 1" 1st Revision
Week 8	Review & troubleshoot Lesson 27	"Compare or Contrast, Part 1" 1st Revision	"Letter" Final including all drafts and checklists	Compare or Contrast, Part 1: Final	Evaluate and Record Grades: "Letter" Final
Week 9 Teach <b>Lesson 28</b>	Pre-writing Activities Intro lesson and do Practice Paragraph	"Letter" Final	"Compare or Contrast, Part 1" Final including all drafts and checklists	Compare or Contrast, Part 2: Sloppy Copy & 1st Revision	Evaluate and Record Grades: "Compare or Contrast, Part 1" Final
Week 10 Teach <b>Lesson 29</b>	Pre-writing Activities Intro lesson and do Practice Paragraph	"Compare or Contrast, Part 1" Final	"Compare or Contrast, Part 2" 1st Revision including all drafts and checklists	Essays That Describe or Define: Sloppy Copy & 1st Revision	Edit "Compare or Contrast, Part 2" 1st Revision
Week 11	Review & troubleshoot Lesson 28	"Compare or Contrast, Part 2" 1st Revision	"Describe or Define" 1st Revision including all drafts and checklists	Compare or Contrast, Part 2: Final	Edit "Describe or Define" 1st Revision
Week 12	Review & troubleshoot Lesson 29	"Describe or Define" 1st Revision	"Compare or Contrast, Part 2" Final including all drafts and checklists	Essays That Describe or Define: Final	Evaluate and Record Grades: "Compare or Contrast, Part 2" Final
Week 13 Teach <b>Lesson 30</b>	Take timed essays in class. Discuss and assign Reader's Theater	"Compare or Contrast, Part 2" Final	"Describe or Define" Final including all drafts and checklists	Write Reader's Theater	Evaluate and Record Grades: "Describe or Define" Final & "Timed Essays"
Week 14	Work on Reader's Theater Presentations	"Describe or Define" Final & "Timed Essays"	--	Work on Reader's Theater Presentations	Evaluate and Record Grades for any missing assignments
Week 15	Reader's Theater	Missing assignments	--	NO HOMEWORK	Record final grades Send thank-you notes

## Guide to Teaching One Level in One Year

Here's how to plan and teach either WriteShop I or WriteShop II on one year. According to your schedule (pp. 2-3 or 4-5), plan to either **teach a new lesson** each week or **review and troubleshoot**. You can collect papers in class or have students share them electronically.

The schedules on the previous pages follow a fairly predictable pattern:

- Two weeks of teaching new lessons
- Two weeks of review and troubleshooting
- Two weeks of teaching new lessons, etc.

In-class instruction and activities also follow a pattern, depending on whether it's "Teach-a-Lesson Week" or "Review-and-Troubleshoot Week." The details below flesh out your schedule with guidelines for getting the most from your in-class time.

### Teach-a-Lesson Weeks

On these weeks, devote class time to teaching the newest lesson. The number of minutes per activity is flexible. For example, if there's no pre-writing activity for that lesson, you'll have more time to spend explaining new concepts, introducing Skill Builders, or writing your practice paragraph as a group.

- Warm-up and Welcome (5 minutes)
- Skill Builders (10 minutes)
- Pre-writing Activities (15 minutes)
- Lesson and practice paragraph (25 minutes)
- Closing (5 minutes)

**Warm-up and Welcome (5 minutes).** Greet each student by name. Have a fun sentence or grammar activity on the screen or board for them to work on individually or in pairs as they arrive. Start class on time and on a positive note.

**Skill Builders (10 minutes).** Explain and do a few Skill Builder exercises together or have students work in pairs. Encourage them to master the correct terminology. When you introduce present participles, for example, you might refer to them as "-ing" verbs. However, make sure you also call them by name to help students become familiar with the correct grammatical terms. Assign Skill Builders as homework or complete them in class if you have

time. Not every lesson has a Skill Builder, so if the current lesson doesn't have one, jump straight to the pre-writing activities.

**Pre-writing Activities (15 minutes).** Use ideas in the Lesson Plan section of your Teacher's Manual and the Lessons-by-Lesson Tips that begin on p. 17 of this handbook. Have fun and encourage lively interaction!

**Lesson and Practice Paragraph (25 minutes).** The practice paragraph sets the tone for each writing assignment. It's designed to introduce new concepts to students and familiarize them with the lesson. For each practice paragraph, choose a topic, brainstorm as a group, and write a paragraph together on the whiteboard or big screen.

You don't have to write practice paragraphs every single time, but it's good to do them frequently, especially when introducing a completely new type of writing assignment. For more detailed instructions, see TM p. 8.

- Brainstorm with the class before writing the paragraph. Do not skip this important step. Have students refer to the lesson's brainstorming worksheet and suggested word lists, as well as their thesaurus. As they contribute to the brainstorming session, make a chart, mind-map, or list on the white board. It's helpful to have them copy as you go. That way, when you write the paragraph together, they'll have a list of appropriate words in front of them—especially if you have to erase the brainstorming to make room for the paragraph!
- Ask questions of students, such as: "How should we introduce this paragraph?" Or offer specific suggestions: "This would be a good place to begin with paired adjectives."
- Sometimes students throw out two or three great word choices, any of which would work well. Take a vote, asking the class to raise hands to vote for the one they want. Voting works whether you're choosing the paragraph's topic or picking the best word, phrase, or sentence.
- Remember, this is a *group* effort. Try not to let one or two eager students dominate the discussion or provide all the ideas. Get others involved also. "Elly, what do you think?" "Zach, did you have another word in mind?"
- If you have time to edit the practice paragraph, use different colored dry-erase markers to correspond with the checklist. For instance, circle "to be" words with a red marker, underline vague or weak words with a green marker, etc.

- Here's another editing idea: Have students identify the nouns in the paragraph. As they call out the words, circle them on the board. Next, ask them to find synonyms for some of these nouns and choose descriptive adjectives for others.

**Closing (5 minutes).** Establish an exit routine so students know what to expect as they prepare to leave class.

- **Collect homework.** If they don't drop off homework in a designated spot as they arrive, be sure to collect it now. (See Collecting Assignments Tips, p. 39.)
- **Review and assign homework.** Even if you email assignments or post them on a document-sharing website, it's good practice for students to take notes in class. Write the homework assignment on the board or display it on a screen, making sure everyone understands what is due and when. If you want to pass out homework sheets, there's a reproducible one in the Appendix.
- **Bid farewell.** Whether you stand at the door and fist bump, give everyone high fives, or have a team huddle or cheer, keep the closing the same each week. Students want to know you appreciate them and you are rooting for them to have a good week!

## Review-and-Troubleshoot Weeks

On these weeks, you will not teach a new lesson. Instead, devote class time to troubleshooting and reviewing paragraph structure and structure, grammar, punctuation, and vocabulary. The number of minutes per activity is flexible.

- Warm-up and Welcome (5 minutes)
- Writing or Vocabulary Game (10 minutes)
- Review Skill Builders (10 minutes)
- Review and Troubleshoot (20-25 minutes)
- Review First Revisions (5 minutes)
- Closing (5 minutes)

**Warm-up and Welcome (5 minutes).** Greet each student by name. Have a fun sentence or grammar activity on the screen or board for them to work on individually or in pairs as they arrive. Start class on time and on a positive note.

**Writing or Vocabulary Game (10 minutes).** Use ideas in the Lesson Plan section of your Teacher's Manual or the Lesson-by-Lesson Tips that begin on p. 17 of this handbook. Have fun and encourage lively interaction! Other ideas:

- Choose activities from Appendix B of the Teacher's Manual.
  - Round Robins (TM B-9)
  - Story Starter Ideas (TM pp. B-12 and B-13)
  - The Writing Well (TM pp. B-9, B-14 to B-16)
- Pick some tricky words from the "Confusing Words and Homonyms" section of *The Blue Book of Grammar and Punctuation* and have students correctly use these words to create individual sentences or 5-minute stories.

**Review Skill Builders (10 minutes).** This can be a time where students share their Skill Builder answers orally. To encourage participation, it's fun to throw little prizes or wrapped candies as students answer.

Here are some other ideas for reviewing Skill Builders:

- Students take turns listing an answer/solution for a Skill Builder on the board and everyone votes for their favorite.
- For additional review and practice, create a slideshow of sentences with similar grammar, structure, and punctuation and have students complete them in class.
- Type Skill Builder sentences on notecards or slips of paper. Students pick a card, complete their sentence, and pass the card to a friend for review.
- Play "Snowball Sentences." Based on the most recent (or any previous) Skill Builder activities, invite each student to create their own practice sentence on a sheet of blank paper for another classmate to complete. To play this game, students wad their papers into "snowballs" and have a "snowball" fight. When time is up, everyone collects one "snowball," unwraps it, and completes the Skill Builder activity. When finished, students read their sentences out loud.

**Review and Troubleshoot (20-25 minutes).** Without naming specific students, review previously learned material, focusing on common errors and trouble spots you've noticed while editing first revisions. Refer to the Teacher's Manual section "Addressing Common Errors Lesson by Lesson" to remind you of typical writing mistakes students might make.

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This can also be a time to meet with students one-on-one while the rest of the class work individually or in small groups.

**Review 1<sup>st</sup> Revisions (5 minutes).** If students are turning in first revisions this day, do an editing activity together before collecting their papers. This exercise should not replace your own teacher-editing time, but it does help students “see” where they can improve their writing.

- **Option 1:** Walk students through their Writing Skills Checklists as they edit this first revision. Guide them to identify sentence variations, circle “to be” words, find repeated or vague words, etc. in their compositions. Using colored pencils, students underline or circle as you direct them (e.g., “Next, underline the paired adjectives sentence starter in purple” or “Circle ‘to be’ words in red”).
- **Option 2:** Have students exchange papers for peer editing. Provide blank Student Writing Skills Checklists. Ask them to use colored pencils if you like. Students can work silently, or you can guide them through the checklists in a step-by-step manner (see above). Require them to write two positive comments as well as one helpful suggestion.

**Closing (5 minutes).** Establish an exit routine so students know what to expect as they prepare to leave class.

- **Collect homework.** If they don’t drop off homework in a designated spot as they arrive, be sure to collect it now. (See Collecting Assignments Tips p. 39.)
- **Review and assign homework.** Even if you email assignments or post them on a document-sharing website, it’s good practice for students to take notes in class. Write the homework assignment on the board or display it on a screen, making sure everyone understands what is due and when. If you want to pass out homework sheets, there’s a reproducible one in the Appendix.
- **Bid farewell.** Whether you stand at the door and fist bump, give everyone high fives, or have a team huddle or cheer, keep the closing the same each week. Students want to know you appreciate them and you are rooting for them to have a good week!

## Planning to teach WriteShop I and II in one year?

The following pages (11-16) include schedules and guidelines for teaching WriteShop I and WriteShop II in one year. Because of the accelerated pace, it is best suited for 9<sup>th</sup> grade and up.

