

The Dreaded Diseases of Writing



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Goals and Objectives

The Dreaded Diseases of Writing is a project that introduces and explains the writing process as it activates a student's eagerness to learn. Students experience the The Six Traits of Successful Writing in a unique and humorous way. This program provides an interactive way for students to learn how to plan, write, and proofread their writing. This agenda focuses on helping students through cooperative and interactive strategies. As a result of these undertakings, students will be better informed and develop not just an awareness but a fundamental understanding that will lead to better writing experiences.

- uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness
- uses conventions of capitalization and punctuation
- proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate
- analyzes and revises draft to further develop a piece of writing by adding or deleting details and explanations; clarifying difficult passages; and rearranging words, sentences, and paragraphs to improve meaning
- uses a variety of sentence structures

- uses creative writing strategies appropriate to the format
- writes notes, outlines, comments, and observations that reflect comprehension of seventh grade level or higher content from a variety of media
- logically sequences information using alphabetical, chronological, and numerical systems
- selects and uses a format for writing which addresses the audience, purpose, and occasion
- uses electronic technology appropriate to writing tasks to create, revise, retrieve, and verify information

Course Outline

INTRODUCTION

- Discuss the qualities of 'good writing'
- Brainstorm ideas
- Classify these ideas
- Introduce the Six Traits of Writing
- Breakout sessions of small groups (20- 22)
- Rotate students through the six stations
- Assemble group for debriefing

CONTINUATION and PRACTICE

- Introduce anchor papers
- Model grading using Six Trait rubric
- Provide dry erase boards to each student
- Read a paper
- Grade one trait from that paper
- Provide guidance and explanations

6 TRAITS

Analytic Writing Assessment Scoring Guide

- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Convention
- Presentation

RUBRIC

5 = Strong

4 = Maturing

3 = Developing

2 = Emerging

1 = Not Yet

Student Handout for Six Traits

Ideas and Content

The message

Details that matter
Knowledge of topic
Clear, central theme
Show what is happening
Small, narrow topic

Organization

Internal structure

Introduction "hooks" the reader
Logical sequence of events
Details are in the right place
Transitions link key points/ ideas
Wrap it all up in conclusion

Voice

What's behind the words

You would want to read this aloud
It sounds like the writer
Sounds honest and committed
"Aches with caring"
Speaks to the reader

Word Choice

Brings the text to life

Words have "wow" power
Specific and precise
Words create a picture
Visual

The "right" word is used

Sentence Fluency

Rhythm and flow

Long and short sentences
Smooth phrasing
Easy to read
Economy of words
Varied sentence beginnings

Conventions

Mechanical Correctness

Almost no errors
Used capitals correctly
Ready for a public audience
Shows more than just "the basics"
Paragraphs are indented

Presentation

How it looks

Helps reader understand
Pleasing to the eye
Appropriate use of font
Neatly handwritten
Just the right amount of white space

Lesson Plan

Objective:

To explain the writing process and activate a student's eagerness to learn.

Materials:

- Peppermint candy - ideas
- Zippered pencil case - organization
- Blank story books - word choice
- Tongue depressors (craft sticks) - voice
- Kazoos - sentence fluency
- Colored markers/ pencils- conventions
- Dry erase boards - practice sessions
- Dry erase erasers-practice sessions
- Dry erase markers- practice sessions
- Dr. Kit for each teacher
- Lab coat

Procedure

An interdisciplinary team of teachers divide the students into six groups. Best practice would be no more than 20-22 per group.

Each group will spend thirty (30) minutes at each station before rotating to the next. Five (5) minute passing times are included. The daily schedule might need to be rearranged.

