

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Effective Writing

Grades:

10TH, 11TH, & 12TH

Date of Board Approval: _____ 2019 _____

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

Title of Planned Instruction: Effective Writing

Subject Area: English Elective **Grade Level:** 10th, 11th, & 12th

Course Description:

As the title of the course suggests, this is a writing-intensive class, focusing on the art of writing as seen through fiction, non-fiction, and drama/film. The central focus of this course is to make students better writers by means of exposing them to various types of writing, all of which adheres to current Keystone standards. This course allows for appreciation of writing and literature, using many texts and procedural forms as a foundation and inspiration for each unit pertaining to the curriculum.

Time/Credit for the Course: 1/2 Credit

Curriculum Writing Committee: Evan Bates and Bryan Pol

DELAWARE VALLEY SCHOOL DISTRICT

CURRICULUM MAP

Students will be assessed over the course of an **18-week period**, broken down into **(2)** grading quarters (**9 weeks** per grading period). Listed below are marking periods one and two (three and four if the course is taken during the second semester), with portions of units to be covered throughout the course of each.

MARKING PERIOD ONE (9 Weeks; 45 days)

1. Unit One: Language and Linguistics (semester long; continuous)

Unit One Goals:

Students will gain an understanding of:

- various sentence structures
- effective use of sentence structure
- effective use of punctuation
 - comma usage
 - semicolon usage
 - use of dashes and hyphens
- recognizing/rectifying run-on sentences & comma splices
- observing parallelism/repetition
- paragraphing
- word choice/diction
- complex sentence structure
 - verbals
 - dependent/Independent clauses
 - participial phrases
 - appositive phrases
 - absolute phrases

2. Unit Two: Memoir Unit - 15 days

Unit Two Goals:

Students will gain an understanding of:

- the difference between fiction and nonfiction.
- the stages of the writing process and how to work through each stage to develop an effectively written piece that reflects a significant life experience.
- the uses of dialogue.
- plot development and how to best present each stage of plot.
- the grading process.

DELAWARE VALLEY SCHOOL DISTRICT

3. Unit Three: Short Story and Fiction (Narrative) Unit - 15 Days

Unit Three Goals:

Students will gain an understanding of:

- ways to develop setting, plot.
- how to clearly deliver a theme.
- how to utilize stream of consciousness, narration, dialogue, and characterization (direct and indirect).
- how to develop motivation (character) and use epiphany and symbolism.
- how to choose the best point of view (1st person, 3rd person limited, 3rd person omniscient) as it pertains to goal and audience, and stick with it through a piece.
- how to develop mood and tone in order to better tell the story and develop characters and plot.
- how to use foreshadowing, irony (dramatic and situational), and suspense.
- how to build conflict (internal and external) in order to better tell the story and develop characters and plot.
- the relationships between cause and effect
- how to build on knowledge of literary elements in order to write creatively and analytically.
- short story elements.
- how to utilize the narrative technique?
- how to relate facts and experience in order to make references.

4. Unit Four: Essay Writing Unit (College Essay, Definition, Metaphor) - 10 Days

Unit Four Goals:

Students will gain an understanding of:

- the definition of metaphor and extended metaphor.
- elements of metaphor and extended metaphor.
- examples of metaphors and extended metaphors.
- how to use metaphor and extended metaphor to portray a theme.
- how to determine the audience before writing and write accordingly?
- how to write using the proper person.

5. Unit Five: Blog Writing (Semester 1: Part 1) - 5 Days

Unit Five Goals:

Students will gain an understanding of:

- blog terms and elements.
- the ethics behind internet writing, focusing on, but not limited to, blogs. (e.g. emails).

DELAWARE VALLEY SCHOOL DISTRICT

- the purpose and uses of blogs.
- strategies and how to employ those strategies.
- different uses and types of blogs.

MARKING PERIOD TWO (9 Weeks; 45 days)

Language and Linguistics (semester long; continuous)

Unit One Goals:

Students will gain an understanding of:

- various sentence structures
- effective use of sentence structure
- effective use of punctuation
 - comma usage
 - semicolon usage
 - use of dashes and hyphens
- recognizing/rectifying run-on sentences & comma splices
- observing parallelism/repetition
- paragraphing
- Word choice/diction
- complex sentence structure
 - verbals
 - dependent/Independent clauses
 - participial phrases
 - appositive phrases
 - absolute phrases

6. Unit Five, Part 2: Blog Writing (Semester 2: Part 2) - 15 Days

Unit Five Goals:

Students will gain an understanding of:

- Blog terms and elements.
- the ethics behind internet writing, focusing on, but not limited to, blogs. (e.g. emails).
- the purpose and uses of blogs.
- strategies and how to employ those strategies.
- different uses and types of blogs.
- how to write a blog and employing of those skills.
- responding properly and effectively to blogs.

