# Writing and Reading Workshop (WRDW)  
CTY Course Syllabus

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<th>When</th>
<th>What (skill goals/knowledge goals/concepts/readings)</th>
<th>How (activities)</th>
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| Day 1 | Students will be able to:  
• Define different literary genres  
• Create and identify imagery in prose and poetry | • Introductions/learn names  
• Discuss genre and play Surrealist games  
• List senses and write Hershey's Kiss sensory imagery letters  
• Read first chapter of The House with a Clock in Its Walls  
• Read and analyze "The Fish" by Elizabeth Bishop |
| Day 2 | Students will be able to:  
• Compose dinggedicht, or "thing poems"  
• Identify structure of poetry and learn terms  
• Use active reading skills to respond to readings  
• Write and analyze longer fictional works | • Discuss dinggedicht, lines, and stanzas  
• Read Rilke's "Roman Fountain"  
• Compose dinggedicht using object brought from home  
• Introduction to story structure: Discuss Freytag's Triangle  
• Read “Death and Dagger”  
• Start writing long short stories |
| Day 3 | Students will be able to:  
• Analyze the author’s use of characterization using specific examples  
• Identify metaphor and simile  
• Compose metaphorical poems  
• Use active reading skills to respond to independent readings  
• Learn proper dialogue use and formatting  
• Workshop with peers citing specific strengths and areas for improvement | • Discuss character arc in The House  
• Analyze use of metaphor in "Sweet like a Crow" and "Like a Simile."  
• Begin simile day poems: "Like ____"  
• Introduction to workshopping  
• Continue Reader’s Choice book  
• Analyze conversations and examples of direct and indirect speech  
• YES AND written dialogue exercise  
• Workshop written group dialogue exercises  
• Continue reading The House  
• Work on short stories |
| Day 4 | Students will be able to:  
• Analyze rhythms to compose haikus  
• Write longer fictional works  
• Use active reading skills to respond to independent reading | • Go "word hunting" and write haikus out of found words  
• Discuss chapter seven in The House  
• Continue writing and illustrating ghost stories  
• Read Reader's Choice book  
• Continue work on ghost stories  
• Read The House |
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| Day 5 | Students will be able to:  
• Learn new vocabulary for discussion of deepening character growth  
• Analyze and diagram various aspects of story structure  
• Apply knowledge of literary terms  
• Learn acrostic poetry form  
• Practice avoiding unnecessary shifts in verb tense | • Finish reading House  
• Flat characters versus round characters lecture/discussion  
• Get in groups and create story structure maps for The House  
• Reader’s Choice  
• Workshop stories with peers  
• Share plot maps for The House  
• Verb shifting exercise  
• Acrostic poems  
• Begin The Westing Game |
| Day 6 | Students will be able to:  
• Identify new literary terms and forms  
• Compose poetry  
• Learn parameters of new genre  
• Analyze nonfiction excerpts  
• Write longer nonfiction  
• Use active reading skills to respond | • Personification exercise and Sylvia Plath poem, "Mirror"  
• Write personification poems and guessing game  
• Read Reader’s Choice book  
• Read and Discuss "Tongue" and "Kegalle" by Michael Ondaatje  
• Nonfiction lecture  
• Memoir place drawing and writing exercise  
• Workshop fiction stories  
• Discuss The Westing Game characters and possible arcs  
• Family member interview |
| Day 7 | Students will be able to:  
• Analyze and create slant and normative rhyme schemes  
• Use active reading skills to respond to independent readings  
• Practice active listening and response | • Discussion of rhyme – consonance, assonance, alliteration  
• Compose sound poems  
• Read Reader’s Choice book  
• Individual conferences  
• Begin nonfiction piece  
• Read The Westing Game  
• Share sound poems and memoir pieces from Monday |
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| **Day 8** | Students will be able to:  
• Analyze rhythms to compose in iambic meter  
• Evaluate and analyze literature  
• Complete longer nonfiction piece  
• Use active reading skills to respond to independent readings |  
• Introduction to meter, iambs, stressed and unstressed syllables  
• Emily Dickinson “A light exists in spring”  
• Write iambic trimeter and tetrameter poetry  
• Write nonfiction  
• Read Reader's Choice book  
• Read The Westing Game  
• Workshop trimeter & tetrameter poems |
| **Day 9** | Students will be able to:  
• Summarize and share reviews of literature  
