



Writing Lab

Lee Academy Official Curriculum
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 Developed By Matthew Rich and Gregory Reed

Course Description:

In Writing Lab, students learn the basic skills of paragraphing, editing, essay writing, organizing, and transitioning that students need in order to succeed in high school courses in all disciplines. The general method of teaching and learning for the class is for students to study a model essay or two, write journals emulating these models, select one of those journals to expand upon, conference with the teacher and peers, and then edit and finish the completed essay. Some skills are taught as separate activities (such as: using sentence variety, transitions, and organization techniques) but the class is centered around the constant writing of students and conferencing with teachers.

Students also spend some time reading additional sample or model essays, but reading does not take over the core focus of writing and editing. The first two units cover basic skills as a refresher after the summer, and then the following units go through the rhetorical modes that students often work with in for science, history, or English classes. Each unit has a rhetorical skill, a writing focus, an editing focus, and a culminating essay. Students should plan on writing one essay every 2-3 weeks.

<http://www.leeacademy.org/>

Primary Textbooks & Other Major Content Sources:

- New York Times *Upfront* magazine
- *Teen Ink* magazine
- Nancy Fetzer's *Revising and Editing Toolkit* (pdf copy)
- *The Competent Writer* – Hugh Lord (pdf copy)
- Revision Checklist
- *Sticks and Stones: and Other Student Essays* – Rise Axelrod and Charles Cooper
- [OWL Perdue Online Writing Lab](#)
- [Roane State Online Writing Lab](#)

pdf Rubrics used in *Writing Lab*:

- Journal Rubric
- Rubric for Open-Ended Questions
- LA Writing Lab Rubric – 3-part essays
- U6-U8 LA Writing Lab Rubric
- U4 LA Writing Lab Rubric
- U1 Writing Lab expository
- U5 LA Writing Lab Rubric
- U3 LA Writing Lab Rubric

Major standards that are ongoing in each unit:

Maine Learning Results & Common Core Standards:

CCSS.ELA-LITERACY.WHST.9-10.2
 CCSS.ELA-LITERACY.WHST.9-10.2.A
 CCSS.ELA-LITERACY.WHST.9-10.4
 CCSS.ELA-LITERACY.WHST.9-10.10

Unit 1	Unit Name: Writing and Editing An Expository Paragraph.			
Number of 80-Minute Classes: 4	Essential Questions: <ol style="list-style-type: none"> 1. How is good writing important to success in school? In the workplace? In life? 2. What are the parts that every paragraph needs for full development whether the paragraph is an introduction of a paper, part of the body of a paper, the conclusion of a paper or just a one-paragraph response. 3. How do you state and develop a clear topic sentence? 4. How do you illustrate or support a topic statement in any paragraph? 			
Maine Learning Results & Common Core Standards <i>CCSS.ELA-LITERACY.W.8.1.D</i> <i>CCSS.ELA-LITERACY.W.8.2.A</i> <i>CCSS.ELA-LITERACY.W.8.2.B</i> <i>CCSS.ELA-LITERACY.W.8.2.F</i> <i>CCSS.ELA-LITERACY.W.8.5</i>	Objectives: Skills & Knowledge <i>The student will...</i> ...recognize in models and then write in his/her own writings, each of the parts of a fully developed paragraph ...recognize paragraph parts in the writing of others ...write an effective topic sentence or thesis statement ...organize and develop supporting details ...edit for the basic writing traits of content, cohesion, and organization	Major Content & Sources: from <i>Sticks and Stones</i> : <ul style="list-style-type: none"> • To the Student- pg 1 from <i>The Competent Writer</i> : <ul style="list-style-type: none"> • To the Instructor- pg X • To the Student- pg XIII • Chapter 1- pg 1-6 from Fetzer's <i>Grammar Toolkit</i> : <ul style="list-style-type: none"> • pages 8-9 	Sample Lessons U1 L1 Modeling and Brainstorming the Parts of Effective Communication U1 Grading Checklist U1 L2 Finding and Creating Topic Statements U1 L3 The Structure of the Essay – How and Why	Assessments Formative: Students conference on their journals looking for topic statements and development Students use the Fetzer guidelines to edit for correct and varied sentences Students read contemporary magazine or news articles, label paragraphs, and discuss effectiveness and purpose of the parts Students write complete, one-paragraph journals (see <i>Journal Rubric</i>) Summative: Students label the paragraph parts in a piece of contemporary writing. Students write, conference about, and edit a complete, cohesive expository paragraph.

