

# Personal Writing Checklist

## PLANNING & ORGANIZATION

### OUTLINING

I have formulated a working outline that supports:

- My stated goal (biographical, topical, chronological story, enumerated list, etc.)
- My audience's level of understanding & point of view
- Covering all the relevant material in an organized manner

### INTRODUCTION

- I came up with a great hook to interest my reader.
- I stated my main point or purpose clearly.
- I have hinted at, or even mentioned the main points I am going to cover (not applicable for a fictional story)

### BODY

- I have covered my material in line with my outline.
- I have started new paragraphs as needed when I cover a new topic.
- I've worked to develop good topic sentences for my paragraphs.
- I have used transitional words when called for.

### CONCLUSION

- I've included a strong conclusion statement that wraps up the points I addressed or the goal I had and leaves a strong impression on the reader.
- My conclusion somewhat mirrors my introduction goals and summary of points I made.

## IDEAS

- I worked beforehand to come up with several ideas.
- I narrowed my focus to a good topic I could adequately cover.
- My story makes sense and does not have any "holes."
- I have worked to create an original story all my own.
- My story is interesting enough to keep a reader's attention.

## VOICE & NARRATION

- I created a narrator, if the genre needed it, or it benefitted my story.
- I included elements that reveal the narrator/main character's personality in the writing.
- The emotional tone of the story was carried throughout.
- Elements of the storytelling reveal the time and places that affected the narrator/main character's personality.

## GRAMMAR & MECHANICS

- Sentence fragments have been eliminated.
- Sentences vary in structure and length.
- Run-on sentences have been eliminated.
- Dialogue is correctly labeled.
- I have double-checked my own problem spelling words.
- I have double-checked any homonyms & homophones for correct usage.
- The punctuation I have used is appropriate.
- I have not overused commas.
- Capitalization has been checked for sentence beginnings, proper nouns, names, and abbreviations.
- I have checked my subject/verb agreement.
- I have gone through the entire paper -- start to finish -- to check that my verb tenses are in agreement.

## PRESENTATION

- My paper looks neat, and I have corrected my errors appropriately.
- I have included my name and the date.
- I have included a title and any other information required by my instructor as instructed by them.
- I have kept my margins the correct size.
- I've indented my paragraphs.
- I have included footnotes/endnotes, if needed.
- I have included an outline, if required.
- I have included a bibliography, if required.

## WORD CHOICES

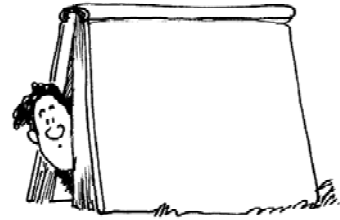
- I've created word pages or used word pages I already had to bring in new or descriptive words.
- I used specific and accurate words that create the meaning I intended to communicate to your reader.
- I used dynamic verbs, picturesque adjectives, precise adverbs and specific nouns.
- I chose words that depict the speaker's personality.
- I added the intriguing details that really make descriptions come alive!
- I worked to create curiosity in my reader by choosing words that will linger in the reader's mind and make them want to read on.
- I've included words and phrases that are unusual or striking that the reader won't forget.

## WRITING GOALS

- I met my own writing goals for this piece.
- I have covered everything I felt appropriate to include.

# LA 8 Language Arts

## Week 1



<i>Resources</i>	<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Day 4</i>	<i>Day 5</i>
<b>LITERATURE PROGRAM - READ THE TITLES THAT COORDINATE WITH YOUR STUDY</b>					
<i>ANCIENT WORLD: Mara, Daughter of the Nile</i>	Chapter 1-2	Chapter 3-4	Chapter 5-6	Chapter 7-8	
<i>MIDDLE AGES: A Life of Paul</i>	Chapters 1-3	Chapters 4-6	Chapters 7-9	Chapters 10-12	
<b>DISCUSSION ACTIVITIES</b>					
<i>Literature Evaluation</i>				<b>DISCUSSION:</b> See topic below related to your literature set.	
<b>INDEPENDENT STUDY</b>					
<i>Wordly Wise 3000 Book 5</i>	Study Words for Lesson 1	Complete 1A	Complete 1B	Complete 1C	
<i>Basics for Communicating Effectively</i>	Read Lesson 72 and complete Lesson 72 Exercise	Read Lesson 73 and complete Lesson 73 Exercise	Read Lesson 74 and complete Lesson 74 Exercise	Read Lesson 75 and complete Lesson 75 Exercise	
<i>Spelling List See words below.</i>	None this week.				
<i>Write Good Fiction: Plot and Structure See notes below.</i>	Read Introduction	Read Chapter 1	Summarize the main topics or author's ideas for writing in your Writing Notebook	Complete Exercise 2 - p. 21 and file in your Writing Notebook	
<i>Writing Notebook</i>	Start a Writing Skills Notebook	Write notes on topics covered in Lesson 72 & 73	Write notes on topics covered in Lesson 74	Write notes on topics covered in Lesson 75	

## Notes

### Literature Evaluation

Each week, you are encouraged to "check in" with your student on a topic of feedback listed for them to discuss/share with you. This is another face-to-face opportunity to talk over some of the important issues brought up in the literature they are reading, or evaluate literary devices or skills. This week:  
**ANCIENT:** Describe Mara from "Mara, Daughter of the Nile."  
**MIDDLE AGES:** Discuss the character, mindset, and priorities of Paul prior to his Damascus Road encounter.

