

# Writing Foundations I – Grades 7-9

<u>Week</u>	<u>Unit</u>		<u>¶s</u>	<u>Techniques</u>	<u>Models/Sources</u>
1	I/II	Facts and Fables	1	outlining, ly words	<i>Atlantic Manta/Basking Shark</i>
2	I/II	Facts and Fables	1	who/which	<i>Octopus/Flashlight Fish</i>
3	II/III	Facts and Fables	1	q. adjective, TiC	<i>Dog in Manger/Socrates' Friends</i>
4	II/III	Facts and Fables	1	banned adjectives	<i>Dove &amp; Ant/Lion &amp; Bulls</i>
5	III	Narratives	3	structure	<i>Lion and Shepherd (TWSS)</i>
6	III	Narratives	3	str verbs, banned	<i>Lion &amp; Mouse</i>
7	III	Narratives	3	because clause	<i>Bear's Tail</i>
8	III	Narratives	3	www.asia	<i>Pied Piper</i>
9	IV	Sum. References	1	structure, ToC	<i>Viking Ships</i>
10	IV	Sum. References	1	subject, ly openers	<i>Chocolate</i>
11	IV	Sum. References	1	prepositional opener	<i>Armor</i>
12	IV	Sum. References	1	ing opener	<i>Babe Ruth/Wright Brothers</i>
13	V	From Pictures	3	structure	<i>Chick and Hose (TWSS)</i>
14	V	From Pictures	3	vss	<i>Bugs at Night (Original Pictures)</i>
15	V	From Pictures	3	clausal openers	<i>In the Fridge (Original Pictures)</i>
16	V	From Pictures	3	ed opener	<i>The Bathtub (Original Pictures)</i>

*Note: Because these plans are divided into 16 weeks, 5 days per week, the pace can be quite intense for any grade level. Therefore, users may prefer to relax their progression by spreading the lessons throughout a whole school year.*

**Materials needed:** TWSS from IEW  
*Original Pictures for Unit V* from IEW  
 3 ring notebook  
 loose leaf paper  
 5 tab dividers  
 5 different colored highlighters  
 pens with dark ink that write well  
 and are the writer's preferred point size  
 a substantial thesaurus  
 (I recommend *The Synonym Finder* by J.I. Rodale)

***Unless otherwise indicated in parentheses, all models are included within these lesson plans.***

***You will need to plan ahead to make copies of various pages within for each student. Permission granted to make as many copies as needed within your own family.***

# Week 1

## Day 1 - R.O.N.

**Materials Needed:** Writing Notebook Materials as listed below  
Atlantic Manta  
 Outlining page  
 Outlining Rule Poster  
 5 different colored highlighters

1. Prepare a Writing Notebook.

3 ring binder

5 tab dividers

loose leaf paper

Handouts: **The Writing Process**

**RON and ED DERRRP**

**Stylistic Techniques Page**

**Adverb Lists** (found in Teaching Writing: Structure and Style Text *(TWSS)*)

**Preposition List** (design your own from *TWSS*)

**Banned Words Lists** (design your own from *TWSS*)

2. Customize dividers. Label them in this order:

1st tab: Models/Sources

2nd tab: Notes/Outlines

3rd tab: Drafts/Checklists

4th tab: Style Charts

5th tab: Published Works

3. Read the Handouts with your student.

- **The Writing Process** - Notice that the writing process for formal work is not a one shot deal. There is as much revision as needed until the material to be communicated is clear and effective. The following lessons will operate under that basic assumption. Place this sheet in the Style Charts section of the Writing Notebook.
- Meet **RON and ED DERRRP** - “The Write Brothers” have been very useful in empowering students to enthusiastically and light heartedly persevere through numerous drafts and revisions.

- Tell your student that **RON** stands for

**R**EAD the model. Do so thoroughly, carefully and out loud.

**O**UTLINE the model. Choose 3 key words from each sentence or fact.

**N**ARRATE from the outline. Put the model away. Talk out the concepts indicated by the keywords. Do not try to dress up the concepts at this time. If dress ups come, fine, but don't force them.

- **ED** stands for

**E**NLIST stylistic techniques. As your students learn the techniques you will pause at this point to brainstorm where such details may be effective. This will be explained further in the lessons.

