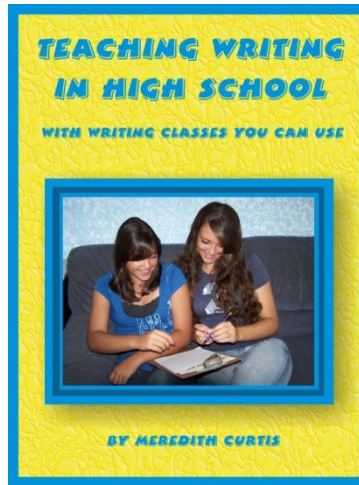


Sample of Teaching Writing in High School with Classes You Can Use Table of Contents

By Meredith Curtis



Book Cover

Page 2

Table of Contents

Page 3

Homeschooling to the Glory of God series

Page 4

Questions & Answers Title Page

Page 6

Questions Answered in Book

Page 7

Sample Questions & Answers

Page 8

Sample Classes Title Page

Page 12

Sample Class: Research & Non-Fiction Writing

Page 13

TEACHING WRITING IN HIGH SCHOOL

WITH WRITING CLASSES YOU CAN USE



BY MEREDITH CURTIS

Table of Contents

Questions & Answers

Questions You Ask about Writing	Page 10
The Art of Literary Research	Page 50
Writing Curricula I like	Page 58

Classes You Can Use

How to Create Your Own Classes	Page 62
Sample Classes You Can Use	Page 68
Communication: Oral & Written Classes	Page 70
Non-Fiction Writing Classes	Page 86
Fiction Writing Classes	Page 110
Eclectic & Delight-Directed Writing Classes	Page 148
Remedial Writing Classes	Page 172
Literature & Writing Together	Page 182

Homeschooling High School to the Glory of God! Series

If you're homeschooling journey includes high school and you are looking for some ideas on designing your own classes, then you are the person I am writing for. This book is for you and your family!

When my oldest daughter was 12, I began planning her high school curriculum. There were so many things on my heart for her to learn, books I wanted her to read, and dreams I had for her high school education. I designed her entire high school curriculum. It has been adapted for my next two daughters and Laura's oldest sons. They have been the guinea pigs so that their younger siblings can have the best classes possible.

My classes have been, are, and will be adapted to every child to fit their own needs and designed to take advantage of opportunities that arise, such as coop classes, vacations, and seminars. This series is simply my philosophy of educating my high school children at home, along with classes we have used in our family over the years. Hopefully, you will be inspired to create your own classes! Or, you can adapt my classes however you would like to! After all, you are the teacher!

My goal for high school is to provide a general education that can be a springboard to any and every possible career and education path that exists. That is a HUGE goal, so I may not reach it, but if you aim for nothing you'll hit nothing, so I am aiming for something BIG! With that in mind, I try to cultivate and develop gifts, talents, and goals. I don't expect my teenager to know what he/she is going to want to do for the rest of his/her life, so we try to prepare for ALL possibilities.

Here is Teaching Writing in High School with Classes You Can Use! I hope it will be a blessing to you! If you wanted to be inspired and motivated to teach literature—this book was written just for you. It is filled with practical tips and helps to make you own homeschooling journey as easy as possible.

From one homeschool mom to another, let's continue to homeschool high school to the Glory of God!

This is the first class in the *Homeschooling to the Glory of God series*, but there are more classes and collections of classes coming.

Here is a list of current & upcoming books in the series!

[Teaching Literature in High School with Classes You Can Use](#)

[Teaching Writing in High School with Classes You Can Use](#)

[Teaching Bible & Character in High School with Classes You Can Use](#)

[Teaching History in High School with Classes You Can Use](#)

[Teaching Government in High School with Classes You Can Use](#)

[Teaching Math & Science in High School with Classes You Can Use](#)

[Teaching Art, Music, & Drama in High School with Classes You Can Use](#)

[Teaching Economics, Business & Personal Finances in High School with Classes You Can Use](#)

[Teaching Physical Education & Health in High School with Classes You Can Use](#)

[Teaching Homemaking in High School with Classes You Can Use](#)

Here is a list of individual classes that are available now & in the future!

