

**Student Choice**

**Please note:** Your piece must be typed and double-spaced, using a normal, non-bold font. No pictures or clip art, please.

**Objectives:**

- Demonstrate your understanding of the writing process (planning, drafting, revising, and editing).
- Demonstrate your ability to select and refine a topic deliberately and with an eye to audience and purpose.
- Demonstrate your ability to attend to the features of genre while planning, drafting, and/ or revising.
- Demonstrate your ability to edit your writing, including the addition of semicolons.
- Demonstrate your ability to reflect on your writing, particularly your revision process.

**Assignment:** Draft a free verse poem, memoir, or book review. Have a teacher conference and revise the piece. Edit the piece, with particular attention to the target skills established in class, including mandatory use of semi-colons.

All students should complete a reflective companion essay for this piece. A post write worksheet is also available for students if necessary. This will be provided closer to the due date.

In addition, the challenge editing skill is semicolon usage. All students should learn and edit for the challenge skill.

**Academic:** Academic students must use a semicolon at least once.

**Honors:** Honors students should use a semicolon two or three times and in varying sentence structures.

**Above and Beyond:** The above and beyond option is to research the difference between semicolons and colons and use a colon in addition to the two or three semicolons in your piece.

**Due Dates:** First Draft: by Sept. 13<sup>th</sup> & 14<sup>th</sup>  
Teacher Conference: Sept. 20<sup>th</sup> (DEADLINE)  
Draft with Revisions Completed & Reflective Element: Sept. 25<sup>th</sup> & 26<sup>th</sup>

**Grading Overview (see rubric on back):**

8=100  
7= 90  
6=85  
5=75  
4=70  
3=65  
2=60

**Formal Writing #1 Rubric**  
**English 8**

Academic

	4	3	2	1
Editing	<p>✍ Student completes editing sheet accurately;</p> <p>✍ Student edits correctly for all target skills;</p> <p>✍ Student edits correctly for challenge skill, using a semicolon correctly.</p>	<p>✍ Student completes editing sheet accurately;</p> <p>✍ Student edits correctly, with few (if any) errors in target skills.</p>	<p>✍ Student completes editing sheet partially or inaccurately;</p> <p>✍ Student edits correctly for some target skills.</p>	<p>✍ Student does not complete editing sheet;</p> <p>✍ Student edits correctly for few target skills.</p>
Writing Process & Reflection	<p>✍ Student plans, drafts, revises, and edits writing.</p> <p>✍ Student reflects on the writing process, focusing on revision.</p> <p>✍ Reflection demonstrates understanding of importance of topic selection and refinement.</p> <p>✍ Reflection demonstrates insight into how student revised to better fit genre and/ or improve overall impact.</p>	<p>✍ Student plans, drafts, revises, and edits writing.</p> <p>✍ Student reflects on the writing process, focusing on revision, topic selection, and genre requirements.</p>	<p>✍ Student plans, drafts, and edits writing.</p> <p>✍ Student reflects on the writing process; reflections on revision may be superficial, or revisions may be of minimal significance/ impact.</p>	<p>✍ Student plans, drafts, and edits writing.</p> <p>✍ Reflection is minimal or missing.</p>

**Formal Writing #1 Rubric**  
**English 8**

Honors

	4	3	2	1
Editing	<p>✍ Student completes editing sheet accurately;</p> <p>✍ Student edits correctly for all target skills;</p> <p>✍ Student edits correctly for challenge skill, using at least two semicolons in varying sentence structure, with few (if any) errors.</p>	<p>✍ Student completes editing sheet accurately;</p> <p>✍ Student edits correctly, with few (if any) errors in target skills.</p> <p>✍ Student edits correctly for challenge skill, using one semicolon OR two semicolons in the same sentence structure.</p>	<p>✍ Student completes editing sheet partially or inaccurately;</p> <p>✍ Student edits correctly for some target skills.</p> <p>✍ Student attempts challenge skill but does not use semicolons correctly.</p>	<p>✍ Student does not complete editing sheet;</p> <p>✍ Student edits correctly for few target skills.</p>
Writing Process & Reflection	<p>✍ Student plans, drafts, revises, and edits writing.</p> <p>✍ Reflection demonstrates understanding of importance of topic selection and refinement.</p> <p>✍ Reflection demonstrates insight into how student revised to better fit genre and/ or improve overall impact.</p>	<p>✍ Student plans, drafts, revises, and edits writing.</p> <p>✍ Student reflects on the writing process, focusing on revision, topic selection, and genre requirements.</p>	<p>✍ Student plans, drafts, revises, and edits writing.</p> <p>✍ Student reflects on the writing process; reflections on revision may be superficial, or revisions may be of minimal significance/ impact.</p>	<p>✍ Student plans, drafts, and edits writing.</p> <p>✍ Reflection is minimal or missing.</p>

Complete EITHER the companion essay OR the postwrite worksheet.  
See Mrs. White for a postwrite worksheet if you feel it would be helpful for you.

English 8  
FW #1 Companion Essay

Name \_\_\_\_\_  
Period \_\_\_\_\_

### Reflecting on Formal Writing #1

#### Directions:

1. Highlight your use of semicolons.
2. **Honors:** Annotate your semicolon usage. In the margins, write which one shows your use of semicolons to divide independent clauses and which one shows your use of semicolons to separate parts in a complex series.
3. In the space below, write briefly about the effect semicolon usage has had on your writing.
4. Please write a short (about 3 paragraph) essay that describes and reflects on your experience in writing the piece you selected for grading. While I always appreciate typed assignments, this essay may be handwritten.
5. Your essay **must** include the topics listed below.
  - A discussion of your topic—what made it effective (or not)?
  - How the **revisions** you made impacted your piece. You could discuss revisions you made based on the features of genre, our conference, or both. (Or other factors that had an impact on your revision.)
  - What you learned **about writing and the writing process** from writing this piece
  - What you see as your next step as a writer, and why
6. You **might** also include any of the topics below (although you do not have to include all of them; I'd prefer you to elaborate/ reflect on fewer topics, rather than address them all perfunctorily).
  - Genre selection
  - Strengths & weaknesses
  - Decisions you made while writing, & their impact on your piece
  - Changes you might make if you come back to this later

The thoughtful and reflective completion of this companion piece is a significant part of the grade for FW#1.

You do not need to complete this worksheet if you do a companion essay.

English 8  
FW #1 Post-Write Worksheet

Name \_\_\_\_\_  
Period \_\_\_\_\_

### Reflecting on Formal Writing #1

**Directions:** Please fill this sheet out carefully and thoughtfully, using complete sentences. Staple this reflection sheet to the back of your formal writing before turning it in. **Do not complete this assignment until AFTER you have revised your piece.** The thoughtful and reflective completion of this worksheet is part of the grade for FW#1.

1. Explain why you chose the topic you did for this assignment. In hindsight, was this a good choice? Explain.
2. Highlight your semicolon(s), then in the space below, describe the effect of using a semicolon in your writing.
3. What were some ways you revised your piece? How did they make your piece better for a reader?
4. What did you learn **about writing and the writing process** from writing this piece?
5. What do you see as the next step for yourself as a writer?