**D**RRAFT. Keeping in mind what was narrated, put the key words from the outline together into sentences. If dress ups come, fine, but don't force them. You will notice that the more your student progresses through the curriculum, the more dress-ups will automatically come out as he writes. Let it come naturally. The next step will ensure that the style is included with out overloading a youthful writer with too many tasks at once. Require that your student double space to make room for editing.

formally  
many

*Side note: I **strongly** recommend that students outline and write Draft 1 **by hand**. Modern brain research indicates that handwriting (and musical experience) is directly linked to the integration of the left and right hemispheres of the human brain. Without integration, students can suffer "processing problems" that severely interfere with success in composition, reading, spelling and all other areas of learning. These problems can be minimized or all together avoided by simple handwriting exercises. For more information about this see [www.retrainthebrain.com](http://www.retrainthebrain.com).*

- **DERRRP** stands for

**D**RESS UP. In the future a new stylistic technique (generally called "dress-ups") will be presented with each lesson. This is the moment when the writer will review Draft 1 to add the stylistic techniques covered thus far.

**E**DIT. While growing in self-editing skills, each student will also need an "Official Editor" to edit his work. The Editor should be someone other than the primary teacher and definitely at the same skill level or higher. Editing is best done on paper. If the work is processed on the computer, **always** print it out before editing. It clarifies thought for the writer to engage his work in more than one medium. Designate an Official Editor at this time.

**REVISE.**

**REVISE.**

**REVISE.** Simply put, the student will revise Drafts 1 or 2 or 3... using the information and corrections given by the Editor until the paper meets the purpose for the writing assignment, be it only the daily lesson or a writing contest, newspaper article, etc. In my classes I require at least 3 drafts. It is important that an Official Editor edit each draft.

**PUBLISH.** Do something public with the assignment. This could range anywhere from hanging it on the refrigerator or in the bathroom to entering it into a national writing contest. Keep a copy in the Published Works section of the Writing Notebook.

- For this age group, **RON and ED DERRRP** has been further relegated to a **5 Day Writing Plan** as follows:

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
Read	Enlist	(Edit)	(Edit)	Publish
Outline		Draft	Revise	Revise
Narrate	Dress up			

- Depending on the age of the student and the scope of the assignment, you may progress through days at a pace quicker or slower than what is recommended here. The crucial point is not to move on to another lesson until the student is comfortable with the present lesson. Additional source materials are provided with each week for further practice. You can also choose or create models of your own.
- Put **RON and ED DERRRP** in the Style Charts section of the Writing Notebook.
  - Review the blank **Stylistic Techniques List**, the **Adverb List**, the **Preposition List** and **Banned Words Sheets**. They will be explained in detail and used in the coming lessons. Place them in the Style Charts section of the Writing Notebook.
  - Place the loose leaf paper in the Drafts/Checklists section.
  - Well, let's start writing! **READ** aloud the model Atlantic Manta.
  - OUTLINE** key words first by rereading and highlighting the key words in each sentence.

Remember not to choose words that have already been used in the title or previous sentences. For example, from the first sentence, one may choose “tales, rays, smothering, towing.” “Manta” can be avoided because it is in the title which is already on the Outlining Page. (You can share with your student the good news of IEW is that “We never write more than we have to.”)

9. Present the **Outlining Rule Poster**. Display it where it can be easily referred to. Record the key words on the Outlining Page according to this principle:

**2-3 words only. Then #'s & @'s R \$0.**  
(Translated: Numbers and symbols are free.)

10. Outline the model sentence by sentence. The completed outline may look like this:

Atlantic Manta

1. *(picture of a book)*, rays, smothering, towing
2. wingspan, 20ft, +/- 3000 lbs
3. largest
4. gentlest, least dangerous
5. life, swimming, flapping, + ↑ mph
6. surface, leaps, air
7. *(picture of a mouth eating)*, crustaceans, plankton, *(picture of a funnel)*, *(picture of horns/fins)*
8. *(picture of horns)*, dark, coloring, “devil...”

11. Put the model away in the Models/Sources section of the Writing Notebook.

12. Invite your student to **NARRATE** the information from the outline. He need only put the key words together from the Outline. A student may say, “many stories have been told about manta rays smothering people and towing boats. The do have a wingspan of 20 feet and can weight up to 3000 pounds. The Atlantic manta ray is the largest ray, but it is the gentlest and least dangerous creature. It spends its life swimming and flapping at great speeds. Sometimes when near the surface a manta will leap into the air. It eats crustaceans and plankton by funneling them into its mouth with its hornlike fins. It has gotten the nick name “devil ray” because of its dark color and horns.

