

**Writing and Reading Workshop (WRDW)  
CTY Course Syllabus**

		<b>What (Goals)</b>	<b>How (Activities)</b>
Day 1	Morning	<ul style="list-style-type: none"> <li>- Build community</li> <li>- Establish rules and set the tone for workshop</li> <li>- Learn the tools for active reading and connecting literature and experience</li> </ul>	<ul style="list-style-type: none"> <li>- Shared reading and response</li> <li>- Ice breaker/intros: Classmate bingo</li> <li>- Brainstorm and discuss classroom rules, expectations, and goals</li> <li>- CTY honor code, technology code</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Brainstorm what it means to be an active reader</li> <li>- Pre-reading exercise: “The Circuit”</li> <li>- Read and discuss “The Circuit”</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>- Understand the elements of fiction: Setting</li> <li>- Introduce <i>Tom’s Midnight Garden</i></li> <li>- Connect reading and personal experience</li> </ul>	<ul style="list-style-type: none"> <li>- Poem of the day: Riddle Poem, Anonymous</li> <li>- Workshop: Understanding Setting</li> <li>- Introduce the setting of <i>TMG</i> (England, 1950s)</li> <li>- Read aloud <i>TMG</i> chp. 1</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Decorate pots and plant seeds</li> </ul>
	Homework		<ul style="list-style-type: none"> <li>- Read <i>TMG</i> chps 1-7</li> <li>- Respond in reading log: Why is Tom afraid on page 29 when he’s talking about flowers with Aunt Gwen, and why does he feel sick on page 30?</li> <li>- Write a paragraph describing a setting that has affected you. Use the description of the garden on pages 37-41 as an example.</li> </ul>

		<b>What (Goals)</b>	<b>How (Activities)</b>
Day 2	Morning	<ul style="list-style-type: none"> <li>- Introduce the workshop process</li> <li>- Close read literature to recognize patterns</li> <li>- Practice the thought process that goes into making sense of a story</li> <li>- Understand the steps of the writing process and the importance of rethinking and revising</li> </ul>	<ul style="list-style-type: none"> <li>- Workshop setting paragraphs in pairs</li> <li>- Discuss <i>TMG</i>: the progression of time, theories about the existence of the garden</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Shared reading: Meg</li> <li>- The writing process: Students create posters for each step of the writing process in pairs</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>- Assessment</li> <li>- Connect literature to personal experience</li> <li>- Jumpstart the brainstorming process for original fantasy stories</li> </ul>	<ul style="list-style-type: none"> <li>- Poem of the day: “The Cow’s Complaint” by Alice Schertle</li> <li>- Pre-assessment</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Students come up with their own name symbols</li> <li>- Read <i>The Mysteries of Harris Burdick</i> and begin brainstorming stories about one of the pictures</li> </ul>
	Homework		<ul style="list-style-type: none"> <li>- Read <i>TMG</i> chp. 8-14</li> <li>- Answer thought questions: Why do all of Hatty’s friends “fall away from her”? Why does Hatty’s aunt call her a criminal... (p. 94)? Explain what happens next. How does what Tom sees change his relationship with Hatty?</li> <li>- Come up with 2 thought questions for the group.</li> </ul>
Day 3	Morning	<ul style="list-style-type: none"> <li>- Use textual evidence to support a thesis</li> <li>- Practice public speaking, attentive listening, and argumentation</li> <li>- Think critically about literature</li> <li>- Use textual evidence to support a thesis</li> </ul>	<ul style="list-style-type: none"> <li>- Shared reading: Andy, <i>Eragon</i> by Christopher Paolini</li> <li>- Discuss <i>TMG</i> questions, have students answer homework questions again after the discussion</li> <li>- Prepare for <i>TMG</i> debate: Who is the ghost, Tom or Hatty?</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Finish preparing for the debate</li> <li>- Debate: Who is a ghost?</li> <li>- Students reflect on debate</li> </ul>

