

Lawrence High School Writing Workshop I & II (in Conjunction with ESL I & II)

Organization:

The following documents represent the range and organization of the Massachusetts English Language Arts Curriculum Frameworks and WIDA standards that students must master upon completion of writing workshop classes as an extension of ESL classes along with the skills, learning outcomes, assessments, text-sets and materials connected with said Standards. The curriculum documents are organized into six units of study, with dates provided to guide the pacing of the unit. While the document outlines the specific theme of “identity” as well as some required extended texts, the intention of the document is not to dictate all that teachers teach, or how teachers teach. It is the expectation that teachers will adhere to the minimum requirements for the sake of consistency and cohesion in the delivery of the MA ELA Standards and WIDA standards but that they will also feel free to use the documents as the starting point for their own unit and lesson development. Teachers are further encouraged to tailor the units and themes to the specific needs of their students and theme of their school.

Course Levels:

Each of the writing workshop courses is offered at level 1 and level 2 in accordance with ESL classes and required for all students in the newly arrived program who are in ESL classes levels 1 and 2 to help prepare students for their higher level ESL classes and regular ELA classes. While the standards and learning outcomes will remain the same regardless of course level, the amount of teacher support and student modification will vary between the levels. The content of the classes is designed to generate continuity among all classes and levels and act as an extension of ESL classes with a crafted focus on writing. These documents specifically include the modifications and scaffolding that is necessary to meet the specific needs of English Language Learners and are designed to be instructed by ESL specialized teachers.

6 +1 traits in all units. Common rubric throughout levels and focus trait will be highlighted and more critically assessed. Each unit will have a focus and all other traits. Approved rubric that NF and PP created used as a common thread linking all the classes to establish lockstep and ease of transition. Each mentor text will have a common vocabulary selection and integrated into the assessment rubric.

Language Progressive Skills

At the beginning of each grade level all students will be administered a writing pre-assessment, which will assess for the language standards that are outlined by the MA ELA Frameworks. Teachers should use the data from this assessment to determine areas of need in relation to language skills, and plan instruction in those areas. Additionally, teachers will revisit language skill building as they assess students throughout the year via writing assignments and oral language proficiency.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i>).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

Writing Workshop Assessment Schedule

Diagnostic Testing

- 1st Quarter testing to be administered during the week of Sept. 16-20
- 2nd Quarter testing to be administered during the week of Dec. 2 – 6
- 4th Quarter testing to be administered during the week of April 28-May 2nd

Unit Assessments

- Rubrics for writing will be uploaded onto Wiki:
 - MCAS adapted open response rubric
 - Genre specific rubric for mentor assignments (including vocabulary, and specific objective per unit – for example, literary devices, show vs tell, chronological terms, etc)
 - Presentation – both individual and peer feedback forms
 - Self-reflection for students to evaluate unit writing to add to year end portfolio

Portfolio

- Midyear review and final presentation schedule uploaded onto Wiki
- Student checklists for required assignments
- Community of Editors roles for in class editing

Vocabulary Standards and Instructional Strategies

The Massachusetts Curriculum Framework for English Language Arts and Literacy outlines specific vocabulary proficiencies that must be attained by the end of each grade level. These vocabulary standards are represented in the Strands for both Reading Literature and Informational Text. In addition, the Language Standards 3-6 also outline vocabulary-specific skills that must be practiced and mastered to proficiency by the conclusion of grades 11-12. It is the expectation that students at Lawrence High School receive regular and consistent instruction around the following vocabulary skills:

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- Determine the meaning of unknown and multiple-meaning words and phrases using a range of strategies, including:
 - Use context as a clue to the meaning of words and phrases.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
 - Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - Verify the preliminary determination of the meaning of a word or phrase.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings by interpreting figures of speech in context and analyze their role in the text, and analyzing nuances in the meaning of words with similar denotations.
- Acquire and use accurately general and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Evidence of students' work on the above should be apparent in students' notebooks. Specific vocabulary strategies have been included in the "teacher resource" section of this document as a suggested guide for vocabulary instruction.