Suggestion:

- 9:00 -9:20 Homeroom / attendance
- 9:25- 10:00 Introductory activities
- 10:05 - 11:05 ELECTIVE CLASSES
- 11:10 - 11:40 - Session 1
- 11:45 - 12:15 Session 2
- 12:20 - 12:50 Session 3
- 12:55 - 1:25 LUNCH
- 1:30 - 2:00 Session 4
- 2:05 - 2:35 Session 5
- 2:40 - 3:10 Session 6
- 3:15 - 4:00 Debriefing

Idea = Idea Anemia

"I don't know what to write," they whine. Their brains are slow and anemic. Collect a variety of transparencies that contain pictures or paintings. Language Arts books are a great resource. Be sure to choose ones open to several interpretations. After numbering the transparencies, show them one at a time allowing students to write

either a title or phrase describing what they see. Once all the transparencies have been shown allow students to share. This will show students how different ideas spring from the same topic. Good news! Research proves that peppermint helps to stimulate the brain. Pass them out during this session.

Organization = Black Hole-ctosis

One of the best ways to present a beginning , middle and ending to the students is through the use of comics. To prepare this session compile a number of comic strips, paste them on colored manila folders, laminate and then cut into sections (Peanuts, Garfield, Zits, Baby Blues). Place the pieces in an envelope before distributing. It helps if there are a few that run in sequence over two or three days. Be sure to use the same color folder for backing on those comics so then the entire section can eventually be put together . Assign a partner to each child. After individual groups finish their section, they can put theirs together with another group of the same color. As they determine the sequence they organize the events. The same also works with story sentences to make paragraphs and paragraphs to make essays. Be sure the story is humorous or ironic. Keep a copy of the comic or the story for yourself as an answer key. Also seventh grade students carry book bags that magically turn into Black Holes. Once something goes in, it may never be seen again. The pencil case given at this station will help to keep their writing supplies organized as well.

Word Choice = Inarticulosis

Hold a funeral. Put words like said , ask, laugh, and pretty to rest. Create headstones for these words to display around the classroom as reminders. Plant them in a cemetery. Add flowers springing up with synonyms. If you put 'asked' to rest then 'inquired' should be on the flower. A word choice notebook will be created for each student to keep in their writing portfolio. Distribute them after a list has been generated for overused words.

OR

You can create a game called Common Words which offers students practice with replacing common words with synonyms.

www.knownnet.net/users/Ackley/vocabcommon.html

Directions:

First, on index cards, write Laugh, Cry, Happy, Sad, Walk, Run

Next, on smaller cards from a sturdy stock paper write many synonyms for these words. For example laugh would be chortle, grin, giggle, snicker etc.

On the back of the smaller cards write the common word so the activity becomes self-checking. Finally laminate everything to insure durability.

To Play:

- Spread the common words on a table so all of them are easy to see.
- Match words on smaller cards to common words/ synonyms
- Check your answers when all cards have been played

Voice= Laryngitis

Each student will receive a tongue depressor as they enter this session. The purpose is twofold; a reminder to look deeper inside themselves for a better way to say something and a space measurement for indenting new paragraphs. Distribute a section of a story clearly told from a specific point of view and read the story aloud. Now assign groups of students a framework from which to rewrite the same story. Some can be members of a motorcycle gang. Other suggestions include a waitress, a five year old, a school crossing guard. The possibilities are endless. Allow students to share what they have written.

OR

Assign a role to each student based on one of these prompts. They must write from the point of view of the person and describe how (s)he would see things.

A ride on a roller coaster that goes upside down and backwards

- Someone who loves the rush of riding the coaster
- A person who got sick on the ride

The winning touchdown in the championship game

- The team's #1 fan
- The #1 fan of the team that lost

Cutting down trees in the rain forest

- The animals that live there
- The president of the company who stands to make a fortune

A hot fudge sundae

- A person on a strict diet
- A younster at a birthday party

Sentence Fluency = Sentence flatulence

Students need help recognizing the flatness of their writing when nearly every sentence is written in a subject / verb pattern. This section based on sentence combining, allows students to correct the problem. A handout composed of all short sentence like --There was an old man. The old man was tired. The old man had gray hair -- are to be rewritten. Kazoos will be sounded when sentences seem dull and lifeless as a rallying call to fix the problem areas. This activity helps students practice writing compound and complex sentences. Paragraphs are to be illustrated and hung in a walking gallery.