7. Unit Six: Rhetorical Devices (Social Issues) - 15 days

Unit Six Goals:

DELAWARE VALLEY SCHOOL DISTRICT

Students will gain an understanding of:

- the three main rhetorical devices
- effectively using the three main rhetorical devices
 - to defend a position
 - to counter a position
- how to read and analyze a writing prompt
- determining the audience before writing
- writing using the proper person
- adding details to fully explain position
- preparing and delivering short speeches
- the research process and MLA citations
- how to develop appropriate thesis statements
- topic sentences
- identifying unified /un-unified paragraphs
- identifying and using appropriate transitions to connect ideas
- recognizing and implementing the features of an informative essay in written work
- the characteristics and elements of a definition essay
- various examples of definition essays in a variety of mediums

8. Unit Seven: Nonfiction (Journalistic Literature) - 15 days

Unit Seven Goals:

Understanding of:

- how to utilize the stages of the writing process
- how to read and analyze a writing prompt
- determining the audience before writing
- writing using the proper person
- adding details to fully explain position
- developing appropriate thesis statements
- thought-provoking issues and delivering insightful ideas pertaining to points of view and opinions regarding them
- famous speeches for literary worth and effectiveness
- how to prepare and deliver short speeches
- contemporary issues and arguments on all sides

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT ONE: – Language and Linguistics

Marking Period: 1 & 2 (or 3 & 4)

Standard(s): Pennsylvania Core Standards, English Language Arts

Standards Addressed:

CC: 1.2 Reading Informational Texts

CC:1.2.11-12.1

CC:1.2.11-12.4

CC:1.2.11-12.6

CC:1.2.11-12.7

CC: 1.3 Reading Literature

CC:1.3.11-12.1

CC:1.3.11-12.4

CC:1.3.11-12.6

CC: 1.4 Writing

CC:1.4.11-12.1

CC:1.4.11-12.2

CC:1.4.11-12.3

CC:1.4.11-12.4

CC:1.4.11-12.5

CC:1.4.11-12.6

CC:1.4.11-12.7

CC:1.4.11-12.8

CC:1.4.11-12.9

CC:1.4.11-12.10

CC: 1.5 Speaking and Listening

CC:1.5.11-12.1

CC:1.5.11-12.4

CC:1.5.11-12.6

CC: 1.6 Language

CC:1.6.11-12.1

CC:1.6.11-12.2

CC:1.6.11-12.3

CC:1.6.11-12.4

CC:1.6.11-12.5

CC:1.6.11-12.6

DELAWARE VALLEY SCHOOL DISTRICT

Big Idea:

- Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
- Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
- An expanded vocabulary enhances one's ability to express ideas and information.

Essential Questions:

- What makes clear and effective writing?
- Why do writers write? What is the purpose?
- Who is the audience? What will work best for the audience?
- How do learners make decisions concerning formal and informal language in social and academic settings?
- How do grammar and conventions of language influence spoken and written communication?
- Why learn new words?
- What strategies and resources does the learner use to figure out unknown vocabulary?
- How does one develop and refine vocabulary?

Concepts:

- Vocabulary Acquisition and Use
- Focus for Writing
- Content for Writing
- Organization for Writing
- Writing Style
- Writing Conventions
- Production and Distribution of Writing
- Range of Writing

Competencies:

- Acquire and use accurately general academic 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.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- Analyze how words and phrases shape meaning and tone in texts.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- Write with a sharp distinct focus identifying topic, task, and audience.

DELAWARE VALLEY SCHOOL DISTRICT

- Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Write with an awareness of the stylistic aspects of composition.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- 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.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Overview: This unit will be continuous and cover basic grammar and mechanical skills from basic sentence structure to higher level structures that explore various ways of combining sentences to enhance the writing and reading experience.

