

Unit Two: Writing

Overview: This unit continues to develop the students' skills in the construction of informative and persuasive written responses that reflect their understanding of British literature and societal issues. They will practice a variety of organizational structures, utilize the writing process and apply specific formatting guidelines to their writing.

Big Idea: WRITING IS A RECURSIVE PROCESS THAT CONVEYS IDEAS, THOUGHTS, AND FEELINGS.

Unit Essential Questions:

- *To what extent does the writing process contribute to the quality of writing?
- *How do students develop into effective writers?
- *What role does writing play in students' lives?

Pennsylvania Common Core Standard(s): (See Appendix A)

CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|773|0|0>
National Common Core found at www.corestandards.org
ISTE found at www.iste.org/standards/nets-for-students.aspx
Career Education and Work found at www.pacareerstandards.com/

ELL Differentiation: Math and Language Arts specifics found at www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx

Generic Information found at <http://www.esasd.net/esl>

To-dos resources found at www.todos-math.org

SAS Portal ELL Overlay found at <http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx>

Prentice Hall Audio CD Pack, available United Streaming Videos/internet downloads, translated e-text, building level ELL teacher, teacher adapted/alternative assignments and assessments.

Enrichment:

Teacher and student driven research/materials

SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

Remediation:

Additional teacher generated assignments and/or assessments, after school tutoring, one-on-one/small group, differentiated instruction, SAS Portal Assessments and Resources found at <http://www.pdesas.org/module/content/search/>

IEP/GIEP:

Refer to individual student's education plan under specially designed instruction, teacher adapted/alternative assignments, classroom instructional aid, and collaboration with student's case manager.

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Unit Concepts	Unit Competencies	Key Vocabulary	Resources	Assessments
<p>What students need to know:</p> <p>Concepts:</p> <p>Focus, content, organization, style, and conventions work together to impact writing quality</p> <p>Writing improves through the recursive process of revising and editing</p> <ul style="list-style-type: none"> • Writing to Inform and Persuade • Revising for structure and MLA format • Editing for Conventions of Language 	<p>What students need to be able to do (skills): (Students will:)</p> <p>Write at least 4 five-paragraph essays that include:</p> <ul style="list-style-type: none"> • introduction and conclusion with 5 or more sentences • body paragraphs with 10 or more sentences <p>Write with sharp, distinct focus, identifying topic, purpose and audience (focus)</p> <p>Write to create an individual writing style (style)</p> <p>Use proper conventions to compose in the standard form of the English language (conventions)</p> <p>Develop content that is fully explained and well-supported with details and examples that are appropriate for the topic (content)</p> <p>Use organizational patterns that support key ideas and are appropriate to format and purpose (organization)</p> <p>Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus</p>	<p>Informational pieces using primary sources</p> <p>Persuasive pieces</p> <p>Argumentative writing</p> <p>Writing for purpose and audience</p> <p>Organizational patterns and structure</p> <p>Revise writing</p> <p>Edit writing</p> <p>Write with controlled organization</p> <p>Spelling</p> <p>Capitalization</p> <p>Punctuation</p> <p>Parts of Speech</p> <p>Variety of sentence structures</p> <p>Word usage</p> <p>Focus, content, organization, style, and conventions</p>	<p><i>Prentice Hall Writing & Grammar: Diamond Level</i></p> <p><i>Prentice Hall Literature: The British Tradition</i></p> <p><i>Hamlet/Othello</i> by William Shakespeare</p> <p><i>Lord of the Flies</i> by William Golding</p> <p><i>Frankenstein</i> by Mary Shelley</p>	<p>Teacher made prompts</p> <p>Rubrics</p> <p>Peer Editing</p> <p>Conferencing</p> <p>Essays</p> <p>Teacher generated activities</p> <p>Self evaluation</p> <p>Portfolio</p> <p>Creative Writing</p> <p>Presentation Writing</p>

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	<p>Integrate appropriate transitions within and between paragraphs</p> <p>Construct parallel structures between sentences, paragraphs and related documents</p> <p>Apply the writing process to develop a piece of work.(i.e. pre-write, draft, revise, edit and publish)</p> <p>Revise writing by examining and improving style, word choice, and sentence variety</p> <p>Write all essays following the guidelines for MLA style</p> <p>Promote a spirit of honesty and integrity in writing (no plagiarism)</p>	<p>Direct quotations/indirect quotations</p> <p>Summarize</p> <p>Paraphrase</p> <p>Thesis</p> <p>Fluency</p>		
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