An alternative activity would encourage students to change the beginning of sentences. Choose a topic and have the children write ten different sentence openers in different formats. Begin with

- a phrase that tells where
- a verb ending in *-ing*
- a common noun (do not use THE)
- an adjective
- a phrase that tells when
- an interjection
- a verb ending in *-ed*
- a phrase that tells how
- a prepositional phrase
- an adverb ending in *-ly*

Conventions= Grammaritis

The final station is where colored pencils and erasers come into play. In a round robin format, students will use different color markers to read papers and make proofreading correction symbols. The red pencil will circle all of the passive verbs so word choice and powerful verbs can be substituted. Purple will underline the first word in each sentence making sentence fluency easy to detect. Yellow is designated as end of sentence punctuation marks, etc. Depending upon what your Grade Level Expectations require, you can do as many as you wish.

Adaptations

Dreaded Diseases of Writing can easily be adapted for grades three through twelve. The Sunshine State Standards and Writing Grade Level Expectations will help to determine the level of difficulty for each specific grade level. The size and amount of time dedicated to each session will vary according to the student's needs.

The setting of Dreaded Diseases of Writing will vary. I send students to different locations around the school. The media center, the outdoor classroom, the school's courtyard, the stage in the cafeteria, the computer room and classrooms all give students a new perspective of the writing process.

If there is difficulty in finding six facilitators trained in the Six Traits of Writing, all lessons can be done by one person over a period of six days or two people or three days etc.

Bibliography

Online resources for Six Traits

- <http://www.nwrel.org/assessment/department.asp?d=1>
- <http://www.6traits.cyberspaces.net/>
- <http://www.angelfire.com/ks/teachme/revisetrait.html>
- <http://www.televar.com/~sedwards/sixtraitrubricsre.html>
- <http://www.teachers.net/archive/sixtraitsarchive.html>
- <http://www.cfsd.k12.az.us/~vwww/vvlibrary/6Traits.html>
- http://www.argotlibrary.com/six_traits.html
- <http://www.edina.k12.mn.us/highlands/classes/media/Dana/Six%20Traits%20of%20Writing.htm>
- <http://www.broward.k12.fl.us/pioneermiddle/pioneerbroward/HTML%20Presentation%20folder/>
- <http://ccweb.norshore.wednet.edu/writingcorner/writingprocess.html>
- <http://www.madison.k12.wi.us/tnl/langarts/sixtrtrcrsmtrl.htm>
- <http://www.brandonvalley.k12.sd.us/bes/sixtrait.htm>
- <http://www.kent.wednet.edu/staff/ljancola/6Trait/6-trait.html>

Sentence Fluency

Please pick one then read and follow the directions

Directions: Read the selection all the way through. You will notice the sentences are short and choppy. Study the selection and rewrite it in a better way. You may combine sentences, change the order of the words, and omit words you feel are repeated too many times. Try not to leave anything important out.

#1 It started to rain. It started to thunder. There was lightning. Sue was on her way home. Sue had missed her bus. Sue was out in the rain. Sue had an umbrella. Joe was on his way home. He had basketball practice after school. Joe was out in the rain. Sue came around the corner. Sue collided with Joe. Joe collided with Sue. She dropped her books in the grass. The grass was wet. Joe dropped his basketball. The books got wet. Joe chased his basketball. Joe picked up Sue's books. Joe lived across the street from Sue. Joe was new at Sue's school. Sue walked home. Joe walked home.

#2 There was a woman. She was old. She had lots of wrinkles. She had gray hair. She lived all alone. Her house was old. It needed paint. The porch was saggy. The stairs creaked. No one visited her. She didn't get a newspaper. She had her groceries delivered. The kids were scared of her. Halloween came. It was scary. It was dark. No one wanted to go to her house. Some kids dared some other kids. They took the dare. They went to her house. They went up the stairs. The stairs creaked. They knocked on the door. A light went on. The door opened. They heard music. They smelled cookies baking. The lady smiled. A dog was by her side. The dog wagged its tail. The lady invited the kids in. They went in. She gave them cookies. She gave them milk. They listened to her

music. They talked. They laughed. They liked her. She liked them.

