




# WRITING

CYCLE: 1 2 3 ACE

NAME: \_\_\_\_\_



WEEK DUE	OBJECTIVE	5	4	3	2	1
2	ORGANIZED WRITING: 5 BOX Notes, Pre-Write Activity					
3	ORGANIZED WRITING: Plan, Rough Draft, Self-Check, Peer Check					
4	ORGANIZED WRITING: Final Draft (Publish/Print)					
	GROUP "ORGANIZED" WRITING: Focus, Effort, Participation					
5	NARRATIVE WRITING: Short Story Snapshot					
7	NARRATIVE WRITING: Rough Draft, Peer Checks 1-2					
8	NARRATIVE WRITING: Final Draft (Publish/Print)					
8	SONG POETRY WRITING					
5 = OUTSTANDING 4 = VERY WELL DONE 3 = ACCEPTABLE 2 = BELOW AVERAGE 1 = UNACCEPTABLE		GRAND TOTAL: ____ /40				

8 = 20% 10 = 25% 12 = 30% 14 = 35% 16 = 40% 18 = 45% 20 = 50% 22 = 55% 24 = 60% 26 = 65% 28 = 70% 30 = 75% 32 = 80% 34 = 85% 36 = 90% 38 = 95% 40 = 100%

## 5 BOX WRITING CONNECTORS

Thesis Statement/Introduction



Before \_\_\_\_\_  
 First  
 First and foremost  
 First of all  
 From one perspective  
 On one hand  
 On the one side  
 One reason  
 One example  
 To begin with  
 To start off  
 To start with



Additionally  
 Along with \_\_\_\_\_  
 Also  
 As a result  
 Equally important  
 From a different perspective  
 Furthermore  
 In addition  
 Likewise  
 Moreover  
 Next  
 On the other hand  
 Second



Additionally  
 After careful consideration  
 As a result  
 Based on the evidence  
 Finally  
 Fortunately  
 Furthermore  
 In addition  
 Likewise  
 Last  
 Last but not least  
 Thankfully  
 Third



When you stop to think about it

All in all  
 In conclusion  
 On the whole  
 To sum up

As one can see  
 In other words  
 So you can see  
 Ultimately

Certainly  
 In summary  
 Surely  
 To reiterate

So then  
 In the end  
 In closing  
 Without a doubt

Definitely  
 Naturally  
 Therefore  
 Simply stated

Hands down  
 To be sure  
 Truly  
 After all

As we have seen  
 Obviously  
 To summarize  
 Once again

Hence  
 Clearly  
 In any case  
 In short

## SHORT STORY/NARRATIVE CONNECTORS

In the beginning	That morning	Out of the blue	At (given time)	A long time ago
Immediately	Suddenly	Until	Eventually	Finally
For the time being	Soon	The next day	After that	One _____ later
Fortunately	In the end	Later on	Meanwhile	As soon as
Out of nowhere	All of of sudden	To be sure	Thankfully	Gradually
In a flash	Little by little	Without warning	Just then	Before I knew it
With this in mind	To the left/right	Under/Near/Around/By/Beyond	Earlier	With regard to



# WRITER'S TOOLBOX



## ADJECTIVES (SENSORY DETAILS)

### SOUND WORDS

Hanging	croaking	laughing	ringing	tinkling
Barking	crunching	moaning	rumbly	thudding
Bawling	crying	mooring	rustling	thumping
Blaring	dripping	mumbling	scratching	ticking
Booming	exploding	muttering	screaming	twittering
Buzzing	fizzing	noisy	screeching	warbling
Chattering	gagging	peeping	singing	wheezing
Chiming	gasping	piercing	slamming	whimpering
Chirping	giggling	pinging	shouting	whining
Clanging	grating	plopping	silent	whispering
Clicking	grunting	quacking	snoring	whooping
Clinking	gurgling	quiet	splashing	
Cooing	hissing	rapping	squawking	
Coughing	hankng	rasping	stuttering	
Crackling	jangling	riming	tearing	

