

WRITING FOR A PUBLICATION
English/Language Arts

Grade: 9-12

PAGE 1

Acceleration Approach

Standards for grade level 9-12 have been compressed for acceleration by varying the difficulty level of the primary and secondary sources.

1	2	3	4	5	6	7	8	9	CRLS/ CAM	CAM
								→		

Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)

Models

Organizing Higher Order Skills (e.g. Bloom’s, Paul’s Model of Reasoning)

Bloom’s Taxonomy—analysis, synthesis and evaluation

Differentiation Features

- Students must constantly employ analysis, synthesis and evaluation in determining what an editor wants and in producing high-level writing to match the magazine's standards.
- Studied a concept in multiple applications: Trying to find an unusual article angle (the opposite of the obvious).
- Conducted original research: Applicable to students writing researched-based articles
- Developed a product: The article itself is a high-level written product.
- Cross disciplinary applications often made: A student in an English class may well use subject expertise from other fields (science, social studies, health, etc.) as basis for target article.
- Reasoning made explicit: Especially in persuasive articles, but credibility is key even in character development, plot development in fictional pieces.
- Designed/constructed a model based on principles or criteria: Article writing dictates matching magazine standards for publication.
- Oral and written communication to real world audience. Writing for publication especially satisfied the "real world" goal. Students often have no audience in mind other than the teacher, so writing to suit an editor/magazine audience automatically demands attention to authentic audiences.

COMMON CURRICULUM GOAL

Language Arts – Writing

Note: Because publications solicit all kinds of writing, from playful Halloween poems for *Jack and Jill* magazine to short stories for *The New Yorker*, to personal essays in *Newsweek* and *Guide Posts*, virtually any of the Common Curriculum Goals may apply. However, the following will apply to all writing intended for publication:

Use the multi-step writing process (e.g., identify audience and purposes, generate ideas, plan, draft, confer, revise and publish) to express ideas.

Use the structural features of literary text to increase comprehension.

Select functional, precise, and descriptive words appropriate to audience and purpose.

Use varied sentence structures and lengths to support meaning and to enhance flow and rhythm in writing.

Use a variety of modes (e.g., narrative, expository, persuasive) in appropriate context. Use a variety of written forms (e.g., journals, essays, short stories, poems, research papers, business and technical writing) to express ideas appropriate to audience and purpose.

Investigate topics of interest and importance, selecting appropriate media sources and using effective research processes; demonstrate ethical use of resources and material (e.g., copyright, citations of sources).

Structure information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs.

WRITING FOR A PUBLICATION
English/Language Arts

Grade: 9-12

PAGE 2

Archetypal Model

Complex Models inherent in the applicable content standards:

Example: Writing Modes requires students to understand both simple and complex models of writing (e.g., the patterned impact of 1st versus 3rd person in narrative writing), and sophisticated patterns of audience analysis.

Complex Models dictated by topic choice:

Example: writing protocol for documented research or original research articles

Unfamiliar Models related to publishing:

Example: models of professional-level communication (oral and written) with editors, models governing article format and submission: perhaps even contractual models involving securing copyrights and contractual models involving agents.

TASK DEMAND

Tasks:

- **Journeying Through Journals: Planned Serendipity**

Following their own areas of interest and expertise, students will review 15-30 magazine *Precis* in *Writer's Guide* to determine Editors' philosophies, target audiences, article criteria--including article angles, lengths, etc.-- and payment details.
- **Settling on a Magazine Site: Publication Preference.** After narrowing their magazine "target list" to 2-3 magazines, students will review articles in 6-12 past issues of the selected magazines to fine tune their sensibilities of the match between editors' philosophies and actual articles.
- **Determining the Literary Destination: Choosing an article Type, Topic, and Title.** After reviewing the targeted magazine's "literary menu"--short, stories, essays, advice columns, etc., the student will choose the specific writing target (magazine /article type/topic) research target topics, then write a publishable (photo-ready) article exactly suited to the target magazine's general and specific "criteria for publication."

Language Arts – Reading/Literature

Use the structural features of text to increase comprehension of a variety of informational printed and electronic text.

Develop an interpretation when reading informational text.

Use the structural features of literary text to increase comprehension.

Develop an interpretation when reading literary text.

Demonstrate a critical stance when reading informational text.

Demonstrate a critical stance when reading literary text.

BENCHMARKS (CIM)

Language Arts – Writing (CIM)

Use the writing process (e.g., prewriting, drafting, revising, editing successive versions.

Revise drafts to improve the logic and coherence of the organization and controlling idea, the precision of word choice, and the tone, taking into consideration the audience, purpose, and formality of the context.

Use precise and descriptive language, action verbs, sensory details, and appropriate modifiers.

Use a variety of sentence beginnings, (e.g., introductory words, phrases, or clauses that begin with prepositions, adverbs, participles) and a variety of sentence lengths.

Use the active rather than the passive voice.

Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

WRITING FOR A PUBLICATION
English/Language Arts

Grade: 9-12

PAGE 3

Sample Task Activity

In *Seventeen Magazine's* October issue under the contents sub-list of 'What's Happening,' we find on page 98, "The Real Deal: How an idyllic study-abroad program turned into a nightmare."

A TAG student might decide to write a similar article on a summer work-study dinosaur vacation, for example, that unearthed more facts-of-life than prehistoric bones.

