

Language Study

Commonplace
Composition

SAMPLE





About the Course

This course includes the following topic(s): Composition: Grade 11, Commonplace: Grades 9-12

About Commonplace: Grades 9-12

Building on the habit of copywork in younger grades, high school students copy passages of any length that strike them from their readings into their commonplace book. For some students this becomes a lifelong keepsake and continuing habit.

About Composition: Grade 11

Students continue to practice writing poetry and prose of various kinds while working on a few longer projects each term. Lessons topics include: logical fallacies, research and citation habits, narrative techniques, the ethics of communication, and more.

Composition: Grade 11

In addition to their composition and grammar lessons, students should continue to keep track of their regular written narrations and write 5-10 each week. Not all narrations need to be lengthy, but students should be comfortable typing multiple paragraphs if given the time.



Placement & Combining Tips

Commonplace: Grades 9-12

Students new to copywork or keeping a commonplace book may want to schedule this during morning lessons to build the habit.

Composition: Grade 11

Prerequisite: Students with little background in the essay form should begin with Essay Voyage from the Grade 9 lessons. And students new to the concept of revision and editing should take the Grade 10 courses.

Composition prompts often reference Alveary lessons in Literature, History, Geography, Bible, etc., so it is ideal if students are using Alveary subjects across the curriculum. However, lessons include the lesson topic and target skill/form, along with ideas for substitution when possible to make the lessons flexible for teachers and students.



Scheduling

GRADE	SCHEDULE INFO.	BOOKS
9-12	Commonplace: Grades 9-12 1+ time/week 10 min	
11	Composition: Grade 11 4 times/week 40 min	Advanced Academic Writing II Teacher Manual Communicating with Grace and Virtue: Learning to Listen, Speak, Text, and Interact as a Christian Steering the Craft: A Twenty-First Century Guide to Sailing the Sea of Story

Sample Weekly View

Day 1	Day 2	Day 3	Day 4	Day 5
Language Study: Grade 11				
Composition: Grade 11	Composition: Grade 11	Composition: Grade 11	Commonplace: Grades 9-12	Composition: Grade 11



Planning & Prep

Permission to print for non-commercial use. See Alveary group use policy to use lessons in a group context.

LINKS: Click text or scan the QR code in the top corner of the lesson plan pages to view online resources associated with the lessons.

Responsibility for previewing all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by contacting us through our website.

Composition: Grade 11

One purpose of composition lessons is to encourage you, the student, to dig deeper, self-reflect on your own thoughts and writing, and learn how to ask good questions of yourself and your readings. It isn't about proving to your teacher that you read a book or did an assignment.

Set the timer and use the whole time allotted for a lesson. If you finish an assignment with extra time, explore another perspective, ask further questions, or take a bit more time to see if any other thoughts come to mind. Alternately, if you find yourself stuck, you may want to take a short break and come back later or break up the time into two shorter times. Growth, not frustration, is the goal.

Term Prep & Teacher Tips

Composition: Grade 11

Plan to have your student(s) type the majority of their narrations and compositions. See keyboarding course for resources on typing if needed.

Encourage students to spend all the time left at the end of a lesson on their written narrations and the whole lesson time on their compositions, and give as much detail as possible. For their narrations, it may help if you encourage them to think of writing their narrations for a friend or someone who has never read the book, rather than for you, who might already know the story. If they feel like they've run out of things to write, have them try varying the type of narration they're writing (interview, sketch, letter, poem, etc.).



Books & Resources

For book rationales and purchase options, click the Book List link or scan the QR code below.

∞ [View Book List Details](#)

Language Study: Grade 11

Composition: Grade 11



Advanced Academic Writing II Teacher Manual



Communicating with Grace and Virtue: Learning to Listen, Speak, Text, and Interact as a Christian



Steering the Craft: A Twenty-First Century Guide to Sailing the Sea of Story



Supplies

For supply list details and basic supplies helpful to have on hand, click the links or scan the QR code below.

∞ [View Basic Supplies](#)



Quick Links

Language Study: Grade 11

- ∞ [Extra Helpings](#)
- ∞ [Foundations \(See Sections 3 & 8: Narration & English\)](#)

Click THIS text or scan the QR code for links.



SAMPLE

Language Study: Grade 11

How To Approach



Read

You will read books across the curriculum. Look for interesting quotes to copy into your commonplace book!



Practice

You will practice many forms of composition over the year. Your books will often serve as the foundation for your assignments, along with books specifically focused on composition.



Teacher Note

- As you review your students' composition assignments, be sure to read the instructions in the lesson and give feedback and support accordingly.
- Some students naturally integrate and incorporate ideas from grammar and composition lessons into their narrations and composition assignments, but most assignments ask students to focus on one skill or idea.
- For editing or revision lessons, hold the student accountable to work through the process and instructions given for editing, but refrain from suggesting too many ideas about how they could expand the essay or add another idea.
- For assignments that ask a student to focus on a particular concept, ignore spelling or grammar edits, and support your student by noticing what they've done well and drawing out ideas on how to dig deeper.