#3 A man lived in a farmhouse. He was old. He lived alone. The house was small. The house was on a mountain. The mountain was high. The house was on top. He grew vegetables. He grew grain. He ate the vegetables. He ate the grain. One day he was pulling weeds. He saw something. A chicken was eating his grain. The grain was new. He caught the chicken. He put her in a pen. The pen was under his window. He planned something. He would eat the chicken for breakfast. The next morning came. It was early. A sound woke the man. He looked out the window. He saw the chicken. He saw an egg. The chicken cackled. The man thought something. He would eat the egg for breakfast. He fed the chicken a cup of grain. The chicken talked to him. He talked to the chicken. Time passed. He thought something. He would feed the chicken more. He could feed her two cups of grain. He could feed her in the morning. He could feed her at night. Maybe she would lay two eggs every morning. He fed the chicken more grain. She got fat. The man got angry. He blamed the chicken. He killed her. He ate her for breakfast. He had no chicken. He had no eggs. He talked to no one. No one talked to him.

Help with Word Choice

TOUCH

cool
cold
icy
lukewarm
tepid
warm
hot
steamy
sticky
damp
wet
slippery
soggy
spongy
mushy
oily
waxy
fleshy
rubbery
rough
crisp
elastic
leathery
silky
satiny
velvety
smooth
soft
furry
feathery
fuzzy
hairy
prickly
gritty
sandy

sharp
thick
pulpy
dull
thin
fragile
tender

TASTE

oily
buttery
salty
bitter
bittersweet
sweet
hearty
mellow
sugary
crisp
ripe
bland
tasteless
sour
vinegary
fruity
tangy
raw
alkaline
medicinal
fishy
spicy
gingery
hot
burny
tart
rotten
savory
crunchy
fresh
nutty

fruity

SHAPES

flat
round
octagonal
angular
broken
split
skinny
thin
shapely
winged
heavy
swollen
irregular
lumpy
cluttered
fat
chubby
rotund
tubular
hollow
oval flared
crinkled
crimped
frilled
wavy
curved
scrolled
square
triangular

APPEARANCE

dotted
freckled
spotted
blotched
wrinkled
flowery

stripped
bright
clear
shiny
glowing
glossy
shimmering
fluid
sparkling
iridescent
glassy
flashy
glazed
transparent
old
shabby
messy
worn
ugly
tired
awkward
crooked
curved
straight
attractive
jeweled
flushed
clam
fresh
massive
lacy

SPEECH

stutter
giggle
laugh
yell
screech
bellow
chatter

whisper
talk
drawl
sobbing
stammer
sing
snort
growl
murmur

COLORS

RED

pink
salmon
rose
coral
raspberry
strawberry
tomato
currant
cherry
crimson
cardinal
vermilion
flame
ruby
garnet
wine
blood
maroon

YELLOW

buff
butter
buttercup
butterscotch
saffron
surfer
mustard
topaz

gold
canary
citron
lemon
ORANGE
apricot
peach
coral
tangerine

PURPLE

amethyst
violet
lavender
lilac
mauve
orchid
plum

GREEN

chartreuse
emerald
forest
jade
kelly
lime

BLUE

azure
cobalt
copens
indigio
navy
Prussian
sapphire
turquoise

BLACK

charcoal
ebony

jet
sable

BROWN

mahogany
tan
beige
chestnut
hazel
chocolate
beige
straw

SAD

blah
choked up
concerned
depressed
despondent
discontent
discouraged
disappointed
dismal
dour
dreadful
dreary
embarrassed
forlorn
gloomy
grief stricken
heartbreaking
heavy-hearted
ill-at-ease
low
melancholy
miserable
moody
mournful
pathetic
pitiful

poignant
shameful
somber
sorrowful
sorry
sulky
touching
unfortunate
unhappy
woeful

