

# Introduction to Writing - \*A Week\*

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<b>Grades:</b>	<b>Grades 4 – 6</b>
<b>Day of Week:</b>	<b>Wednesday * A Week *</b>
<b>Time of Class:</b>	<b>1:00 – 2:30 pm ET</b>
<b>Semester:</b>	<b>Full Year</b>
<b>Length of Class:</b>	<b>14 classes</b>
<b>Tuition:</b>	<b>\$500.00</b>

## **Class Dates:**

*Please note that writing classes typically meet every other week – EXCEPT when a holiday occurs between meetings.*

## **A Week Class Schedule (Full Year):**

Week 1: Week of August 28

Week 2: Week of September 11

Week 3: Week of October 9

Week 4: Week of October 23

Week 5: Week of November 6

Week 6: Week of November 27

Week 7: Week of January 8

Week 8: Week of January 22

Week 9: Week of February 5

Week 10: Week of February 19

Week 11: Week of March 4

Week 12: Week of March 25

Week 13: Week of April 15

Week 14: Week of May 13

*Make-Up Days: Week of May 27*

<b>Instructor's Name:</b>	<b>Eva Goldstein - Meola</b>
<b>Instructor's Email:</b>	<b>eva@writingteacher.com</b>
<b>Instructor's Phone:</b>	<b>305-906-2853</b>
<b>Instructor's Whats App:</b>	<b>305-906-2853</b>

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## **Description of Class:**

This is an *interactive, introductory class* geared towards middle and upper elementary level students. In this class, students will focus on brainstorming, note taking and writing both fiction and nonfiction pieces. Writing structures will include summarizing nonfiction, narrative summaries, beginning story writing using narrative summaries, beginning report writing, writing from pictures, and beginning essay writing. Simultaneously, students will also learn how to implement various stylistic techniques to increase description, as well as remove “banned words” (overused, boring words) from their writing.

Each week, Eva will review past lessons to encourage mastery. Parents are encouraged to actively participate in the homework process. Scribing for your child is acceptable (however, don't change their words!).

Students are encouraged to repeat this class twice. The first year tends to be overwhelming, and in most cases the second year is when their internal “light bulbs switch on” and writing happens!

## **Class Approach:**

Students are expected to be present in class, with class notes in front of them, participating actively and asking questions when they arise.

Students are expected to USE their CLASS NOTES (provided by instructor) while writing.

Students are expected to USE their ASSIGNMENT PLANNERS while writing.

Students are expected to USE their COMPOSITION CHECKLIST while editing.

## **Goals:**

If the student participates in class and does their homework to the best of their ability using the tools provided, it is expected that by the end of Intro to Writing the student SHOULD be able to progress to Powerful Paragraph. However, with this said MANY students, especially if they take INTRO as a 3<sup>rd</sup> or 4<sup>th</sup> grader, take a second year of INTRO to make sure these introductory skills are imbedded in their writing. In my opinion, slow and steady wins the race.

## **Textbook:**

All handouts will be provided by instructor. Students can find them on our learning management system, CANVAS.

The Synonym Finder by JL Rodale

[https://www.amazon.com/Synonym-Finder-Rodale-published-Little/dp/B00EKYGECK/ref=sr\\_1\\_2?ie=UTF8&qid=1541955560&sr=8-2&keywords=the+synonyms+finder&dpID=41e0wnOg2XL&preST= SY291 BO1,204,203,200 QL40 &dpSrc=srch](https://www.amazon.com/Synonym-Finder-Rodale-published-Little/dp/B00EKYGECK/ref=sr_1_2?ie=UTF8&qid=1541955560&sr=8-2&keywords=the+synonyms+finder&dpID=41e0wnOg2XL&preST= SY291 BO1,204,203,200 QL40 &dpSrc=srch)

## **Additional Supplies/Resources Needed:**

- A three-inch notebook. The parent/students will have papers to print out prior to class. These papers will be filed in this notebook (after class is over) to create a “Writing Textbook”. This notebook can help them FOR LIFE. It is truly a gem!
- Eight dividers for your notebook. Directions below.
- Approximately one ream of computer paper per student (500 sheets) for the year.
- Access to printer with black ink. Personally, I would teach my child how to set the printer on DRAFT, so you don’t “waste” any unnecessary ink.