**WriteShop I & II in One Year**  
**First Semester**

<b>WEEK NO. &amp; LESSON NO.</b>	<b>TO DO In Class</b>	<b>RETURN</b> these drafts to students today	<b>COLLECT</b> these drafts from students today	<b>ASSIGN</b> for student homework	<b>EDIT &amp; GRADE</b> Teacher completes before next class mtg
Week 1  Teach <b>Lessons 1a &amp; 1b</b>	Introduce yourself & class rules/guidelines  Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	--	--	Skill Builders  Describing an Object: Sloppy Copy & 1st Revision	--
Week 2  Teach <b>Lesson 2</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	--	"Object" 1st Revision including all drafts and checklists Lesson 1a Skill Builders	Skill Builders  Describing a Pet: Sloppy Copy & 1st Revision	Edit "Object" 1st Revision using Teacher Writing Skills Checklist
Week 3 <b>Lessons 3 and 4</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Object" 1st Revision	"Pet" 1st Revision including all drafts and checklists Lesson 2 Skill Builders	"Object" Final Person/Circus 1st Revision	Edit "Pet" 1st Revision using the Teacher Writing Skills Checklist
Week 4 <b>Lesson 5</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Pet" 1st Revision	"Object" Final Draft "Person/Circus" 1st Revision	"Pet" Final "Food" 1st Revision	Evaluate and Record Grades for "Object" Final Edit "Person/Circus" 1st Revision
Week 5  Teach <b>Lessons 6 and 7</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Object" Final "Person/Circus" 1st Revision	"Pet" Final Draft "Food" 1st Revision	"Person/Circus" Final "Season/Place" 1st Revision	Evaluate and Record Grades for "Pet" Final Edit "Food" 1st Revision
Week 6  Teach <b>Lesson 8</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Pet" Final "Food" 1st Revision	"Person or a Circus" Final "Season/Place" 1st Revision	"Food" Final "Process" 1st Revision	Evaluate "Person/Circus" Final Edit "Season/Place" 1st Revision
Week 7 <b>Lesson 9</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Person/Circus" Final "Season/Place" 1st Revision	"Food" Final "Process" 1st Revision	"Season/Place" Final "Animal" 1st Revision	Evaluate "Food" Final Edit "Process" 1st Revision
Week 8 <b>Lesson 10</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Food" Final "Process" 1st Revision	"Season/Place" Final "Animal" 1st Revision	"Process" Final "Biography" 1st Revision	Evaluate "Season/Place" Final Edit "Animal" 1st Revision
Week 9  Teach <b>Lesson 11</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Season/Place" Final "Animal" 1st Revision	"Process" Final "Biography" 1st Revision	"Animal" Final "Journalism" 1st Revision	Evaluate "Process" Final Edit "Biography" 1st Revision
Week 10  Teach <b>Lesson 12</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Process" Final "Biography" 1st Revision	"Animal" Final "Journalism" 1st Revision	"Biography" Final "1st Person Narrative" 1st Revision	Evaluate "Animal" Final Edit "Journalism" 1st Revision
Week 11 <b>Lesson 13</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Animal" Final "Journalism" 1st Revision	"Biography" Final "1st Person Narrative" 1st Revision	"Journalism" Final "3rd Person Narrative" 1st Revision	Evaluate "Biography" Final Edit "1st Person Narrative" 1st Revision

### First Semester (continued)

Week 12 <b>Lesson 14</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Biography" Final "1st Person Narrative" 1st Revision	"Journalism" Final "3rd Person Narrative" 1st Revision	"1st Person Narrative" Final "Personification" 1st Revision	Evaluate "Journalism" Final Edit "3rd Person Narrative" 1st Revision
Week 13  Teach <b>Lesson 15</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Journalism" Final "3rd Person Narrative" 1st Revision	"1st Person Narrative" Final "Personification" 1st Revision	"3rd Person Narrative" Final "Omniscience" 1st Revision	Evaluate "1st Person Narrative" Final Edit "Personification" 1st Revision
Week 14 <b>Lesson 16</b>	Peer Edit "Omniscience" Assignment Discuss guidelines for an oral presentation	"1st Person Narrative" Final "Personification" 1st Revision	"3rd Person Narrative" Final	"Personification" Final "Omniscience" Final	Evaluate "3rd Person Narrative" Final
Week 15	Oral presentations of "Omniscience" Final	"3rd Person Narrative" Final	"Personification" Final	NO HOMEWORK	Evaluate "Personification" Final

### Second Semester

<b>WEEK NO. &amp; LESSON NO.</b>	<b>TO DO In Class</b>	<b>RETURN</b> these drafts to students today	<b>COLLECT</b> these drafts from students today	<b>ASSIGN</b> for student homework	<b>EDIT &amp; GRADE</b> Teacher completes before next class mtg
Week 1  Teach <b>Lesson 17 &amp; 18</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	Evaluate "Personification" Final	---	"Object" & "Place" 1st Revision	--
Week 2  Teach <b>Lesson 19</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	--	"Object" & "Place" 1st Revisions including all drafts and checklists	"Report" 1st Revision	Edit "Object" & "Place" 1st Revisions
Week 3 <b>Lesson 20</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Object" & "Place" 1st Revisions	"Report" 1st Revision including all drafts and checklists	"Object & Place" Finals "Exaggeration" 1st Revision	Edit "Report" 1st Revision
Week 4 <b>Lesson 21</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Report" 1st Revision	"Object" & "Place" Finals "Exaggeration" 1st Revision	"Report" Final "1st Person" (Part 1) 1st Revision	Evaluate "Object" & "Place" Final Edit "Exaggeration" 1st Revision
Week 5  Teach <b>Lesson 22</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"Object" & "Place" Final "Exaggeration" 1st Revision	"Report" Final "1st Person" (Part 1) 1st Revision	"Exaggeration" Final "POV Change" (Part 2) 1st Revision	Evaluate "Report" Final Edit "1st Person" (Part 1) 1st Revision



### Second Semester (continued)

Week 6 Teach <b>Lesson 23</b>	Pre-writing Activities Intro lesson and do Practice Paragraph	"Report" Final "1st Person" (Part 1) 1st Revision	"Exaggeration" Final "POV Change" (Part 2) 1st Revision	"1st Person" (Part 1) Final "1st & 3rd Animal POV" 1st Revision	Evaluate "Exaggeration" Final Edit "POV Change" (Part 2) 1st Revision
Week 7 <b>Lesson 24</b>	Pre-writing Activities Intro lesson and do Practice Paragraph	"Exaggeration" Final "POV Change" 1st Revision	"1st Person" (Part 1) Final "1st & 3rd Animal POV" 1st Revision	"POV Change" Final "Advertisement" 1st Revision	Evaluate "1st Person" (Part 1) Final Edit "1st & 3rd Animal POV" 1st Revision
Week 8 <b>Lesson 25</b>	Intro Skill Builders Pre-writing Activities Intro lesson and do Practice Paragraph	"1st Person" (Part 1) Final "1st & 3rd Animal POV" 1st Revision	"POV Change" Final "Advertisement" 1st Revision	"1st & 3rd POV" Final "Opinion" 1st Revision	Evaluate "POV Change" Final Edit "Advertisement" 1st Revision
Week 9 Teach <b>Lesson 26</b>	Pre-writing Activities Intro lesson and do Practice Paragraph	"POV Change" Final "Advertisement" 1st Revision	"1st & 3rd POV" Final "Opinion" 1st Revision	"Advertisement" Final "Letter to Editor" 1st Revision	Evaluate "1st & 3rd POV" Final Edit "Opinion" 1st Revision
Week 10 Teach <b>Lesson 27</b>	Pre-writing Activities Intro lesson and do Practice Paragraph	"1st & 3rd POV" Final "Opinion" 1st Revision	"Advertisement" Final "Letter to Editor" 1st Revision	"Opinion" Final "Compare/Contrast" (Part 1) 1st Revision	Evaluate "Advertisement" Final Edit "Letter to Editor" 1st Revision
Week 11 <b>Lesson 28</b>	Pre-writing Activities Intro lesson and do Practice Paragraph	"Advertisement" Final "Letter to Editor" 1st Revision	"Opinion" Final "Compare/Contrast" (Part 1) 1st Revision	"Letter to Editor" Final "Compare/Contrast" (Part 2) 1st Revision	Evaluate "Opinion" Final Edit "Compare/Contrast" (Part 1) 1st Revision
Week 12 <b>Lesson 29</b>	Pre-writing Activities Intro lesson and do Practice Paragraph	"Opinion" Final "Compare/Contrast" (Part 1) 1st Revision	"Letter to Editor" Final "Compare/Contrast" (Part 2) 1st Revision	"Compare/Contrast" (Part 1) Final "Define/Describe" 1st Revision	Evaluate "Letter to Editor" Final Edit "Compare/Contrast" (Part 2) 1st Revision
Week 13	Discuss and assign Reader's Theater	"Letter to Editor" Final "Compare/Contrast" (Part 2) 1st Revision	"Compare/Contrast" (Part 1) Final "Define/Describe" 1st Revision	"Compare/Contrast" (Part 2) Final	Evaluate "Compare/Contrast" (Part 1) Final Edit "Define/Describe" 1st Revision
Week 14 Teach <b>Lesson 30</b>	Peer Edit "Define/Describe" essay Complete Timed Essays in class	"Compare/Contrast" (Part 1) Final "Define/Describe" 1st Revision	"Compare/Contrast" (Part 2) Final "Timed Essays"	Define/Describe" Final	"Compare/Contrast" (Part 2) Final Evaluate "Timed Essays"
Week 15	Reader's Theater	"Compare/Contrast" (Part 2) Final "Timed Essays"	"Define/Describe" Final (give credit in class)	NO HOMEWORK	Record final grades Send thank-you notes

## Guide to Teaching Both Levels in One Year

With the “WriteShop I & II in One Year” plan (pp. 11-13), students typically have TWO compositions in progress at a time---the final draft of a previous assignment and the first revision of a new one.

You can collect papers in class or have students share them electronically. While you edit and grade one batch of papers during the week, your students work on **two other assignments at home**. Using the following schedule, use your weekly class time to **teach a new lesson** and **review and troubleshoot** a previous lesson.

- Warm up and Welcome (5 minutes)
- Review and Troubleshoot (15 minutes)
- New Skill Builders (10 minutes)
- Pre-writing activities and practice paragraph (25 minutes)
- Closing (5 minutes)

**Warm-up and Welcome (5 minutes).** Greet each student by name. Have a fun sentence or grammar activity on the screen or board for them to work on individually or in pairs as they arrive. Start class on time and on a positive note.

**Skill Builders (10 minutes).** Explain and do a few Skill Builder exercises together or have students work in pairs. Encourage them to master the correct terminology. When you introduce present participles, for example, you might refer to them as “-ing” verbs. However, make sure you also call them by name to help students become familiar with the correct grammatical terms. Assign Skill Builders as homework or complete them in class if you have time. Not every lesson has a Skill Builder, so if the current lesson doesn’t have one, jump straight to the pre-writing activities.

**Review and Troubleshoot (15 minutes).** Without naming specific students, review previously learned material, focusing on common errors and trouble spots you’ve noticed while editing first revisions. Refer to the Teacher’s Manual section “Addressing Common Errors Lesson by Lesson” to remind you of typical writing mistakes your students might make.

**Pre-writing Activities and Practice Paragraph (25 minutes).** For the pre-writing activities, use ideas in the Lesson Plan section of your Teacher’s Manual or the Lessons-by-Lesson Tips that begin on p. 17 of this handbook. Have fun and encourage lively interaction!

The practice paragraph sets the tone for each writing assignment. It’s designed to introduce new concepts to students and familiarize them with the lesson. For each practice paragraph, choose a topic, brainstorm as a group, and write a paragraph together on the whiteboard or big screen.

You don’t have to write practice paragraphs every single time, but it’s good to do them frequently, especially when introducing a completely new type of writing assignment. For more detailed instructions, see TM p. 8.

- Brainstorm with the class before writing the paragraph. Do not skip this important step. Have students refer to the lesson’s brainstorming worksheet and suggested word lists, as well as their thesaurus. As they contribute to the brainstorming session, make a chart, mind-map, or list on the white board. It’s helpful to have them copy as you go. That way, when you write the paragraph together, they’ll have a list of appropriate words in front of them—especially if you have to erase the brainstorming to make room for the paragraph!
- Ask questions of students, such as: “How should we introduce this paragraph?” Or offer specific suggestions: “This would be a good place to begin with paired adjectives.”
- Sometimes students throw out two or three great word choices, any of which would work well. Take a vote, asking the class to raise hands to vote for the one they want. Voting works whether you’re choosing the paragraph’s topic or picking the best word, phrase, or sentence.
- Remember, this is a *group* effort. Try not to let one or two eager students dominate the discussion or provide all the ideas. Get others involved also. “Elly, what do you think?” “Zach, did you have another word in mind?”
- If you have time to edit the practice paragraph, use different colored dry-erase markers to correspond with the checklist. For instance, circle “to be” words with a red marker, underline vague or weak words with a green marker, etc.
- Here’s another editing idea: Have students identify the nouns in the paragraph. As they call out the words, circle them on the board. Next, ask them to find synonyms for some of these nouns and choose descriptive adjectives for others.