Goals:

- Students will be able to identify sentence errors in their writing as well as their peers' writing and correct them.
- Students will be able to manipulate phrases and words in order to improve sentences.
- Students will explore sentence structures and diction outside their comfort zones in order to become more successful writers.

DELAWARE VALLEY SCHOOL DISTRICT

Objectives:

Students will:

- be able to define and apply linguistic concepts through various grammatical exercises, including: (DOK Levels 1 and 4)
 - Comma usage
 - Semicolon usage
 - Use of dashes and hyphens
 - Recognizing/rectifying run-on sentences & comma splices
 - Observing parallelism/repetition
 - Paragraphing
 - Word choice/diction
 - Complex sentence structure
 - Verbals
 - Dependent/Independent clauses
 - Participial phrases
 - Appositive phrases
 - Absolute phrases
- apply concepts to individual sentences, paragraphs, and essays (DOK Level 4)
- illustrate proper and effective use of end punctuation marks (DOK Levels 1 and 4)
- distinguish between fragments, run-ons, and sentences (DOK Level 2)
- create and design correct sentences (DOK Level 4)
- assess sentence structure and use effective structures (DOK Level 3)
- formulate and construct complete sentences using complements (DOK Level 3)
- identify and classify various phrases and parts of the sentence they modify (DOK Levels 1 and 2)
- design sentences using a variety of sentence structures (DOK Level 4)
- construct sentences and essays using proper subject/verb and pronoun/antecedent agreement (DOK Level 3)
- apply concepts of all tenses of verbs properly in writing (DOK Level 4)
- connect and show ability to apply concepts to solve common usage problems in writing (DOK Level 4)
- apply concepts of conventions properly in writing: capitalization, punctuation (DOK Level 4)
- apply concepts of possessive case of singular and plural nouns and pronouns properly (DOK Level 4)
- identify and apply the concepts of the three cases of personal pronoun properly in writing (DOK Levels 1 and 4)

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities and Corresponding Instructional Methods:

Students will engage in class discussions, small group discussions and activities, independent work, and revision activities to complete various worksheets and assessments, including:

- The Comma Manifesto—a reading (1)
- Crafting an Elegant Sentence – A (2)
- Crafting an Elegant Sentence – B (3)
- Editing Strategies – Run-On and Comma Splices (4)
- Punctuation – Eliminating Run-Ons and Comma Splices – A (5)
- Punctuation – Eliminating Run-Ons and Comma Splices – B (6)
- Run-On Sentences (7)
- Semicolon Example (8)
- Punctuation: Independent Clauses (9)
- Composing Sentences 1: Analyzing Sentence Structures (10)
- Composing Sentences 2: Present Participles (11)
- Composing Sentences 3: Adding Phrases and Clauses (12)
- Composing Sentences 4: Varying Sentences (13)
- Composing Sentences 5: Varying Sentence Openings (14)
- Composing Sentences 6: Varying Subject-Verb Splits (15)
- Composing Sentences 7: Varying Sentence Closers (16)
- Composing Sentences 8: Combining Sentence Variations (17)
- Sentences – Required Elements (18)
- Sentences that Flow (19)
- Sentences that Pause (20)
- Using Different Dashes (21)
- Sentences Punctuation Patterns (22)
- Writing to Show 1: Assignments (23)
- Writing to Show 2: Participle and Absolute Phrases (24)
- Writing to Show 3: Subordinate Clauses (25)
- Writing to Show 4: Sentence Combining (26)

Assessments:

(All material can be found in Public File BATESH or in Folder found in A17 or in Department Public Files.)

Diagnostic: Grammatical concepts review testing prior knowledge of short linguistic elements

Formative: Student-Centered Activities (punctuation practices, Composing Sentences activities, etc.); quizzes on run-ons, comma splices, and fragments; comma and semicolon usage; dashes and hyphens; and original writings (100-200 words) for commas, semicolons, dashes and hyphens, and each Composing Sentences activity.

DELAWARE VALLEY SCHOOL DISTRICT

Summative: Comprehensive punctuation test (objective and writing) and Composing Sentences Test, which may be broken into two tests: Composing Sentences 1-4 and Composing Sentences 5-8.

