

Week 1

Day 1 - R.O.N.

Materials Needed: Writing Notebook Materials as listed below
Treasure in Shipwrecks
 Outlining page
 Outlining Rule Poster
 Designated area to display Rule Posters

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

READ the model. Do so thoroughly, carefully and out loud.

OUTLINE the model. Choose 3 key words from each sentence or fact.

NARRATE 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

ENLIST 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.

DRRAFT. 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 formally 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.

- **DERRRP** stands for

DRESS 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.

EDIT. 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 or two 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 Treasure in Shipwrecks.
 - 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 *rich, buried, under, sea*. *Treasure* can be avoided because it is in the title that 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.")
 - Present the **Outlining Rule Poster**. Display it where it can be easily referred. 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:

Treasure In Shipwrecks

1. rich, buried, Ø, sea
2. Australian Navy, 3000+, coast
3. some, floor, 300+, years
4. gold, silver, gems
5. costs, \$\$\$, ship, surface
6. men, not, rich

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, “There are rich treasures buried deep under the sea. The Australian Navy has found more than three thousand shipwrecks along the coast there. Some wrecks have been on the ocean floor for over three hundred years! The wrecks are filled with gold, silver and gems. It costs a lot to bring a ship to the surface. The men don’t get rich doing it.”

13. Celebrate! That’s quite a bit for the first day of writing! Put the outline in the Notes/Outlines section of the Writing Notebook.

Stylistic Techniques

Dress-Ups

- | | |
|---|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |
| <i>Indicator: Highlight.</i> | 7. _____ |
| <i>Minimum Rule: One of each per paragraph.</i> | |

Sentence Openers

- | | |
|--|-----------|
| 8. _____ | 12. _____ |
| 9. _____ | 13. _____ |
| 10. _____ | 14. _____ |
| 11. _____ | 15. _____ |
| <i>Indicator: Highlight (in a different color than Dress Ups).</i> | |
| <i>Minimum Rule: One of each per paragraph (i.e.: one per sentence. Each one will be different).</i> | |

Other Stuff

- | | |
|-----------|-----------|
| 16. _____ | 18. _____ |
| 17. _____ | 19. _____ |

Treasure in Shipwrecks

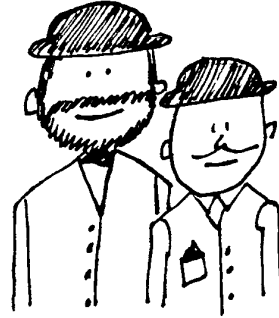
Rich treasure lies buried in shipwrecks far under the sea. The Australian Navy has located more than three thousand wrecks around the coast of Australia. Some of the wrecks have been lying on the ocean floor for over three hundred years. When these ships went down they took with them gold, silver, and gems. It costs a great deal to bring a ship to the surface. Most of the men who find and bring up the treasure will not become rich.

Outlining Page

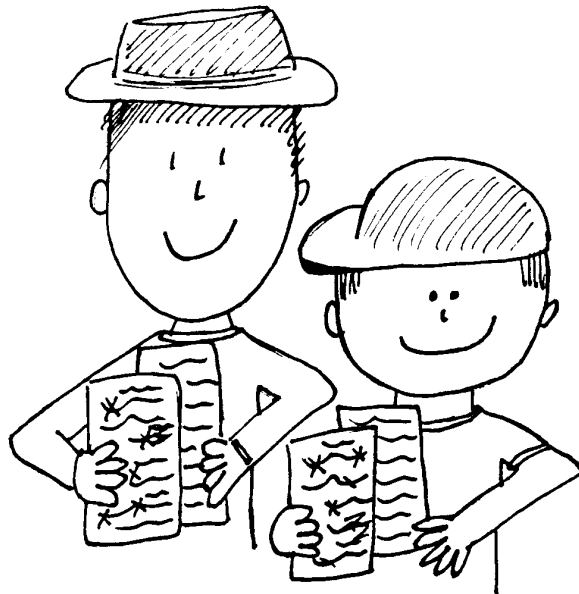
Treasure in Shipwrecks

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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: Treasure in Shipwrecks 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 an 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 underline or highlight the technique. The minimum number of techniques required is one of each 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** one paragraph about Treasure in Shipwrecks 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 16 of Other Stuff.
- Require your student to double space. On the **Stylistic Techniques Page**, have your student write *double space* on line number 17 of Other Stuff. To make it easier to remember to do, many elementary students have found it useful to make a dot at the beginning of each alternate line before drafting. As they write to the end of a line, they need only look for the next dot and continue on that line.
- 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. For most second and many sixth graders, just putting the outline into original sentences on paper is a laudatory task at this 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. **Highlight** the *ly word(s)*.

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

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 Treasure in Shipwrecks
Checklists

1. Direct your student to employ his Official Editor for **EDITING**. The Editor should freely correct 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 Treasure in Shipwrecks
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...

The Portuguese Man-of-War

The Portuguese man-of-war is a beautiful but dangerous jellyfish. It has a float about the size of a football. This hollow float is filled with gas that keeps the jellyfish floating on the surface of the water. Under this float lives a whole colony of little sea animals. Hanging down from the float are long streamers or tentacles that may be fifty feet long. Some of the tentacles catch small fish and take them to the mouth for food for the whole colony. Other tentacles sting enemies that come too near.