

East Stroudsburg Area School District
ENGLISH 11 College Prep

Unit TWO: Writing

Overview: This unit continues to develop the students' skills in the construction of academic, personal, professional writing as well as informative and persuasive writing. 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 means of documenting thinking, feeling and learning.

Unit Essential Questions:

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

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

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.1.4.11-14.M, CC.1.4.11-12.N, CC.1.4.11-14.O, CC.1.4.11-12.P, CC.1.4.11-14.Q, CC.1.4.11-12.R, CC.1.4.11-12.T, CC.1.4.11-14.U, CC.1.4.11-14.W.

Connecting to Common Core and Other Standards:

PA Standards found at <http://www.pdesas.org/standard/views#115|774|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 What students need to know:	Unit Competencies What students need to be able to do (skills): (Students will:)	Content Vocabulary	Resources	Assessments
<p>Writing improves through the recursive process of revising and editing.</p> <p>Focus, content, organization, style, and conventions work together to impact writing quality</p>	<p>Write at least 3 essays with five paragraphs that include:</p> <ul style="list-style-type: none"> • introduction and conclusion with a minimum of 5 sentences • body paragraphs with a minimum of 10-12 sentences • a graduation project or a minimum of three essays with five paragraphs • a 5 -7 page persuasive research paper <p>Write with sharp, distinct focus, identifying topic, purpose and audience (focus)</p> <p>Develop content that is fully explained and well-supported with details, examples, and fact (content)</p> <p>Use organizational patterns that support key ideas and are appropriate to format and purpose (organization)</p>	<p>Thesis</p> <p>Tone</p> <p>Cause and effect</p> <p>Compare/ contrast</p> <p>Focus</p> <p>Style</p> <p>Informal Communication</p> <p>Formal Communication</p> <p>Transition</p> <p>Editing</p> <p>Introduction</p> <p>Conclusion</p> <p>Pre-writing</p> <p>Draft</p> <p>Revise</p> <p>Publish</p> <p>Plagiarism</p>	<p><i>Prentice Hall Writing and Grammar: Ruby Level</i></p> <ul style="list-style-type: none"> • <i>The Great Gatsby</i> by F. Scott Fitzgerald • <i>The Crucible</i> by Arthur Miller • <i>A Raisin in the Sun</i> by Lorraine Hansberry • <i>Fallen Angels</i> by Walter Dean Meyers • <i>The Catcher in the Rye</i> by J.D. Salinger • <i>The House on Mango Street</i> by Sandra Cisneros • <i>Death of a Salesman</i> by Arthur Miller <p>SAS portal— http://www.pdesas.org</p> <p>Purdue Owl— https://owl.english.purdue.edu/owl/</p> <p>MLA.org— http://mlaformat.org/</p>	<p>Response to literature, Informational, Expository, and Persuasive essays</p> <p>Rubrics</p> <p>Peer Editing</p> <p>Conferencing</p> <p>Teacher generated activities and prompts</p>

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	<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>Use socially and academically appropriate writing conventions, including MLA, in a variety of formal and informal communication</p> <p>Develop complete paragraphs that have details and information specific to the topic and relevant to a well-defined focus</p> <p>Incorporate vocabulary that includes terms specific to the topic</p> <p>Use strong verbs and nouns, concrete details, and sensory language to make meaning clear to the reader</p> <p>Integrate appropriate transitions within and between paragraphs</p>			
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	<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:</p> <p>Examining how the questions of purpose and audience have been addressed</p> <p>Examining and improving style, word choice, and sentence variety</p> <p>Promote a spirit of honesty and integrity in writing (no plagiarism)</p>			
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