### Basics for Communicating Effectively

Students will begin with the last unit in the book to remind them of basic writing skills before beginning their year of writing instruction. After Unit 11, they'll start with Unit 1.

### Discussions

Some weeks this year there will be one or more scheduled discussions for parents and students to talk through writing concepts. This is a chance to make sure your student is "getting" the concepts presented.

### Spelling List

There is no spelling this first week as the student has a heavy schedule in other areas.

**Writing Notebook** - You will see the instructions for creating a writing notebook in the front of this guide. You will add to your Writing Notebook from a variety of sources. Each week, you will add vocabulary words and definitions to the "Word Book" pages. You will also add information gleaned from "Plot and Structure" and any writing worksheets you complete. In short, this will become a resource that is used for a variety of purposes throughout the year. You'll find more information across the column.

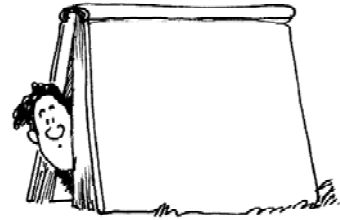
### Create Your Writing Notebook

Start a writing notebook in a nice (perhaps even decorative) binder. **Follow the instructions as given in the front of your instructor's guide.** Part of the notebook is a word book is a great tool for building vocabulary, usage, and spelling skills. If your student has not already started "accumulating" words and their definitions, now is the time.

The student should use this notebook all year long to copy key concepts into, and to use as a brainstorm center to show his rough draft work throughout the year. Usually, students will copy "final drafts" of their Creative Composition assignments onto regular loose lined paper so they can file it into their Timeline, which can serve as a "scrapbook" of their homeschool work.

# LA 8 Language Arts

## Week 2



Resources	Day 1	Day 2	Day 3	Day 4	Day 5
<b>LITERATURE PROGRAM - READ THE TITLES THAT COORDINATE WITH YOUR STUDY</b>					
<b>ANCIENT WORLD:</b> <i>Mara, Daughter of the Nile</i>	Chapter 9-10	Chapter 11-12	Chapter 13-14	Chapter 15	
<b>MIDDLE AGES:</b> <i>A Life of Paul</i>	Chapters 13-15	Chapters 16-18	Chapters 19-21	Chapters 22-24	
<b>DISCUSSION ACTIVITIES</b>					
<i>Literature Evaluation</i>				<b>DISCUSSION:</b> See topic below related to your literature set.	
<b>INDEPENDENT STUDY</b>					
<i>Wordly Wise 3000 Book 5</i>	Study Lesson 1 Words	Complete 1D	Complete 1E	Read Wordly Wise Page 9	
<i>Basics for Communicating Effectively</i>		Read Lesson 1 and complete Lesson 1 Exercise	Read Lesson 2 and complete Lesson 2 Exercise		
<i>Spelling List</i> <i>See words below.</i>	Get acquainted with your literary terms below	Write Spelling Words into Writing Notebook with Definitions	Drill spelling words aloud w/ a Partner & explain their meaning	Spelling Test	
<i>Write Good Fiction: Plot and Structure</i> <i>See notes below.</i>	Re-Read Chapter 1, underlining or highlighting the author's most intriguing ideas		Complete Exercise 3 - p. 21 and file in your Writing Notebook	Repeat Exercise 3, except use a topic that integrates with your main study. See note below.	
<i>Writing Notebook</i>	Add Wordly Wise Words & Definitions into Word Book Pages			Add the "LOCK" system to your Writing Notebook.	

## Notes

### Spelling List - Literary terms or helps (Taken from chapter 1 of "Plot & Structure")

structure	immerse
objective	scenes
confrontation	dialogue
physical	verbose
psychological	original
literary	sarcasm
commercial	observation
fiction	distinction
formulaic	experience
characterization	manuscript

### Literature Evaluation

**ANCIENT:** Discuss what Mara's "old formula" is (mentioned at the bottom of page 94). Where did it come from? Why did it not help this time?

**MIDDLE AGES:** Discuss the persecution Paul endured as you have read this week. Review -- perhaps by making a map or chart. How did this affect his spiritual life?

### Repeat Exercise 3 with Main Study Topic Instead

Repeat Exercise 3 on page 21 of "Plot and Structure," but instead of using a random idea of your own, use the idea below that is related to your main topic study.

**ANCIENT WORLD:** Complete "LOCK" with a fictional person living in Noah's time who is outside the ark.

**MIDDLE AGES:** Complete "LOCK" with a fictional Christian living in the catacombs used by persecuted Christians.

### IMPORTANT!

#### A Couple More Notes on Your Writing Notebook

Remember, part of the notebook is a word book is a great tool for building vocabulary, usage, and spelling skills. If your student has not already started "accumulating" words and their definitions, now is the time.

It also has a section for note-taking that should be used whenever the student is instructed to copy something, unless it is a certain genre of writing. Then these instructions go in the "Genre" section.

Also, the student should use this notebook all year long to copy key concepts into, and to use as a brainstorm center to show his rough draft work throughout the year. He can continue using this notebook throughout high school

Usually, students will copy "final drafts" of their Creative Composition assignments onto regular loose lined paper so they can file it into their Timeline Notebook, which can serve as a "scrapbook" of their homeschool work.