Language Study: Grade 11

[Click THIS text or scan the QR code for links.](#)



Term 1

WEEK 1 ☐ 40m Composition: Grade 11 - Lesson 1

☐ Materials: Steering the Craft

→ **READ & NARRATE**
"Introduction"

→ **WRITE**
Write a list of the topics mentioned that you already know. Make notes on the topics that are new or that you are unsure about.

★ **STUDENT/TEACHER NOTE**
In addition to these more formal composition lessons, be sure to keep up the habit of written and oral narrations throughout the week. Aim for 8-10 written narrations per week, and use different ways of narrating to keep it interesting!

WEEK 1 ☐ 40m Composition: Grade 11 - Lesson 2

☐ Materials: Advanced Academic Writing II

→ **INTRO**
What is the value of writing? Of poetry, stories, essays, and biographies? Jot down your thoughts.

→ **REVIEW**
You've learned about structure before, but it's worth reviewing as you begin another year.
Advanced Academic Writing II
p.1,4-5

→ **READ, NARRATE, & DISCUSS**
As you practice and read many different forms of writing over the year, continue to consider the questions at the beginning of this lesson. Why create anything with words (or other mediums)? Tolkien considers these questions (and many more) in his poem "Mythopoeia."

- Read the poem aloud. Underline phrases or words that stick out to you, and keep the questions above in your mind as you read.
∞ Poetry Link: Mythopoeia
- Why are words valuable to Tolkien? Why create stories or any other form of art?

★ **STUDENT/TEACHER NOTE**
You may write or type your narrations and compositions initially. But for these composition lessons, be sure to type the final draft you turn in to your teacher.

WEEK 1 ☐ 40m Composition: Grade 11 - Lesson 3

Tech/Visual

→ **CREATE**
Sometimes, a "picture is worth a thousand words." Use this lesson to create an infographic by hand or in Canva, PowerPoint, or another design software. Look at some of the coffee infographics in the attached article to get a sense of the possibilities. Whether created digitally or by hand, visual illustrations are a powerful narration tool as well to help you understand what you read, so feel free to incorporate visuals into your daily narrations!

First, brainstorm what you want to illustrate. Here are some ideas:

- Show the process of conducting a science lab.
- Key events in your life or the life of a historical character you're reading about.
- Outline a sermon you've heard or key points from a chapter in one of your books.
- Your daily or weekly schedule.
- Your family tree.
- How to make your favorite recipe.
- Something else entirely!

∞ Article Link: Coffee Infographic



Term 1

WEEK 1 40m Composition: Grade 11 - Lesson 4

Questions

→ INTRO

Charlotte Mason said that we only know what we ask ourselves questions about, and then can communicate to ourselves and others. She called all the different ways that we can narrate "forms of vitality." Here are her actual words:

One thing at any rate we know with certainty, that no teaching, no information becomes knowledge to any of us until the individual mind has acted upon it, translated it, transformed, absorbed it, to reappear, like our bodily food, in forms of vitality. Therefore, teaching, talk, and tale, however lucid or fascinating, affect nothing until self-activity be set up; that is, self-education is the only possible education; the rest is mere veneer laid on the surface of a child's nature (Vol. 6, p.240).

This is how we know and why we narrate. We help ourselves along in this process by developing the habit of asking good questions. A famous scientist named Louis Agassiz was a master at helping students see and observe more by learning to ask themselves questions about whatever they were studying. Read the account of one of his students when first being examined for the opportunity.

→ READ

p.96-100 "The examination"- "knowledge of fossils."
∞ Website Link: Autobiography of Nathaniel Shaler

→ WRITE

Write as many observations and questions about one of your readings as you have time for.

★ STUDENT/TEACHER NOTE

If you did Grade 10 Composition last year and remember the reading about Agassiz, skip to the WRITE assignment, or complete the whole lesson to refresh your memory. It's a good reminder!

WEEK 2 40m Composition: Grade 11 - Lesson 5

Materials: Steering the Craft

→ READ

Ch.1

• Think about examples from your reading. Listen for "the sound of writing" this week.

→ WRITE

Complete Part One of Exercise One: Being Gorgeous.

WEEK 2 40m Composition: Grade 11 - Lesson 6

What makes a good argument?

Materials: Advanced Academic Writing II

→ READ, NARRATE, & DISCUSS

p.52-54

• Have you ever thought about research as re-searching before?
• To emphasize the argumentative and persuasive component of an essay, MCT writes, "our thesis is not a mere personal opinion; it is the truth." What MCT means is that writers should give their best effort to discern, research, and understand their claims and put forward a thesis they believe is true (not just their first impressions). What he does not mean is that writers should assume that their essays are the "last word" on a subject. Our job as writers is to do our best to explain the truth as we see it, while also recognizing that new discoveries and new perspectives may cause us to rethink or revise our opinions over time. We need to develop firm convictions but also hold them humbly. Write or discuss your

★ STUDENT NOTE

Answer Key:

- Therefore, Socrates is mortal.
- Therefore, a dolphin has a backbone.

- **Therefore, an apple is blue.**

Note: For this syllogism, the premise is faulty, but the logic is sound.

- It is tempting to conclude "All Toyotas are hybrids," but this conclusion does not follow from the premises.