Extensions: YouTube videos to aid instruction; advanced students will be given opportunities to modify activities (e.g. creating original sentences for Composing Sentences activities or developing original prompts for the writing components for Composing Sentences and punctuation use practices); advanced students will also be required to provide lengthier pieces; lower-level students and those with disabilities will be required to write shorter pieces and only complete select portions of assignments (e.g. only two of three or four parts of section A, B, C, or D of Composing Sentences 1: Analyzing Sentence Structures);

Correctives: Review assessment; Re-teach lessons where needed; mini-lessons throughout course

No Primary Text

Materials and Resources

Speaking and Writing Public File Folder (through the folder entitled BATESH and English Dept.)

All activities and worksheets will be in the Effective Writing Folder available in A17 or in Department Public Folder.

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT TWO: – Memoir

Marking Period: 1 (or 3)

Standard(s): Pennsylvania Core Standards, English Language Arts
Standards Addressed:

CC: 1.2 Reading Informational Texts

CC:1.2.11-12.1

CC:1.2.11-12.2

CC:1.2.11-12.3

CC:1.2.11-12.4

CC:1.2.11-12.5

CC:1.2.11-12.6

CC:1.2.11-12.7

CC: 1.3 Reading Literature

CC:1.3.11-12.1

CC:1.3.11-12.2

CC:1.3.11-12.3

CC:1.3.11-12.4

CC:1.3.11-12.5

CC:1.3.11-12.6

CC: 1.4 Writing

CC:1.4.11-12.1

CC:1.4.11-12.2

CC:1.4.11-12.3

CC:1.4.11-12.4

CC:1.4.11-12.5

CC:1.4.11-12.6

CC:1.4.11-12.7

CC:1.4.11-12.8

CC:1.4.11-12.9

CC:1.4.11-12.10

CC: 1.5 Speaking and Listening

CC:1.5.11-12.1

CC:1.5.11-12.3

CC:1.5.11-12.4

CC:1.5.11-12.6

CC: 1.6 Language

CC:1.6.11-12.1

CC:1.6.11-12.2

CC:1.6.11-12.3

CC:1.6.11-12.4

CC:1.6.11-12.5

CC:1.6.11-12.6

DELAWARE VALLEY SCHOOL DISTRICT

Big Idea:

- Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.
- Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.
- Writing memoirs is a valuable way novice and experienced writers can consider personal experiences as the basis for storytelling, and they allow for exploration of transition and hope, providing the writer with opportunities to develop writing skills and character, as well as providing readers with unique insight.

Essential Questions:

- What makes clear and effective writing?
- Why do writers write? What is the purpose?
- Who is the audience? What will work best for the audience?
- How do grammar and conventions of language influence spoken and written communication?
- How does a reader know a source can be trusted?
- What makes a narrative compelling?
- How do we define our identities?
- Who am I? How did I become the person I am today?

Concepts:

- Vocabulary Acquisition and Use
- Focus for Writing
- Content for Writing
- Organization for Writing
- Writing Style
- Writing Conventions
- Production and Distribution of Writing
- Range of Writing

Competencies:

- Acquire and use accurately general academic 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.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- Analyze how words and phrases shape meaning and tone in texts.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- Write with a sharp distinct focus identifying topic, task, and audience.

DELAWARE VALLEY SCHOOL DISTRICT

- Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Write with an awareness of the stylistic aspects of composition.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- 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.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Overview: Students will evaluate the craft and importance of memoirs while considering personal exploration of transition and hope.

Goals:

- Students will be able to apply effective narrative techniques including reflection and descriptive language in their writing.
- Students will be able to write a personal narrative that develops a real experience or event in their lives, delivering a lesson or reflective point relevant to the intended audience.

DELAWARE VALLEY SCHOOL DISTRICT

Objectives:

Students will:

- apply the concepts of the Pennsylvania State Writing Rubric to practices and original pieces. (DOK Level 4)
- identify and apply concepts of the stages of the writing process. (DOK Levels 1 and 4)
- assess and critique personal and peer writings appropriately. (DOK Levels 3 and 4)
- distinguish the audience before writing. (DOK Level 2)
- differentiate effective points of view and construct pieces using the most effective point of view. (DOK Level 2)
- design original pieces to include details to fully explain and illustrate the use of imagery. (DOK Level 4)
- apply concepts of sentences combinations. (DOK Level 4)
- design a variety of sentences and sentence structures in written work. (DOK Level 4)
- design and create a memoir according to short story/nonfiction conventions. (DOK Level 4)
- identify and apply the concepts of the features of a narrative essay and nonfiction components in written work. (DOK Levels 1 and 4)

