



# **Ms. Wasson's Writing Plan for 2016-2017**

## **I. Weekly Schedule**

- A. Mini-lessons (use of exemplars in writing, grammar, mechanics practice, parts of speech, questions to think about and write about, wordplay, spelling, vocabulary)
- B. Teacher directed lessons and practice or
- C. Reading material to prompt thinking, discussion, & writing or
- D. Proof-reading and editing works in practice or
- E. Pre-writing idea generating, project work

## **II. Student Organization**

- A. Writing journal (three composition notebooks – one for free writing and one to be used for works in progress or as a grammar notebook, & one extra)
- B. Writing portfolio (accumulated writing pieces kept on Google docs, flash drive, or on home computer)
- C. Writing tab in binder (for handouts from mini-lessons, assignment sheets, drafts of pieces in progress)
- D. General organization (**having drafts with you on writing days; prepared TO WRITE IN CLASS; having access to writing via Google docs is a MUST**)

## **III. Assessment**

- A. Two to three pieces or products of edited and revised writing every quarter, including district's "common assignment", plus several smaller written pieces related to reading
- B. Benchmark writing opportunities (State's Direct Writing Assessment)
- C. New Common Core State Standards – Smarter Balanced Assessments
- D. Completion of class work/homework/writer's workshop writing process
- E. Proficiency of priority standards in writing
- F. Effort, growth, and participation (during class discussions, in groups, individual, coming to class prepared consistently, meeting deadlines, challenging self appropriately, accountability)

## **IV. Study Content**

- A. Research techniques
- B. Note taking and outlining (Cornell Notes)
- C. Continued development of composing skills, mechanics, and grammar
- D. Applied skills (research and other writing projects throughout core)
- E. Use and recognize composition forms (Persuasive, Expository, Narrative)
- F. Writer's Workshop
- G. Poetry
- H. Editing
- I. Spelling, vocabulary development, word etymology
- J. Study and organizational skills (planner/calendar, time management, long-term planning and goal setting)



# **Ms. Wasson's Reading/Literature Plan**

## **I. Weekly Schedule**

- A. RYOT (Read Your Own Thing) or Readers' Workshop, with on-going written discourse throughout the school year (Readers' Workshop will be twice per week – students required to bring novel to class)
- B. Whole and small group discussions of independent books & whole class books
- C. Individual work and group work
- D. Articles of the Week (current topics: discussion, written response, ideas for essays)

## **II. Student Organization**

- A. Reading tab in binder (for home and class work)
- B. Bringing reading materials to class as needed (handouts, classroom resources, etc.)
- C. Home and class novels (coming to class prepared, reading 30 minutes nightly, bringing a book on RYOT days, book group novels)
- D. Maintain an on-going list of books read & abandoned
- E. Set reading goals; discuss novels with Ms. Wasson; ask for book recommendations

## **III. Assessment**

- A. Class discussions
- B. Book group assignments/whole class literature assignments
- C. Self-selected reading in class & at 30 minutes nightly at home
- D. Class work and reading homework
- E. Self and group evaluations
- F. Tests and projects related to, individual or group novel work and projects
- G. Participation, effort, accountability, growth, and collaboration
- H. Proficiency of priority standards in literature

## **IV. Study Content**

Using personal choice novels as well as assigned reading, literature texts, plays, essays, poetry, and non-fiction resources, students' reading study will include:

- A. Literary elements, style, technique, appreciation
- B. Plot, theme, setting, characterization, point-of-view
- C. Vocabulary
- D. Short stories
- E. Independent novel projects
- F. Book groups (student-led small literary discussion groups)
- G. Self-selected outside reading/independent reading
- H. Theme units (for example: Historical fiction with social studies connection, Fantasy, Mystery, Traditional Folk Tales, Mythology, etc.)
- I. Reading for meaning and comprehension in non-fiction texts and sources

My overall goal is to expand and stretch those who already have good reading habits, while guiding and encouraging those less eager readers. "To learn to love to read is to light a fire..."