Unit 1 Pietrowski	August 21 – September 27 Literary Analysis (Fiction), Informative/Explanatory Essay, Narrative Writing Organization and Sequence/Narrative Diagnostic 1 – 3 – 5 units	
Essential Questions:	<ul style="list-style-type: none"> • Who am I? • Where am I from? • How does self-reflection help to determine the choices I make? 	
MA ELA Standards	<p>RL2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>MA.8.A: Relate a work of fiction, poetry, to the seminal ideas of its time.</p> <p>RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
Concepts and Skills	Recognize the parts of a sentence (subject and predicate) Recognize simple parts of speech (noun, verb,	<p>RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative meanings.</p> <p>SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts.</i></p>

	<p>adjective) Identify the essential parts of a paragraph Recognize and implement the use of Process Writing including: Using graphic organizers to create prewriting materials Organization sequencing</p>	<p>SL4:Present information, findings, and supporting evidence clearly, concisely, and logically. SL5:Make strategic use of digital media (e.g., textual, graphical) in presentations to enhance understanding of findings. W4:Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information. W2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions. W2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.</p>
<p>Content Objectives</p>	<p>Students will:</p> <ul style="list-style-type: none"> ❖ Students will create a personal narrative. ❖ Identify the parts of a sentence (subject and predicate) ❖ Identify and use parts of speech (noun, verb, adjectives) ❖ Understand the writing process ❖ Recognize the necessary parts of a paragraph ❖ Identify a thesis statement ❖ Students will identify the elements of a personal narrative ❖ Students will write to describe using the first person ❖ Write poems about themselves 	
<p>Assessments/ Products</p>	<p><u>Types of Writing</u></p> <p>Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Writing Assessment – Explanatory Essay: (similar to MCAS) <i>In a well developed essay, describe an important even in your life and how this event effects your life today and the choices you make as a student.</i></p> <p>Narrative Writing – Students write a real life narrative related to the theme of social injustice in their community, and the impact that this injustice has on an individual’s identity.</p> <p>*More specific information regarding Common, district-wide, end-of-term assessments forthcoming.</p>	

Academic Vocabulary	<p>Expository/Explanatory Essay Narrative writing (Personal) Organization Sequence (First, Next...) Vocabulary Sentence Subject Predicate Noun Verb Adjective Adverb PARAGRAPH Topic sentence Body Details Examples Conclusion Clincher Indent CONTENT OBJECTIVE Language Objective Mini-Lesson Do Now Exit Slip</p>	<p>Composition Essay PROCESS WRITING Pre-writing Brainstorm Idea Web Rough Draft Editing Revision Proofreading Final Draft Publish SIX TRAITS OF WRITING (Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions...grammar, punctuation, capitalization, spelling) Thesis Statement... Beginning Middle End Sequence... First, Next, Then, Finally FIRST PERSON (Voice)</p>	<p>READ, WRITE, LISTEN, SPEAK Interrogatives (5W's, 1 H-who, what...) Social Injustice BLOOM'S TAXONOMY (Analyze, create, compare, contrast, evaluate....) GRAPHIC ORGANIZER: Venn Diagram Cheeseburger, Paragraph Organizer Sentence Stem MCAS WRITING Open Response, Long Composition 4 Point Open R Rubric 20 Point Long Comp Rubric Reading Comprehension: Evidence from text Summary Notes per paragraph Highlighting, main idea Context Clues Evidence, supporting details Quotation, quotation marks Plagiarism Passage Prompt</p>
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Seedfolk
I survived 911
The Twits
One Riddle One Answer
I Want To Be
BrainPop
BrainPop Jr
Printing Press (online)
House on Mango Street

***See list of supplementary titles in the appendix for additional titles**

<p>Unit 2 Pietrowski</p>	<p>September 30 – November 1 (Term 1 Ends October 25) Relationships (Poetry)/ Figurative language</p>	
<p>Essential Questions:</p>	<ul style="list-style-type: none"> ❖ How do I learn from relationships? ❖ Who are important people in my life? ❖ How do those people influence me and my decisions? 	
<p>MA ELA Standards</p>	<p>RL2:Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL5:Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time create such effects as mystery, tension, or surprise.</p> <p>MA.8.A: Relate a work of fiction, or poetry to the seminal ideas of its time.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	
<p>Concepts and Skills</p>	<p>Recognize and use process writing Recognize parts of a paragraph Recognize different kinds of poetry Using lines and stanzas vs sentences and paragraphs Identify and use Figurative language Understand Rhyme scheme Recognize and use metaphors and similies Analyze samples of poetry Understand and use idioms appropriately Recognize and use sensory details to show not tell</p>	<p>RL&RI1:Cite strong and thorough textual evidence to support analysis of what the text says. RL&RI4:Determine the meaning of words and phrases as they are used in the text, including figurative meanings. SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>. SL5:Make strategic use of digital media (e.g., textual, graphical) in presentations to enhance understanding of findings. W4:Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. W6:Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information. W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. W1a:Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an</p>