Questions

- What can I write that an audience would want to hear? Can I find a legitimate creative niche suitable for my topic/audience? (Can I find an "opposite-of-the-obvious" angle for my article)?
- Is all writing for publication inherently arrogant? That is, doesn't the author automatically take the self-appointed role of expert? If so, how does a writer defend his conscience against accusations of arrogance?
- Do writers commit ethical compromises by massaging a message to attract an audience? Should writers be able to simply tell the truth and trust audiences to understand it unadorned?
- Since great writing may be unpopular while poor writing may be highly popular, what writing traits/models win audiences? Is it justifiable to write for popularity rather than critical acclaim?
- What characteristics of great-but unpopular-writing turn audiences off?
- Am I prepared for "rejection" if my article does not meet the magazine's standards for publication?

Implementation Time

- Approx. Time: 1-2 weeks write and re-write, 2-4 weeks for initial submission and additional 1-2 weeks possible for publisher-required revisions.

Identify and use parallelism, including similar grammatical forms to present items in a series and items grouped together for emphasis. Write biographical or autobiographical narratives or short stories: Relate a sequence of events to the audience.

Locate scenes and incidents in specific places.

Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the character's feelings.

Pace the presentation of actions to accommodate change in time and mood.

Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

Write persuasive compositions

Structure ideas and arguments in a sustained and logical sequence.

Use specific rhetorical devices to support assertions (e.g., appeal to emotion or ethical beliefs; relate a personal anecdote, case study, or analogy).

Clarify and defend positions with precise and relevant evidence including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.

Address readers' concerns, counter claims biases, and expectations. Use clear research questions and suitable research methods (e.g., library, electronic media, interview) to obtain information from primary and secondary sources.

WRITING FOR A PUBLICATION
English/Language Arts

Grade: 9-12

PAGE 4

Scoring Guides

Highest levels of two rubrics required to complete the task: (See Standards and Assessments Section VII.)

- State of Oregon Writing Scoring Guide Attached
Level 6 required: anything less would sabotage chances for publication, including zero-tolerant so-called, and oft-tolerated "minor" flaws in conventions.
- Near-Perfection is the minimum standard!
- Specific Magazine Criteria for Publication

Violations of expressed and intuitive criteria:

For example: in addition to such obvious criteria as word limits and submission deadlines (magazines operate on a 6-months-in-advance principle), student writers must exercise sensitivity to more intuitive criteria such as "voice." An article "voice" suited for *Seventeen's* teen readers would not work in *Newsweek's* "My Turn" column.

Resources:

Primary Source: *The Writer's Market* (preferably 10 per room) *The Writer's Market* includes:

- 2000 magazine profiles
- 1200 book publishers
- 4500 publication opportunities
- 500 literary agents
- 800 contests/awards
- 7,000 e-mail addresses

Also includes information on pay rates, royalties, and advance:

--e-mail: http://www.writersmarket.com/index_ns.asp

Holm, Kirsten. Editor. (2001). *2002 writer's market: 8,000 editors who buy what you write*. Cincinnati, OH: Writer's Digest Books, F&W Publications, Inc.

Synthesize information from multiple resources and identify complexities, discrepancies found in each (e.g., almanacs, internet sites, news sources, in-depth field studies, speeches, journals, technical documents).

Integrate quotations and citations into a written text while maintaining the flow of ideas.

Use appropriate format for documentation in the text, notes, and bibliographies.

Reflect manuscript requirements, including title page presentation, pagination, spacing, and margins.

Determine and discuss the relationship between the purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

Analyze interactions between main and subordinate characteristics in a literary text (e.g. text, internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

Interpret and evaluate the impact of subtleties, contradictions, and ironies in a text.

Explain how voice and the choice of a narrator affect the characterization and the tone, plot and credibility of a text.

Recognize, understand, and explain the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

WRITING FOR A PUBLICATION
English/Language Arts

Grade: 9-12

PAGE 5

Writers Digest Books <http://www.writersdigest.com/>

- Multiple recent/back issues of major/minor magazines for class perusal
- Assorted specialty handbooks on everything from writing fiction to narrative poetry
- School writing texts and handbooks
- Guest speakers: local authors
- Attendance at/membership in local writers' clubs

Analyze the way in which a work of literature is related to the themes and issues of its historical period.

Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

Language Arts – Reading (CIM)

Use the structural features of literary text to increase comprehension.

Use text features and elements to support inferences and generalizations about information (e.g., vocabulary, structure, evidence, expository structure, format, use of language, arguments used).

Determine the soundness of an author's argument or defense by evaluation of the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent or bias affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

Generate relevant questions about readings on issues that can be researched.

Extend ideas presented in primary or secondary sources through analysis and elaboration.

WRITING FOR A PUBLICATION
English/Language Arts

Grade: 9-12

PAGE 6

TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<ul style="list-style-type: none"> <input type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input type="checkbox"/> Continuous Progress for Level and Rate* <input type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input checked="" type="checkbox"/> Opportunity for Competition/ Failures/ Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input type="checkbox"/> Advanced Vocabulary Development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Advanced Critical Thinking in LA <input type="checkbox"/> Continuous Progress/Level and Rate* in LA <input type="checkbox"/> Challenging LA Resources <input checked="" type="checkbox"/> Creative Problem Solving Strategies in LA <input type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input checked="" type="checkbox"/> Opportunity for Competition/Failures/ Successes <input type="checkbox"/> Advanced Academic Planning in LA 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Personal Management <input checked="" type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p> </div>	<p style="text-align: center;">English/LA:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p style="text-align: center;">Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>			