Term 1

thoughts on this idea.

→ PRACTICE

Write the conclusion that follows from these premises (or explain the problem with the syllogism). Don't look at the answer key until you're done!

- All humans are mortal. Socrates is a human.
- All mammals have a backbone. A dolphin is a mammal.
- All fruits are blue. An apple is a fruit.
- All Toyotas need fuel to run. A hybrid car needs fuel to run.

→ EXPLORE

With extra time, explore how you can use Venn diagrams to visually think about the logical relationship between sentences. Try creating diagrams for the sentences above.

∞ Article Link: Syllogisms

WEEK 2 40m Composition: Grade 11 - Lesson 7

Poetry

→ WRITE

Compose a poem that tells a story (either one you made up or a retelling of something you've read). Use the epic convention of starting "in media res" or in the middle of the action. For instance, if you are telling the story of your day, start with the moment you looked out the window and saw a hawk eat a worm, not the moment you woke up.

Give your poem an intentional structure and label what it is (refer back to Making of a Poem from Grade 9 Poetry study for a list of forms if desired).

WEEK 2 40m Composition: Grade 11 - Lesson 8

Inspection

→ WRITE

Gather 3 of your favorite books from the term so far, and reread the first few pages of each. Where does each author begin? How do they draw you into the story? What details do you notice in just the first few pages that give you a clue to what time period you're reading about, who the main character(s) is/are, what the purpose of the book is, what the genre is, and the author's style? Write down your findings.

Think about a few of your other favorite books in general. What about them grabs your attention? Add to your findings.

WEEK 3 40m Composition: Grade 11 - Lesson 9

Materials: Steering the Craft

→ PRACTICE

Ch.1

Repeat Exercise One: Being Gorgeous, and Complete Part Two.

WEEK 3 40m Composition: Grade 11 - Lesson 10

Fallacies

Materials: Advanced Academic Writing II

→ INTRO

Describe examples of bad arguments you've seen or heard.

→ READ

p.55-57

• STUDENT TIP

Look for fallacies as you read and go about life!



Term 1

→ READ

∞ Article Link: Logical Fallacies

→ DISCUSS

Describe each of the fallacies you read about in your own words, or create a poster, sketch, spreadsheet, PowerPoint, or 3D model of each of them to help you visualize and understand them in a way that makes sense to you.

WEEK 3 40m Composition: Grade 11 - Lesson 11

Revision

→ INTRO

Good writers revise. Sometimes we imagine a writer sitting at a desk, scribbling away furiously, flowing sentences, and vivid lines of poetry or prose appearing on paper, instantly ready for publication. Unfortunately, as author Anne Lamott describes, "Almost all good writing begins with terrible first efforts. You need to start somewhere. Start by getting something - anything - down on paper. A friend of mine says that the first draft is the down draft -- you just get it down. The second draft is the up draft - you fix it up. You try to say what you have to say more accurately. And the third draft is the dental draft, where you check every tooth, to see if it's loose or cramped or decayed, or even, ... healthy" (Bird by Bird 24).

→ DISCUSS

Read this short blog on revision. What ideas are new to you? You might not agree with everything the author says, but take note of his main points.

∞ Article Link: On Revision

→ REVISE

Pick a previous narration that is at least two paragraphs long to revise and rewrite. Your goal is not just to make your writing free of punctuation or spelling errors, but to create a more polished version of your narration that you could share with someone to tell them about the particular topic you wrote about or the chapter you read.

Big-Picture Revision

1. If you have not already typed your narration, do that now so you have a digital version to edit.
2. Are there other ideas you've had more recently that you'd like to add to your narration? Do that now.
3. Look at your paragraphs. Are they indented and focused around one idea each? Describe that main idea in one sentence and consider making that the first sentence of your paragraph.
4. Try moving your paragraphs around in a different order. What order do you think might make the most sense to someone reading your words?

Sentence Level Revision

1. Read your narration aloud and fix any grammar or spelling errors you hear or see.
2. Make the main characters the subjects of sentences and important action verbs where possible.
3. How well do your sentences flow? Put old information before new information in your sentences.
4. Delete unnecessary words and change negatives to affirmatives.
5. Make sure your sentences are complete, not fragments.
6. Use Grammarly or another spell checker to find any other punctuation or spelling issues and fix those.

Share your revised narration with someone.

• STUDENT TIP

Especially if revision is new to you, consider purchasing *Style: The Basics of Clarity and Grace* (used in Grade 10) to keep as a reference.

Language Study: Grade 11

[Click THIS text or scan the QR code for links.](#)



Term 1

WEEK 3 40m Composition: Grade 11 - Lesson 12

Point of View

→ WRITE

Write a narration as if you are inside the story and telling a first-hand account of what you're seeing! For instance, perhaps you're walking alongside Wordsworth, falsely imprisoned with Edmond Dantès, traveling with Lewis & Clark, or visiting another character in history. You can write it as a diary entry and tell your thoughts as you walk around inside the story. Or you could write it as a travel memoir and focus on describing what is going on to your audience. In either case, tell things from your first-person perspective.

SAMPLE