### TOUCH WORDS

Abrasive	feathery	knobbed	sandy	spongy
Biting	fine	lacy	scalding	steamy
Boiling	fluffy	leathery	scorching	steely
Bubby	foamy	light	scratchy	sticky
Bulky	freezing	lukewarm	scummy	stifled
Bumpy	furry	matted	shaggy	stinging
Burning	fuzzy	metallic	sharp	stony
Bushy	glassy	moist	silky	stubby
Clammy	gluey	mushy	slimy	tangled
Coarse	grainy	numbing	slippery	tender
Cool	greasy	oily	sloppy	tepid
Cottony	gritty	piercing	smooth	thick
Crisp	gushy	plastic	smothering	tickling

### TOUCH WORDS

Cushioned	hairy	pocked	soapy	tough
Damp	heavy	pointed	soft	velvety
Downy	hot	pulpy	sopping	warm
Drenched	humid	rocky	soupy	waxy

### TASTE AND SMELL WORDS

Acid	doughy	minty	rank	sweaty
Acidic	earthy	moist	raw	sweet
Acrid	floury	moldy	rich	tangy
Alkaline	flowery	musky	rotten	tasteless
Aromatic	fresh	musty	salty	tough
Biting	fruity	oily	scented	vile
Bitter	garlicky	perfumed	sharp	vinegary
Bland	hearty	pickled	sour	
Burnt	hot	piney	spicy	
Buttery	lemony	plastic	spoiled	
Cold	medicinal	pungent	stagnant	

### SIGHT WORDS

Abrasive	feathery	knobbed	sandy	spongy
Biting	fine	lacy	scalding	steamy
Boiling	fluffy	leathery	scorching	steely
Bubbly	foamy	light	scratchy	sticky
Bulky	freezing	lukewarm	scummy	stifled
Bumpy	furry	matted	shaggy	stinging
Burning	fuzzy	metallic	sharp	stony
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Drenched	humid	rocky	soupy	waxy

## Young Author's List of Strong Verbs

This list of 180 strong verbs will help you get started on the road to colorful, dazzling writing. Feel free to add other interesting, vivid verbs you find in books, newspapers, and magazines.

aimed	devoured	hailed	ransacked	stamped
anticipated	diapered	hiccupped	reassured	steamed
arranged	disciplined	high-fived	recorded	stitched
backpacked	dog paddled	howled	rejoiced	strained
backtracked	double-checked	humiliated	relished	stretched
ballooned	doused	iced	rescued	strode
bamboozled	drained	irritated	ripped	stuffed
bandaged	dreaded	jabbed	rocked	tanged
baptized	drooped	jack-knifed	rowed	tap-danced
blasted	dusted	juggled	sabotaged	teased
blotted	eased	karate chopped	sanded	thawed
boiled	ejected	leaped	sassed	throttled
bolted	electrocuted	lumbered	sauntered	thundered
botched	enfolded	luxuriated	scoured	ticked
bounded	enveloped	magnified	scraped	tip-toed
bulldozed	erased	manipulated	scratched	toasted
bullied	evaporated	meandered	scribbled	trespassed
burped	fired	measured	scribbled	trucked
chastised	flattered	melted	shaved	tucked
chattered	flipped	monopolized	shivered	twisted
chauffeured	flirted	mystified	shrieked	twitched
cheapened	focused	oozed	shrugged	viewed
cherished	french-braided	outwitted	shuddered	vindicated
chucked	frolicked	papered	side-stepped	volunteered
clipped	frosted	parachuted	slam-dunked	waltzed
conducted	glowed	pasted	slimed	weighed
consoled	goofed	patted	slithered	wiggled
constructed	grated	peered	smirked	wiped
cored	greased	piggybacked	sneezed	wisecracked
crawled	grilled	pitter-pattered	snooped	withered
crooned	groaned	plucked	snoozed	wormed
cultivated	guaranteed	pobched	splattered	worshiped
decorated	guffawed	pounded	spiced	wrangled
delved	gurgled	praised	splurged	wrenched
demolished	hammered	pranced	sprinted	wrinkled
despised	harvested	raged	squished	yelped