**Closing (5 minutes).** Establish an exit routine so students know what to expect as they prepare to leave class.

- **Collect homework.** If they don't drop off their homework at the beginning of class, be sure to collect it now. (See Collecting Assignments Tips p. 39.)
- **Review and assign homework.** Even if you email assignments or post them on a document sharing website, it's good practice for students to take notes in class. Write the homework assignment on the board or display it on a screen, making sure everyone understands what is due and when. If you want to pass out homework sheets, there's a reproducible one in the Appendix.
- **Bid farewell.** Whether you stand at the door and fist bump, give everyone high fives, or have a team huddle or cheer, keep the closing the same each week. Students want to know you appreciate them and you are rooting for them to have a good week!

## Teaching the Lessons: In-Class Activities

While the **Teacher's Manual lesson plans** provide most of the information you need to introduce each writing assignment, this section of the handbook offers additional suggestions for in-class activities and classroom-related teaching guidelines.

### WriteShop I Lessons

#### Lesson 1a & 1b

Prepare thoroughly before this initial class session. Because you're combining two lessons today, there's a lot of ground to cover. Budget your time accordingly by identifying the elements of Lessons 1a and 1b that you hope to cover in class.

Explain Student Folders (see pp. 37-38) and introduce Skill Builders (you'll be assigning Skill Builder 1a this week).

Cover key 1a and 1b pre-writing activities from your Teacher's Manual, and do a practice paragraph (see TM pp. 8-9):

- Model the steps of the writing process (TM Appendix p. A-1 and Student Workbook p. i) as you guide the class through the Lesson 1b practice paragraph.
- Choose an object you can pass around the room. Likewise, remind students that their homework paragraph must also describe an item that's small enough to hold.
- Encourage students to take notes of the brainstorming process. This will help them understand how thoroughly you expect them to brainstorm at home.
- Remind students to choose a *different* object at home for their own composition.

#### Lesson 2

Introduce "to be" words today (*is, am, are, was, were, be, being, been*). Require students to memorize them by the next class meeting.

Adjectives will play a big role in students' compositions. Most kids rarely know whether to hyphenate between two adjectives (e.g. bright-eyed parakeet, bright blue feathers). If time permits, teach a short lesson to prevent future problems. You can teach this lesson any time during the first few lessons, reinforcing it later as needed.

If your class uses *The Blue Book of Grammar and Punctuation*, their rules and examples will help you teach concepts. Also, you'll find two hyphenation quizzes for practice or to test for mastery.

Allow about 30 minutes for today's practice paragraph.

- During brainstorming, introduce the concept of clustering ideas by using a *mind-map*. For instructions, see TM p. 23 and WriteShop I Student Workbook pp. 2-4.
- If you hold class in your home, use one of your pets as the "model" for the class practice paragraph. Otherwise, try to bring a small pet to class. Use a stuffed animal or You Tube video as a last resort.
- Ask students to list the pet's main body parts (e.g., head, body, legs, tail). This helps them learn to break down the whole into parts and begins training them to look for little details. Encourage them to do this at home, too.
- When writing a practice paragraph, especially at the beginning of the year when students are shy about contributing, try dividing the class in half. Ask everyone in one group to write a sentence about the head, and have the others write a sentence about the body. Often this results in a greater pool of ideas for the practice paragraph since students typically focus on different features.
- You can also promote group participation and draw in the shyer students by tossing a chocolate kiss or other wrapped candy to each one who contributes an answer—not just during the practice paragraph, but any time you're encouraging answers in rapid-fire succession!

Try to leave ten minutes at the end for editing practice. Using their Student Writing Skills Checklists as a guide, have students search the practice paragraph for a few key elements (repeated words, vague/weak words, "to be" words). You might invite a few kids to come to the whiteboard and use green, blue, and red dry erase markers to underline or circle these words as their checklist directs. (Stress to the class that using colored pencils to edit their sloppy copy at home *is not optional*.)

### **Lesson 3**

If you're combining Lessons 3 and 4 because of time constraints, teach from Lesson 3 because it's foundational to both lessons. Then, briefly introduce Lesson 4 and allow students to choose between describing a person or describing a circus performer.

Give a pop quiz! Have everyone write all eight “to be” words on paper from memory: ***is, am, are, was, were, be, being, been***. Then recite them aloud as a class.

Before doing the pre-writing activity, use this week’s Skill Builder to introduce, define, and discuss *paired adjectives*. This is the first sentence variation WriteShop teaches.

Demonstrate how beginning a sentence with paired adjectives can help get rid of a “to be” word. As an in-class activity, a slideshow of people with animated personalities and facial expressions encourages students to practice using paired adjectives.

Explain misplaced modifiers. Once students begin to use sentence-starter phrases such as paired adjectives, you’ll begin spotting misplaced modifiers in their writing. See TM pp. 130-31 for tips.

“Elements of a Character Sketch, Part 2” in the Student Workbook (pp. 3-7) can take up a lot of valuable class time if students completely rewrite the paragraph. Instead, have them write the replacement words directly above the appropriate place within the paragraph itself. To save even more time, set a timer and give students a couple of minutes to complete as much as they can to get the gist of the exercise. Assign the rest for homework.

## **Lesson 4**

*If you have a longer semester, you can complete BOTH Lessons 3 and 4. Otherwise, you may not be able to do most of the Lesson 4 activities in class while you focus on Lesson 3.*

When you play the “Categories” game with your class (TM p. 27), divide students into teams. It’s fun when each team chooses a circus-related name for themselves, such as “The Jugglers” or “The Ringmasters.” Play several rounds, narrowing the topic each time. Add up each team’s total score (the total of all rounds played). Consider giving a small prize or treat to the team that earns the most points.

Instead of writing a practice paragraph today, copy the “Martin the Magnificent (Before)” paragraph (see p. 20) onto the board. Students should list everything they learn about this circus performer and then share answers. Next, ask them what they DIDN’T learn about him (*how he looks, what he’s wearing, etc.*). Now have them make a list of 5-10 questions they would ask the author about the performer (*what they would like to learn about him*).

Go around the room and ask each student to share one question. If they say something like “How long has he been doing this?” or “Does he work with a partner?” gently remind them that, while those are good questions for a narrative story, they don’t help you learn more about the performer’s build, facial expressions, costume, or facial features.

**Note:** Although at first glance the “Before” example seems like a fairly good paragraph, a closer look reveals that it’s actually more about the *act* than it is about the performer. Continually communicate this important message to students: *Make sure your composition describes the person rather than their actions!*

#### Martin the Magnificent (Before)

Concentrating with all his might, the brave trapeze artist begins climbing the 100-foot ladder to the platform above. Removing his cape, he waves at the audience below. Confident and daring, this daredevil leaps into the air and catches the bar. His arms and legs propel him forward as he performs his breathtaking act. After several impressive twists and flips, he releases his hold on the bar and drops to the safety net below. Martin the Magnificent has dazzled his fans once again.

This next paragraph is an example of how adding detail results in a description of the *performer* and not his *act*.

#### Martin the Magnificent (After)

Concentrating with all his might, the slim trapeze artist begins his climb to the platform high above. Removing his long red satin cape to reveal a leotard of black and silver sequins, he tips his glittering top hat and waves at the audience below. Confident and brave, this daredevil leaps into the air and catches the bar with outstretched arms. He uses his muscular legs to propel him forward as he performs his breathtaking act. Amazingly, the performer’s jet-black hair remains fixed in place even as he twists and flips impressively. With a bright smile, he finally releases his hold on the bar and drops to the safety net below. Martin the Magnificent has dazzled his fans once again.

### Lesson 5

When you take your pupils through their brainstorming for today’s practice paragraph (describing popcorn), guide them toward brainstorming in the order their senses are awakened (*first they hear the popcorn popping, then they smell it, see it, touch it, and finally, taste it*).

Popcorn and bacon, both explored in Lesson 5, are examples of foods with many facets: their sounds, aroma, appearance, textures, and flavor make for an interesting paragraph.



Explain how a food can also be the SUM of its parts (pizza = crust + sauce + cheese + pepperoni; cinnamon rolls = bread + cinnamon-sugar + walnuts + icing). Demonstrate how to describe each individual element to create an appealing, overall picture of their food of choice. It's impossible to use just one word to describe the texture of a cinnamon roll, for instance. It has *soft*, *dense* bread, *sticky* filling, *crunchy* walnuts, and *creamy* icing.

Remind students to emphasize the sensory elements of the food rather than its preparation. Steer them away from "I-focused" writing by making sure the **elements of the food**, not the narrator, serve as subjects of their sentences. ("Each sweet, chewy morsel melts in my mouth" works better than "My mouth waters in anticipation of eating this sweet, chewy morsel" because *morsel* is the subject of the first example but *mouth* is the subject of the second.)

## Lesson 6

Define and discuss *similes*. See TM Appendix A-6 for a definition. (This week's Skill Builder helps teach and reinforce their use.) Beforehand, create a slideshow with examples of similes to share with the class. Discourage students from using tired, clichéd similes such as *hard as a rock*, *cold as ice*, and *fresh as a daisy*.

Play a simile game. Show students part of a sentence or expression and ask them to fill in the simile. Here's an example: "Though the house was open and bright, it started to feel like a\_\_\_\_\_." First, ask them to name places that are NOT open and bright. You can do this on the board, or they can write their list on paper. They should come up with words like *graveyard*, *prison*, *cave*, *tomb*, *dark hole*, etc. Then share the author's actual choice--- *prison*, in this example.

During class, consider completing the "Season Chart" as a group. One option is to divide the class into small groups, giving each group one season to brainstorm.

This lesson presents a perfect opportunity to educate students about **plagiarism**. For some reason, the "Season" paragraphs often come in looking suspiciously like the examples in the lesson. For instance, it seems there are always several compositions containing a sentence about leaves that "crunch like potato chips." Encourage your pupils' creativity and originality—and tell them to put away the examples when they write!

As with Describing a Food, remind students to avoid using the word "I." Although it's possible to successfully describe a season using "I," most compositions end up as narratives instead of descriptions. Therefore, teach your class to make the *seasonal elements* the **subjects of their sentences** as much as possible—rather than the person.

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## Lesson 7

Define and discuss *present participles* before completing the pre-writing activity.

If possible, take the class outside to brainstorm for the practice paragraph. They will need their clipboards and a pencil. Come back inside to write the practice paragraph. When finished, ask students to identify the paragraph's nouns (circle them as students call out words).

1. Have them think of stronger, more concrete words to replace some vague nouns (*sparrow* for *bird*; *maple* for *tree*; *daffodils* for *flowers*). Their thesaurus might help, but common sense often produces better and quicker results.
2. Next, ask them to think of descriptive adjectives to place in front of other nouns (*cloudy* sky or *gray* sky instead of *sky*; *golden* daffodils or *swaying* daffodils instead of *daffodils*). This exercise helps them look more carefully at their own writing for ways to expand description.

Encourage creativity. Suggest (or even require) that students avoid choosing “Strolling along the sandy shore” as their sentence opener, since it has been used as a student example.

As with Lesson 6, discourage pupils from using “I” in too many sentences. They don’t need to say, “I hear a brook quietly gurgling beyond a row of pines.” They can just as easily write, “A brook quietly gurgles beyond a row of pines.”