[New Testament Survey](#)

[Worldviews & Apologetics](#)

[Foundations for Christian Living](#)

[Growing in Christ for Girls](#)

[Growing in Christ for Guys](#)

[Godly Womanhood & Motherhood for Girls](#)

[Courtship, Marriage, & Family for Girls](#)

[Courtship, Marriage, & Family for Guys](#)

[Homemaking for Girls](#)

[Friendship & Hospitality for Girls](#)

[Traditions & Celebrations for Girls](#)

[Homeschooling for Girls](#)

[Leadership for Guys](#)

[Fatherhood & Hospitality & Homeschooling for Guys](#)

Questions & Answers

Questions You Ask about Teaching Writing!

Questions about What to Teach in Writing

Questions about How to Teach Writing

Places to Publish Writing

Email & Websites & Blogging

You may have some questions about teaching writing in high school. Do you have any of the following questions?

- What kind of writing should my child do in High School?
- What writing should my child do before high school?
- What role does reading play in writing?
- What role does speaking & acting play in writing?
- What does poor writing look like?
- What does good writing look like?
- What does excellent writing look like?
- What is the difference between fiction and non-fiction writing?
- When and how should I teach Fiction and Non-Fiction writing?
- What is an essay?
- How can my teenager learn to write an excellent essay?
- Should my child write poetry?
- Should my child write plays?
- What is the difference between formal and informal writing?
- How “informal” should my child’s writing be allowed to be?
- How can my child’s writing glorify God?
- Should I teach writing and literature separately or together?
- Should I add writing assignments to other classes or teach writing separately?
- Should my child write a research paper?
- How can I help my child write a research paper?
- Should my children write about literature?
- What are the elements of literature?
- How can my teenager analyze literature?
- How can my teenager write effectively about other subjects?
- What if my child is not a good writer yet?
- How can I publish my child’s writing?
- Can I use creating a website or blogging to teach writing?
- What are the dangers of email, websites, & blogging?
- What English handbooks do you recommend?
- What websites do you recommend?

Let’s address these questions!

Sample Questions & Answer pages 23-28

What role does speaking & acting play in writing?

We underestimate the role of speaking and acting in writing to our children's detriment. Writing is similar to speaking, except that we use paper as our medium instead of our vocal cords. We still use words, form sentences, and work hard to communicate our thoughts and feelings.

The more time a child spends formulating his thoughts on a particular subject and speaking to others about them, the easier it will be to write about that subject. Families that talk around the dinner table, especially about intellectual or spiritual topics are helping their children to become good writers.

Both writing and speaking have a message, a sender, and a receiver. The audience in writing is critical because it determines word usage and complexity of sentence structure. Teens often forget to think about their "audience" when writing, but a good writer always keeps the audience, or reader, in mind. When speaking to other people, the opposite is true. It is difficult to NOT keep the listener in view because they are right there in front of you.

If your child does a lot of speaking about academic and spiritual subjects, you can say, "Just pretend that you are talking to Daddy about this. What would you say?"

Acting is a form of speaking, but it involves memorizing lines to speak, as well as pretending to be an imaginary character. The act of pretending to be someone else actually helps a writer who must sometimes get into someone else's shoes so to speak to be able to write effectively for his audience.

Acting exposes the performer to speaking the way someone else would speak—a neat experience for a writer to learn to say things differently.

You don't have to sign your teen up for acting class, but you can begin to make talking together more of a priority. If you add 15 to 30 minutes a day of talking about schoolwork, relationship with God, or other intellectual topics with your teen, you will be helping him become a better writer. And, hey, you'll be strengthening your relationship too!

What does poor writing look like?

Poor writing is difficult to read. Word choices are usually not the best! Sentences are confusing to read and might be fragments or run-ons. There is not a smooth flow from one sentence or one paragraph to the next. Poor writing makes you cringe a little while you are reading it. You try hard to understand what on earth your teen is trying to communicate. Thoughts seem random, jumping from one place to the next.