Unit 2	Unit Name: Writing and Editing a Three-Part Essay – Creating An Introduction, Body, and Conclusion, and Transitioning Between Them.			
Number of 80-Minute Classes: 5	Essential Questions: <ol style="list-style-type: none"> 1. How do the parts of a quality paragraph correspond to the parts of a full essay? 2. What are the parts that all essays need, and what is the function of each part? 3. How do you lead-in to a paragraph or transition between paragraphs, in ways that help an essay to “flow”? 4. What are some of the crucial language needs to address during editing? (concrete nouns, active voice, strong verbs, missing details, clear topic statements, etc) 			
Maine Learning Results & Common Core Standards CCSS.ELA-LITERACY.RI.8.2 CCSS.ELA-LITERACY.RI.8.5 CCSS.ELA-LITERACY.RI.9-10.2 CCSS.ELA-LITERACY.W.8.1.C CCSS.ELA-LITERACY.W.8.2.A CCSS.ELA-LITERACY.W.8.2.B CCSS.ELA-LITERACY.W.8.2.E CCSS.ELA-LITERACY.W.8.2.F	Objectives: Skills & Knowledge <i>The student will...</i> ... develop an introductory paragraph into an effective three part essay ... begin paragraphs with a topic statement and develop them with related details ...use strong and clearly related examples and facts to develop the idea ...conclude writings with both summary review and a clincher sentence ...write with strong, active, consistent voice to keep a reader involved in the writing. ...conference with teachers and peers to edit an essay using the revision checklist ...score their own essay using the Lee Academy writing rubric	Major Content & Sources Sample Student Essays: Fetzer - Pages 8-10 <i>Sticks and Stones:</i> “What Makes a Serial Killer” - pg 156 <i>The Competent Writer:</i> Chapter 4- pg28-37 Model Essay- <i>Slice of Life</i> by Russell Baker Fetzer's <i>Grammar Toolkit</i> - Essay Parts – pg 10 - Sophisticated Word Choice, pgs 28-32 Online Writing Lab- Active Versus Passive Voice Online Writing Lab- Active Verbs	Sample Lessons U2 L1 Writing and Labeling your essay like a person – Fetzer 'Expo Man' U2 L2 Editing for Active Language and Strong Verbs	Assessments Formative: Students write three part essays as journal responses Students conference with teachers about journals, trying to identify essay parts Students participate in discussions about essay elements and the reasoning behind detail choices Students read essays and discuss voicing techniques and development Summative: Students turn in a fully labeled model essay. Students write a three part essay, conference with the teacher for voice and paragraph parts, and edit/revise a final draft. (the prompt for these essays may grow from journals written in class)

Unit 3	Unit Name: Writing and Revising a Process Essay – Organizing and Transitioning Between the Ideas In An Essay			
Number of 80-Minute Classes: 5	Essential Questions: <ol style="list-style-type: none"> 1. For what subjects or types of writing might you use the <i>process essay</i> form? 2. How much detail is needed so that a reader can follow a process precisely? 3. How can you use references, pronouns, and phrases to make writing more smooth and understandable, and to enhance orderliness and overall organization? 4. How do you use feedback from teacher and peer conferences to revise and improve written work? 			
Maine Learning Results & Common Core Standards CCSS.ELA-LITERACY.WHST.9-10.2 CCSS.ELA-LITERACY.WHST.9-10.2.A CCSS.ELA-LITERACY.WHST.9-10.2.C CCSS.ELA-LITERACY.WHST.9-10.2.D CCSS.ELA-LITERACY.WHST.9-10.4 CCSS.ELA-LITERACY.RST.9-10.3	Objectives: Skills & Knowledge <i>The student will...</i> ...use chronological organization to explain how something happens ...format a paper, including use of 12pt font, double spacing, one inch margins, bolder headers for sections, etc. ...use transitioning phrases to increase paragraph to paragraph fluency ...will continue to improve and hone editing skills of basic writing traits (content, organization, fluency, voice and mechanics) ...use journals to practice writing on-demand, in a continuous manner ...conference with teachers and peers to edit their essay using the revision checklist	Major Content & Sources <i>Sticks and Stones:</i> “Our Daily Bread” - <i>pgs 49-51</i> <i>The Competent Writer</i> <ul style="list-style-type: none"> • Process Introduction - <i>pg 42</i> • “How to Prepare a Yard Sale” - <i>pgs 45-47</i> • “How to Make a Peanut Butter and Jelly Sandwich” - <i>pgs 47-49</i> • “Creating the Perfect Pizza” - <i>pg 216</i> Fetzer <i>Grammar Toolkit – Transitions</i> - <i>pgs 22-27</i> Purdue Online Writing Lab-Transitions Purdue Online Writing Lab-Transitional Devices	Sample Lessons U3 L1 Introduction to Chronological Organization/Process writing through recipes U3L1 ...Perfect Pizza Handout U3 L2 Adding transitional phrases U3L2 Classroom Activity on Transitions 1	Assessments Formative: Students write journals that focus on how to do certain things, practicing chronological organization Students revise transitional terms in sample paragraphs (as a class and individually) (U3L2 Classroom Activity on Transitions, Handout) Summative: Students will explain types and functions of basic transitioning phrases and techniques. Students write a formatted process analysis paper, conference with the teacher for order and transitions, and edit/revise a final draft. (the prompt for these essays may grow from journals written in class)

