

Using Write for College

| | |
|------------------------|---|
| Sequencing Assignments | 2 |
| Scope and Sequence | 4 |
| Yearlong Timetable | 6 |

Introduction

This section helps you implement *Write for College* in your classroom. For example, the yearlong timetable provides a suggested sequence of writing units for a full-year. Note within the timetable the suggested integration of grammar instruction as well as suggested differentiation for grades 11 and 12.

Sequencing Assignments

In *Teaching the Universe of Discourse*, James Moffett advised teachers to progress from personal forms of writing to more reflective and analytical academic forms. *Write for College* follows this organizational plan, beginning with personal writing, progressing through academic forms, and arriving at research papers. By following this suggested sequence, you help students build their skills and confidence.

| Genres | Forms in <i>Write for College</i> |
|-------------------------------|---|
| Personal Writing | Journals Blog Posts Learning Logs |
| Narrative Writing | Personal Narratives Personal Essays College-Entrance Essays |
| Explanatory Writing | Explanatory Essays Process Essays Classification Essays Definition Essays Cause-Effect Essays Comparison-Contrast Essays Problem-Solution Essays Response to Explanatory Prompts |
| Argument (Persuasive) Writing | Editorials Personal Commentaries Argument Essays Position Papers Response to Argument Prompts |
| Literary Response Writing | Personal Responses Book Reviews Limited Literary Analyses Extended Literary Analyses Response to Literature Prompts |
| Creative Writing | Stories Poetry |

| Genres | Forms in <i>Write for College</i> |
|--------------------------------------|--|
| Research Writing | Summaries, Paraphrases, and Abstracts Summary Reports Compiled Reports Interview Reports Observation Reports Personal Research Reports Research Papers (MLA or APA) |
| Writing Across the Curriculum | Writing in Science Science Summaries Research Reports Response to a Science Prompt Writing in Social Studies Social Studies Summaries Editorials Document-Based Questions Writing in Math Data Analyses Data Graphs Proofs Writing in the Workplace Résumé Business Letter Business Email Memo |

Scope and Sequence

The chart below presents a possible sequence of assignments, progressing from personal to academic and cross-curricular forms.

| Grade 11 | Grade 12 |
|---|---|
| Personal Writing | |
| Journals/Learning Logs Blog Posts | Journals/Learning Logs Blog Posts |
| Narrative Writing | |
| Personal Narratives Personal Essays | Personal Essays College-Entrance Essays |
| Explanatory Writing | |
| Explanatory Essays Process Essays Classification Essays Definition Essays Response to Explanatory Prompts | Explanatory Essays Cause-Effect Essays Comparison-Contrast Essays Problem-Solution Essays Response to Explanatory Prompts |
| Argument (Persuasive) Writing | |
| Editorials Personal Commentaries Response to Argument Prompts | Argument Essays Position Papers Response to Argument Prompts |
| Writing About Literature | |
| Personal Responses Book Reviews Limited Literary Analyses | Personal Responses Extended Literary Analyses Response to Literature Prompts |
| Research Writing | |
| Summaries, Paraphrases, and Abstracts Summary Reports Compiled Reports Personal Research Reports | Summaries, Paraphrases, and Abstracts Interview Reports Observation Reports Research Papers (MLA or APA) |

| Grade 11 | Grade 12 |
|--|--|
| Creative Writing | |
| Stories Poetry | Stories Poetry |
| Cross-Curricular Writing | |
| Science Science Summaries Research Reports Response to a Science Prompt Social Studies Social Studies Summaries Editorials Document-Based Questions Math Data Analyses Data Graphs Proofs Workplace Business Letter Business Email Memo | Science Science Summaries Research Reports Response to a Science Prompt Social Studies Social Studies Summaries Editorials Document-Based Questions Math Data Analyses Data Graphs Proofs Workplace Business Letter Business Email Résumé |

Yearlong Timetable

This suggested yearlong timetable for *Write for College* presents one possible sequence of writing and language skills units based on a five-days-per-week class. The units and lessons build from basic to more advanced skills throughout the year. In addition, where appropriate, two levels of assignments are given for grades 11 and 12.