## Lesson 8

This lesson makes a transition from descriptive writing to informative—also known as *expository*—writing. Spend a few minutes introducing this new kind of writing (your Teacher’s Manual suggests pre-writing ideas).

Following the directions in the Lesson Plan (TM p. 41), give students about 5 minutes to write a paragraph explaining how to make a peanut butter sandwich. Ask for a couple of volunteers to read their paragraphs while you make a sandwich according to their instructions. Listen for possible double meanings (like “Take the bread and put peanut butter on one side and jelly on the other”). Taking their instructions literally adds fun and laughter to the activity while driving home important points about saying what you mean.

Discuss transition words with the class. Refer them to “Transitions and Conjunctions” on p. 14 of their Word Lists section. Even though transition words help the reader follow the steps of the process, explain that it’s not necessary to begin every sentence with one.

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In class, draw their attention to p. 8-6 in their Student Workbook. This page helps them add detail and description to their composition, but because it's on the back of the "Process Planning Worksheet," they sometimes miss it.

Lesson 8 can pose problems for students when they try to replace their repeated words. Expository compositions lend themselves to repeated words, so let students know it's better to repeat a word than to use awkward synonyms. For example, if the paragraph explains how to wash a car, it will sound forced and unnatural for the student to call it a *vehicle*, a *Nissan Frontier*, and an *automobile* just because he wants to avoid repeating *car*. Sometimes it's just better to repeat the original word for the sake of good communication!

Similarly, explain that simple language works best when explaining a process. For instance, it sounds more natural to say "grab several towels" than "retrieve several towels."

*WANT TO DO MORE?* Lesson 8 is a perfect place to assign in-class demonstrations. When you get to this lesson, have students write their process papers with the understanding that (time permitting), they present a 5- to 10-minute demonstration in class. Videos and slideshows make a great alternative to a live demo when:

- The process takes too long (how to build a birdhouse).
- The process is too messy (how to make glitter slime).
- The process requires special equipment (oven, table saw).
- The process requires a roomy, well-ventilated, or outdoor space.

*Note: This is a time-heavy activity, so it may not work for your particular class. As an alternative, ask in advance for one or two volunteers who are willing to make a short in-class presentation (live or on-screen).*

## **Lessons 9**

Print the encyclopedia article (see "Materials" on TM p. 38) *before* class. Each student should have a copy.

As you brainstorm for the practice paragraph, ask the class what they want to learn about the animal. Help them classify these details into three categories: habitat, habit, and appearance, pointing out the difference between *habit* and *habitat*.

- *Habitat* can be as broad as a continent or as narrow as a country. It can be as broad as a jungle or as narrow as a cave.
- *Habit* includes movement and behavior.

Discuss *size* versus *measurement*. Students will want to say their animal is three feet tall or weighs 20 pounds. Explain that although these terms are factual, they are not necessarily descriptive. Suggest using similes (*stands as tall as a kitchen table*; *weighs as much as a sack of potatoes*) to make their point.

As with the Describing a Food paragraph, stress the importance of following a **logical order of progression** as they write. They should group similar ideas together and avoid jumping back and forth between appearance, habit, and habitat. Use the Question/Answer topic sentences as a springboard. If the question is about an unusual physical feature, don't follow with a discussion of habitat; rather, expand on the animal's appearance. On the other hand, if the opening sentences pose a question about a strange behavior, develop that idea before moving on.

Model for students how to stick to one pronoun case. They may refer to their animal as a *he*, a *she*, or an *it*, but they should not switch back and forth. Once they identify the animal as female, for example, there is no reason to refer to her in neutral terms (*it*). Likewise, point out in their workbooks the importance of noun-pronoun agreement (pp. 9-5 and 9-6), and remind them to avoid switching back and forth between singular and plural.

*WANT TO DO MORE?* Suggest that students choose unique or rare animals to describe. Have them include a photo of their animal with their final draft. Or assign a visual presentation such as a tri-fold presentation board or a slideshow to go along with their essay. During your review week, consider hosting an open house (like a history fair) to allow parents to view these (and earlier) presentations.

## Lesson 10

Print the encyclopedia article (see "Materials" on TM p. 40) *before* class. Each student should have a copy.

Before completing the pre-writing activity as a class, define and discuss *appositives* and sentences beginning with *-ly adverbs*. (This week's Skill Builder helps teach and reinforce their use.)

*WANT TO DO MORE?* If you have time in class, students will enjoy brainstorming together for names of famous people from history, politics, or religion along with names of musicians, entertainers, or professional sports personalities. As students shout out names, you can write suggested names on the whiteboard.

When finished, have them write their initials on the board next to the name of the person they want to research. To make this selection process more interesting, call out questions like, “Name three ‘be’ verbs!” or “Give me an example of a simile.” After answering the challenge correctly, that student gets to select his or her research person from the list on the board. Allow only one student per name.

## Lesson 11

Review the “Materials” list on TM p. 42 ahead of time. Make sure you bring enough newspapers for all students.

Discuss the difference between *fact* and *opinion*. Help students recognize when they are editorializing rather than reporting. This opinion: “We have the strongest military forces” can be restated as fact: “U.S. military forces regained control of the city.” To write “World War II has begun” is the student’s opinion. A more neutral statement would be: “Yesterday’s events plunged America into war.”

Remind students that news articles are written in third person (Boston’s mayor, not *our* mayor).

It’s common for students to use complete dates in their articles. But because by its very nature news is current, “yesterday” or “Thursday afternoon” usually suffices.

*WANT TO DO MORE?* If you have time as a class, compile students’ newspaper articles to create a printed or online class newspaper. Search online for free newspaper templates. Add images if you want and embellish with other articles. Even if you’re not making a historical newspaper, [this WriteShop article](#) has lots of ideas to include.

## Lesson 12

Define and discuss *prepositional phrases*. (This week’s Skill Builder helps teach and reinforce their use.)

Ask students to define a narrative. They should include *characters*, *plot*, *setting*, and *passage of time*.

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Discuss the importance of choosing a topic with emotional impact. “The sad child caused me to have pity” does not express emotion well. “My heart ached to see the children living in poverty and filth every day” is better.

Emphasize that the focus of the narrative must be on the student, not on other characters. For instance, if the narrative is about Gia’s visit to a Mexican orphanage, Gia (not the orphans) must be the central figure in the story.

- After reviewing the student instruction sheet “Writing a Narrative of an Emotional Event,” have each student choose an event from his life and follow the directions for “Sequencing” (Student Workbook p. 12-7), *using a sheet of notebook paper for his brainstorming.*

**Important Note:** Some students may have gone through a deeply emotional event. This activity is not meant to embarrass them or make them feel vulnerable, so remind them to keep their narratives for the classroom somewhat lighthearted. They can write about a memorable rollercoaster ride, moving to a new state, losing and finding a pet, etc.

- Choose one student’s topic for the practice paragraph. Make sure it has **emotional impact** and sticks to the **four points** listed on p. 12-5 of the Student Workbook. As you write the paragraph together with your class, ask the student to supply additional details as needed.

When you’re ready to write the closing sentence, help the class appreciate the importance of a satisfying conclusion. An unsatisfying one might read, “As her sister’s train slowly pulled away, Rose wondered if they would ever see each other again.” The reader is left hanging, wondering what happened! It would be much more gratifying if the closing sentence were to say, “Although Rose thought she might never see her sister again, the girls would meet in a tearful reunion less than two years later.”

## Lesson 13

*Before class:*

- *Invite a special guest whom you can interview for the practice paragraph. Choose someone who has had an interesting, dangerous, or exciting adventure or experience.*
- *Copy and staple together an “Interview Worksheet” set for each pupil (Student Workbook pp. 13-5 to 13-7). Because there is no Skill Builder this week, you have more time for the teaching activities.*

Teach students to interview thoroughly and take adequate notes. If they're lazy about taking good notes, they'll have a tough time reconstructing the events later on when writing their narratives. Pair up students so they can interview each another using the worksheets you have copied and distributed. Give a time limit. Ask them to switch roles when time is up.

Invite them to exchange papers and look for details. Following are the results of two typical student interviews. In the first, there's a lack of important information and specific detail. The interview appears to be about the car, not about Laura. There is no indication of Laura's emotional state during this crisis. The second interview, while obviously more detailed and interesting, still lacks emotional impact. Expect similar results from your students.

**Car breaks down in Mexico**

1. Laura's vacation in Mexico.
2. Car with family.
3. On a winding road.
4. Few hours.
5. Car slows down.
6. Car stops.
7. Car won't start.
8. Car cools down.
9. Put water in.
10. Car starts and we leave.

**Rock Climbing**

1. Nathan tightened his harness.
2. Grabbed rock.
3. Took first step up.
4. Climbed up a few feet higher.
5. Slipped.
6. Harness tightened; his dad caught him
7. Caught breath.
8. Began climbing up again.
9. Reached top and overlooked scene.
10. Climbed back down.

Once students realize how challenging it is to interview another person, conduct your own interview with a special guest to demonstrate proper interviewing skills to the class. Instruct them to take notes, writing down anything they observe that will help them do a better job when they conduct the interview for their homework assignment. In particular, make sure to:

1. Ask questions to clarify vague responses and gather more details.
2. Ask about the specific emotions and physical reactions the person felt at various points during the experience.
3. Ask if there are any additional details about the circumstances or the setting that would help make the narrative more interesting. Description is still a necessary aspect of writing.

Let students discuss their findings. If they fail to catch an important point, bring it up. Remind them to be thorough when interviewing—the person may not be available later for further questions.

If time permits, write a practice paragraph based on the interview you conducted in class.

## **Lesson 14**

*Prepare your materials in advance if you choose to do the Optional Activity on TM p. 51, which is fun to do with a class. On individual index cards, write the name of an object that easily lends itself to personification (for example, the index cards for a birthday party might include a camera, a cake, a wrapped gift, a piñata, the candy inside the piñata, etc.). Thread each card with yarn so students can wear them around their necks.*

Divide the class into groups, assigning a different scenario to each group (Christmas Eve, a birthday party, a messy bedroom, etc.). Place 3-5 students in each group. Give them time to meet and brainstorm about how their characters might behave or respond in their given situation. Have them put together a simple skit with dialogue. See TM p. 51 for examples of possible dialogue.

Visit each group to make sure they are getting the idea of personification, offer suggestions or help, and keep them on track. After about 15-20 minutes, gather the groups together to act out their skits, or have them perform the skits during review week.

## **Lesson 15**

*The Tale of Peter Rabbit* lends itself to two distinct points of view. Show a YouTube video of the story and instruct students to note at least three phrases that represent Peter's point of view and three phrases that represent Mr. McGregor's point of view. Spend 10 minutes writing a practice paragraph from Peter's perspective (getting as far as you can). After 10 minutes, guide students through a practice paragraph of the same scene, this time written from Mr. McGregor's point of view. (Work quickly, but know you're not going to get through the whole story in this short amount of time.)

Discuss students' observations about how point of view impacts the reader's emotions and loyalties. For example, ask which point of view makes students sympathize with Peter. Why? Do they see Peter in the same light when the story is told from Mr. McGregor's perspective? Invite dialogue and discussion.



## Lesson 16

Define and discuss *past participles*. (This week's Skill Builder helps teach and reinforce their use.) **Note: It may be helpful for students to have laptops for this class session.**

To add variety, plan to have students read their final drafts as a reader's theater next week. (See p. 50 for more details on how to "close up shop" for your WriteShop I class.) Allow students to use the Reader's Theater Rubric in the Appendix as a guide during preparation.