		<b>What (Goals)</b>	<b>How (Activities)</b>
	Afternoon	<ul style="list-style-type: none"> <li>- Introduce literary terms</li> <li>- Understand the process of “collecting” ideas for writing</li> <li>- Recognize and practice numerous ways to begin fiction</li> <li>- The writing process: Drafting</li> </ul>	<ul style="list-style-type: none"> <li>- Poem of the day: “Street Music” by Arnold Adoff</li> <li>- The elements of fantasy, mystery, and all fiction</li> <li>- Discuss literary terms: protagonist, antagonist, exposition, conflict, climax, resolution</li> <li>- Distribute writer’s notebooks and take the “writer’s oath”</li> <li>- Start writer’s notebooks</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Ways to start stories exercise</li> <li>- Work on fantasy stories</li> </ul>
	Homework		<ul style="list-style-type: none"> <li>- Read TMG, chp 15-21 and respond in reading log</li> <li>- At least 1 entry in writer’s notebooks</li> <li>- Come in with a completed draft of your fantasy story</li> </ul>
Day 4	Morning	<ul style="list-style-type: none"> <li>- Recognize and explore symbolism</li> <li>- Understand the purpose and process of writing workshop, as both an author and critic</li> <li>- Give and accept constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>- Shared reading: Imran</li> <li>- Read “The White Umbrella” and discuss symbolism</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Explain guidelines of writer’s workshop</li> <li>- Workshop drafts of stories in 2 groups</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>- Understand and apply the rules of paragraphing</li> <li>- Apply the writing process: Revision</li> <li>- Think critically about literature</li> </ul>	<ul style="list-style-type: none"> <li>- Poem of the day: “Jack and Jill” by Roald Dahl</li> <li>- Mechanics workshop: When to start new paragraphs</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Revise stories based on the workshop</li> <li>- Individual conference with teacher to discuss stories</li> <li>- If time: Discuss TMG: symbolism, thought questions</li> </ul>
	Homework		<ul style="list-style-type: none"> <li>- Finish TMG (chp 22-27)</li> <li>- Continue to revise fantasy stories</li> <li>- At least 5 entries in writer’s notebooks</li> </ul>

		<b>What (Goals)</b>	<b>How (Activities)</b>
Day 5	Morning	<ul style="list-style-type: none"> <li>- Literary elements: symbolism</li> <li>- The writing process: revision and final copy</li> <li>- Connect literary images with visual images</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Shared reading: Rohan</li> <li>- Write final copies of fantasy stories and create “book” covers</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Final <i>TMG</i> discussion</li> <li>- The question game</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>- Model poetry structure and techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Poem of the day: “This is Just to Say” by William Carlos Williams</li> <li>- Write apology poems</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Workshop and revise apology poems</li> <li>- Swap poems and write forgiveness poems</li> </ul>
	Homework		<ul style="list-style-type: none"> <li>- Finish final copy of story and book cover</li> <li>- Bring in independent book</li> </ul>
Day 6	Morning	<ul style="list-style-type: none"> <li>- Bring literature to life</li> <li>- Elements of poetry: description and the use of the senses</li> <li>- Recognize and create similes and metaphors</li> </ul>	<ul style="list-style-type: none"> <li>- Shared reading: Julia</li> <li>- Create own name symbols</li> <li>- <i>TMG</i> reader’s theater</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Introduce similes and metaphors</li> <li>- Go on a “simile hunt”: as a group, go through the building and outside writing similes about the things we see, smell, hear, and touch</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>- Understand the use of similes and metaphors in poetry</li> <li>- The writing process: brainstorm, research, draft, workshop</li> <li>- Review and practice critical reading skills</li> </ul>	<ul style="list-style-type: none"> <li>- Poem of the day: “Willow and Ginkgo” by Eve Merriam</li> <li>- Use similes from hunt to draft a poem about the indoors and outdoors</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Workshop poems</li> <li>- Review active reading techniques</li> <li>- Read independent novel and write in reading log</li> </ul>