First Quarter (9 Weeks)

| Week | Writing Units | Handbook Pages |
|------|--|---------------------|
| 1 | Getting Started Activities | |
| | Why Write? | X |
| | Journal Writing | 133–137 |
| 2 | One Writer's Process | 1–14 |
| | Conventions: Writing Complete Sentences | 70–71, 594–595 |
| 3 | Traits of Effective Writing | 15–20 |
| | 11 Personal Narrative | 143–149 |
| | 12 Personal Essay | 143–145, 150–154 |
| | Conventions: Writing Clear Sentences | 72–73, 596–597 |
| 4 | Prewriting (Part 1) | 21–26 |
| | Building Paragraphs | 81–96 |
| | Conventions: Writing Natural Sentences | 74–75 |
| 5 | Prewriting (Part 2) | 27–30 |
| | Mastering Essays | 97–111 |
| | Conventions: Writing Acceptable Sentences | 76–77, 600–602 |

First Quarter (9 Weeks) [Continued]

| Week | Writing Units | Handbook Pages |
|----------|---|----------------------|
| 6 | Writing | 31–38 |
| | 11 Personal Essay | 150–154 |
| | 12 College-Entrance Essay | 155–160 |
| | Conventions: Combining Sentences | 78, 598.1–598.2 |
| 7 | Revising | 39–52 |
| | 11 Process Essays | 161–165 |
| | 12 Cause-Effect Essays | 161–163, 166–168 |
| | Conventions: Modeling Sentences | 79, 598.2–599.1 |
| 8 | Editing | 53–56 |
| | 11 Process Essays (Cont.) | 161–165 |
| | 12 Cause-Effect Essays (Cont.) | 161–163, 166–168 |
| | Conventions: Expanding Sentences | 80, 596–597, 603–605 |
| 9 | Publishing | 57–67 |
| | Optional: Writing in Science | 353–364, 610–613 |

Second Quarter (9 Weeks)

| Week | Writing Units | Handbook Pages |
|------|---|------------------------|
| 1 | Blog Post | 138–139 |
| | Learning Logs | 140–142, 355, 367, 379 |
| | Conventions: Noun | 575–576 |
| 2 | Reading Nonfiction | 405–414 |
| | 11 Classification | 166–168 |
| | 12 Comparison-Contrast | 175–177 |
| | Conventions: Pronoun | 577–580 |
| 3 | Reading Graphics | 431–440 |
| | 11 Definition Essays | 169–171 |
| | 12 Problem-Solution | 178–181 |
| | Conventions: Verb | 581–583 |
| 4 | Listening and Note Taking | 441–450 |
| | 11 Response to an Explanatory Prompt | 182–186 |
| | 12 Response to an Explanatory Prompt | 182–186 |
| | Conventions: Verb | 584–587 |
| 5 | Speaking Effectively | 451–462 |
| | 11 Editorial | 187–195 |
| | 12 Argument Essay | 199–201 |
| | Conventions: Adjective | 588–589 |

Second Quarter (9 Weeks) [Continued]

| Week | Writing Units | Handbook Pages |
|------|--|---------------------|
| 6 | Building Vocabulary | 463–478 |
| | 11 Personal Commentary | 196–198 |
| | 12 Position Paper | 202–205 |
| | Conventions: Adverb | 590 |
| 7 | Building Vocabulary (Cont.) | 463–478 |
| | 11 Personal Commentary (Cont.) | 196–198 |
| | 12 Position Paper (Cont.) | 202–205 |
| | Conventions: Preposition | 591 |
| 8 | Writing on Demand | 479–486 |
| | 11 Response to an Argument Prompt | 206–210 |
| | 12 Response to an Argument Prompt | 206–210 |
| | Conventions: Conjunction and Interjection | 592 |
| 9 | Portfolio Review | 57–67 |
| | Optional: Writing in Social Studies | 365–376, 619–633 |
| | Conventions: Parts of Speech | 575–593 |