- Divide students into groups of 2-4, depending on how many kids are in the class. Alternatively, let them choose (taking care no one feels left out).
- Have students brainstorm and write their narratives together in their groups, making sure to include dialogue. If they don't complete the assignment, suggest they video chat or meet in person during the week to complete the assignment. Each member of the group must contribute to the story.
- Students divide paragraphs and/or choose parts to read during class next week. If time allows, let them practice in class. Otherwise, encourage them to practice via video chat or in person during the week.
- When the groups present their reader's theater, use the "Reader's Theater Evaluation Form" in the Appendix to grade this assignment. Have students write two positive comments and one suggestion for growth on the "Reader's Theater Peer Comment Sheet" for each group.

## WriteShop II Lessons

### Lesson 17

If your students are new to WriteShop (they have not completed WriteShop I), they need to understand WriteShop concepts and terminology before launching into Lesson 17. With this in mind, familiarize them with the "Introduction" section of their Student Workbook and spend the first class reviewing the Lesson 1a and 1b. To emphasize concreteness, offer some in-class activities like those found on the "Concrete Writing Worksheet" in Lesson 1a of the WriteShop I Student Workbook.

Have students can turn to the "Glossary of Sentence Variations," which begins on p. vi of the Student Workbook. Lesson 17's Skill Builder activities review *paired adjectives*, *similes*, and *present participles*, so briefly teach/review their definitions. More sentence variations will be covered in Lessons 18 and 19.

For the in-class practice paragraph, choose a multifaceted object with several features and plenty of contrast in color and texture, such as a flowering plant, sports figure bobblehead, musical instrument, or detailed carved animal figurine. At the same time, avoid objects with too much detail.

*WANT TO DO MORE?* If your campus is home to an interesting sculpture or other unique item, now is a great time to get the kids outside to take pictures and write descriptive words about it. Come back inside to write the practice paragraph on the board.

## Lesson 18

Briefly teach or review definitions for this week's sentence variations: *prepositional phrases*, *-ly adverbs*, and *appositives*. (Lesson 18's Skill Builder helps teach and reinforce their use.)

As a fun option for this lesson, give students added flexibility of combining description with narration by allowing them to write about a fantasy world of their own making.

When you write the practice paragraph, show students how to transition from one paragraph to the next. Suggest that they refer to their "Transitions and Conjunctions" word list on p. 14 of their workbook (specifically, to "location words") for both the practice paragraph and their own writing homework.

*WANT TO DO MORE?* Transport your entire class to a fantasy world, a ski slope, or the beach! Defuse appropriate scents, play music (or show a YouTube video with background and music), and bring in snacks.

## Lesson 19

Briefly teach/review definitions of this week's sentence variations: *personification* and *past participles used as adjectives*. (This week's Skill Builder helps teach and reinforce their use.)

Even though students will write an informative report, stress that compositions must not sound like encyclopedia articles. Explain that factual writing can also be colorful and descriptive.

Give students specific instructions about their sources.

- Use no more than two sources.
- Sources should be brief, not exhaustive! A one-page article is ideal.

- **Require students to submit a printed copy of their article** when they turn in their first revisions so you can refer to them if necessary.

*WANT TO DO MORE?* Here's a fun way to help students choose an animal or person to research! Throw together a slideshow of unique animals and/or interesting/famous people (one animal or person per slide). As you scroll through the presentation, students slam the table/desk, jump up, and shout, "I'll take that!" Whoever smacks the table first gets to research that particular animal or person. Any student who hasn't chosen by the end of the slideshow can pick a subject from a slide that hasn't been claimed yet.

## Lesson 20

*Before coming to class, find advertisements in travel magazines and other sources (see TM p. 63, "Materials"). Instead of using class time searching for the right ads, choose the ones you want to use in advance. (You may also want to find videos of ads that make exaggerated claims. Diet and exercise products are often major offenders!)*

In class, explain that the "actual" paragraph describes the resort as it really is and must not sound like an ad. Rather, it should paint a realistically descriptive (but bleak) picture of the resort. The *exaggerated* paragraph is the travel advertisement.

This ad comes straight from a magazine tourism advertisement. Although it describes a real place, it sounds very much like the exaggerated ads your students will write this week—making it a perfect example to share with your class!

In the quaint seaside towns of Alabama's Gulf Coast, daytimes are spent roaming among shops from chic to kitschy. Admiring lush landscapes, resort guests ride bikes along the property. Sunkissed beach goers drape across lounge chairs beneath oversized umbrellas. At the water's edge, families build sandcastles that will be toppled by foamy, turquoise water come nighttime. When the sun sets, restaurants come to life, kitchens ablaze. Waltzing servers deliver mouthwatering dishes to diners who have come for a taste of plump scallops and famous gulf shrimp. Book now to experience for yourself the charm and excitement of the Gulf Coast.

Pop it up on the whiteboard or print and pass out copies. Try one or more of these ideas as part of your teaching time.

- **Focus on sensory description.** Have students share a favorite word picture from the ad—something that makes this place sound like an amazing tourist destination.

- **Focus on content.** Tell the class to pretend this whole advertisement is an exaggerated claim about a rundown, once-popular tourist spot. Using the “Exaggeration Worksheet (practice paragraph)” as a guide (Student Workbook p. 20-7), ask students to describe features of the tourism resort as if it were actually shabby, abandoned, and in disrepair. Write answers on the whiteboard.
- **Focus on style and mechanics.** Invite students to underline adjectives, circle action verbs, draw a box around prepositional phrases, put a star above sentence variations, etc.

When explaining the assignment, make it clear that the “actual” and “ideal” (exaggerated) paragraphs don’t necessarily follow the same format and shouldn’t mirror one another sentence-for-sentence. For example, if the fourth sentence of the “actual” paragraph describes a rotting pier and debris-strewn marina, it doesn’t mean the fourth sentence of the “exaggerated” account must then describe a gleaming pier and well-kept harbor.

*WANT TO DO MORE?* Rather than typing a final draft, students can create a travel brochure using a desktop publishing tool. Alternatively, assign the travel-brochure project in addition to the final draft.

## Lesson 21

Lessons 21 and 22 make up two parts of one writing assignment. Therefore, don’t forget to take a photo of today’s class brainstorming and practice paragraph. You’ll need these for teaching Lesson 22, when you return to the same scene/setting but write from a different point of view.

*WANT TO DO MORE?* To engage older high school students, a change of setting might make the Lessons 21 and 22 more exciting. Instead of a traditional city park, invite your students to transport themselves to a distant planet, a fantasy world, or a gaming world. What would a picnic look like in one of those settings?

## Lesson 22

**Important:** Students could be writing their Lesson 22 assignment before they have a chance to read your feedback on Lesson 21. This means they’re likely to repeat the same errors in both compositions. That’s okay! Simply note on their Lesson 22 feedback to apply your suggestions and comments from Lesson 21.

Pass back their edited Lesson 21 first revisions during class so they can see your feedback. Using their edited first revision as a guide, have students edit their own first revision for Lesson 22.

### **Lesson 23**

*WANT TO DO MORE?* To introduce first- and third-person point of view, upload a short animal video clips from YouTube to watch in class. Observing the antics of monkeys, otters, elephants, and other playful creatures might inspire your students to think outside the box.

### **Lesson 24**

Before class, gather an assortment of ads (especially toy ads) to read to the class. If you're inclined, print several of these ads and pass them out. As an in-class activity, ask questions about each ad, taking ideas from p. 24-5 in the Student Workbook. In addition, see if students can find examples of incomplete sentences; short phrases or sentences; contractions; and/or sentences that begin with *and*, *but*, *because*, or *so*. Discuss other features of the ad text (apart from photos or drawings) that make the item desirable or appealing.

*WANT TO DO MORE?* Introduce the rhetorical tools of *logos*, *pathos*, and *ethos*. Ask students to include these elements of persuasion in their ads. As an additional assignment, have them present their ad orally in class or to create a 30-second video commercial to present to the rest of the class during your review week.

### **Lesson 25**

*Before class, look through the essay topics in Appendix B ("Essays that Persuade"). Pick two or three and, as a class, vote for the one they want to use for their practice paragraph.*

Lesson 25 is a key lesson. Even though it focuses on the opinion essay, it actually introduces the main concepts and skills needed to write most of the essays taught in WriteShop II. Plan on referring back to Lesson 25 as needed.

Acquaint your class with "Using Transition Words to Make or Introduce Your Points" (Word Lists, p. 16). Students will need this word bank throughout the essay-writing unit. They may also make use of the "Transitions and Conjunctions" list (Word Lists, pp.14-15).

Define and discuss *parallelism* before you introduce "Identifying Main Points and Transitions." In the TM, this activity is presented *after* the student does independent brainstorming. If you plan to use "Identifying Main Points and Transitions" (Student Workbook p. 25-5) as an in-class

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pre-writing exercise, students need to understand parallelism before they can proceed. (This week's Skill Builder helps teach and reinforce parallelism.) Some instruction is given in TM pp. 74-75; however, if this concept is new to you also, consider reading up on parallelism in an English handbook.

To avoid confusion, remind students that the *entire* essay (not each paragraph) should be 10-20 sentences.

Rather than write a practice paragraph, spend class time focusing on outlining and organizing essays during this lesson.

## **Lesson 26**

This lesson is similar to Lesson 25. Gather or print out examples of letters to the editor from various sources:

- Opinion section of news magazines and newspapers
- Samples printed from forums and online news sites.
- Samples printed from a Google image search for "Letter to the Editor"

Distribute and discuss these as a class. Bring enough copies for each student if you want them to work from the same resource. Otherwise, a variety is fine.

## **Lessons 27 and 28**

These lessons teach students to compare and contrast. They must compare for one lesson and contrast for the other, but they may decide which. Making a Venn diagram often helps a student determine whether comparing or contrasting will work best with a given topic. See TM p. 80 for details.

They will also have the freedom to choose which lesson to write "part-by-part" and which to write "whole-by-whole." Refer to TM p. 80 for a better understanding of these concepts.

With the students, refer to using "signal words" (Student Workbook p. 27-4). Explain how signal words give the reader clues about whether the essay is comparing or contrasting by showing relationship between points. Words like *again*, *besides*, *furthermore*, or *likewise* tell the reader that similar information is forthcoming. Words like *nevertheless*, *rather*, *on the other hand*, or *while* inform the reader that the essay is about to present an opposing point.

## **Lesson 29**

Students will rely on all their new skills and knowledge about essay writing and apply them to “Essays That Describe or Define.”

Try something different as an in-class activity: Choose a topic from TM Appendix B pp 18-20. Brainstorm and write an outline as a class. Then have students write individual (in-class) essays, following the class outline. They will write from their own point of reference, apply their own examples, and express themselves through their individual styles. This gives you (and them) a chance to see how the same outline can still produce different results and unique essays. It will also help prepare them for Lesson 30, when they will begin writing timed essays.

## **Lesson 30**

The Teacher’s Manual lesson plans for Timed Essays explains how to take students through the process. If this is your last class session, encourage parents to continue giving timed essays at home on a regular basis. Provide parents with some essay topic ideas via email.

## Before You Begin: How to Organize a WriteShop Class

**Recruit.** Use social media or your co-op's email list to advertise your class. Write your class description in present tense and make it fun! Include pertinent information like your contact info, class location and time, and which WriteShop levels you're teaching.

**Decide how much to charge.** Consider your costs. Remember incidental expenses like printing, incentives, and office supplies. Do you intend to donate your services or "trade off" in a co-op? If you charge a fee, will it be by the month or semester? Do you plan to offer a discount to those who pay for the semester or year up front? Will you give a break to families with multiple students? Will you require a materials fee or registration deposit?

**Choose your teaching platform.** If you're teaching virtual classes, you need to decide which video platform you to use. Once you do that, you will inform your parents and give them instructions for setting up the platform on their devices.

**Order WriteShop books.** You need the Teacher's Manual and a student workbook for yourself. Each student must also have his or her own workbook.

- **Decide who else needs a Teacher's Manual.** If you're the only one teaching the class and editing and grading student papers, parents will not need a Teacher's Manual. If you plan to share the responsibility of teaching and/or editing with the parents, then each household needs a Teacher's Manual.
- **Teaching a virtual class?** Your situation is unique. Contact WriteShop to discuss your best curriculum option(s) when teaching remotely.