Unit 4	Unit Name: Writing and Revising a Definition (classification and division) Essay – Providing Detail and Distinguishing Between Examples and Aspects of a Topic			
Number of 80-Minute Classes: 5	Essential Questions: <ol style="list-style-type: none"> 1. What are some types of writing where you might need to classify and define something? What situations in life require a topic to be divided so that each idea or section can be explained? 2. What are ways you could organize writing? Why is it important that writing is organized correctly? 3. How can categorizing things help you to clarify your own thinking, speaking, and writing? 4. What are different ways to break down a subject into separate parts? 			
Maine Learning Results & Common Core Standards CCSS.ELA-LITERACY.WHST.9-10.2.B CCSS.ELA-LITERACY.WHST.9-10.2.D CCSS.ELA-LITERACY.WHST.9-10.4 CCSS.ELA-LITERACY.WHST.9-10.5	Objectives: Skills & Knowledge <i>The student will...</i> ...use clear and specific detail to explain something ...approach a subject from different perspectives to give a full development ...organize things in spatial and logical ways ...continue to improve and hone editing skills of basic writing traits (content, organization, fluency, voice and mechanics) ...use journals to practice writing on demand in a continuous manner ...conference with teachers and peers to edit their essay using the revision checklist	Major Content & Sources <i>Sticks and Stones:</i> <ul style="list-style-type: none"> • “Gail” – pgs 30-32 • “Poltergeist: It Knows What Scares You” - pg 143 <i>The Competent Writer:</i> <ul style="list-style-type: none"> • Chapter 6 – pgs 56-68 • “Frustrating Teachers” pgs 62-63 • “Ladies of the Ice” pgs 212-214 Fetzer <i>Grammar Toolkit</i> - Sentence Variety, pg 14-21	Sample Lessons U4 L1 Introduction to Classification and Division U4L1 Handout Classification Copy	Assessments Formative: Students read and discuss model essays as a class to determine what a Division Essay is and how paragraphs are divided/categorized Students write and revise journals that practice organizing and categorizing details based on similar traits and aspects. Students write journals about a topic that requires both spatial and logical organization Summative: Students write a classification/division essay, conference with peers and the teacher for order (emphatic, spatial, etc) and development of detail, and edit/revise a final draft. (the prompt for these essays may grow from journals written in class)

