

Course Title:

Writer's Workshop

Length:

Bi-Annually
Eight – Ten Weeks
Grades 7 & 8

Schools:

Pierrepoint
Union

Dated:

August 17, 2015

RUTHERFORD PUBLIC SCHOOLS
Rutherford, New Jersey

GIFTED AND TALENTED DEPARTMENT

WRITER'S WORKSHOP
MINI-COURSE
GRADES 7 & 8

1. Introduction/Overview/Philosophy

Writer's Workshop is a course where gifted students who enjoy writing can learn more about the writing process and begin to find their own voice. Through the mediums of short fiction, non-fiction, playwriting, and memoir, students will be encouraged to challenge themselves and one another. Students will discuss and practice the process of writing from brainstorming through the finished work. Participation in free-writing, planned-writing, revision, and editing in a workshop format will allow students to get and give feedback and will force students to challenge themselves.

2. Objectives

- a. Students will be able
 1. To create original written compositions (3.2);
 2. To appreciate writing as an art form (3.1, 3.4, 3.5);
 3. To recognize the power of the written word (3.1, 3.2);
 4. To recognize and utilize literary devices (3.2);
 5. To recognize and evaluate various genres of writing (3.1, 3.4);
 6. To create original imagery and figures of speech (3.2);
 7. To recognize and utilize denotative and connotative meanings of words (3.2);
 8. To offer and accept constructive criticism (1.4, 3.3, 3.4);
 9. To take risks in creative oral and written expression (3.2, 3.3, 3.4);
 10. To apply higher level thinking skills to the interpretation and creation of written compositions (3.1, 3.2);
 11. To express personal observations, moods, or ideas in written form (3.2).

3. Course Content

- a. Introduction to course
 1. Definition of writing genres
 2. Explication of process writing
- b. Art of Writing
 1. Conciseness
 2. Imagery
 3. Tone
 4. Characterization
 5. Settings
 6. Choosing titles

- c. Editing process
- d. Publishing

4. New Jersey Core Curriculum Content Standards

The following New Jersey Core Curriculum Content Standards are integrated into this course:

Visual and Performing Arts List of Standards

- 1.4 (Critique) All students will develop, apply and reflect upon knowledge of the process of critique.

Language Arts Literacy List of Standards

- 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.
- 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.
- 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Common Core Standards

CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.W.7.6

Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

5. Proficiency Levels

This mini-course is offered to students in grades 7 & 8 who have qualified for the Gifted and Talented Program and have a desire and interest to develop their writing.

6. Methods of Assessment

a. Student Assessment

The teacher will provide a variety of assessments which may include, but are not limited to, the following: responses to in-class assignments, class participation, review of original products, and selecting works for student portfolios.

b. Curriculum Assessment/ Teacher Assessment

The teacher/ Gifted and Talented Department coordinator will review this course periodically.

7. Grouping

Students self-select this mini-course in grades 7 & 8.

8. Articulation/ Scope & Sequence/ Time Frame

Eight to ten weeks will be spent exploring writing as a tool for personal expression and communication of ideas.

9. Resources

a. References

1. Creating and Managing a Writing Workshop, by Judith S. Gould and Ron Wheeler, Teaching and Learning Company, 2005.
2. Dream Writing Assignments: 600+Prompts for Creative Writing, by David E. Le Count, Boynton/Cook, 2004.
3. In the Middle: Writing, Reading, and Learning with Adolescents, by Nancie Atwell, Heinemann, 1993.
4. Teaching Students to Write, by Beth S. Neman, Oxford University Press, USA, 1995.
5. Unjournaling: Daily Writing Exercises That are Not Personal , Not Introspective, Not Boring, by Dawn Di Prince and Cheryl Miller Thurston, Cottonwood Press, 2006.

6. Writing Workshop: The Essential Guide, by Ralph Fletcher and Jo Ann Portalupi, 2001.
7. Writing Workshop Survival Kit, by Gary R. Muschla, The Center for Applied Research in Education, 1993.

10. Methodologies

Methods include but are not limited to:

- Class discussions
- Critique
- Writing as process

11. Differentiated Instruction

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- word walls
- sentence frames
- think-pair-share

- cooperative learning groups
- teacher think-alouds

12. Suggested Activities

- Journal writing
- Clustering
- Free writing
- Oral-composing
- Peer editing

13. Interdisciplinary Connections

Although this course focuses on language arts literacy, students may address a variety of topics as they explore writing.

14. Professional Development

As per the PDP/100 hour statement: the teacher will continue to improve expertise through participation in a variety of professional development opportunities. Specialized professional development for teachers in the Gifted and Talented Department is offered through the Bergen County Consortium of Teachers of the Gifted (BCCTG), the New Jersey Association for Gifted Children (NJAGC), and the Summer Institute for the Gifted (SIG).

Curriculum Map—Writer’s Workshop

Class	Month 1	Month 2	Month 3	Month 4	Month 5
Writer’s Workshop	Introduction to course Definition of writing genres Process Writing Begin The art of writing	Continue The art of writing – Conciseness Imagery Tone Characterization Settings Editing process Publishing	Complete Publishing (if necessary)	n/a	n/a