		<b>What (Goals)</b>	<b>How (Activities)</b>
	Homework		<ul style="list-style-type: none"> <li>- 5 chapters of independent novel and write in reading log</li> <li>- At least 3 entries in writer's notebook about vivid memories that are special or important</li> </ul>
Day 7	Morning	<ul style="list-style-type: none"> <li>- Explore the relationship between culture and literature</li> <li>- Connect personal experience and literature</li> <li>- The writing process: final process</li> <li>- Begin to pay attention to the craft behind literature</li> </ul>	<ul style="list-style-type: none"> <li>- Shared reading: Harry</li> <li>- Read "The All-American Slurp" and discuss</li> <li>- Writing territories activity</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Write final copies of poems and share</li> <li>- Reading as a writer exercise</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>- Apply active reading skills and reading as a writer</li> <li>- Learn to write realistic dialogue and format it properly</li> </ul>	<ul style="list-style-type: none"> <li>- Poem of the day: "Danse Africaine" by Langston Hughes</li> <li>- Read independent novels and write in reading log (2 entries for every 5 chapters)</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Dialogue exercise</li> </ul>
	Homework		<ul style="list-style-type: none"> <li>- Read 5 chapters of novel and for every chp write 1 entry as a reader and 1 entry as a writer</li> </ul>
Day 8	Morning	<ul style="list-style-type: none"> <li>- Elements of literature: character</li> <li>- Literary terms: dynamic character, static character</li> </ul>	<ul style="list-style-type: none"> <li>- Shared reading: Laney</li> <li>- Fairytale seating charts activity</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Read "President Cleveland, Where are You?" and discuss the character development (dynamic vs. static characters)</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>- Apply the elements of fiction to a story about oneself</li> <li>- Apply active reading and reading as a writer techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Poem of the day: Limericks by Edward Lear</li> <li>- Draft personal narratives</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Read independent novel and respond in reading log to the character development: Note character details, how the character is changing</li> </ul>

		<b>What (Goals)</b>	<b>How (Activities)</b>
	Homework		<ul style="list-style-type: none"> <li>- 5 chapters of independent novel and write in reading log as active reader and writer</li> </ul>
Day 9	Morning	<ul style="list-style-type: none"> <li>- Elements of fiction: plot arc and climax</li> <li>- Use setting, dialogue, and interior monologue to create a satisfying climax</li> <li>- The writing process: Revision</li> </ul>	<ul style="list-style-type: none"> <li>- Shared reading: Alex</li> <li>- Plot arc and climax lessons (ways to slow down the climax)</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Climax exercise</li> <li>- Use cut and paste editing to revise the climax in personal narrative</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>- Give and accept constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>- Poem of the day: “Amelia Cramped,” by Monica Kulling</li> <li>- Copy climax exercise writing onto “peaks”</li> <li>- Read independent novels and respond in reading logs</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Workshop personal narratives (with added role of climax editor)</li> </ul>
	Homework		<ul style="list-style-type: none"> <li>- Finish independent novel and write entries as a reader and writer</li> <li>- Write 2 thought questions to discuss with someone who read the same book</li> <li>- Revise personal narrative</li> </ul>
Day 10	Morning	<ul style="list-style-type: none"> <li>- Understand the differences between poetry and prose</li> <li>- Explore the overlap between genres of writing</li> <li>- Create a poem with others’ words</li> <li>- Use discussion to uncover meaning in literature</li> <li>- Ask and answer questions about a text</li> </ul>	<ul style="list-style-type: none"> <li>- Poem of the day: Found poems</li> <li>- Found poetry exercise</li> <li>- Write found poems from detailed passages of independent novels</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Discuss independent books in groups</li> <li>- The sentence game and panel presentations</li> </ul>

		<b>What (Goals)</b>	<b>How (Activities)</b>
	Afternoon	<ul style="list-style-type: none"> <li>- The writing process: Final copy</li> <li>- Introduction to <i>Framed</i></li> </ul>	<ul style="list-style-type: none"> <li>- Shared reading: Rose</li> <li>- Write final copies of found poems and share</li> <li>- Share favorite writer's notebook entries and write new ones based on the discussion</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Begin reading <i>Framed</i></li> </ul>
	Homework		<ul style="list-style-type: none"> <li>- <i>Framed</i> to pg. 69</li> <li>- Bring in a baby picture</li> <li>- At least 5 entries in writer's notebook</li> </ul>
Day 11	Morning	<ul style="list-style-type: none"> <li>- Use critical thinking skills to make predictions about a text</li> <li>- The writing process: Final copy</li> </ul>	<ul style="list-style-type: none"> <li>- Shared reading: Anna Rose</li> <li>- Discuss <i>Framed</i></li> <li>- Predictions: What do you think is up the mountain?</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Write final copies of personal narratives and make posters with baby pictures</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>- Writing process: Brainstorming</li> <li>- Literary terms: Imagery</li> <li>- Review literary terms</li> <li>- Practice active reading skills</li> <li>- Respond to literature as a reader and writer</li> </ul>	<ul style="list-style-type: none"> <li>- Poem of the day: "Stopping in the Woods on a Snowy Evening," Robert Frost</li> <li>- Share writer's notebook entries and brainstorm new ones</li> <li>- Review literary terms</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Illustrate dictionaries of literary terms</li> <li>- Read <i>Framed</i> and write in reading log</li> </ul>
	Homework		<ul style="list-style-type: none"> <li>- <i>Framed</i> to page 156</li> <li>- 1 reading log entry as a reader and 1 as a writer</li> <li>- Begin brainstorming, researching, and planning for final short story using writer's notebook entry</li> <li>- Use the rest of your film to take "point of view" pictures; get pictures developed by Wednesday</li> </ul>