Unit 5	Unit Name: Writing and Using a Proper Format for Scholarly Papers (reports) – Quoting, Citing, and Using Research and Support in Writing			
Number of 80-Minute Classes: 7	Essential Questions: <ol style="list-style-type: none"> 1. What subjects might require you to write a research paper? 2. How do you use quotes and ideas from experts to help explain or prove something? 3. Why is it important to not use other peoples ideas or words as if they are your own? 4. What are the three basic ways that you can quote material? 			
Maine Learning Results & Common Core Standards CCSS.ELA-LITERACY.WHST.9-10.2.A CCSS.ELA-LITERACY.WHST.9-10.2.E CCSS.ELA-LITERACY.WHST.9-10.8 CCSS.ELA-LITERACY.WHST.9-10.9 CCSS.ELA-LITERACY.WHST.9-10.5	Objectives: Skills & Knowledge <i>The student will...</i> ...select relevant details from several different sources and incorporate these details into a single text ...create a paper and an accompanying, correct, MLA bibliography ...incorporate facts, charts, tables, graphs, etc into text. ...discuss a range of examples of plagiarism ...avoid plagiarism by using various in-text quoting and citation methods. ...incorporate quotations and information from their own research smoothly into their writing ...continue to improve and hone editing skills of basic writing traits (content, organization, fluency, voice and mechanics) ...use journals to practice writing on demand in a continuous manner ...conference with teachers and peers to edit their essay using the revision checklist	Major Content & Sources <i>Sticks and Stones:</i> <ul style="list-style-type: none"> • Chapter 5: “Explaining a Concept” - pgs 67-69 • “Cannibalism: It Still Exists” - pgs 70-74 • “No Nuns Here” - pgs 63-66 • “A Note on Copy-Editing” – pgs 182-194 OWL- Purdue Quotation Marks Avoiding Plagiarism Plagiarism for ESL Students Fetzer's <i>Grammar Toolkit</i> - Grammar and Mechanics – pgs 34-35	Sample Lessons Introduction to Quotation and Citation (see handout: <i>Punctuation Rules For Quotations</i>) U5 Beauty Synthesis Essay Collection U5 Example Notes—Beauty Punctuation Rules for Quotations	Assessments Formative: Using highlighting markers, students highlight essays during class discussions showing that they can discern between useful and extraneous information Students read articles (possible, engaging sources include <i>Upfront</i> and <i>Teen Ink</i>) and draw notes from them which could be used as support in a scholarly paper Students write in-text citations Students create a bibliography using www.easybib.com Summative: Students demonstrate the ability to quote information in multiple forms Students will be given a collection of excerpts from essays, all on the same subject, and they must then quote from several of them in an essay. They will conference with the teacher about use of quotation and about “staying interesting and organized” as they provide information, edit and revise a final draft that includes a bibliography.

Unit 6	Unit Name: Writing and Revising a Cause and Effect Essay – Developing a Position or Evaluating By Organizing and Relating Ideas and Events.			
Number of 80-Minute Classes: 5	Essential Questions: <ol style="list-style-type: none"> 1. What classes, projects, or life situations would require you to use the skill or style of cause and effect writing? 2. How can the act of recognizing a cause and effect relationship help you to improve your problem solving skills in your life, by assisting you in anticipating both good and bad outcomes? 3. What transitions, phrases, or styles of writing make the clearest connections between causes and effects? 4. What are the different categories or types of “causes” (or ways of approaching a causal subject) and how can understanding these help you to organize your writing? 			
Maine Learning Results & Common Core Standards CCSS.ELA-LITERACY.WHST.9-10.1.A CCSS.ELA-LITERACY.WHST.9-10.2.A CCSS.ELA-LITERACY.WHST.9-10.1.C CCSS.ELA-LITERACY.WHST.9-10.2.C CCSS.ELA-LITERACY.WHST.9-10.1.D CCSS.ELA-LITERACY.WHST.9-10.2.E CCSS.ELA-LITERACY.WHST.9-10.5	Objectives: Skills & Knowledge <i>The student will...</i> ...organize an essay about the varied causes of a problem or situation, in a logical format ...explore relationships between events and clearly explain these relationships in their writing ...continue to improve and hone editing skills of basic writing traits (content, organization, fluency, voice and mechanics) ...use journals to practice writing on demand in a continuous manner ...conference with teachers and peers to edit their essay using the revision checklist	Major Content & Sources <i>Sticks and Stones:</i> “The Road to Acme Looniversity” - pg 122 <i>The Competent Writer:</i> <ul style="list-style-type: none"> • Chapter 9 – Pgs 86-97 • <i>The Silent Marriage</i> Model Essay – <i>Who killed Benny Paret</i> – Norman Cousins Online Writing Lab- Graphic Organizer – Instructions – Student Sample Essay	Sample Lessons U6L1 Introduction to Cause and Effect U6L1 Model Essay, <i>Who Killed Benny Paret?</i> U6L1 Analysis of Essay – Benny Parent U6L1 Intro to Cause and Effect	Assessments Formative: Students read model essays and, after identifying causes, distinguish whether they are main or contributory causes and determine if the effects are primary or secondary, or if they are related at all. Students will write journals where they are given an effect and must discuss possible causes and vice-versa Summative: Students write a cause and effect essay, conference with peers and the teacher, and edit/revise a final draft. (the prompt for these essays may grow from journals written in class)