		organization that establishes clear relationships among claim(s).
Content Objectives	Students will: <ul style="list-style-type: none"> • Students will develop poems showing relationship connections. Students will create a poem portfolio (Level 2 – Two voice poem) (Level 1 – Acrostic/I am) • Students will develop poems showing relationship connections. Students will create a poem portfolio (Level 2 – Two voice poem) (Level 1 – Acrostic/I am) • Understand lines and stanzas vs sentences and paragraphs • Recognize and use figurative language, metaphors and similies • Develop an essay about an important family member or person in their life. • Create a poem about an important family member or person in their life. 	
Assessments/ Products	<p><u>Types of Writing</u></p> <p>Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model. In addition students will be asked to keep journals as part of their do now activities. Writing prompts will be provided and students at both levels.</p> <p>Writing Assessment – Narrative Essay <i>In a well developed essay, describe an important family member and how this person has influenced your life.</i></p> <p>*More specific information regarding Common, district-wide, end-of-term assessments</p>	
Texts	<p>1 Extended Work of Literature:</p> <p>*More specific information regarding common, district-wide, end-of-term assessments forthcoming.</p>	
Academic Vocabulary	<p>Relationship, Poetry, theme/main idea, Figurative Language – Descriptive Writing (simile, sensory details, metaphors, personification, idioms, adjectives), Idioms, alliteration, Narrative Essay, Sentences, paragraphs vs. lines, stanzas, Rhyme, Rhyme scheme, Meter, Rhythm, Free verse, Sonnet, Haiku, Ode, Two Voice Poem, Acrostic (I am...) Poem,</p>	

<p>Unit 3 Bungard</p>	<p>November 4 – December 30 Research, Informative/Explanatory Essay Teacher’s Choice in Extended Work of Non-Fiction Expository (Non-fiction)/Interviews</p>	
<p>Essential Questions:</p>	<ul style="list-style-type: none"> ❖ What is real? ❖ Is knowledge the same as understanding? 	
<p>MA ELA Standards</p>	<p>W2: Write informative/explanatory texts to examine and convey ideas, concepts, and information</p> <p>W7:Conduct short research projects to answer a question (including a self-generated question) or solve a problem</p> <p>W8: Gather relevant information from print and digital sources, using advanced searches effectively; integrate information into the text , avoiding plagiarism</p> <p>W9: Draw evidence from literary or informational texts to analyze and research.</p> <p>SL2:Integrate multiple sources of information presented in diverse media or formats (e.g., visually, orally)</p>	
<p>Concepts and Skills</p>	<p>Research – Purpose, Process, Organization</p> <p>Expository writing (explaining how to...)</p> <p>Sequential writing (first, next, then, finally)</p> <p>Interrogatives i.e., 5 W’s, 1 H</p> <p>Main Idea</p> <p>Summarizing text</p> <p>Quoting textual information (“ “)</p> <p>Avoiding plagiarism</p> <p>Structure of Non-Fiction</p>	<p>RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</p> <p>SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues</p> <p>SL4: Present information, findings, and supporting evidence clearly and logically such that listeners can follow the line of reasoning.</p> <p>SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual) in presentations to enhance understanding of findings.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting</p> <p>W6:Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information</p>
<p>Content Objectives</p>	<p>Students will:</p> <ul style="list-style-type: none"> ❖ Students will compile a portfolio of a variety of expository writing including research, current events or social issues ❖ Identify two or more main ideas in a work of non-fiction, and write a summary of details from the work 	

