

LEVEL	GENRES	INSTRUCTIONS AND TOPICS
1	<ul style="list-style-type: none"> <input type="checkbox"/> Cluster and Describe <input type="checkbox"/> Paragraph Construction <input type="checkbox"/> "Colonial America" book (Week 1 of 11) 	<ul style="list-style-type: none"> <input type="checkbox"/> This week, with your teacher, read about paragraphs in <i>Writing Aids</i> or your handbook. Find out the answers to these questions: <ul style="list-style-type: none"> <input type="checkbox"/> What exactly is a paragraph? <input type="checkbox"/> How is a paragraph different from a sentence? <input type="checkbox"/> What does "indent" mean? How can you tell how many paragraphs are on a page? <input type="checkbox"/> One way to organize your thoughts in a paragraph is to "cluster" your ideas. Another name for "clustering" is "mind mapping." <input type="checkbox"/> Begin making a "Colonial America" book. For most weeks, you will cluster your ideas and use them to describe Colonial America. This is called "descriptive writing." <input type="checkbox"/> Using <i>Writing Aids</i> or your handbook, learn how to cluster your ideas for one of the following topics suggested for your "Colonial America" book. <ul style="list-style-type: none"> <input type="checkbox"/> Write a paragraph that introduces you and your book. Tell your name, how old you are, and what you hope this book will inform your readers about. <input type="checkbox"/> Cluster ideas about Jamestown for a paragraph you'll finish next week.
2	<ul style="list-style-type: none"> <input type="checkbox"/> Writing Fables (Week 1 of 4) 	<ul style="list-style-type: none"> <input type="checkbox"/> Read about fables in <i>Writing Aids</i>, in your handbook, or in an encyclopedia. <input type="checkbox"/> Write a definition of a fable in the "Reference" section of your Grammar and Composition Notebook. <input type="checkbox"/> Begin writing a fable. Start by thinking about the characters you might include. If your teacher instructs you to, use a story map to begin your prewriting. <input type="checkbox"/> Choose one of the following morals for your fable: <ul style="list-style-type: none"> <input type="checkbox"/> Birds of a feather flock together. <input type="checkbox"/> Look before you leap. <input type="checkbox"/> Slow but steady wins the race. <input type="checkbox"/> Complete a Story Map according to your teacher's instructions. <input type="checkbox"/> File your story under "Work in Progress" in your Grammar and Composition Notebook.
3	<ul style="list-style-type: none"> <input type="checkbox"/> Playwriting (Week 1 of 4) 	<ul style="list-style-type: none"> <input type="checkbox"/> Playwriting is introduced early on in this unit so that if you desire to perform it at your Unit Celebration, you will have time to rehearse and prepare props and costumes. If you have co-op friends or siblings working in Levels 6 or 9, you can join forces with them to both write and produce your play. <input type="checkbox"/> Read about playwriting in <i>Writing Aids</i> or your handbook. <input type="checkbox"/> Decide on a basic story line, and make a story map. If you're writing by yourself, you may want to write a simple, short, one-act play. The suggested subject for your play is the adventures of the colonists and the Indians. <input type="checkbox"/> If you're working with a group, assign scenes to each writer. They'll have to revise the scenes according to the group consensus later, but they can draft the scenes separately. Schedule draft deadlines and editing meetings for the next two weeks. <input type="checkbox"/> Decide on at least three characters, and draft one-page accounts of their lives up until the time in which your play is set. How old are your characters? Where did they grow up? Are they nice or mean? <input type="checkbox"/> File your work under "Work in Progress" in your Grammar and Composition Notebook.