• Differentiate between and utilize 1st, 2nd, 3rd points of view  
• Learn to write collaboratively  
• Practice active listening  
• Experience value of thematic writing |  
• Reader’s Choice Advertisement Campaigns and Poster creation  
• Work on nonfiction  
• Point of view lecture  
• Collaborative story writing on plot  
• Read The Westing Game  
• Collaborative story writing on theme |
| **Day 10** | Students will be able to:  
• Use reading comprehension to aid them in The Westing Game scavenger hunt  
• Use active reading skills (analyze, define, compare, etc.) to respond to characterization in novel |  
• The Westing Game scavenger hunt  
• Finish The Westing Game  
• Work on character arc comics and discuss  
• Reader’s Choice  
• Share collaborative stories from Thursday/compare and contrast  
• Read The Birchbark House |
| **Day 11** | Students will be able to:  
• Expand understanding of genre  
• Develop research skills for writing fiction  
• Comprehend, analyze, and practice the use of history in fiction  
• Use active reading skills (analyze, define, compare, etc.) to respond to independent readings  
• Compose historical fiction |  
• Introduction to history, myth, and legend via Ojibwe tribe  
• Discussion of legends/historical fiction  
• Analysis of "Frontier" and "The Quiet" excerpts  
• Share nonfiction or fiction  
• Research chosen legend/historical fiction topics in computer lab  
• Read The Birchbark House |
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<td>Day 12</td>
<td>Students will be able to:</td>
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<td></td>
<td>• Identify rhyme scheme</td>
<td>• Go over rhyme scheme and limerick writing</td>
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<td>• Compose form poetry</td>
<td>• Write original limericks</td>
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<td>• Compose historical fiction</td>
<td>• Work on writing historical fiction piece</td>
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<td>• Use active reading skills (analyze, define, compare, etc.) to respond</td>
<td>• Read The Birchbark House</td>
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<td>• Begin compiling work for book collection</td>
<td>• Begin construction on books, illustrations, and final drafts</td>
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<td>• Read Reader's Choice book</td>
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<td>Day 13</td>
<td>Students will be able to:</td>
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<td>• Learn and practice how to write English sonnets</td>
<td>• English sonnet writing and lecture with Shakespeare’s Sonnet #18</td>
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<td>• Compose historical fiction</td>
<td>• Continue writing historical fiction piece and preparing books</td>
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<td>• Learn manuscript preparation</td>
<td>• Reader’s Choice</td>
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<td>• Use active reading skills (analyze, define, compare, etc.) to respond</td>
<td>• Read The Birchbark House</td>
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<td>Day 14</td>
<td>Students will be able to:</td>
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<td>• Learn to write collaboratively</td>
<td>• Exquisite Corpse exercise</td>
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<td>• Use active reading skills (analyze, define, compare, etc.) to respond</td>
<td>• Continue writing and illustrating books</td>
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<td>• Practice active listening and presenting</td>
<td>• Read The Birchbark House</td>
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<td>• Share historical fiction</td>
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<td>• Rehearse Parents’ Program</td>
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<td>Day 15</td>
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<td>• Use active reading skills (analyze, define, compare, etc.) to respond</td>
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<td>• Write collaboratively</td>
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<td>• Learn and write with new vocabulary</td>
<td>• Reader’s Choice Awards</td>
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<td>• Practice active listening and presenting</td>
<td>• Dictionary Game</td>
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<td>• Exquisite Corpse redux</td>
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<td>• Closing ceremony</td>
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<td>• Parents’ Program</td>
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