	<p>STUDENTS WILL WRITE an expository composition explaining how to do something</p> <ul style="list-style-type: none"> ❖ Conduct research on a self-generated question social issue <ul style="list-style-type: none"> ❖ Gather multiple , print and digital sources, and summarize that information to develop a short, informal research paper.
<p>Assessments/ Products</p>	<p><u>Types of Writing</u> Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Writing Assessment –</p> <ul style="list-style-type: none"> • Students will write an expository essay connected a related text below
<p>Texts</p>	<p>Text: Teacher’s Choice Analyze, summarize, and write expository open response prompts from Read 180 texts (Level 1 or 2) Lincoln’s Emancipation Proclamation King’s “I Have A Dream” speech THE CHANGE AGENT NEWSLETTER</p> <p>Suggested Supplementary Titles:</p>
<p>Academic Vocabulary</p>	<p>Research, Informative/Explanatory Essay, Expository Composition (Explaining how to do something), Non-fiction, Interview, Sequential Writing (First, Next, Then, Finally), Interrogatives, Main Idea, Summarizing text, Quoting textual information, Plagiarism, Structure of Non-Fiction</p>

<p>Unit 4 Bungard</p>	<p>January 6 – February 14 (Term 2 Ends January 10)</p> <p>Literary Analysis (Fiction), Persuasive Essay, Personal responsibility, Persuasive essay writing</p>	
<p>Essential Questions:</p>	<ul style="list-style-type: none"> ❖ What influences do class and have on decisions people make? ❖ CHOICES: How can I be responsible in school – how do my choices affect others? ❖ 	
<p>MA ELA Standards</p>	<p>RL6: Analyze a particular point of view or cultural experience reflected in a work of literature</p> <p>W1: Write arguments to support claims in an analysis of issues, topics using valid reasoning and sufficient evidence.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen RL7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>	
<p>Concepts and Skills</p>	<p>Persuasive essay</p> <ul style="list-style-type: none"> • Organize and participate in a debate about a social issue • Create an advertisement of a new product • Understand the elements of a persuasive essay (audience- pro’s vs. cons) and write one using a selected text • Fact vs. opinion • Using/finding persuasive evidence from an article 	<p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly.</p> <p>RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</p> <p>SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> building on others’ ideas.</p> <p>SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.</p> <p>SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W1a: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s)..</p> <p>W1b: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both.</p>

Content Objectives	<ul style="list-style-type: none"> ❖ Students will create a portfolio of writing demonstrating persuasive writing, techniques and process writing <p>Organize and participate in a debate about a social issue Understand the elements of a persuasive essay and create one based on a related text Understand the difference between fact and opinion Using/finding and quoting evidence from articles Create an advertisement (persuasively) of a new product</p> <ul style="list-style-type: none"> ❖ Write an argumentative ESSAY about a current issue RELATED TO AN ARTICLE IN The Change Agent Newsletter. Choose one side of the argument and use information from the article in your opinion
Assessments/Products	<p>Types of Writing Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies SUCH AS MAIN IDEA and context clues. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals SUCH AS Pictionary Advertisement Project</p> <p>Mid Term: Writing Assessment – Argumentative Essay: In the newsletter The Change Agent students debate whether or not uniforms are necessary. Choose one side of the issue and persuade your audience. Use details from the article to support your argument</p> <p>Final Debate</p> <p>*More specific information regarding common, district-wide, end-of-term assessments forthcoming.</p>
Texts	<p>1 Extended Text:</p> <p><i>The Change Agent Newsletter</i> <i>Cool Salsa Social issues</i> <i>Langston Hughes Dream Catchers</i> <i>Seedfolks</i></p> <ul style="list-style-type: none"> • See list of supplementary titles in the appendix for additional titles
Academic Vocabulary	<p>Literary Analysis, Fiction, Persuasive Essay, Personal Responsibility, Point of View, Influence, Class, Written Argument, Social Issues, Debate, Advertisement, New Product, Audience – pro’s vs. cons), Fact vs. Opinion, Persuasive Evidence, Quoting Evidence, Fictional Analysis (finding, analyzing the Elements of Fiction in a Fictional Passage), Characters (Major, minor), Antagonist, Protagonist, Setting, Plot (Beginning, middle, end), Conflict, Climax, Resolution/End</p>

<p>Unit 5 Power</p>	<p>February 24 – April 11 (Term 3 Ends March 25)</p> <p>Literary Analysis (Nonfiction), Informative/Explanatory Essay, Narrative Writing Power of Dreams, Research project and careers, Technology Students will create a research project using documented research methods and citations</p> <p>Focus Trait: Organization</p>
<p>Essential Questions:</p>	<p>Why is research and documentation vital? How do I know if my information is reliable, accurate, unbiased, current and appropriate? How can the knowledge I gain through research help my community?</p>
<p>MA ELA Standards</p>	<p>RL2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RL7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>MA.8.A: Relate a work of fiction, poetry, or drama to the seminal ideas of its time.</p> <p>RI3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