13. Put the outline in the Notes/Outlines section of the Writing Notebook.

# Stylistic Techniques

## Dress-Ups

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

*Indicator: Highlight yellow.*

7. \_\_\_\_\_

*Minimum Rule: One of each per paragraph.*

## Sentence Openers

8. \_\_\_\_\_

12. \_\_\_\_\_

9. \_\_\_\_\_

13. \_\_\_\_\_

10. \_\_\_\_\_

14. \_\_\_\_\_

11. \_\_\_\_\_

15. \_\_\_\_\_

*Indicator: Highlight blue.*

*Minimum Rule: A different one in every sentence. No 2 the same in a row.*

## Decorations

16. \_\_\_\_\_

17. \_\_\_\_\_

*Indicator: Highlight orange.*

18. \_\_\_\_\_

*Minimum Rule: One of any per paragraph.*

## Triples

19. \_\_\_\_\_

21. \_\_\_\_\_

20. \_\_\_\_\_

22. \_\_\_\_\_

*Indicator: Highlight pink.*

*Minimum Rule: One of any per paragraph.*

## Other Stuff

23. \_\_\_\_\_

25. \_\_\_\_\_

24. \_\_\_\_\_

26. \_\_\_\_\_

*Indicator: Highlight green.*

*Minimum Rule: Varies per assignment.*

## Atlantic Manta

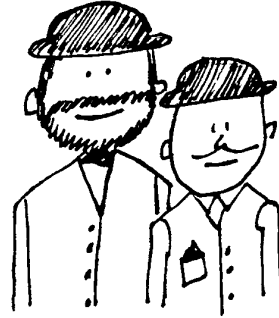
Over the centuries, tales have been spun about manta rays smothering divers and towing boats by their anchor lines with their “horns.” This intimidating giant may have a pectoral wingspan of 20 feet and weigh 3,000 pounds. It is the largest of rays. But it is one of the gentlest and least dangerous. Unlike its bottom-dwelling cousins, the Atlantic manta spends its life swimming with a flapping motion sometimes at great speeds. When near the surface, it occasionally leaps into the air. It eats tiny crustaceans and other plankton, funneling the food into its mouth with hornlike fins. These horns and the manta’s dark-gray or black coloring have given it the alternative name of “devil ray.”

Outlining Page

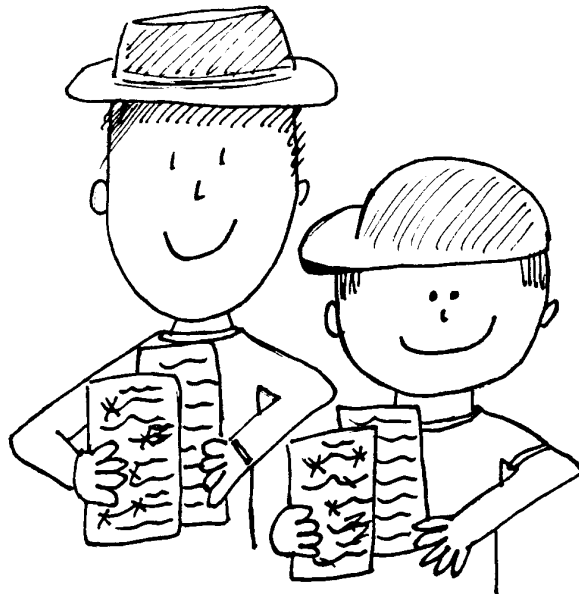
Atlantic Manta

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

The Wright Brothers  
(famous for flying)



The Write Brothers  
(famous for revising)



**R.O.N. & E.D. D.E.R.R.R.P.**

Read  
Outline  
Narrate

Enlist  
Draft

Dress up  
Edit  
Revise, Revise, Revise...  
Publish

# The Writing Process

## Prewriting

Think About It

- \*consider who will read it
- \*determine the number of paragraphs
- \*read and observe model writings
- \*"think 3 themes"
- \*make a key note outline
- \*verbalize your information in complete sentences
- \*brainstorm strong adverbs, adjectives and verbs

## Drafting

Write It Down

- \*using key note outline, strong words and other stylistic techniques
- \*employ an editor to edit for you

## Revising, Revising, Revising

Making It Better and Better and Better...

- \*make editing corrections
- \*add or take out parts
- \*change words or ideas to better ones
- \*complete any unfinished thoughts
- \*replaced overused or unclear words

## Proofreading

See Your Editor Again To:

- \*make sure all sentences are complete
- \*check spelling, capitalization, punctuation
- \*identify misused words
- \*mark corrections needed

## Publishing

Your Revision For Sharing With Others

- \*word process a polished copy
- \*use your best handwriting on fancy paper
- \*add illustrations
- \*bind it in a book
- \*record it on a tape
- \*display it for others to see
- \*may need to be revised due to "typos"

Have you met ALL the criteria on your checklist ???