Core Activities: Direct Instruction, Worksheets, Guided Practice, Teacher-Made Tests, Cooperative Learning Groups, Essays, Mini-Lessons:

Students will engage in class discussions, small group discussions and activities, independent work, and revision activities to complete various worksheets and assessments, including:

- Micro-Fiction (63)
- What If - Plot 1 - Three by Three (64)
- What If - Plot 2- Skeleton (65)
- What If - Plot 3 - Situation to a Story (66)
- What If - Plot 4 - Story Machine (67)
- What If - Plot 5 - Plot Potentials (68)
- What If - Dialogue 1 - Sounding Real (69)
- What If - Dialogue 2 - All Art, No talk (70)
- What If - Dialogue 3 - Who Said That (71)
- What If - Dialogue 4 - Indirect Discourse (72)
- What If - Dialogue 5 - Action (73)
- Who Am I - Inanimate Object
- Who Am I - Influential Person
- Who Am I - Favorite Song
- Photo-Inspired Memoir
- Memoir Final Writing

DELAWARE VALLEY SCHOOL DISTRICT

Assessments:

(All material can be found in Public File BATESH or in Folder found in A17 or in Department Public Files.)

Diagnostic: Memoir Diagnostic; Introductory PPT Notes; *Big Fish* (film)

Formative: Student-Centered Activities (Who Am I and What If short writings) and character and story development practices (eg. "What is your main character's favorite past time?" Provide a detailed physical description of your character. Describe the setting in depth, using all senses.)

Summative: Two major written memoirs based on reading/understanding of conceptual mini-units on plot and dialogue: (1) The first memoir will be based on a personal photo, and (2) the second will be based on a life experience that stands out as character developing. The second will follow the platform of *Big Fish* where elements are exaggerated to help drive the story and deliver a lesson or reflective point.

Extensions: Create Additional Worksheets/Activities as Needed; Advanced students will be required to write lengthier pieces and be allowed to offer personal twists on the prompts; Lower-level students and those with disabilities will be allowed to submit shorter pieces and only fulfill select requirements.

Correctives: Re-teach lessons where needed; mini-lessons throughout course

Materials and Resources

Speaking and Writing Public File Folder (through the folder entitled BATESH and English Dept.)

All activities and worksheets will be in the Effective Writing Folder available in A17 or in Department Public Folder.

Refer to Supplementary Texts

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT THREE: – Short Story / Short Fiction

Marking Period: 1 (or 3)

Standard(s): Pennsylvania Core Standards, English Language Arts
Standards Addressed:

CC: 1.2 Reading Informational Texts

CC:1.2.11-12.1
CC:1.2.11-12.2
CC:1.2.11-12.3
CC:1.2.11-12.4
CC:1.2.11-12.5
CC:1.2.11-12.6
CC:1.2.11-12.7

CC: 1.3 Reading Literature

CC:1.3.11-12.1
CC:1.3.11-12.2
CC:1.3.11-12.3
CC:1.3.11-12.4
CC:1.3.11-12.5
CC:1.3.11-12.6

CC: 1.4 Writing

CC:1.4.11-12.1
CC:1.4.11-12.2
CC:1.4.11-12.3
CC:1.4.11-12.4
CC:1.4.11-12.5
CC:1.4.11-12.6
CC:1.4.11-12.7
CC:1.4.11-12.8
CC:1.4.11-12.9
CC:1.4.11-12.10

CC: 1.5 Speaking and Listening

CC:1.5.11-12.1
CC:1.5.11-12.3
CC:1.5.11-12.4
CC:1.5.11-12.6

CC: 1.6 Language

CC:1.6.11-12.1
CC:1.6.11-12.2
CC:1.6.11-12.3
CC:1.6.11-12.4
CC:1.6.11-12.5
CC:1.6.11-12.6

DELAWARE VALLEY SCHOOL DISTRICT

Big Idea:

- Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
- Effective research requires multiple sources of information to gain or expand knowledge.
- The timeless art of story-telling is a valuable way to share insight and entertain audiences across all walks of life, and it is an excellent way to better understand oneself and the world in which we live.

Essential Questions:

- Why do writers write? What is the purpose?
- Who is the audience? What will work best for the audience?
- How do grammar and conventions of language influence spoken and written communication?
- How do readers know what to believe in what they read, hear, and view?
- What makes clear and effective writing?
- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does interaction with text provoke thinking and response?
- What role does writing play in our lives?
- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing?