You have three options to purchase materials:

- **Parents buy their own student books** (and Teacher's Manual, if needed). Simply provide a link to the proper WriteShop student book in the [WriteShop store](#) and encourage parents to place their orders at least three weeks before your first class.
- **Purchase books in quantity.** To cut costs for parents, purchase books in bulk using WriteShop's [educational discount](#). Save 5% to 30%, depending on quantity. Email [orders@writeshop.com](mailto:orders@writeshop.com) or call the office (909.989.5576) to place an order. Once you collect the money from parents and pay the invoice, WriteShop will ship the books to you for distribution to students.

Traditional schools may submit purchase orders with 30-day terms.



- **Purchase a site license.** This option allows you to print and distribute student materials for your class. This can be a cost-effective option if you have access to free or low-cost printing. Purchase a license for each enrolled student (minimum of three) at 57% to 60% discount. *A license is valid for one student and for one school year.* Email or call WriteShop to request a license application.

**Send parents an information packet.** As parents register for your class, send each family an information packet containing the following:

- Welcome letter
- WriteShop Homework and Parents' Role at Home
- Pre-Class Paragraph Instructions
- General Policies
- Class Rules
- Supply List

*The Appendix contains printable copies of each of the above.*

**Gather teaching supplies.**

- WriteShop Teacher's Manual and student workbook
- *The Blue Book of Grammar and Punctuation*, if using
- Whiteboard and easel, plus colored dry-erase markers
- Grading book, spreadsheet, or software to keep track of student records
- Other teaching materials (listed at the beginning of each lesson plan)

**Decide how to communicate with students and parents.** For convenience, use an application like Google Classrooms to post homework assignments. Alternatively, send assignments and other communication via email. If you choose to use the homework assignment sheets in the Appendix, either send them home in student folders (see below) or attach them to an email.

**Prepare student homework folders.** Decide on a system to collect and distribute compositions. Your class is a perfect vehicle for teaching young people to be prepared and organized. Student folders can help accomplish this goal by providing a means for you and your pupils to pass papers back and forth between class and home. Here's how:

- **Front cover:** Using a black marker or printed labels, place each student's name in the upper right-hand corner of the front cover.
- **Inside right-hand pocket.** Label this pocket "Take Home/Bring Back." It serves several purposes by giving students a place to put their finished homework. It also provides a spot for you to:
  - Return edited first revisions (or any assignment that still needs more work).
  - Insert an assignment sheet for the coming week if you're not doing this electronically.

Note: This is the **only** pocket into which students or parents may put papers.

- **Inside left-hand pocket.** Label this pocket "File in Notebook."
  - *You alone* may place papers into the left-hand pocket. Use it to return graded work that you don't need to see again. (If a composition still needs further revision, put it back in the "Take Home/Bring Back" pocket.)
  - Tell students to empty the "File" pocket every week and place their graded compositions into their notebooks.

Students should always put their folders in a designated spot upon arriving at class. If they sit around tables, have them stack their folders in the center when they sit down. Folders are then quick and easy to collect. A box by the door or on your desk would also work.

**Decide How to Collect Teacher Checklists and Evaluation Forms.** Teacher Writing Skills Checklists and Composition/Essay Evaluation Forms are the last two pages of each lesson in the student workbooks. You need to collect these before you can edit or grade their work.

- **Option 1:** Before the first day of class, students remove **ALL** teacher checklists and evaluation forms from their workbooks and turn them in to you during your first class.
- **Option 2:** Students remove the teacher checklist and evaluation form one lesson at a time and paperclip them to their stack when they turn in their first revisions or finals for each lesson.

## Classroom Management

**Stay in control.** Chances are you'll have a class of well-behaved, respectful, and obedient students. However, you may also encounter a student or two who require more of your attention. If you have never taught in a group setting before, these tips may help you manage your classroom more effectively.

- All students should read and sign the class rules handed out at the beginning of the year. Review these on the first day of class.
- Although it is one of their class rules, encourage students throughout the year to behave with kindness and respect toward one another. Do not tolerate abusive language, teasing, mocking, shunning, or disrespect of any kind toward you or the other students.
- Students should feel safe in this class. They must be able to express ideas and offer input without fear of ridicule. Nip any rude behavior in the bud.
- If your co-op or class is composed of homeschooled students, they may not be accustomed to the practice of raising hands or waiting their turns. Encourage them to develop this habit.
- Warn-Move-Remove-Call Parent. This means exactly what it says. If anyone poses a discipline problem, first give a warning. If the behavior persists, move the student to another seat. Should the problem continue, remove him to a spot away from the group for a short time. Remind the student that if the behavior does not change, you will ask a parent to sit in class with him.
- You may or may not want to assign seats. If you have repeated problems with cliques, talkers, or teasers, assigned seats often remedies this problem.

an organized system to collect and dispense homework without taking precious class time. Here are some ideas:

- Place a box by the door where students can put their folders as they come in.
- If not using folders, set placards on a table that say "First Revision" or "Final Draft" to mark the place where students turn in their papers.
- Alternatively, set out a file box containing hanging file folders with students' names written on the tabs. Students can collect and deposit papers as needed into each hanging file.

## Virtual Classrooms

If you're running a virtual classroom, your classroom management and homework collecting looks a bit different from a physical meet-in-person class. WriteShop works well with online, group tutoring or with a live-stream classroom where some students are physically present in the class while others watch via live stream.

**Choose an online video or live-stream platform.** Multiple options are available. Choose one that works for you and that you feel comfortable working with.

**Choose a day and time for your class.** Just like meeting in person, a virtual class must have a specific day and time to meet.

**Communicate with parents and students.** Share classroom meeting notices with parents and students. Also, consider putting the schedule, class rules, homework assignments, etc. on a platform like Google Classroom.

**Decide on a system for exchanging papers.** If students share their first revisions with you via Google Docs, you can edit and leave comments right on their papers. Alternatively, have them email pictures of their work to you. Or, they can email their assignments as scanned attachments. Checklists can be shared as PDFs, JPGs, or PNGs.

**Video chat etiquette.** Prepare students for their virtual classroom by giving them guidelines.

- They should be in a distraction-free room during your class time.
- They should have good internet and good audio/video (check settings before class begins).
- They may need to wear a headset if their computer is picking up feedback.
- They need to mute their microphones when they are not talking. Unmute when they want or need to speak.
- They should have their student books, paper, and other supplies within reach as they are in class with you.

**Pre-writing games and activities.** During your video-chat times, plan on sharing your screen to show videos or slideshows. As needed, adjust pre-writing activities so students can participate virtually.

## Editing and Grading Papers

### When Teaching Large or Multiple Classes

Whether you're teaching 20 students or 150, editing and grading compositions and essays has the potential to suck the life out of the most seasoned teacher. Even if you were to devote only 5 minutes a week to 150 compositions, you'd spend over 12 hours on this task alone. Since it's impossible to give full attention every week to every student's paper, the ideas that follow will help you streamline your editing and grading so you can find a balance that works for you.

Strive for different levels of "completeness" when editing papers.

LEAST	Make general comments only.
	Make specific comments about the assignment as a whole.
	Highlight good and bad examples of work (e.g., a descriptive, concrete phrase vs. a vague or weak one) and mark some errors.
	Mark all errors.
MOST	Correct all errors.

Each successive level of editing requires more time and effort. Working within your time constraints, pick the level that is most helpful for your students. For example, correcting all errors is not only time-consuming, it hinders them; they need to wrestle a bit on their own to improve their writing. It's more effective to correct one error and point out the others.

#### Use time-saving tips.

1. If teaching multiple classes, stagger due dates so assignments for each class get turned in on different days. This spreads out the workload.
2. Take breaks while editing. Edit a certain number of papers each day.
3. Set a reasonable time limit for editing/grading papers. You can get so wrapped up in working through the first half of a stack that you run out of time. To avoid this, divide your available time by the number of papers you need to edit or grade and set a timer. At first,

you'll probably have to adjust your estimated grading time, but this makes it possible to give each paper equal attention.

4. Edit or grade only a few papers from a class set

- Tell students you will make an in-depth evaluation of a few papers from each class set and check off the others. Students won't know when theirs will be edited/graded in-depth. Use a roll of a die to match numbers selected by students in order to pick a handful of compositions to edit thoroughly. Next time, most of this group will be out of the running, but roll the die to pick one of their papers so they're still prepared.
- Quickly skim class papers and divide into piles of good, average, and weak writers. Give weaker writers feedback first since they need more time to grow and improve.

5. Assign oral presentations:

- Choose students randomly during class so everyone is prepared on the first day. Alternatively, assign specific students to speak on specific days of the week.
- Students need to bring two copies of a composition to read in class: a student copy (to read aloud) and a teacher copy (for you).
- They must mark the teacher copy according to your prior instructions (e.g., circle "to be" words, underline sentence variations, put an "x" over synonyms they've chosen).
- As they speak/read, evaluate their writing style and give a grade.

6. Edit student's choice of composition:

- Have students create a portfolio of checked-off compositions from which they select the best to be graded. As an alternative, have the student select one of three consecutive writing assignments to be graded.
- Have students complete three writing assignments through the first revision stage. Then, invite them to pick one of these first revisions to undergo teacher or peer editing (your choice). Return edited first revisions and assign a final draft, which will then receive a grade.

**Don't assess every element of a composition.**

When editing or grading writing, don't try to address every single item on the checklist or rubric. For the first couple of papers, you might just consider structure, organization, and concreteness, and then move on to content as you progress through the year.

1. Choose 2-4 specific things you want to see in a particular paper. For example, if students are writing a narrative, you might check for correct use of tense or make sure they applied emotion to their subject. In addition, you could target repeated words, "to be" words, or the newest skill taught. Don't announce your choices until papers have been turned in.

This kind of limited editing makes grading go much faster later because you know exactly what to look for. If it's not there, the student loses points.

2. Variations

- Using the Teacher Writing Skills Checklist, edit papers for content or style only.
- When editing, address one aspect each of content, style, and mechanics.
- Focus on one area of individual student need, such as organization, awkwardness, wordiness, or sentence structure.
- Identify several common errors and teach a short lesson to the entire class. This could be a grammar lesson on use of hyphenated adjectives, or it can address a topic such as awkward sentence structure.
- Highlight "Sentences of the Week": Identify each student's best sentence and concrete word choice/s (or do this via peer editing). Share a number of these in class.

3. Take advantage of teaching assistants or student aides who, if nothing else, can identify such things as sentence variation use, "to be" words, weak words, etc. Once edited, these papers can then go through the final draft.

**Employ peer editing in the classroom.**

1. The Appendix has printable peer editing checklists. Distribute these to students, asking each to read and score three of their peers' first revisions in a specific amount of time. For more objective feedback, pass *copies* to three different peers rather than just one.

- Ask writers to identify specific areas they would like peer readers to focus on.
  - Ask peer readers to offer advice—what should the writer do about particular problems?
2. Guided peer editing is especially effective. Walk the class through the process so they're simultaneously looking for the same things.
  3. Instead of allowing peers to mark on the composition, direct them to make comments on the peer editing checklist. After editing a composition, they should staple the checklist to the back so as not to influence the next evaluator. Collect the papers, check off that they were completed on time, and return them to students for a final draft. As an alternative, provide peer editors with sticky notes on which to comment. The sticky notes can then be affixed to the composition.