The dividers should be labeled:

1. Homework
2. Final Drafts
3. Banned Words
4. Stylistic Techniques
5. Keyword, Note Taking, Summarizing
6. Narrative Stories
7. Research Writing
8. Expository Essays

### **Requirements:**

Attending class and/or watching the recording as soon as possible. If questions arise, it is expected that students will contact Eva at [eva@writingteacher.com](mailto:eva@writingteacher.com) as soon as possible.

### **Weekly Homework:**

Homework is given at the end of each class session. It is expected that students work on their assignment 20 – 30 minutes **daily** between class sessions.

### **Homework Policy:**

Homework is to be turned in prior to the next class via the LMS.

### **Additional Policies:**

100 % effort, honesty and politeness are expected in this class.

### **Evaluation:**

Exceeds Expectations

Meets Expectations

Not Yet

Incomplete

” E” stands for Exceeds Expectation. To receive an “E”, there is significant evidence that the student used the ASSIGNMENT PLANNER and COMPOSITION CHECKLIST. This paper “exceeds” my expectations. It goes the extra mile. This is the equivalent of an “A” in a traditional grading system. A means excellent, which in my opinion is above and beyond my

expectations. ***You must Impress me to receive a “E”.*** Within the grade book on CANVAS, you will receive 10 points for an "E".

”M” stands for Meets Expectations. This paper shows that they have learned most concepts from the lesson presented in class as well as continued to implement the past concepts. It is a good paper; however, it does NOT go above and beyond. There is likely evidence of BASIC mistakes that the student should have mastered already. This is the equivalent of a “B” in a traditional grading system. This is where your child should be to be successful. This is a SOLID grade. Most students will likely be at this level. Within the grade book on CANVAS, you will receive 8 points for an "M".

” Y” stands for Not Yet. This paper shows lack of understand of the basic concepts taught in class. This paper shows that not enough time was put into writing and/or editing. This paper does not demonstrate that the student understood the lesson from class. This is the equivalent to a “C-” or “D” in a traditional grading system. Within the grade book on CANVAS, you will receive 6 points for a "Y".

"I" stands for Incomplete. This means you have not completed your work correctly according to the ASSIGNMENT PLANNER or COMPOSITION CHECKLIST. This is equivalent to an "F" in a traditional grading system. Students CAN redo an I. Within the grade book on CANVAS, you will receive 4 points for an "I".

### **Anticipated Weekly Course Schedule:**

<b>Week</b>	<b>Topic</b>
<b>Week 1</b>	Keywords, Notetaking and Verbal Rehearsal
<b>Week 2</b>	Keywords, Notetaking and Summarizing Non-Fiction Banned Words: Said, Small, Big
<b>Week 3</b>	Keywords, Notetaking and Summarizing Non-Fiction Banned Words: Bad, Good Stylistic Technique: LY Adverb
<b>Week 4</b>	Narrative Summaries Banned Words: Ugly, Pretty Stylistic Technique: Adj, Adj Noun; Strong Verb
<b>Week 5</b>	Narrative Summaries Banned Words: Mean, Nice Stylistic Technique: Strong Emotion and Feeling, Dialogue
<b>Week 6</b>	Narrative Summaries with a Twist Banned Words: Fun, Plain, Help/Helped Stylistic Technique: Because Clause; Who-Which Clause
<b>Week 7</b>	Narrative Summaries with a Twist

<b>Week</b>	<b>Topic</b>
	Mid-Year Jeopardy
<b>Week 8</b>	Research Writing One Paragraph – One Source Banned Words: Interesting, Awesome, Cool, A Lot Stylistic Technique: <a href="http://www.asia">www.asia</a>
<b>Week 9</b>	Research Writing “Famous Person” Two Paragraphs – One Source MLA Bibliography Banned Words: Came/Come/Go/Went, Eat/Ate
<b>Week 10</b>	Research Writing One Paragraph – Three Sources MLA Bibliography Banned Words: See/Saw/Look, Tell/Told Sentence Openers: Subject; LY Adverb
<b>Week 11</b>	Research Writing – “Famous Location” Two Paragraphs – Three Sources MLA Bibliography Banned Words: Think/thought, Get/Got Sentence Openers: Prepositional, Clausal
<b>Week 12</b>	The Beginnings of an Expository Essay How to Paragraph Banned Words: Make/Made, Sit/Sat
<b>Week 13</b>	Four Paragraph Expository Essay Focus: Introductory Paragraph, Concluding Paragraph Choosing Subtopics
<b>Week 14</b>	End of Year Jeopardy