Concepts:

- Vocabulary Acquisition and Use
- Focus for Writing
- Content for Writing
- Organization for Writing
- Writing Style
- Writing Conventions
- Production and Distribution of Writing
- Range of Writing

Competencies:

- Acquire and use accurately general academic 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.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- Analyze how words and phrases shape meaning and tone in texts.

DELAWARE VALLEY SCHOOL DISTRICT

- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- Write with a sharp distinct focus identifying topic, task, and audience.
- Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Write with an awareness of the stylistic aspects of composition.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- 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.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Overview: Students will read, demonstrate comprehension of, and analyze short stories, and then they will employ elements of short story to draft, revise, and edit original pieces.

DELAWARE VALLEY SCHOOL DISTRICT

Goals:

- Understand the elements of short story (plot, character, conflict, tone, theme, and irony)
- Utilize foreshadowing and flashback in a frame story
- Understand the differences between types of characters (static/dynamic, flat/round)
- Identify the types of conflict (man vs. man, man vs. nature, man vs. self) and their effects on plot development
- Employ effective language to best create the tone and mood of a story
- Construct compelling original short pieces of fiction

Objectives:

Students will:

- identify key elements of a short story and apply concepts through writing: (DOK Levels 1 and 4)
 - setting
 - plot
 - theme
 - dialogue
 - characterization (direct and indirect)
 - motivation (character)
 - epiphany
 - symbolism
 - point of view (1st person, 3rd person limited, 3rd person omniscient)
 - narration
 - stream of consciousness
 - mood
 - tone
 - foreshadowing
 - irony (dramatic and situational)
 - suspense
 - conflict (internal and external)
- distinguish the relationships between cause and effect (DOK Level 2)
- construct pieces that employ the use of literary elements in order to write creatively and analytically (DOK Level 4)
- define short story elements (DOK Level 1)
- identify and apply the concepts of narrative techniques (DOK Levels 1 and 4)
- connect facts and personal experience in original works (DOK Level 4)
- construct a short work(s) of fiction incorporating all elements of a short story (DOK Level 4)

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities: Direct Instruction, Worksheets, Guided Practice, Teacher-Made Tests, Cooperative Learning Groups, Essays, Mini-Lessons:

Students will engage in class discussions, small group discussions and activities, independent work, and revision activities to complete various worksheets and assessments, including:

- Character - Inner Conflict (28)
- Character - From the Past (29)
- Childhood Memory Part I (30)
- Childhood Memory Part II (31)
- Concrete vs. Abstract Description (32)
- Family Stories and Myths (33)
- Analyzing Fiction: Viewpoint (34)
- Analyzing Fiction: Narrative Distance/Viewpoint (35)
- Analyzing Fiction: *Hearing Exercise* (36)
- Hemingway Style (37)
- Art of Fiction - Interior Monologue (38)
- Art of Fiction - Introducing a Character (39)
- Art of Fiction - Point of View (40)
- Meeting Colonel Sanders (41)
- Minor Character Exercise (42)
- Points of View Exercise (43)
- Point of View Commitment (44)
- Psychic Distance Exercise (45)
- Riding the Rap (46)
- Fictional Sketch - Say It Isn't So (47)
- Thoughts About Setting (1) (48)
- Thoughts About Setting (2) (49)
- Setting Assignment - Pictures (50)
- Thoughts About Setting - Setting and Character (51)
- Short Story Evaluation (1) (52)
- Short Story Evaluation (2) (53)
- Short Story Evaluation (3) (54)
- Story Prompt 1 - Imaginative Layering (55)
- Story Prompt 2 - Nouns and Animals (56)
- Art of Fiction - Stream of Consciousness (57)
- Strong Verbs (58)
- Analyzing Fiction - Summary and Scene (59)
- Writing Assignment - Short Story Prompt 1 (60)
- Writing Assignment - Short Story Prompt 2 (61)
- Writing Assignment - Short Story Prompt 3 (62)

DELAWARE VALLEY SCHOOL DISTRICT

Assessments:

(All material can be found in Public Files BATESH or in Folder found in A17 or in Department Public Files.)

Diagnostic: Read and respond to selections from *Norton Anthology*, focusing on elements related to writing short fiction: POV, conflict, plot development, etc.