If you dissect the writing, you will often find the problem in the sentence construction. Once you learn to write a good sentence, it is easy to string a few good sentences together to make a paragraph.

Poor writing does not seem focused, so you can't discern the main point. You find yourself scratching your head and saying to your teen, "Can you explain this sentence to me. I just don't get it."

Poor writing gives false information and doesn't give credit to the author or creator of an idea or concept. Poor writing seems out of touch with reality or is disconnected from a Biblical worldview. Poor writing might be filled with slang, mud-slinging, bad language, and other things that don't honor the Lord.

Most of all, poor writing does not reach its target audience. It is simply an expression of the author. Except for poetry and journaling, writing should be directed to its audience. A good writer is a servant of God, seeking to bless or inform the audience she is writing to. If the audience is little children, poor writing might use big words that little children cannot understand. If the target audience is grandparents, your teen might talk about texting or some other "new fangled thing" that grandparents may not understand. Of course, most of your teens' grandparents text too! But you get my point!

What does good writing look like?

Good writing is easy to read. The message is clear and concise. There is a main point with many sub-points supporting the main idea. You may not agree with the author, but you know exactly what he is trying to say. Each sentence alone is clear. When read one after the other, sentences flow smoothly into the next sentence. All of the writing, and the order of the writing, makes sense. If there is an argument, it is easy to follow. If there is a narration, you feel like you are there watching it unfold with clarity of who is saying and doing what. A description allows you to see, hear, taste, smell, and touch whatever is being described with your imagination.

Logical and realistic, good writing should feel "right." You might find yourself nodding your head in agreement when reading a well-written paper by your teen or find yourself saying, "She sure hit the nail on the head here!"

Good writing reaches its intended audience in the language and style the audience can appreciate and understand. My daughter, Katie Beth, teaches freshman English at UCF and wanted to get this point across to her students. I love what she did. She had her students write a quick paper pretending that they were babysitting a three year old child, who asked them to explain how to brush her teeth. Then, she had them write another paper pretending that they were sitting in the dentist's chair. The dentist was asking if they were brushing regularly. This paper would be what they would say to the dentist to explain that they understood how to brush their teeth. This is a perfect illustration of good writing meeting its target audience. Those papers should be very different in their word usage, writing style, and sentence complexity.

This is a great time for a Bible lesson. Except for poetry and journaling, writing is not all about you, the writer. Writing is all about the audience. This is an excellent place to talk to your

teen about servanthood and loving others. A good writer serves his audience by writing to meet their emotional, intellectual, and spiritual needs.

Finally, good writing glorifies God! Everything we do, small and big, should be done with all our heart for the glory of God. Your teenage writer should spend time on his writing projects so that they can be excellent, not hurriedly thrown together writing papers that represent mediocrity. Everything in her writing papers should be true. When using others' words or ideas, credit should be given to the author or creator. Words and implications should be as kind and gracious as possible. Grandma always said, "Let your words be sweet, you might have to eat them." This rule can apply here. Let your words be sweet and gentle. Even in a persuasive argument, you will win your audience more effectively if you are gracious, than mean-spirited. Teens should show respect to their audience by the way they communicate in their papers. Teens show also show respect to any people that are mentioned in their writings. Writing is a good way to learn to control negative emotions and still be gracious. This is especially important in persuasive writing.

What does excellent writing look like?

Throughout time, men and women have written books, essays, and speeches that have turned the course of time, changing history. These writers have been world changers. Some of these writers have impacted the world in very negative ways. Others have inspired people to draw closer to Christ or do good in the world. All have made a difference, bad or good, in the world we live in. Your teenager can be a world changer!