	<p>W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
<p>Concepts and Skills</p>	<ul style="list-style-type: none"> ▪ Identify characteristics of facts vs. opinions ▪ Identify components of comparative form from model texts ▪ Identify topic of interest for essay and use a cluster diagram to narrow down your topic ▪ Complete a gathering grid of facts that you know about each subject ▪ Conduct research to verify what you know and what you want to know ▪ Record research on note cards ▪ Cite sources of information on note cards ▪ Develop a thesis statement based on your research ▪ Identify the components of the Expository Writing Rubric ▪ Create outline for essay with points of comparison and supporting details ▪ Follow the steps of the writing process to produce a completed piece of writing ▪ Create Expository rubric/anchor chart ▪ Evaluate your writing using the Expository Writing Rubric 	<p>RL&RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL&RI4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>W2a: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W2b: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topics.</p> <p>SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Content</p>	<p>Students will:</p>	

Objectives	<ul style="list-style-type: none"> ❖ Identify the characteristics of fact and opinion ❖ Identify the components of comparative and model form from model texts ❖ Identify topic of interest for essay and use a cluster diagram to narrow down your topic ❖ Complete a gathering grid of facts that you know about each subject ❖ Create a research project using documented research methods and citation. ❖ Conduct research to verify what you know and what you want to know ❖ Record research on note cards ❖ Cite sources of information on note cards ❖ Develop a thesis statement based on your research ❖ Identify the components of the Expository Writing Rubric ❖ Create outline for essay with points of comparison and supporting details ❖ Follow the steps of the writing process to produce a completed piece of writing ❖ Create Expository rubric/anchor chart ❖ Evaluate your writing using the Expository Writing Rubric ❖ Create a community of editors to review, edit, and revise peer writing ❖ Orally present project ❖ Peer speech review ❖ Self-reflection on both speech and writing
Assessments/Products	<p><u>Types of Writing</u></p> <p>Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Writing Assessment – Explanatory Essay: <i>Students will write an explanatory essay on a topic related to a work of fiction that they are reading throughout this unit.</i></p> <p>Narrative Essay: <i>Students will write a narrative essay on an imagined experience related to the works of literature explored during this unit</i></p> <p>*More specific information regarding common, district-wide, end-of-term assessments forthcoming</p>
Texts/ Resources	<p>A. Lincoln and Me Pedro’s Journal Come to America Family Dinners Under the Blood Red Sun Langston Hughes – Dream Deferred/ Dream catchers How I became a Pirate – compare/contrast 2 sides of a job</p>

Academic Vocabulary	Literary Analysis (Non-Fiction), Research Project, Citations, Information (reliable, accurate...?), Unbiased, Theme, Central Idea, Facts vs. Opinions, Topic of Interest, Cluster Diagram (Narrowing Topic), Gathering Grid of Facts, Note Cards, Sources of Information, Thesis Statement, Expository Writing Rubric, Essay Outline, Points of Comparison, Supporting Details, Expository Rubric/Anchor Chart, Expository Writing Rubric, Community of Editors, Peer Writing, Oral Presentation/Rubric, Self Reflection
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Unit 6 Power	April 21 – June 6 (Term 4 Ends) Self-Reflection. Understanding and Knowledge Six Word Memoir, Reflection, Visual Representation, Understanding and Knowledge Focus Trait – idea development
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Essential Questions:	<ul style="list-style-type: none"> ❖ What can we learn from examining our prior work? Why is it important to reflect on our growth? ❖ What are the most important things I have learned from writing this year?
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MA ELA Standards	<p>RI Cite textual evidence to support analysis of what text says explicitly as well as inference drawn from the text.</p> <p>RI 2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p>MA. 3. A. Write fiction, personal reflections, poetry, and scripts that demonstrates awareness of literary concepts and genres.</p> <p>W1 Write arguments to support claims reasons and relevant evidence.</p> <p>W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis or relevant content.</p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5. With some guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W6. Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>S1. Engage effectively in a range of collaborative discussions</p>
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	<p>S3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>S4. Present claims and finding, sequencing ideas, logically and using pertinent descriptions, facts, and details to accentuate main</p>	
<p>Concepts and Skills</p>	<ul style="list-style-type: none"> • Identify components of persuasive form in model texts • Identify components of narrative form in model texts • Create a checklist for each type • Use graphic organizers specific to text type to determine topic • Follow the steps of the writing process to produce a completed piece of writing • Identify the components of a writing rubric in general and the Personal Narrative Rubric • Evaluate own writing and other sample writing using the Personal Narrative Rubric • Create anchor chart to use to evaluate writing in each type • Create rubric to measure growth in each type • Create a Decalogue of things learned in WW • Create a presentation displaying growth within each writing type • Participate in a Learning Carousel • Orally present growth evidence • Compare unit ending reflection to plot growth • Create a unit of measure to plot growth • Use graphic organizer to determine the selection of 10 learned things. • Peer review of oral presentation • Write a final reflection 	<p>RI Cite textual evidence to support analysis of what text says explicitly as well as inference drawn from the text.</p> <p>RI 2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p>MA. 3. A. Write fiction, personal reflections, poetry, and scripts that demonstrates awareness of literary concepts and genres.</p> <p>W1 Write arguments to support claims reasons and relevant evidence.</p> <p>W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis or relevant content.</p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5. With some guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W6. Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>S1. Engage effectively in a range of collaborative discussions</p> <p>S3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>S4. Present claims and finding, sequencing ideas, logically and using pertinent descriptions, facts, and details to accentuate main</p>