*Four score and seven years ago our fathers brought forth, upon this continent, a new nation...*

by Patsy L. Brekke  
August 2001

# Outlining Rule

2-3 words first,  
then  
#’s & @’s R \$0.

# Week 1

## Day 2 - E.D. D.E.

**Materials Needed:** Atlantic Manta Outline  
**Adverb List**  
**Stylistic Techniques Page**  
 Checklist

1. Introduce the “**ly word**” dress up to your student. The “scientific” name for an ly word is **adverb**. Primarily adverbs “add” meaning to a verb. They also happen to “add” meaning to other words such as adjectives. Read through some of the words on the **Adverb List**.
2. On the **Stylistic Techniques Page**, record “ly word” as your first Dress Up. The method for indicating is to highlight the technique. The minimum number required is at least one ly word per paragraph.
3. Looking at the Outline, **ENLIST** ly words that would add meaning to the content. This can be only a verbal exercise, but you may also wish to write examples on a white board.
4. **DRAFT** *by hand* one paragraph about Atlantic Manta using the outline.
  - Instruct your student to write the title at the top center of a page of loose leaf paper. The title should be underlined. Write Draft 1 and the date in the upper right corner. On the **Stylistic Techniques Page**, have your student write “draft # in upper right corner” on line number 23 of “Other Stuff.”
  - Require your student to double space. On the **Stylistic Techniques Page**, have your student write “double space” on line number 24 of “Other Stuff.”
  - Taking one line of key words at a time, direct your student to write a sentence for each. Encourage ly words, but don’t make them the focal point.
5. Now back track and check for **DRESS UPS**. Your student knows only one at this time. One per paragraph is the minimum number of ly words required. As such, one per sentence today would not be an uncommon result. However, one is sufficient. **Indicate** the ly word(s) by highlighting.
6. Provide the checklist and direct your student to self-**EDIT** his paper according to the details listed. Attach the checklist to the written work with a staple or clip.
7. Place the draft in the Drafts/Checklists section of the Writing Notebook.

Checklists

Title \_\_\_\_\_

Draft # \_\_\_\_\_

- ly word highlighted
- double spaced
- title underlined
- draft # in upper right corner
- date in upper right corner

Title \_\_\_\_\_

Draft # \_\_\_\_\_

- ly word highlighted
- double spaced
- title underlined
- draft # in upper right corner
- date in upper right corner

Title \_\_\_\_\_

Draft # \_\_\_\_\_

- ly word highlighted
- double spaced
- title underlined
- draft # in upper right corner
- date in upper right corner

Title \_\_\_\_\_

Draft # \_\_\_\_\_

- ly word highlighted
- double spaced
- title underlined
- draft # in upper right corner
- date in upper right corner

# Week 1

## Days 3 and 4 - E.R.R.R.

**Materials Needed:** Drafts 1, 2... of Atlantic Manta  
Checklists

1. Direct your student to employ his Official Editor for **EDITING**. The Editor should freely correct or identify any spelling, punctuation and grammar errors.
2. Have your student **REVISE** Draft 1 to Draft 2, following the Editor's directions and the checklist. Make sure the draft # and date are indicated in the upper right hand corner of the paper. Continue this process until the assignment meets your approval. Your student should use a Checklist to self-**EDIT** after every draft.
3. Place past drafts in the Draft/Checklists section of the Writing Notebook.

# Week 1

## Day 5 - P.

**Materials Needed:** Latest Draft of Atlantic Manta  
Artistic materials as desired for publishing  
**The Writing Process**

1. Using the suggestions given on **The Writing Process** handout or ideas of your own, do something special with the finished assignment to **PUBLISH**. A published draft should be as perfect as possible. The title should be underlined with the author's name directly below or in the upper right hand corner. All indicators should be removed.
2. Keep a copy of the published work in the Published Works section of the Writing Notebook.

For Additional Practice...

## Basking Shark

The basking shark is an odd giant - the largest individuals may reach 45 feet long and weigh 6 tons. That has been thought to be the source of many sea-monster legends. This blue-gray or brownish creature is indeed a strange sight. It has a pointed head and a gaping chasm for a mouth. The mouth hangs open frequently to gather plankton. Its gills may filter 1000 tons of water in an hour. Most of the legends seem to have arisen when shark carcasses would wash up on the beach. Without the gills and fins, only a giant camel-like skull and serpentine spine would be found. With no fins or flesh, it is not difficult to see how they have been mistaken for the remains of sea serpents.