Writing, blogging, advertizing, texting, emailing, and speaking all can change the world. Excellent writing is good writing with all its characteristics, but it goes a step further. Excellent writing changes the audience that reads it by inspiring, encouraging, equipping, informing, or exhorting so that the audience is moved to some kind of action or heart change. Yes, I realize that this definition might be different than most writing teachers might give, but I believe that, as Christians, we are called to change the world. Our writing should impact its audience so that lives are changed!

How do you raise an excellent writer? Well, you train your teen to be a good writer, working hard to teach them how to write for the glory of God and target their audience with realistic, logical communication that is clear and concise. Teach them to play with words (as mentioned earlier), engage in many discussions and conversations with them, and help them to craft excellent sentences.

My daughter, Katie Beth, an excellent writer, mentioned to me that advertizing is a great example of good writing. (Of course, most advertizing is deception which would not honor God, making it not excellent writing--so if you can ignore that for a moment, just to get this point!) Think of an advertisement that makes you want to go buy the product the ad is selling. A good ad focuses on its audience and knows just how to get the message across. If the audience is a middle-aged man, they will often use a pretty woman because men like to look at pretty women.

For young people, the implication will almost always be, “If you buy this product, the opposite sex will fall in love with you and you will live happily ever after.” As I already mentioned, advertizing that is deceptive and that does not honor God in any part of the ad cannot be excellent writing, but it is such a good example of creating a message and communicating that message to its target audience. Studying ads together is a great way to help get this point across to your teenage writer.

Classes You Can Use

Sample Classes!

Oral & Written Communication Classes

Non-Fiction Writing Classes

Fiction Writing Classes

Poetry & Short Story Writing Classes

Eclectic & Delight Directed Writing Classes

Remedial Writing Classes

Literature & Writing Together!

Sample Class!



Research & Nonfiction Writing





Course Requirements for
Research & Nonfiction Writing



Textbook: Understanding Writing
Writer's Inc
The Write Stuff Adventure

Supplemental:

Elements of Style
God in the Dock (a collection of essays) by C.S. Lewis
Rod and Staff English Handbook
Handbook of Grammar and Composition (ABeka)
Daily Grams
Wordly Wise 3000 8

Writing Assignments:

Unit 11. (U.W. pgs.328) Using the Library. Read Rod and Staff pgs. 283-291. Read Writers Inc. pgs. 139-162. Visit Library with Baba to learn how to research various sources. Make a list of sources of information.

Unit12. (U.W. pgs. 328) Paraphrase and Précis. Read Writers Inc. 178--184 A Beka pg. 171-175. Write 2 paraphrases and 2 précis of written pieces.

Unit 13. (U.W. pgs. 329) Read U.W. Read A Beka pgs. 198-229 and Writers Inc. 139-266.

Select and limit topic.
 Find sources and prepare the working bibliography.
 Prepare a preliminary outline.
 Read and take notes. (Revise outline as necessary).
 Organize the notes.
 Write the first draft (include footnote information).
 Rewrite the paper.
 Edit the paper.

Type a trial list of your footnotes.

Type the paper.

Proofread the typed paper to ensure its accuracy.

Unit 15 (U.W. pgs. 330-331). The Write Stuff 12 lessons. Essays. Read A Beka pgs. 181-183.

Write an essay on “A Christian Family is...” (This is also an assignment for “The Christian Family” course--place a copy in that folder too!)

Write an essay on _____

Write an essay on Articles of Confederation vs. Constitution

Write an essay on American History

Write an essay on _____

Business Writing. Read Writers Inc. 371--397.

Write a business letters.

Write a letter of inquiry.

Write a letter of complaint.

Write a letter of application.

Write a resume. (photocopy resume from Economics class and place in folder).

Write a memo.

Grading:

To get a **C** grade, you must complete all assignments with content, grammar and spelling adequate.

To get a **B** grade, you must complete all assignments with content, grammar, and spelling of high quality.

To get an **A** grade, all work must be completed with excellence and creativity.



Nonfiction Writing Assignments



September:

Date time comp

Read Elements of Style

Fill out book report sheet

Read UW unit 11 page 328

Read Rod and Staff pages 283-291

Read Writer's Inc pages 139-162

Visit Library and learn how to research various sources.