Third Quarter (9 Weeks)

| Week | Writing Units | | Handbook Pages |
|------|---------------------------------------|--|--------------------------|
| 1 | Conducting Research | | 257–266 |
| | Summaries, Paraphrases, and Abstracts | | 277–284 |
| 2 | Conducting Research (Cont.) | | 267–276 |
| | 11 | Summary Report | 285–288 |
| | 12 | Interview Report | 285–286, 294–297 |
| | Conventions: End Punctuation | | 523–524 |
| 3 | 11 | Compiled Report | 289–293 |
| | 12 | Observation Report | 298–301 |
| | Conventions: Comma | | 525–527 |
| 4 | Writing the Research Paper | | 307–316 |
| | Conventions: Comma (Cont.) | | 528–529 |
| 5 | 11 | Personal Research Report | 302–306 |
| | 12 | MLA Research Paper or APA Research Paper | 317–334 or 335–351 |
| | Conventions: Semicolon, Colon, Hyphen | | 530–535 |

Third Quarter (9 Weeks) [Continued]

| Week | | Writing Units | Handbook Pages |
|------|---|--|--------------------------|
| 6 | 11 | Personal Research Report | 302–306 |
| | 12 | MLA Research Paper or APA Research Paper | 317–334 or 335–351 |
| | Conventions: Apostrophe | | 534–536 |
| 7 | 11 | Personal Research Report | 302–306 |
| | 12 | MLA Research Paper or APA Research Paper | 317–334 or 335–351 |
| | Conventions: Quotations Marks, Italics, and Underlining | | 537–539 |
| 8 | 11 | Personal Research Report | 302–306 |
| | 12 | MLA Research Paper or APA Research Paper | 317–334 or 335–351 |
| | Conventions: Parenthesis, Diagonal, Dash, Ellipsis, Brackets | | 539–542 |
| 9 | Portfolio Review | | 57–68 |
| | Optional: Writing in Math | | 377–386, 614–618 |

Fourth Quarter (9 Weeks)

| Week | Writing Units | Handbook Pages |
|------|---|----------------|
| 1 | Answering Document-Based Questions | 487–494 |
| | Optional: Responding to DBQs | 372–375 |
| 2 | Taking Exit and Entrance Exams | 495–508 |
| | Taking Advanced Placement Exams | 509–521 |
| | Conventions: Capitalization | 543–545 |
| 3 | Reading Literature | 415–430 |
| | Personal Response to Literature | 211–220 |
| | Conventions: Plurals, Abbreviations, Numbers | 446–551 |
| 4 | Writing with Style | 113–124 |
| | 11 Limited Literary Analysis | 221–225 |
| | 12 Extended Literary Analysis | 226–232 |
| | Conventions: Improving Your Spelling | 552–558 |
| 5 | Writing Terms and Techniques | 125–132 |
| | 11 Limited Literary Analysis (Cont.) | 221–225 |
| | 12 Extended Literary Analysis (Cont.) | 226–232 |
| | Conventions: Improving Your Spelling | 552–558 |

Fourth Quarter (9 Weeks) [Continued]

| Week | Writing Units | Handbook Pages |
|------|--|----------------|
| 6 | Responding to a Literary Prompt | 233–236 |
| | Writing Stories | 237–245 |
| | Conventions: Using the Right Word | 565–574 |
| 7 | Writing Poetry | 246–256 |
| | Conventions: Using the Right Word | 565–574 |
| 8 | Writing in the Workplace (Resume and Cover Letter) | 387–397 |
| | Conventions: Understanding Idioms | 559–564 |
| 9 | Writing in the Workplace (Interviews, Email, Memo) | 398–403 |
| | Portfolio Review | 57–68 |