## "SAID IS DEAD" CHOICES

Acknowledged	Gasped
Added	Growled
Admitted	Grunted
Advised	Hinted
Affirmed	Interjected
Agreed	Interrupted
Announced	Joked
Answered	Lied
Argued	Maintained
Asserted	Mentioned
Assured	Mumbled
Assured	Murmured
Avowed	Offered
Bellowed	Offered
Blurted	Ordered
Bragged	Panted
Cautioned	Pleaded
Challenged	Pointed out
Claimed	Prayed
Conceded	Proclaimed
Concluded	Promised
Confessed	Proposed
Continued	Protested
Cried	Quipped
Decided	Ranted
Declared	
Demanded	
Denied	
Disclosed	
Divulged	
Emphasized	
Estimated	
Explained	



## 4 DIFFERENT WAYS TO START A SENTENCE

- 1. Question →** Who, How, Where, When, Do/Did, What, Which, Why, Will
- 2. Exclamation →** Aha! Ahhh! Alas! Shhh! Hey! Yikes! Yeah! Yuck! Phew! Brrr!
- 3. Adverb First →** *Slowly*, the rickety bus rides down the road.
- 4. Prepositional Phrase First →** *Down the road*, the rickety bus rides slowly.

## ADVERB WORD LIST

carefully	instantly
correctly	elegantly
eagerly	energetically
easily	hastily
loudly	neatly
patiently	loosely
quickly	lovingly
quietly	loyally
gently	painfully
gladly	dangerously
naturally	perfectly
majestically	enthusiastically

## PREPOSITIONAL PHRASES

<b>Over</b> the hill,	<b>Down</b> the road,
<b>Behind</b> the door,	<b>Near</b> the waterfall,
<b>At</b> my house,	<b>Across</b> the room,
<b>Without</b> a coat,	<b>Around</b> the corner,
<b>During</b> lunch,	<b>Inside</b> my head,
<b>Atop</b> the mountain,	<b>Between</b> the trees,
<b>Beneath</b> the ground,	<b>Above</b> the clouds,
<b>After</b> the fall,	<b>On</b> the beach sand,
<b>Behind</b> my chair,	<b>Into</b> outer space,
<b>Beyond</b> the sunset,	<b>Through</b> the trees,
<b>Amid</b> the crowd,	<b>Toward</b> the horizon,
<b>Against</b> the current,	<b>Within</b> his heart,

**ORGANIZED WRITING NOTES**  
WALDEN GREEN ~ CAPSTONE PROGRAM

**TOPIC:**

**A:**

**B:**

**C:**

resource(s):

resource(s):

resource(s):

# MY "PRE-WRITE" ACTIVITY

- REVIEW YOUR "ORGANIZED WRITING" **NOTES**
- OPEN WITH AN **INTRODUCTION** (THESIS) THAT CAPTURES THE READER'S ATTENTION
- DEVELOP REASONS, FACTS OR EXAMPLES TO **SUPPORT** YOUR INTRODUCTION (THESIS)
- ELABORATE** AND **SUMMARIZE** THE INFORMATION IN YOUR **OWN WORDS**

- USE AT LEAST **4 TRANSITION** WORDS/PHRASES TO **CONNECT** IDEAS
- GIVE A STRONG **CONCLUSION** (WRAP-UP)
- PUNCTUATE** AND **CAPITALIZE** CORRECTLY
- USE NEAT **HANDWRITING** AND SPELL MOST WORDS **ACCURATELY**

**TITLE:**

Introduction (Thesis)	
Supporting Details (Body)	
Conclusion (Wrap-Up)	

**5 BOX PLAN: WRITING ORGANIZER****TOPIC:****PLAN APPROVAL:****Overall Guiding Question(s):**

1) Thesis Statement A:

1) Thesis Statement B:

**Supporting Detail A:****Supporting Detail B:****Supporting Detail C:**2) \_\_\_\_\_,  
(connector)3) \_\_\_\_\_,  
(connector)4) \_\_\_\_\_,  
(connector)

Fact/Reason/Detail 1:

Fact/Reason/Detail 1:

Fact/Reason/Detail 1:

Fact/Reason/Detail 2:

Fact/Reason/Detail 2:

Fact/Reason/Detail 2:

Fact/Reason/Detail 3:

Fact/Reason/Detail 3:

Fact/Reason/Detail 3:

5) \_\_\_\_\_,  
(Conclusion A)5) \_\_\_\_\_,  
(Conclusion B)

# WRITING SELF-CHECK

# WRITING PEER-CHECK

Read the writing out loud and carefully look/listen for the following:

Read the writing out loud and carefully look/listen for the following:

The writing states my <b>argument</b>		The writing states his/her <b>argument</b>	
The writing opens with a <b>thesis</b> that grabs your <b>attention</b>		The writing opens with a <b>thesis</b> that grabs your <b>attention</b>	
The writing <b>elaborated</b> each <b>supporting detail</b>		The writing <b>elaborated</b> each <b>supporting detail</b>	
The writing has at least <b>4 transition</b> words/phrases		The writing has at least <b>4 transition</b> words/phrases	
The writing is <b>organized</b> in a logical order		The writing is <b>organized</b> in a logical order	
The writing gives a <b>strong conclusion</b>		The writing gives a <b>strong conclusion</b>	
The writing is <b>punctuated</b> and <b>capitalized</b> correctly		The writing is <b>punctuated</b> and <b>capitalized</b> correctly	
The writing uses <b>complete sentences</b>		The writing uses <b>complete sentences</b>	
The writing <b>follows</b> my <b>5 BOX Plan</b>		The writing <b>follows</b> his/her <b>5 BOX Plan</b>	
The writing is <b>interesting</b> to read		The writing is <b>interesting</b> to read	
The writing's <b>font</b> is "Arial"		The writing's <b>font</b> is "Arial"	
The title is font <b>size 20</b>		The title is font <b>size 20</b>	
The author's name, date, and essay are font <b>size 14</b>		The author's name, date, and essay are font <b>size 14</b>	
The author's name and date are <b>centered</b> below the title		The author's name and date are <b>centered</b> below the title	
The writing is correctly <b>color-coded</b> (green, orange, red)		The writing is correctly <b>color-coded</b> (green, orange, red)	

MY SIGNATURE:

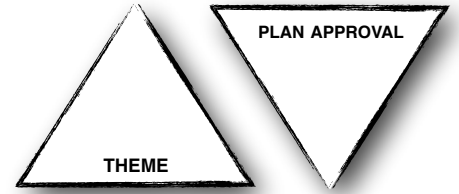
\_\_\_\_\_

PEER SIGNATURE:

\_\_\_\_\_

TEACHER APPROVAL TO PUBLISH FINAL DRAFT: \_\_\_\_\_

# SHORT STORY SNAPSHOT



**This story is about...**

**Genre:**  Realistic Fiction  Mystery  Personal Narrative  Science/Historical Fiction  Fantasy/Myth/Fable

**Point of View:**  1<sup>st</sup> person (I, me, my, mine)  3<sup>rd</sup> person *limited* (narrator is an outside observer)  3<sup>rd</sup> person *omniscient* (narrator knows how everyone feels/thinks)

ORDER	ELEMENT	DETAILS	SENSORY DETAILS	STRONG VERBS
	Problem/Conflict			
	Introduce Setting (time and place)			
	Introduce Main Characters			
	Main Event 1			
	Main Event 2			
	Main Event 3			
	Climax/M.V.P. (or problem solved)			
	Conclusion (or how it all ends)			