Make a list of sources of information

Daily Grams 1 page

Wordly Wise 3000 8 lesson 1

Read UW unit 12 page 328

Read Abeka pages 171-175

Read Writer's Inc pages 178-184

Write a paraphrase

Write a paraphrase

Daily Grams one page

Write a precis

Daily Grams one page

Wordly Wise 3000 8 lesson 2

Write a precis

Daily Grams one page

Read God in the Dock (collection of essays)

Fill out book report sheet

October:

Read UW unit 15 pages 330-331

Read Abeka pages 181-183

(The Write Stuff) Essay Made Easy lesson 1 page 83

Essay Made Easy lesson 2 page 84

Essay Made Easy lesson 3 page 85

Daily Grams 1 page

Wordly Wise 3000 8 lesson 3

Essay Made Easy lesson 4 pages 87-89

Essay Made Easy lesson 5 pages 90-91

Daily Grams one page

Essay Made Easy lesson 6 page 92

Essay Made Easy lesson 7 page 93

Daily Grams one page

Wordly Wise 3000 8 lesson 4

Essay Made Easy lesson 8 pages 94-95

Essay Made Easy lesson 9 page 96

Daily Grams one page

Essay Made Easy lesson 10 pages 97-98

Daily Grams one page

Wordly Wise 3000 8 lesson 5

November:

(The Write Stuff) Essay Made Easy lesson 11 pages 99-100

This speech is to be about American History and delivered to the Nolette and Curtis children for their coop.

Daily Grams one page

Essay Made Easy project pages 101-102

Daily Grams one page

Wordly Wise 3000 8 lesson 6

Write an essay entitled "A Christian Family is..."

Daily Grams one page

Write an essay on the Articles of Conf vs. Constitution

Daily Grams one page

Wordly Wise 3000 8 lesson 7

December:

Write an essay on American History (War of 1812 or Alamo)

Daily Grams one page

Write an essay on Christmas

Daily Grams one page

Wordly Wise 3000 8 lesson 8

January:

Read Writer's Inc pages 168-177

Your research paper should be on an American History topic approved by mom

Read Writer's Inc pages 168 (Prewriting)

Select Topic

Gather Information, Visit Library (get books, etc.) Surf Net

Write Thesis Statement

Daily Grams one page

Wordly Wise 3000 8 lesson 9

Read Writer's Inc pages 169-170 (Info Search)

Make outline

Prelim biography

Take notes on note cards

Read Primary Sources

Fill out book report sheets

Collect info from Primary sources

Daily Grams one page

Read Writer's Inc page 171 (Design Writing Plan)

Write working outline

Research

Daily Grams one page

Wordly Wise 3000 8 lesson 10

Research

Revise outline

Daily Grams one page

February:

Read Writer's Inc pages 172-175 (Writing First draft)

Write Introduction

Daily Grams one page

Wordly Wise 3000 8 lesson 11

Write body of paper

Daily Grams one page

Write body of paper

Daily Grams one page

Wordly Wise 3000 8 lesson 12

Read Writer's Inc page 176 (Revise)

Revise Document (Rewrite)

Daily Grams one page

March:

Read Writer's Inc page 177 (Final Paper)

Edit

Type Final copy

Daily Grams one page

Wordly Wise 3000 8 lesson 13

Arrange and number pages

Add title

Type final outline

Daily Grams one page

Proofread

Final Copy

Daily Grams one page

Wordly Wise 3000 8 lesson 14

Any Work to complete research paper

Daily Grams one page

April:

ReadWriter's Inc pages 371-397

Write a business letter

Write a letter of inquiry

Daily Grams one page

Wordly Wise 3000 8 lesson 15

Write a letter of complaint

Daily Grams one page

Write a memo

Daily Grams one page

Wordly Wise 3000 8 lesson 16

Write a resume (you can copy your resume from Economics class but update
_____ With salon experience)

Daily Grams one page