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4	<ul style="list-style-type: none"> <input type="checkbox"/> Historical Fiction (Week 1 of 4) 	<ul style="list-style-type: none"> <input type="checkbox"/> Historical fiction can be both interesting <i>and</i> informative. Because the writer interweaves historical information with an interesting plot and characters, history can seem to come alive. This week, you will begin to write a piece of historical fiction. <input type="checkbox"/> Talk with your teacher about different works of historical fiction you've read and enjoyed. Discuss why you liked them and how they helped you understand the period in which it was set. <input type="checkbox"/> Read about writing historical fiction in <i>Writing Aids</i> or your handbook. You will not have time to write a long piece, so work with your teacher on planning a manageable project. <input type="checkbox"/> We suggest that you choose a Medieval, Renaissance, or Reformation setting for your story (this will require less research, since we just finished learning about these eras). You may also set your story in Jamestown or Plymouth. <input type="checkbox"/> Plan your story using a Story Map and outline major characters using a Characterization Grid. <input type="checkbox"/> File any work under "Work in Progress" in your Grammar and Composition Notebook.
5	<ul style="list-style-type: none"> <input type="checkbox"/> Personal Narrative (Week 1 of 4) 	<ul style="list-style-type: none"> <input type="checkbox"/> Read about personal narratives in <i>Writing Aids</i> or your handbook. <input type="checkbox"/> Plan your narrative using a Story Map and Characterization Grid. Keep in mind that your finished narrative should be about three pages long. <input type="checkbox"/> File any graphic organizers under "Completed Work" in your Grammar and Composition Notebook.
6	<ul style="list-style-type: none"> <input type="checkbox"/> Playwriting (Week 1 of 4) 	<ul style="list-style-type: none"> <input type="checkbox"/> Playwriting is introduced early on in this unit so that if you desire to perform it at your Unit Celebration, you will have time to rehearse and prepare props and costumes. If you have co-op friends or siblings working in Levels 3 or 9, you can join forces with them to both write and produce your play. <input type="checkbox"/> Read the detailed directions for Level 3 to see what you should do this week to begin playwriting.
7	<ul style="list-style-type: none"> <input type="checkbox"/> Report Writing 	<ul style="list-style-type: none"> <input type="checkbox"/> Write a one-page report about one of the early colonists that you read about this week. Follow all of the steps in the writing process. <input type="checkbox"/> File your report under "Completed Work" in your Grammar and Composition Notebook.
8	<ul style="list-style-type: none"> <input type="checkbox"/> Book Report 	<ul style="list-style-type: none"> <input type="checkbox"/> Read about writing book reports in <i>Writing Aids</i> or in your handbook, and study the model reports there. <input type="checkbox"/> Decide on a book you would like to write a report on. Will you try to convince your reader to read the book or just explain to him what the book is about? <input type="checkbox"/> Use Cluster Diagrams to organize your ideas about the book. <input type="checkbox"/> Write a rough draft of your report. <input type="checkbox"/> Polish your report with your teacher's help, and then print a final copy. <input type="checkbox"/> File your report under "Completed Work" in your Grammar and Composition Notebook.

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9	<input type="checkbox"/> Playwriting (Week 1 of 4)	<ul style="list-style-type: none"> <input type="checkbox"/> Playwriting is introduced early on in this unit so that if you desire to perform it at your Unit Celebration, you will have time to rehearse and prepare props and costumes. If you have co-op friends or siblings working in Levels 3 or 6, you can join forces with them to both write and produce your play. <input type="checkbox"/> Read about playwriting in <i>Writing Aids</i> or your handbook. <input type="checkbox"/> Decide on a basic story line, and make a story map. If you're writing by yourself, you may want to write a simple, short, one-act play. The suggested subject for your play is the adventures of the colonists and the Indians. <input type="checkbox"/> If you're working with a group, assign scenes to each writer. They'll have to revise the scenes according to the group consensus later, but they can draft the scenes separately. Schedule draft deadlines and editing meetings for the next two weeks. <input type="checkbox"/> Decide on at least three characters, and draft one-page accounts of their lives up until the time in which your play is set. How old are your characters? Where did they grow up? Are they nice or mean? <input type="checkbox"/> File your work under "Work in Progress" in your Grammar and Composition Notebook.
10	<input type="checkbox"/> Essay of Argumentation	<ul style="list-style-type: none"> <input type="checkbox"/> Read about essays of argumentation in <i>Writing Aids</i> or your handbook this week. <input type="checkbox"/> Write an essay of argumentation. Begin by choosing a topic. You may pick a current issue, or you may decide to write on one of the following historical topics: <ul style="list-style-type: none"> <input type="checkbox"/> Commercial companies should never have conducted colonization expeditions. <input type="checkbox"/> The Jamestown experiment was a recipe for disaster and would have failed but for the intervening grace of God.
11	<input type="checkbox"/> Short Story (Week 1 of 3)	<ul style="list-style-type: none"> <input type="checkbox"/> Read about story writing in <i>Writing Aids</i> or your handbook. <input type="checkbox"/> Short stories have special advantages and constraints. With your teacher, plan your short story this week. Fill out a Story Map, and then write character sketches for your story. Use a Characterization Grid if desired. <input type="checkbox"/> Suggested topics for your story include the following: <ul style="list-style-type: none"> <input type="checkbox"/> A story from your personal experience <input type="checkbox"/> A story from a newspaper article or other story that you've read or heard <input type="checkbox"/> A story set in one of the time periods we've studied this year
12	<input type="checkbox"/> Historical Fiction (Week 1 of 5)	<ul style="list-style-type: none"> <input type="checkbox"/> Historical fiction can be both interesting <i>and</i> informative. Because the writer interweaves historical information with an interesting plot and characters, history can seem to come alive. This week, you will begin to write a piece of historical fiction. <input type="checkbox"/> Talk with your teacher about different works of historical fiction you've read and enjoyed. Discuss why you liked them and how they helped you understand the period in which it was set. <input type="checkbox"/> Read about writing historical fiction in <i>Writing Aids</i> or your handbook. You will not have time to write a long piece, so work with your teacher on planning a manageable project. <input type="checkbox"/> We suggest that you choose a Medieval, Renaissance, or Reformation setting for your story (this will require less research, since we just finished learning about these eras). You may also set your story in Jamestown or Plymouth. <input type="checkbox"/> Plan your story using a Story Map and outline major characters using a Characterization Grid. <input type="checkbox"/> File any work under "Work in Progress" in your Grammar and Composition Notebook.