HAPPY

buoyant
calm
carefree
cheerful
cherry
contented
delighted
ecstatic
elated
encouraging
enthusiastic
exhilarated
excited
exuberant
festive
generous
glad
hilarious
inspired
jolly
jovial
joyful
joyous
jubilant
lighthearted
merry
optimistic
playful

pleased
radiant
rejoicing
satisfied
serene
sparkling
surprised
thrilled
upbeat

PRETTY

adorable
alluring
appealing
attractive
beautiful
breathtaking
charming
cute
delightful
glorious
good-looking
gorgeous
handsome
hot
lovely
luscious
magnificent
pleasing
stunning

NICE

agreeable
bright
caring
congenial
considerate
favorable
fine
fitting

genial
gentle
nice
pleasant
pleasing
pleasurable
polite
refined
satisfying
sweet

LIKE

admire
adore
appreciate
bask
cherish
crave
delight
dote on
enjoy
love
relish
respect
revel
revere
savor
worship

BIG

ample
colossal
enormous
gargantuan
generous
giant
gigantic
grand
huge
immense

jumbo
large
major
mammoth
massive
mighty
oversize
roomy
spacious
titanic
tremendous
vast

LITTLE

compact
dainty
diminutive
lilliputian
limited
microscopic
mini
miniature
minuscule
petite
pocket-size
puny
scant
slight
small
sparse
teeny
tiny
unimportant
wee

MAD

aggravated
angry
annoyed
belligerent

bitter
bitter
boiling
cross
enraged
excited
frustrated
fuming
furious
grumpy
hostile
hurt
incensed
indignant
inflamed
infuriated
irate
irritable
offended
provoked
provoked
resentful
stubborn
sulky
sullen
upset
vehement
wrathful

GOOD

admirable
beneficial
brilliant
clever
dazzling
excellent
fabulous
first class
first rate
glorious

great
helpful
magnificent
marvelous
smart
sparkling
stupendous
sunny
superb
terrific
tremendous
wonderful

BAD

corrupt
crooked
deceitful
dishonest
disobedient
evil
ill-behaved
misbehave
mischievous
nasty
naughty
rotten
shifty
unfair
unhappy
unpleasant
unscrupulous
untruthful
upsetting
wicked
wrong

SAID

advise
announce
answer

beg
bellow
call
chortle
chuckle
communicate
confide
demand
demonstrate
describe
giggle
holler
indicate
inform
laugh
mention
point out
report
reply
reveal
scream
tattle
think
told
whine
whisper

ASK

beg
cross-examine
examine
grill
inquire
interrogate
investigate
plead
ponder
probe
query
question

quiz
seek
wonder

HATE

abhor
animosity
condemn
disdain
dislike
dismiss
ill-will
loathe
reject
renounce
scorn
spite

HURT

aching
afflicted
cold
crushed
despair
distressed
heartbroken
injured
isolated
lonely
offended
pained
pathetic
suffering
tortured
upset
worried