		<b>What (Goals)</b>	<b>How (Activities)</b>
Day 12	Morning	<ul style="list-style-type: none"> <li>- Use discussion to analyze a text</li> <li>- Connect literature and personal experience</li> <li>- Elements of fiction: Point of View</li> </ul>	<ul style="list-style-type: none"> <li>- Shared reading:</li> <li>- Discuss <i>Framed</i> (PA leads discussion)</li> <li>- Discussion topic: Ms. Stannard’s vs. Lester’s view of art</li> <li>- Read article about Manod mountain</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Point of view lesson (fill in p.o.v. charts)</li> <li>- Write a letter to the editor of the Manod mountain article from a character in the story</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>- Review and reinforce the writing topics from the session</li> <li>- Use active reading skills</li> <li>- Respond to literature as a reader and a writer</li> </ul>	<ul style="list-style-type: none"> <li>- Hand out instructions for final story</li> <li>- Write first drafts of final story</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Continue first drafts</li> <li>- Read <i>Framed</i> and write in reading logs</li> </ul>
	Homework		<ul style="list-style-type: none"> <li>- <i>Framed</i> to page 234, 1 entry as a reader and one as a writer</li> <li>- Finish first drafts of stories</li> <li>- Bring in pictures. Write subject of point of view pictures in a hidden place in notebook.</li> </ul>
Day 13	Morning	<ul style="list-style-type: none"> <li>- The writing process: Brainstorming</li> <li>- Writing topic: closure, resolution</li> <li>- Give and accept constructive criticism</li> </ul>	<ul style="list-style-type: none"> <li>- Shared reading:</li> <li>- Quickwrite: Exchange mystery pictures and write what they could be pictures of; write opening of a story for one</li> <li>- Ending stories lesson</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Workshop stories (with added “Ending Editor”)</li> </ul>

		<b>What (Goals)</b>	<b>How (Activities)</b>
	Afternoon	<ul style="list-style-type: none"> <li>- Develop a thesis statement and use evidence to support it</li> <li>- Practice public speaking, listening, and argumentation</li> <li>- The writing process: Revision</li> <li>- Use active reading skills</li> <li>- Respond to literature as a reader and a writer</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss <i>Framed</i> (confusions)</li> <li>- Prepare for Team Thesis Challenge: How is the artwork changing Manod?</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Thesis presentations</li> <li>- Revise stories and/or read <i>Framed</i> and write in reading log</li> </ul>
	Homework		<ul style="list-style-type: none"> <li>- Finish <i>Framed</i> and write 1 entry as a reader and 1 as a writer</li> <li>- Finish revising stories</li> </ul>
Day 14	Morning	<ul style="list-style-type: none"> <li>- Assessment</li> <li>- Understand the importance of a piece's title</li> <li>- The writing process: final copy</li> </ul>	<ul style="list-style-type: none"> <li>- Shared reading:</li> <li>- Student evaluations (proctor other class)</li> <li>- Workshop: Titles</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>-</li> <li>- Type final copies of stories in computer lab</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>- Assessment</li> <li>- Use discussion to analyze a text</li> <li>- Connect literature and personal experience</li> </ul>	<ul style="list-style-type: none"> <li>- Poem of the day: "Drums" by Langston Hughes</li> <li>- Post-assessment</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Final discussion of <i>Framed</i></li> <li>- Make collages of plant pictures</li> <li>- Write introductions for presentation</li> </ul>
	Homework		<ul style="list-style-type: none"> <li>- No homework</li> </ul>
Day 15	Morning	<ul style="list-style-type: none"> <li>- Practice public speaking skills</li> <li>- The writing process: Final product</li> </ul>	<ul style="list-style-type: none"> <li>- Rehearse for parent presentation with other writing classes</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Make book covers</li> </ul>
	Afternoon	<ul style="list-style-type: none"> <li>- Review grammar, parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>- Review parts of speech</li> </ul> <p><b>BREAK</b></p> <ul style="list-style-type: none"> <li>- Create and share original Mad-Libs Shared reading-a-thon</li> </ul>