**Edit and grade more efficiently—and effectively.**

1. Gather your stack of compositions, your WriteShop books, Teacher Checklists and/or Composition Evaluation Forms, mechanical pencils, colored pens, or anything else you may need, and find a clutter- and distraction-free place to work.
2. Plan your schedule to have sufficient time for major editing/grading tasks you know you'll have to complete.
  - Take advantage of your prep period or come in early when it's quiet.
  - Carve out a couple of hours a few evenings a week.
  - Use “down” time in your week, such as waiting for appointments or children's activities, to your best advantage.
3. Motivate students through editing
  - Give points for assignments that are properly self-edited and turned in on time.
  - A comment or two on a page is more valuable to students than a full page of comments and mechanical markings.
  - Identifying and praising whatever a student does well improves writing more than any amount or type of negative correction. This is especially important for your weaker writers who need all the encouragement they can get.



4. Use models to teach correct form.
  - Instead of commenting on individual papers, locate an “A” paper, show it on the big screen, and discuss its qualities. Consider using a paper from another class (or a previous year) to avoid spotlighting the author.
  - Or use examples from the “Student Writing Samples” section in the Teacher’s Manual to model before/after compositions.
5. Do not embarrass students by examining weak papers; instead, discuss “typical problems” that you notice in weaker writing.
6. Develop a list of comments you typically make on papers. Refer to this list when editing, as it can be easier than reinventing the wheel.
7. Other editing tips
  - Ask questions for clarification.
  - Use common proofreading/editing marks (See TM p. 135). Make sure students understand them.
  - Don’t overwhelm the student by marking every mechanical error.
  - Students are more likely to read and apply marginal and end comments than the notes you make on your Teacher Checklist. Make them brief, clear, specific, helpful, and encouraging.
  - Show how a problem could be corrected. As a last resort, give a suggestion.
  - Try not to write “awkward” or “?” without also making a comment. The writing probably doesn’t sound awkward to the student, so he won’t know how to fix it.

**Draw parents into your corner.**

1. Parents are your greatest allies—after all, you both have the student’s interest in mind.
  2. Call parents early on if you see a problem developing, such as incomplete or late assignments.
  3. Use positive reinforcement with parents. Catch students doing something good and write an occasional note to brag about them to their parents—especially as it relates to their
-

writing. (Contact a certain number of parents each month so as not to miss anyone.) For example:

- *I'm pleased to see that Keisha always hands in her writing assignments on time.*
- *Dylan does such a thorough job of brainstorming. His writing reflects his hard work.*
- *Monroe's writing skills have improved tremendously over the past quarter.*
- *I appreciate how diligently Omar uses his checklist. His revisions always show improvement.*

Find similar suggested notes in your Teacher's Manual (See tabbed section "Positive and Encouraging Comments").

4. Inform parents how they can help with writing assignments. The Parent Handouts Appendix in the Appendix offers many helpful tips. Among them:

- Encourage good study habits.
- Work with your student.
- Provide consistency (same time every day, not waiting till the last minute).
- Provide required materials: colored pencils, quality eraser, and paper.
- Provide a well-lit, quiet, distraction-free place to work.

## When Teaching a Small Class

The Teacher's Manual contains a wealth of suggestions to help you through the editing and grading process. Familiarize yourself with each tabbed section so you feel well prepared.

If teaching a class for the first time, editing and grading papers may seem a little daunting in the beginning. Spread out the work so you don't end up with a stack of papers to edit at the last minute.

Pace yourself. Some student papers will be easy to edit. These students are "natural" writers, follow directions well, and diligently proofread and correct their work. Other papers will require more of your time as you discover awkward sentence structure, failure to follow directions, and incomplete self-editing. Editing and grading early in your week allows you to set aside and come back to a more challenging composition.

**Materials.** When editing and grading, keep handy any necessary tools and supplies that make this job easier.

- WriteShop Teacher's Manual and Student Workbook
- Teacher Writing Skills Checklists or Composition Evaluation forms
- English handbook such as Strunk and White's *Elements of Style*
- Thesaurus and dictionary (or apps)
- Colored pens and a pencil or two

**Teacher Writing Skills Checklists and Composition Evaluation forms.** Look for these at the end of every lesson in the Student Workbooks.

- **Teaching letters.** Class time constraints may keep you from spending one-on-one time reviewing a paper. Instead, consider typing a "teaching letter" to a student whose paper needs extra feedback. (For an example, see the tabbed "Student Writing Samples" section in the Teacher's Manual.)
- Alternatively, if you see similar problems crop up in other students' work that week, consider addressing these in class instead of (or in addition to) the letter. Send suggestions in an email or schedule a video conference with the student to go over the composition.

**Student Reminders.** As needed, review with the class the importance of

- Following directions for each assignment.
- Using proper form (see Student Workbook pp. ii-iii and TM pp. A-7 and A-8).
- Brainstorming adequately.
- Reading not just the notes written on their paragraphs, but the teacher comments found on the Teacher Writing Skills Checklist as well.
- Handing in all drafts of each composition, accompanying brainstorming worksheet, and checklists in PROPER ORDER. Refer them to both their Student Checklists and "The Writing Process: Easy as 1-2-3-4-5" (Student Workbook p. i and TM p. A-1). You may also wish to refer to TM p. A-12, "Organizing Student Drafts."

## Writing assignments

ALL DRAFTS of every writing assignment must be paperclipped or stapled together.

**First revisions.** To properly edit a first revision, you'll need the following student worksheets and drafts in hand.

- *Brainstorming.* Looking over your students' brainstorming efforts lets you to see how much time they invested in this important pre-writing exercise. If the composition seems weak, vague, or poorly developed, check to see if they brainstormed adequately. You may want to require them to do additional brainstorming.
- *Sloppy copy.* Students can slack off when it comes to editing. They might replace a word or two on their sloppy copies, but the first revision is pretty much identical to the rough draft. If the first revision seems to need a lot of work, *see if the sloppy copy shows clear signs of editing.* Don't let them get away with careless or lazy editing efforts.
  - Did they use green and blue colored pencils to underline weak, vague, or repeated words?
  - Did they circle all "to be" words in red?
  - Did they use all required sentence variations? Did they use them correctly?
  - Look over the flow of the paragraph. Would it benefit from rearranging of sentences? Do you spot misplaced modifiers, run-ons, or fragments?
- *Student Writing Skills Checklist.* In the beginning especially, it's not unusual for students to mark the boxes on the Writing Skills Checklist without actually checking to see whether these things need attention. If a student didn't seem to make much effort to edit and revise, he or she probably didn't use the checklist correctly. You should be able to tell at a glance. Don't forget to take off a point for this on the Composition or Essay Evaluation Form.

**Final drafts.** When students turn in their final drafts, *all other drafts of that composition must also be attached.*

- *Teacher Writing Skills Checklist.* If students don't return the Teacher Checklist or teaching letter, you can't effectively grade their composition. Without seeing your original comments, you won't be able to remember the suggestions you made.

- *First Revision.* The first revision must also be attached. Again, without it you may not be to identify changes (or lack thereof) between drafts.

**Skill Builders.** You have three options for grading Skill Builders.

- During class, either glance through them or have students share some of their answers.
- Collect and grade them yourself during the week. Answer keys begin on TM p. 171. If you choose this option, have students list the lesson number under the Skill Builder column on their assignment sheet, located in the Appendix.
- Give parents the responsibility of grading Skill Builders. In this case, you have permission to scan and email the Skill Builder answer keys to each parent.

## Closing Up “Shop”: Bringing Your Year to a Close

**Host a WriteShop Tea or Reader’s Theater.** Several weeks before the class ends, send decorative invitations home to parents. Ask families to bring luncheon or dessert treats. Encourage students to dress up for the occasion.

If you would like to plan such a gathering, students get to provide the literary entertainment! This gives them an opportunity to develop poise and confidence before an audience. They also get a chance to share some of their own work with others. This is the day they will read their final WriteShop I or II class assignment according to your schedule.

**Reader’s Theater.** A reader’s theater is a dramatic oral reading of a script without props or costumes. (Easy!)

For your WriteShop I class, assign students to work in small groups (3-5 per group). Have students vote on whose Lesson 16 “Omniscient” narrative to dramatize (or you can assign one to each group). Then, instruct them to create a dramatic reading of the narrative.

Students don’t need to memorize the script, but it should be well practiced so they can make eye contact with their audience. They should divide the script evenly among the students in their group. Division of the script can happen by character or by paragraph.

Scripts should be printed in easy-to-read font and matted on black construction paper. This way, students can hold the composition in one hand and gesture as needed. Each student holds the entire script with his or her portion highlighted. They can sit on stools or stand during the presentation. They do not “act out” the script, but draw the audience in with their intonations, facial expressions, and hand gestures.

To help students prepare for their reader’s theater, distribute or display the Reader’s Theater Rubric from the Appendix so they can use it as a guide. On the day of the presentation, use the rubric to evaluate each person in each group by putting an X on the box that best describes each student’s performance. To calculate the grade, add the appropriate points from each column and row together.

**Oral presentation of an essay.** Instead of—or in addition to—the reader’s theater, invite students to read one of their best (or favorite) WriteShop compositions or essays. Each paper should be mounted on black paper and well-practiced at home. In the Appendix, you can find Oral Presentation Peer Review and Oral Presentation Teacher Evaluation Rubrics.

**Thank-you notes.** Whether you teach in person or virtually, it's a good idea to send a short thank-you note to your parents and students at the end of each year. It creates good will and ends the year with a positive review.





# Appendix



## WriteShop Class Schedule

☐ 1<sup>st</sup>   
 ☐ 2<sup>nd</sup>   
 ☐ 3<sup>rd</sup>   
 ☐ 4<sup>th</sup> Quarter

WEEK NO. & LESSON NO.	TO DO In Class	RETURN these drafts to students today	COLLECT these drafts from students today	ASSIGN for student homework	EDIT & GRADE Teacher completes before next class mtg

# WriteShop Assignment Sheet

Sloppy Copy &  
1st Revision

Due Date

## Skill Builders

## Final Drafts

[illegible]

Peer's Name \_\_\_\_\_

Title \_\_\_\_\_

Your Name \_\_\_\_\_

Date \_\_\_\_\_

## Peer Editing Checklist

As you read your peer's composition, use this sheet to help you look for required elements.

1. How many sentences? \_\_\_\_\_
2. How many "to be" words? \_\_\_\_\_
3. List repeated words \_\_\_\_\_
4. List weak words \_\_\_\_\_
5. List vague words (nouns, verbs, adjectives) that could be made more concrete OR that could use an adjective/adverb to make them more descriptive.  
\_\_\_\_\_
6. Is the title descriptive?    **Yes**                      **No**
7. Does the title capture the essence of the composition?                      **Yes**                      **No**
8. Are there sentence variations? Mark "yes" or "no" and write the word or phrase (NOT the entire sentence) in the space provided.