<p>Content Objectives</p>	<p>Students will:</p> <ul style="list-style-type: none"> ❖ Create a rubric to critique, evaluate and growth in each writing genre. ❖ Identify the components of persuasive form ❖ Identify the components of narrative form ❖ Identify the components of expository form ❖ Identify the components of poetry ❖ Use a graphic organizer specific to writing type ❖ Contribute to creation of class anchor chart ❖ ❖
<p>Assessments/ Products</p>	<p><u>Types of Writing</u> Routine Writing: Students should extract information from texts and react to that information through daily note-taking strategies such as Content Response Notes and Cornell Notes. Notes of this sort should be completed for each of the literary concepts outlined within this unit. In addition, frequent, explicit vocabulary instruction should be included using tools like multiple entry vocabulary journals and the Frayer Model.</p> <p>Writing Assessment – Argumentative Essay:</p> <p><i>Example Essay Question: There are numerous resources stating that Writing is essential to succeeding in academic and professional setting. Determine which writing genre is the most useful to your future live.</i></p> <p>End of the Year Assessment - Learning Carousel</p>
<p>Texts/ Resources</p>	<p>Because of Winn Dixie</p> <p>Owl Moon</p> <p>“Seasons of Love” song and mimio</p> <p>Azar grammar book/website</p> <p>Bitstrips</p> <p>Brainpop Jr.</p> <p>Mimios</p>
<p>Academic Vocabulary</p>	<p>Self Reflection, Six Word Memoir, Reflection, Visual Representation, Idea Development, Writing Rubric, Personal Narrative Rubric, Decalogue, Learning Carousel, Writing Genre Rubrics, Writing Genres (Persuasive, Narrative, Expository, Poetry)</p>

Suggested Supplementary Titles:

Fiction	Nonfiction	Poetry	Websites
Monster Perfect Match Hamlet Remix Behind the Mountain Bad Boy The Colors of Freedom Neighborhood Odes Chinese Cinderella When I was Puertan Rican Sweetgrass The Time Machine The Worst Case Scenario The Island When Zachary Beaver Came to Town Jesse Behind the Mountain Killer Lipstick Spy Killer Combo The Great Secret Combo If I were you Combo Great Expectations Chu Ju;s House	Super Jobs Survivors The Seven Habits of Highly Effective Teens Black Diamond Guys Write for What Guys Read Artic Pocohantas Leopold II Butcher of the Congo; Greedy All’s Fair in Love, War and High School Totally Tolerant Chicken Soup for Teenage Soul Freedom Walkers There’s a Fungus among us Guts Xtreme Sports: Cutting Edge The Skin I’m in Under the Royal Palms Racing Through History Dangerous Game In the Line of Fire Reality Strikes The Ox-Bow Incident Eight Tales of Terror The Code World’s Dumbest Criminals Pride of P.R. Survivors: True stories about real kids Fast Food Hip Hop Heroes In the Line of Fire D-Day Rat Attacks Nascar The Plague	Slam Joyful Noise	Mimio connect Brain pop Jr. Bitstrips

