



Story Writing 3-4 Syllabus

Course Goals

1 Planning for Writing

Students practice and implement strategies for prewriting, including idea maps and focus webs.

2 The Writing Craft

Students create fiction and nonfiction stories. They develop writing craft using strategies such as writing a strong lead, character development, and showing vs. telling.

3 Editing and Revising

Students workshop with instructor and peers to practice editing and revising elements such as adding and removing content, and word substitution.

Course Topics

1 Ways to Organize Writing

Students investigate and apply strategies for organizing writing. These strategies may include using a pattern, following change over time, or using repeated sentences.

2 Using Writing Mechanics

Students apply rules of punctuation, spelling, and capitalization. Student work is edited with support from instructor and peers.

3 Writing a Compelling Lead

Students analyze texts to determine elements of a great lead. They implement selected strategies in their own stories.

4 Writing with Voice

Students compare texts and discuss how authors use voice to enhance writing. They use components such as descriptive language, punctuation, and interjections in their own writing.

5 Word Choice

Students practice ways to choose words with a purpose in their writing. They experiment with techniques such as using sound words, onomatopoeia, and vigorous verbs.

6 Using Quality Details

Students learn to “show, not tell” in their writing. They use sensory words, word choice, and voice to develop stories.

7 Conferring to Edit and Revise

Students receive feedback from instructor and peers. They choose how to edit and revise based on this feedback.

Course Schedule

Day 1

Community Builders

Students build relationships to establish trust and community so that collaboration will be successful.

Writing From a Memory

Students write about a familiar memory and conference with instructor to identify goals in areas such as writing conventions, word choice, and descriptive language.

Planning for Writing: Idea Maps

Students use idea maps to plan for writing. They generate writing based on the planning with this strategy.

Planning for Writing: Focus Web

Students practice the planning strategy of using a focus web. They generate writing based on the use of this strategy.

Day 2

Planning for Writing: Lists

Students practice writing lists to brainstorm topics for story writing. They use ideas from the list to create a narrative.

Introducing Organization

Students discover the importance of organization in writing. Students practice revising paragraphs that need organization.

Interactive Writing and Organization

Students explore an author's use of structure in writing. They brainstorm similar strategies and select one to generate their own story.

Generation of Writing from Planning

Students use their prior planning and practice with structure to generate a story.

Day 3

Focus and Organization

Students conceptualize strategies for organizing in writing with a specific topic in mind.

Editing Writing

Students practice writing conventions such as punctuation and capitalization. They implement conventions in their own writing and edit to finalize work.

Organizing and Writing with a Pattern

Students implement strategies for planning to write a story. With support, they reflect on their use of new methods and how their writing is changing as a result.

Elements of Revision

Students learn and apply revision strategies, such as adding new content and word substitution. Students collaborate with peers and instructors for feedback on content and recommendations for editing and revising.

Day 4

Writing with a Great Lead

Students begin to identify elements that make a compelling lead in a story. They practice these features in their own writing.

Revising for a Great Lead

Students revise stories to implement strategies of writing a great lead. They may choose a method like onomatopoeia, asking a question, or using dialogue.

Revising with a Partner

Students learn how to provide and reflect on feedback from a peer. They may choose to apply feedback to revise their stories.

Day 5

Listening for Voice

Students identify voice in text and examine how the author creates voice that can be supported in fonts and illustrations.

Recognizing Voice

Students identify and use characteristics of voice, such as interjection and word choice.

Ways to Create Voice

Students examine texts to determine methods authors use to create voice in writing.

Generating Writing from Planning

Students use their prior planning and practice with structure to generate a story. They will use strategies for writing a great lead and work with peers and instructor to edit and revise their stories.

Day 6

Point of View

Students learn about point of view and perspective. They apply their understanding to developing a narrative.

Author's Choice

Students practice making choices in writing, through selecting descriptive language or interesting words.

Interesting Words and Phrases

Students look for examples of word choice in text and implement choice to build on character and setting in their stories.

Descriptive Adjectives

Students learn about using descriptive adjectives and adverbs and replace vague words in their own writing.

Day 7

Using Compelling Verbs

Students experiment with word choice through the use of interesting verbs. They revise their stories using this strategy.

Shades of Meaning

Students explore shades of meaning, or how meaning in context affects word choice.

Word Choice with Onomatopoeia

Students practice with voice by using onomatopoeia, or sound words, in writing.

Generating Writing from Planning

Students use their prior planning and practice with writing craft, such as point of view and word choice, to write a story. They will revise their writing with feedback from instructor and peers.

Day 8

Sensory Words

Students learn about the impact of sensory words in writing. They evaluate and revise their own writing to use more vivid details.

Sensory Details

Students examine texts for authors' use of sensory details. They revise and add new details to their own stories.

Show, Don't Tell

Students practice using word choice and sensory details to increase the reader's engagement. They will revise their own writing to reflect their craft.

Generating Writing from Planning

Students implement word choice and sensory details in their stories.

Day 9

Alliteration

Students practice using alliterative sentences and phrases and may choose to include them in their own writing.

Word Substitution

Students practice word substitution to create a stronger image within their stories. They revise their writing to include words with more impact.

Revising with a Partner

Students practice giving feedback to a classmate. They also receive feedback on their writing from a peer.

Day 10

Story Endings and Publishing

Students finalize the content of their stories and add illustrations. They create a final project that demonstrates their writing craft.

Final Conference

Students conference for a final time with the instructor to reflect on goals and areas of growth throughout the course.

Sharing Publications

Students share final projects and receives feedback from instructor and peers.

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