INTERESTED

absorbed
concerned

curious
engrossed
excited
fascinated
inquiring
inquisitive
intrigued

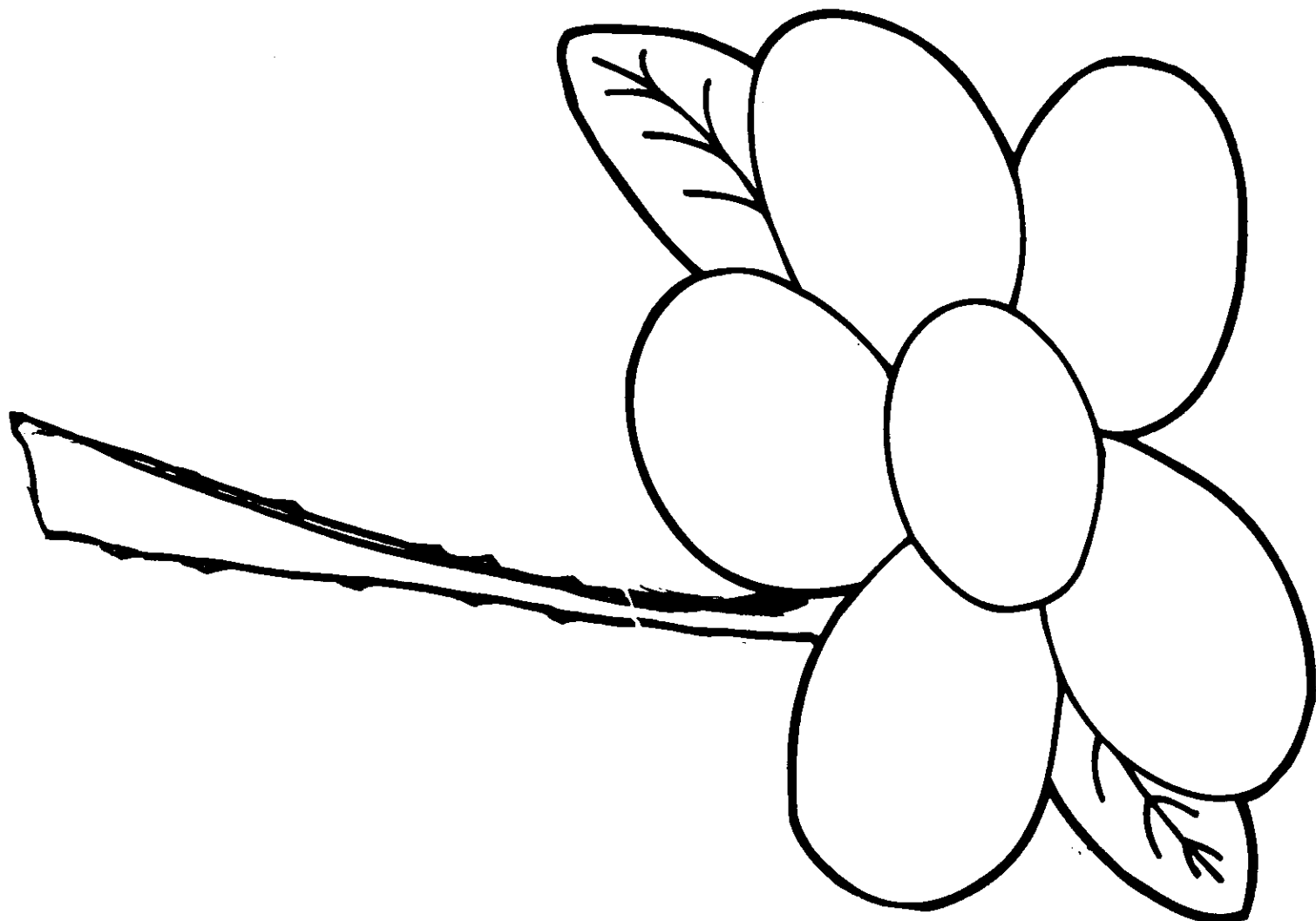
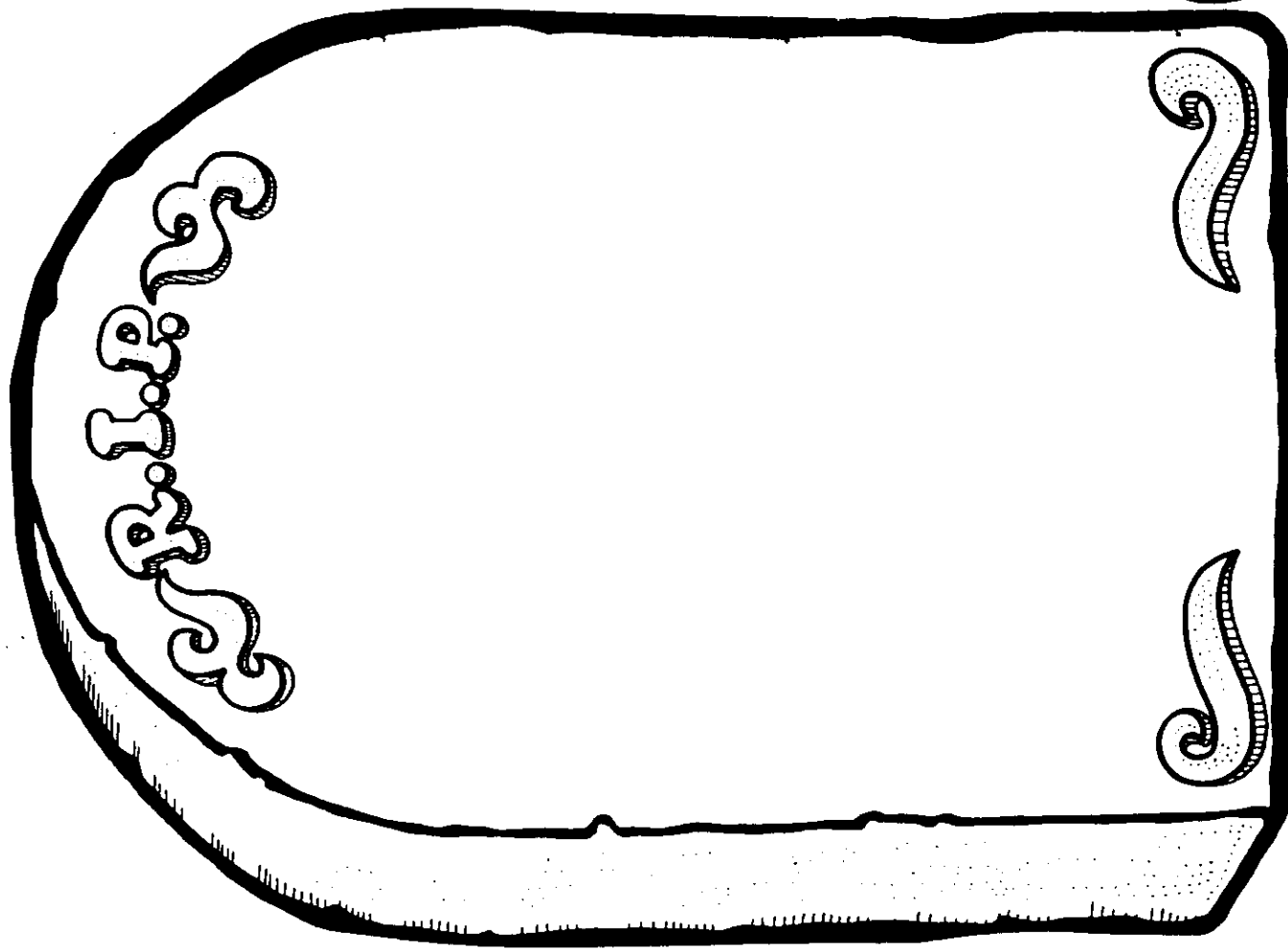
AFFECTIONATE