Unit 7	Unit Name: Writing and Revising a Compare and Contrast Essay- Organizing, Transitioning, and Keeping Track of Complex Subjects.			
Number of 80-Minute Classes: 5	Essential Questions: <ol style="list-style-type: none"> 1. What subjects or life tasks require you to compare and contrast concepts, elements, etc? 2. What are the two basic organizational methods for compare and contrast essays and how do they work? 3. How do write a thesis that delineates points of comparison that are focused and consistent enough to use in an essay? 			
Maine Learning Results & Common Core Standards CCSS.ELA-LITERACY.WHST.9-10.1.A CCSS.ELA-LITERACY.WHST.9-10.2.A CCSS.ELA-LITERACY.WHST.9-10.1.C CCSS.ELA-LITERACY.WHST.9-10.1.D CCSS.ELA-LITERACY.WHST.9-10.4 CCSS.ELA-LITERACY.RST.9-10.9 CCSS.ELA-LITERACY.WHST.9-10.5	Objectives: Skills & Knowledge <i>The student will...</i> ...develop three or more comparative points for two subjects and use one of the two common organizational structures to discuss their similarities or differences ...establish a clear focus that covers all aspects of the subject under discussion and maintain that focus for the duration of the essay ...continue to improve and hone editing skills of basic writing traits (content, organization, fluency, voice and mechanics) ...use journals to practice writing on demand in a continuous manner ...conference with teachers and peers to edit their essay using the revision checklist	Major Content & Sources <i>Sticks and Stones:</i> "Wolves in Yellowstone" - pg102 <i>The Competent Writer:</i> <ul style="list-style-type: none"> • Chapter 10- pg 99-102 • "From Here to Maternity" – Pg 107 	Sample Lessons U7 Handout Introduction to Compare and Contrast U7 Thomas Wolfe Handout	Assessments Formative: Students will create Venn Diagrams based on model essays. Students will write journals about simple subjects trying to use point-by-point and side-at-a-time organizational structures Summative: Students write a compare and contrast essay, conference with peers and the teacher, and edit/revise a final draft. (the prompt for these essays may grow from journals written in class)

Unit 8	Unit Name: Writing and Revising a Persuasive Essay – Advancing a Position Through Tone and Selection of Detail.			
Number of 80-Minute Classes: 7	Essential Questions: <ol style="list-style-type: none"> 1. What are examples of writing – either for classes or in the world – which use the skill of persuasion? 2. How do you state a claim that is strong, specific and targeted? 3. How do you alter language and tone to influence an audience? 4. How do use your knowledge of the opposite point of view to develop counterclaims and refutations? 			
Maine Learning Results & Common Core Standards CCSS.ELA-LITERACY.WHST.9-10.1.A CCSS.ELA-LITERACY.WHST.9-10.1.B CCSS.ELA-LITERACY.WHST.9-10.1.C CCSS.ELA-LITERACY.WHST.9-10.1.D CCSS.ELA-LITERACY.WHST.9-10.1.E	Objectives: Skills & Knowledge <i>The student will...</i> <i>...create a strong thesis statement in support of a belief</i> <i>...develop multiple supporting details for their claims</i> <i>...organize and transition between three or more supporting points</i> <i>...attempt to produce a counterclaim or refutation for an opposing argument</i> <i>...continue to improve and hone editing skills of basic writing traits (content, organization, fluency, voice and mechanics)</i> <i>...use journals to practice writing on demand in a continuous manner</i> <i>...conference with teachers and peers to edit their essay using the revision checklist</i>	Major Content & Sources <i>Sticks and Stones:</i> “Auto-Liberation” - pg 107 <i>The Competent Writer:</i> <ul style="list-style-type: none"> • Chapter 11- Pg 114-115 • “An Argument for Sunday Hunting” - Pg-118 • “Love Stinks” - pg 197 	Sample Lessons U8 L1 Introduction to Argument U8 Handout – Argument	Assessments Formative: Students will write argument statements that are powerful and definite Students will provide counterclaims for given arguments Students will use both personal and factual examples to develop their own beliefs Students will read model essays and explain strengths and flaws in the arguments Sample: <i>Heal the Heal</i> Summative: Students write a persuasive essay, conference with peers and the teacher, and edit/revise a final draft. (the prompt for these essays may grow from journals written in class)