**Yes**      **No**

- |                          |                          |                                  |
|--------------------------|--------------------------|----------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | paired adjectives _____.         |
| <input type="checkbox"/> | <input type="checkbox"/> | present participial phrase _____ |
| <input type="checkbox"/> | <input type="checkbox"/> | simile _____                     |
| <input type="checkbox"/> | <input type="checkbox"/> | appositive _____                 |
| <input type="checkbox"/> | <input type="checkbox"/> | "-ly" adverb phrase _____        |
| <input type="checkbox"/> | <input type="checkbox"/> | prepositional phrase _____       |
| <input type="checkbox"/> | <input type="checkbox"/> | past participial phrase _____    |
| <input type="checkbox"/> | <input type="checkbox"/> | subordinate conjunction _____    |

9. Mark the left-hand margin with the appropriate abbreviation if you find any of the following:

Did you find any incomplete sentences (fragments)?    **Yes**    **No** (mark *frag*)

Did you find any run-on sentences?                      **Yes**    **No** (mark *r.o.*)

Did you find any misplaced modifiers?    **Yes**    **No** (mark *mm*)

Did you find any unclear or awkward sentences?                      **Yes**    **No** (mark *unclear* or *awk*)

10. On the back of this page make two positive comments and one helpful suggestion.

### Oral Presentation Peer Review

Class: \_\_\_\_\_

Speaker: \_\_\_\_\_

<b>How well did the speaker:</b>	<b>Great</b>		<b>Average</b>		<b>Needs work</b>	<b>Missing</b>
Clearly present ideas?	5	4	3	2	1	0
Summarize the topic?	5	4	3	2	1	0
Make eye contact?	5	4	3	2	1	0
Project voice, remain audible, and limit fillers?	5	4	3	2	1	0
Appropriately use visual aids?	5	4	3	2	1	0
Present with logic and emotion?	5	4	3	2	1	0

2 Positive Comments: \_\_\_\_\_

\_\_\_\_\_

1 Growth Area: \_\_\_\_\_

### Oral Presentation Peer Review

Class: \_\_\_\_\_

Speaker: \_\_\_\_\_

<b>How well did the speaker:</b>	<b>Great</b>		<b>Average</b>		<b>Needs work</b>	<b>Missing</b>
Clearly present ideas?	5	4	3	2	1	0
Summarize the topic?	5	4	3	2	1	0
Make eye contact?	5	4	3	2	1	0
Project voice, remain audible, and limit fillers?	5	4	3	2	1	0
Appropriately use visual aids?	5	4	3	2	1	0
Present with logic and emotion?	5	4	3	2	1	0

2 Positive Comments: \_\_\_\_\_

\_\_\_\_\_

1 Growth Area: \_\_\_\_\_

### Oral Presentation Teacher Evaluation

Class: \_\_\_\_\_ Speaker: \_\_\_\_\_ Grade: \_\_\_\_\_/30

<b>How well did the speaker:</b>	Great		Average		Needs work	Missing
Clearly present ideas?	5	4	3	2	1	0
Summarize the topic?	5	4	3	2	1	0
Make eye contact?	5	4	3	2	1	0
Project voice, remain audible, and limit fillers?	5	4	3	2	1	0
Appropriately use visual aids?	5	4	3	2	1	0
Present with logic and emotion?	5	4	3	2	1	0

2 Positive Comments: \_\_\_\_\_

\_\_\_\_\_

1 Growth Area: \_\_\_\_\_

### Oral Presentation Teacher Evaluation

Class: \_\_\_\_\_ Speaker: \_\_\_\_\_ Grade: \_\_\_\_\_/30

<b>How well did the speaker:</b>	Great		Average		Needs work	Missing
Clearly present ideas?	5	4	3	2	1	0
Summarize the topic?	5	4	3	2	1	0
Make eye contact?	5	4	3	2	1	0
Project voice, remain audible, and limit fillers?	5	4	3	2	1	0
Appropriately use visual aids?	5	4	3	2	1	0
Present with logic and emotion?	5	4	3	2	1	0

2 Positive Comments: \_\_\_\_\_

\_\_\_\_\_

1 Growth Area: \_\_\_\_\_

# Reader's Theater Rubric

Student  
Name: \_\_\_\_\_

Skit  
Title: \_\_\_\_\_

	5	4	3	2	1
<b>Projection</b>	Audience could all words	Audience could hear almost all words	Audience could hear most words	Audience could hear some words	Audience could not hear
<b>Enunciation/ Vocal Quality</b>	Enunciation was always clear and concise	Enunciation was almost always clear and concise	Enunciation was sometimes clear and concise	Enunciation was seldom clear and seldom concise	Enunciation was never clear nor concise
<b>Characterization</b>	Stayed in character for the entire reading	Stayed in character for most of the reading	Stayed in character for some of the reading	Seldom stayed in character	Was not in character during the reading
<b>Performance</b>	Maintained eye contact and used gestures throughout reading	Kept eye contact and used gestures adequately	Had some eye contact and used some gestures	Seldom looked at audience and seldom gestured	Never looked at audience and never gestured
<b>Preparation</b>	Presentation ran smoothly and was well practiced	Presentation ran somewhat smoothly and was mostly practiced	Presentation was a bit choppy but showed some preparation	Presentation had frequent stops or corrections and lacked preparation	Presentation didn't seem practiced

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Total Points: \_\_\_\_\_ /25



# Parent Welcome Packet



# Sample Welcome Letter

Dear Parents,

Welcome back to another wonderful year of home schooling! I am looking forward to partnering with you in this important area of writing. I have many exciting things planned for your students, and I'm eager to watch them grow in the fundamentals of written expression.

My goal is to give your child a well-rounded writing experience using the WriteShop program and expose them to a wide variety of writing activities.

Enclosed you will find the following information:

- ☐ Homework Help
- ☐ General policies

Class rules

Supply list

Class begins on this date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

I believe in open lines of communication. Please feel free to contact me if you have any questions. I'm looking forward to a writing adventure with your student!

Sincerely,

\_\_\_\_\_ (your name)

\_\_\_\_\_ (preferred contact: phone number, email, video-conferencing ID, etc.)

## General Policies

1. Students are expected to follow all classroom rules. Please review each rule with your student and return the signed agreement.
2. Any student who does not follow these rules will first receive a warning in class. When necessary, I will separate students or isolate the one who is being disruptive. If behavior continues, I will contact you.
3. If, and *only* as a last resort, the behavior continues, I may have to ask that your child be dropped from the class to allow the other students the courtesy of a productive classroom.
4. If you need to speak with me, I am available for 15 minutes after class. Beforehand, I am generally busy with final class preparations. I am also available by phone, text, email, or video conference. (*Include contact information here.*)
5. **IMPORTANT:** Students should begin the habit of preparing for class the night before by double-checking and laying out all necessary supplies. Students are expected to bring their supply box, notebook, and clipboard to each meeting. It is not fair that those who have come prepared should be expected share their materials with others who ran late and "forgot."
6. Please follow payment guidelines set by the co-op (*or add the guidelines here if you are tutoring on your own.*)

## WriteShop Class Rules

### *Teacher Copy*

Please read the class rule page with your student, sign the teacher copy, and return it to me. You may keep the student copy for your records.

1. Come in, greet others, and sit down in the appropriate spot.
2. If you arrive late to class, let yourself in quietly and find a seat.
3. You are to stay seated unless you have permission to get up.
4. When someone else is talking (the teacher or another student), please be respectful. Disruptive students are warned and then moved.
5. If you know the answer to a question, please raise your hand quietly until called upon.
6. To encourage an atmosphere of respect, *rude behavior is not tolerated*. This includes name-calling, gossiping, yelling at others, impolite remarks to teachers or classmates, embarrassing another student with teasing, snickering, etc. Also, respect the belongings and property of others.
7. Remember that you are a guest in this facility. Please respect the flooring, furniture, walls, and grounds by keeping within established boundaries and being careful with your supplies. I trust you to use common sense (like not putting your shoes on the furniture, drawing on the tables, or running through the planters).
8. When class is over, please clean up your work area, including the floor. Throw away all trash and take home all of your belongings.

---

(Student Signature)

---

(Parent Signature)

## WriteShop Class Rules

### *Student Copy*

1. Come in, greet others, and sit down in the appropriate spot.
2. If you arrive late to class, let yourself in quietly and find a seat.
3. You are to stay seated unless you have permission to get up.
4. When someone else is talking (the teacher or another student), please be respectful. Disruptive students are warned and then moved.
5. If you know the answer to a question, please raise your hand quietly until called upon.
6. To encourage an atmosphere of respect, *rude behavior is not tolerated*. This includes name-calling, gossiping, yelling at others, impolite remarks to teachers or classmates, embarrassing another student with teasing, snickering, etc. Also, respect the belongings and property of others.
7. Remember that you are a guest in this facility. Please respect the flooring, furniture, walls, and grounds by keeping within established boundaries and being careful with your supplies. I trust you to use common sense (like not putting your shoes on the furniture, drawing on the tables, or running through the planters).
8. When class is over, please clean up your work area, including the floor. Throw away all trash and take home all of your belongings.

## Homework Help

As your student's primary teacher, it is up to you to see that work is completed and returned on time. If you encounter any problems with an assignment or if any questions arise, please don't hesitate to contact me!

**Homework Folders.** On the first day of class, each student will receive a Homework Folder. The *right-hand* pocket will contain work-in-progress as well as notes to you (the parent). Please double-check with your son or daughter each week to see if I have sent anything for you. Also, student work goes back and forth in this right-hand pocket. Once I give a final grade, I will transfer the composition to the left pocket. When the folder comes home, the information in the *left-hand* pocket must be removed and filed in the student's notebook.

Your child must bring his completed homework *and* his homework assignment sheet back to every class. Homework will come to class in the Homework Folder. Compositions must be presented in an orderly fashion, with the most recent work on top and rough drafts on the bottom. Student checklists and/or teacher comment sheets must always accompany all drafts. Material must be stapled together.

**Organizing First Revisions.** When your student sends his/her composition to class, please make sure papers are STAPLED together in this order:

- Drawing (in color) on the very bottom (when required by the assignment)
- Brainstorming sheet(s) on top of the drawing
- Sloppy copy on top of brainstorming sheet
- First revision on top of sloppy copy
- Student Writing Skills Checklist on the very top (this must be filled in)
- Student's name must be written on every page

### **Weekly schedule and assignments.**

1. Pencil all writing assignments into a master lesson-planning book, app, or spreadsheet.
2. Depending on the assignment, estimate homework time according to the following:
  - Skill Builders (15-20 min.)
  - Brainstorming (15-30 min.)
  - Sloppy copy (45-60 min.)
  - Self-editing and first revision (45-60 min.)
  - Final draft (20-40 min.)

### **The parent's role in the writing process.**

1. Help your student develop good habits. There are clear advantages to spreading writing out over several days:

- It gives ideas a chance to settle between drafts.
- Mistakes are easier to spot and correct.
- The student produces higher quality work.
- It prevents the build-up of stress, frustration, and anger.

Likewise, don't allow your student to spend hours per day on one assignment. Encourage your child to take frequent breaks (or perhaps do writing assignments in the morning) if he or she experiences writer's block or becomes easily frustrated.

2. One of the most effective ways to help with the writing process is to ask questions. *What might you see as you walk through a forest? What's a more specific word for "red"? See what your thesaurus says, etc.*
3. Ask guiding questions. *Can you tell me why this sentence is incomplete? Can you find the two misspelled words?*
4. Pay attention to mechanics. Work on weak areas at home by addressing the specific problem (for example, incomplete sentences).
5. Require your student to use the Writing Skills Checklist correctly. Check that "to be" words have been counted correctly, that required sentence variations are included, and that colored pencils have been used to underline vague, weak, or repeated words, etc. Find sentences that might work better if moved elsewhere. It is not enough for your child to simply replace a few words – I should see an obvious difference between the sloppy copy and first revision.
6. Review your student's composition using the Writing Skills Checklist. Identify spelling and punctuation errors, redundancy, lack of clarity, etc.
7. If you feel weak in these areas, it's okay; you can still encourage your child's efforts. This helps reinforce class instruction. In particular, see that your student follows directions. Failure to follow instructions is one of the most common problems I encounter.



## Supply List

### IMPORTANT

- Students must bring their supplies to every class
- *PLEASE LABEL **EVERYTHING** WITH STUDENT'S NAME.* Return address labels work great!

### FOR IN-CLASS USE

- 1.5" to 2" 3-ring binder with four dividers. Label the notebook dividers as follows:
  - Work in Progress (for keeping all drafts of their current compositions)
  - Old Drafts (or throw them away, but only after final draft is complete)
  - Final Drafts (for storing compositions that have received a grade)
  - Word Lists (for the Word List section of the Student Workbook)
- Sharpened pencils
- Colored pencils
- Pens
- A quality thesaurus or thesaurus app. We highly recommend *The Synonym Finder* by J. I. Rodale if you would like a printed book.
- 11 clear page protectors for the Word List section of the student workbook (optional)
- Clipboard (letter size) for away-from-their-desk writing activities (optional)