aggressive
close
loving
passionate
seductive
tender
warm

AFRAID

alarmed
appalled
apprehensive
cautious
dismayed
fearful
frightened
gutless
horrified
insecure
nervous
panicky
petrified
scared
shaky
shocked
terrified
timid
wishy-washy
worried

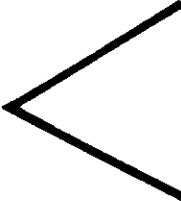
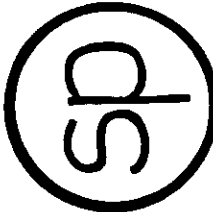
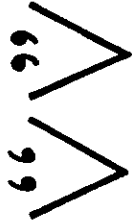



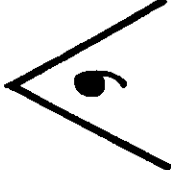
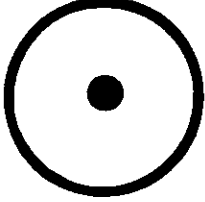
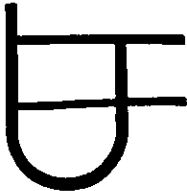
Word Choice



Conventions

The Bad News

Leon and toss loved baseball when they were young, they had played on the town's Baseball team. Leon had been the picture and todd had played second base now that they were a lot older they spend there free time watching baseball on tv and talking about baseball. Do you think they play baseball in heaven leon asked todd one day Thats a good question said todd the one who gets there first should let the other won no somehow. As it turned out, Todd got to Heaven first and leon waited patiently to hear from him one day leon found todd sitting in the living room waiting for him Leon was very excited to see him what is it like up there he asked do they play baseball When ot comes to baseball said todd i have some good news and i have some bad news The good news is we do play baseball in heaven we have some fine teams I play second base on my team just like I used to in the good old days. Thats the good news. Whats the bad news asked leon The bad news said todd is that you are scheduled to pitch tommorrow

 Insert a letter, word, phrase, or sentence.	 Check the spelling.	 Insert quotation marks.
 Take out a letter, word, phrase, or sentence.	 Change a small letter to a capital letter.	 Change a capital letter to a small letter.
 Insert a comma.	 Insert a period.	 Begin and indent a new paragraph.

Proofreader's Marks



Use
this form
to get "seed"
funding to
ADAPT an
idea



Deadline: March 3, 2006
The grant period is for the 2005-06 school year.

1. GENERAL INFORMATION (Please TYPE. All information must be completed for consideration).

- A. Name _____ B. School _____
- C. School Address _____ Zip Code _____
School Telephone _____ School Fax _____
- D. Home Address _____ Zip Code _____
Home Telephone _____ E-mail _____
- Do you have a master's degree? _____
- What level of developmental advancement would you like to achieve? _____

2. PROJECT INFORMATION

- A. Title of Project (as it appears in the catalog) _____ Year catalog was published _____
- B. Disseminator's Name(s) _____ School _____
- C. You are **REQUIRED** to make direct contact with the Disseminator(s) of the project you are interested in adapting BEFORE a grant can be approved. Priority is given to attendees of the workshop at the EXPO.
- I made contact via: (check all that apply); Workshop/Expo Telephone Visit Letter/E-mail
- Other (specify) _____
- If no contact was made, please state why: _____

3. IMPLEMENTATION INFORMATION

- A. Who are the students that will be involved in your adaptation? Number? _____ Grade level? _____
Ethnic distribution? _____
- B. When will you begin using this project? Date: (School year 2006-07): _____ For how long?: _____
- C. What is the educational need for this project in your class? (Use one additional page if necessary.)

D. How will you implement the project with your students and your curriculum? What changes will be made from the original project ideas? Will you be adapting the project to fit with a current theme or event? (Use one additional page if necessary.)

F. Are you willing to help the Disseminator disseminate this idea? Yes No

4. BUDGET INFORMATION

A. What materials are needed to adapt this project to your class? Be specific. (Use one additional page if necessary.)

Item and Description	Cost	Source of funds (this grant, school funds, in-kind, other)
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

TOTAL REQUESTED \$

5. COMMUNITY AND SCHOOL RESOURCES

A. What other persons, if any, will be involved in implementing this project? (i.e. teachers, specialists, library media specialists, para-professionals, parents, other volunteers)

B. What other resources does your school have to assist in adapting this project? (i.e. library materials, equipment, instructional materials, community agencies)

6. ADMINISTRATIVE SUPPORT (TO BE COMPLETED BY SCHOOL PRINCIPAL)

A. I support implementation of this project during the 2006-07 school year. Yes No

B. May the applicant be released to visit the Disseminator's school for consultation? Yes No

C. If the application is successful, would you be willing to assist the teacher in obtaining funds to continue this project for the coming school year? Yes No

D. Principal's Comments

Applicant's Signature

Principal's Signature

Date

Deadline is March 3, 2006. Send an original, typed application and **four (4)** copies of your application with **four (4)** self-addressed mailing labels to:

The Broward Education Foundation, 600 SE 3rd Avenue, 1st Floor, Fort Lauderdale, FL 33301

This application may be photocopied to distribute to other educators.