# TYPE DRAFT FIRST, THEN COMPLETE PEER CHECKS 1 & 2

<p><b>DISCUSSION # 1</b> (SHARE WITH YOUR PEER)</p> <p><input type="checkbox"/> The <b>setting</b> of my story is...</p> <p><input type="checkbox"/> The <b>main characters</b> are...</p> <p><input type="checkbox"/> The fascinating <b>problem/plot</b> is...</p> <p><input type="checkbox"/> Some of the <b>main events</b> are...</p> <p><input type="checkbox"/> It <b>ends</b> with...</p> <p>Peer Signature: _____</p>	<p style="text-align: right;"><b>DISCUSSION # 2</b> (FIRST READ THE STORY TO YOUR PEER)</p> <p><input type="checkbox"/> So far, what's your <b>favorite part</b> of the story? Why?</p> <p><input type="checkbox"/> What do you have a <b>question</b> about?</p> <p><input type="checkbox"/> What would you suggest I <b>change</b> or <b>include</b>? Why?</p> <p style="text-align: right;">Peer Signature: _____</p>																								
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<p><b>DISCUSSION # 3</b> (FIRST PEER MUST READ YOUR STORY)</p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>6 sensory details</b> (adjectives) in <b>blue</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>5 strong verbs</b> in <b>red</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>4 time connectors</b> in <b>green</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>3 different sentence starts</b> in <b>purple</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>2 sound words or idioms</b> in <b>pink</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>1 simile or metaphor</b> in <b>orange</b></p> <p>Peer Signature: _____</p>	<p style="text-align: right;"><b>DISCUSSION # 4</b> (AFTER PEER READS YOUR STORY)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> <b>Introduction</b> grabbed my attention</td> <td style="width: 33%;"><input type="checkbox"/> Yahoo!</td> <td style="width: 33%;"><input type="checkbox"/> Yeah</td> <td style="width: 33%;"><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> <b>Main events</b> offer great detail</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> <b>Conclusion</b> is strong/makes sense</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> <b>Balanced dialogue</b> vs. <b>narrative</b></td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> The story is <b>400-600</b> words</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> This writing is <b>ready to publish</b></td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> </table> <p style="text-align: right;">Peer Signature: _____</p>	<input type="checkbox"/> <b>Introduction</b> grabbed my attention	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> <b>Main events</b> offer great detail	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> <b>Conclusion</b> is strong/makes sense	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> <b>Balanced dialogue</b> vs. <b>narrative</b>	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> The story is <b>400-600</b> words	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> This writing is <b>ready to publish</b>	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes
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TEACHER APPROVAL TO PUBLISH FINAL DRAFT: \_\_\_\_\_

SONG POETRY BY:

TEACHER APPROVAL:

Poetry and music have been intertwined for thousands of years. In antiquity, poems were often sung: the first lyric poets in ancient Greece performed their work to the accompaniment of the lyre, and the oldest anthology of Chinese poetry, the Shijing, was a collection of songs. In southern Europe in the middle ages, the popularity of troubadour poets granted them unprecedented freedom of speech and social influence in their time, and their lyrical work would influence European poetry for centuries. The ballad form continues to be a common form for both poems and songs. Today, poets still draw on the forms and rhythms of different musical traditions, from jazz, rap, and hip-hop to folk songs and country music. Select an appropriate song, analyze the poetic lyrics, and explore the dynamic, ongoing relationship between these two art forms.

SONG TITLE:

ARTIST:

STEP 1: READ THE LYRICS 2X AND ANSWER THE FOLLOWING QUESTIONS:

1. What is the song/poem about? \_\_\_\_\_
2. Why do you think the artist wrote this song/poem? \_\_\_\_\_
3. What is the mood/tone of this song?  happy  sad  mad  silly  loved  hopeful  jealous  hurt  grateful  sorry  other

STEP 2: LISTEN TO THE SONG AND ANSWER THE FOLLOWING QUESTIONS:

1. What instruments do you hear? \_\_\_\_\_
2. How does the rhythm and/or music/instrumentation affect the mood? \_\_\_\_\_

STEP 3: IDENTIFY FIGURATIVE LANGUAGE IN THE SONG/POEM:

Similes:

Metaphors:

Alliteration:

Onomatopoeia:

Personification:

Idioms:

Hyperbole:

STEP 4: WHAT PART OF THE SONG CREATES A PICTURE IN YOUR MIND? VISUALIZE AND DRAW THAT PICTURE BELOW:

STEP 5: USING THE MONTESSORI GRAMMAR MATERIAL, WRITE A FAVORITE LYRIC FROM THE SONG AND SYMBOLIZE BELOW: