

HENDERSON BAY WRITING CONTRACT

TO EARN A .5 CREDIT, STUDENTS WILL;

1. WRITE 15 PERSONAL JOURNAL ENTRIES, OF 400 words.

Journal entries must describe, explain, persuade or describe using appropriate language. Possible topics can be found on the Internet, or discussed with contract mentor. In order to meet common core standards, journals must have well chosen details, smooth transitions, narrative techniques, and adjectives that convey vivid experiences.

2. COMPLETE ALL FIVE MAJOR PROJECTS:

Show, Don't Tell

Memory MAP

Short Fiction Story

Writing a Poem

Argumentative Essay (Rough and Final draft w/ revisions based on teacher/peer feedback.)

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.3.A

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.9-10.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CCSS.ELA-LITERACY.W.9-10.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.9-10.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- Identify an important issue or topic, and compose an argumentative essay with a clear position.
- Obtain and use feedback from a peer to revise for a final draft.

Writing Assignment: Show, Don't Tell

Pick one of the following "telling" sentences (or make up your own) and write a descriptive scene that shows instead of tells. Remember to include sensory details (as specific as possible—try for all five senses if you can!), action, and possibly dialogue. If you are truly showing, the sentence you pick below should not appear at all in your scene, but readers should know immediately which sentence you chose!

- The kid was a brat.
- Nothing I did went right.
- He was always there for me.
- She was so weird.
- He's always showing off.
- He loves to swim.

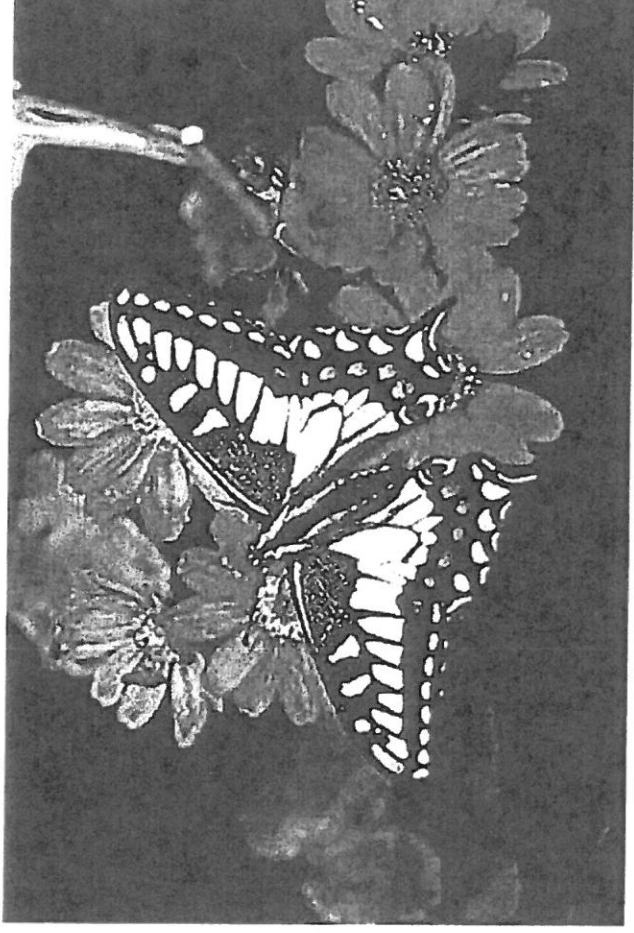
Your scene should be one to two paragraphs long. You will be evaluated on your use of specific nouns, active verbs, and on how well you show your scene.

Short Fiction Story

This writing assignment will ask you to make up a story. Your story can take place anywhere; Vermont, space, Gig Harbor, HBHS... Please use a subject appropriate for school. (No stories about drugs or violent criminal activity.)

Include the following:

- A strong character with a name, physical description, and personality attributes.
 - A few additional details (for example: secrets, desires, favorites, family)
 - Make sure you include some conflict in your plot
 - Take some time to develop a good hook, or opening paragraph, and ending to your tale.
 - (3-4 pages.)
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Vivid imagery brings a poem to life

WRITING A POEM

Sound can be considered a poem's skeleton. Rhythm, rhyme, and word sounds all create a structure for the poem. Imagery is the flesh and blood of poetry.

Strong imagery is specific. It is detailed. Imagery gives readers a picture that they can see, and hear, and possibly smell, touch, and taste. Finally, imagery, together with sound, helps lead readers to emotion, which is ultimately the purpose of most poems.

Choosing the right word to create imagery is a crucial part of writing poetry. Poets know that every single word is important in a poem, much more than in prose. They know there is no room in a poem for extra or unnecessary words. So every word must be chosen carefully and with thought to how a reader will respond to it. As in all writing, specific nouns and active verbs come first. Then adjectives are added carefully and with great thought.

ARGUMENTATIVE ESSAY: (Taken from Springboard.) You may have experienced an argument as an angry quarrel or disagreement. Writing an Argumentative Essay Argumentation is an important skill used by writers to influence the thoughts or actions of others. To be effective, an argument must clearly present a position, identify the issues related to that position, present support for the position, anticipate and respond to other positions that may be different, and use sound reasoning to convince an audience.

A formal argument, however, is a well-reasoned presentation of facts and details to support a claim with the goal of persuading others to accept a stated point of view. Think about a time when you “argued” or made a claim to be allowed to do something. What was your claim, and what reasons did you use to support it?

Argumentative Writing Learning Targets

- Write arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading or listening.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing your own clearly.

ACTIVITY:

Honing skills in civil debate and diplomatic argumentation is important in many careers and fields. When trying to convince others of your point of view, it is especially important to understand the logic of the opposition. Think of the last time you engaged in a debate or disagreement with a teacher or classmate about a topic worthy of debate. Were you able to understand the other point of view well enough to respond with a rebuttal based on logic and reason? How did you address the opposing point of view effectively?

Writing an Argument:

- Identify an important, possibly controversial issue. (Global Warming, Black Lives Matter, Removal of Confederate Statues, Title IX Policy Reversals under Betsy DeVos are some possible ideas.)
- Write out a 5-7 paragraph argumentative essay containing the following criteria:
 - Hook that grab’s the readers attention and catches interest – may be an anecdote, image, quote.
 - State a CLAIM, or assertion that you hold. Can be straightforward and direct.
 - List the opposing viewpoints. What do other people think about this issue? Why do they think this?

- Explain why their thinking is flawed. You need to give their side some validity, but just explain that your side has MORE VALIDITY.
- Support your assertion with reasoning.
- Include logical and emotional appeals.
- Call to action. Summarize by stating what the reader can do if they want to get involved.
- You will have a rough and final draft. The rough draft must have changes noted by a peer, parent or teacher, and changes must be reflected on the final draft.

You will be assessed on:

Creative and engaging hook.

Clear CLAIM or stance on an issue.

Inclusion of the “other side’s” argument.

Detailed support and insight for your assertion.

Use of logical and emotional appeals.

Call to action.