Formative: Teacher-selected activities and short practice writings and development writings listed under core activities

Summative: Major written piece: Original Narrative

Extensions: Create Additional Worksheets/Activities as Needed; Advanced students will be required to write lengthier pieces and be allowed to offer personal twists on the prompts; Lower-level students and those with disabilities will be allowed to submit shorter pieces and only fulfill select requirements.

Correctives: Re-teach lessons where needed; mini-lessons throughout course

Materials and Resources

Speaking and Writing Public File Folder (through the folder entitled BATESH and English Dept.)

All activities and worksheets will be in the Effective Writing Folder available in A17 or in Department Public Folder.

Refer to Supplementary Texts

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT FOUR: – Essay Writing (College Essay, Metaphor, & Def.) **Marking Period**:1 (or 3)

Standard(s): Pennsylvania Core Standards, English Language Arts

Standards Addressed:

CC: 1.2 Reading Informational Texts

CC:1.2.11-12.1

CC:1.2.11-12.2

CC:1.2.11-12.3

CC:1.2.11-12.4

CC:1.2.11-12.5

CC:1.2.11-12.6

CC:1.2.11-12.7

CC: 1.4 Writing

CC:1.4.11-12.1

CC:1.4.11-12.2

CC:1.4.11-12.3

CC:1.4.11-12.4

CC:1.4.11-12.5

CC:1.4.11-12.6

CC:1.4.11-12.7

CC:1.4.11-12.8

CC:1.4.11-12.9

CC:1.4.11-12.10

CC: 1.5 Speaking and Listening

CC:1.5.11-12.1

CC:1.5.11-12.3

CC:1.5.11-12.4

CC:1.5.11-12.6

CC: 1.6 Language

CC:1.6.11-12.1

CC:1.6.11-12.2

CC:1.6.11-12.3

CC:1.6.11-12.4

CC:1.6.11-12.5

CC:1.6.11-12.6

DELAWARE VALLEY SCHOOL DISTRICT

Big Idea:

- Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.
- Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.
- Effective research requires multiple sources of information to gain or expand knowledge.
- Developing writing skills and enhancing the art of essay writing is essential, especially for the student pursuing post-high school education.
- Employ creativity and logic to develop extended metaphors that allow writers to hone writing skills, deliver personal insight, connect to readers, and communicate a message.

Essential Questions:

- Who is the audience? What will work best for the audience?
- How do grammar and conventions of language influence spoken and written communication?
- How do readers know what to believe in what they read, hear, and view?
- What makes clear and effective writing?
- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does interaction with text provoke thinking and response?
- How do we develop into effective writers?
- To what extent does the writing process contribute to the quality of writing? How can metaphors be used to describe a person, experience, or feeling?
- What insight can be conveyed through a metaphor?
- How does one build a metaphor?

Concepts:

- Vocabulary Acquisition and Use
- Focus for Writing
- Content for Writing
- Organization for Writing
- Writing Style
- Writing Conventions
- Production and Distribution of Writing
- Range of Writing

Competencies:

- Acquire and use accurately general academic 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.

DELAWARE VALLEY SCHOOL DISTRICT

- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- Analyze how words and phrases shape meaning and tone in texts.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- Write with a sharp distinct focus identifying topic, task, and audience.
- Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Write with an awareness of the stylistic aspects of composition.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- 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.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Overview: Students will read a variety of extended metaphors and answer thought-provoking questions pertaining to comprehension, analysis, interpretation, techniques, and diction, and then they will write original pieces.

DELAWARE VALLEY SCHOOL DISTRICT

Goals:

- Students will further enhance their writing: sentence structure, paragraph length, sequence, diction, and voice.
- Students will better understand themselves and relay personal insight.
- Students will be able to build and develop a metaphor.
- Students will utilize the writing process to develop high level original pieces.

Objectives:

Students will:

- apply the concepts of the Pennsylvania State Writing Rubric to practices and original pieces (DOK Level 4)
- identify and apply concepts of the stages of the writing process (DOK Levels 1 and 4)
- assess and critique personal and peer writings appropriately (DOK Level 3)
- distinguish the audience before writing (DOK Level 2)
- differentiate effective points of view and construct pieces using the most effective point of view (DOK Level 3)
- design original pieces to include details to fully explain and illustrate the use of imagery (DOK Level 4)
- apply concepts of sentences combinations (DOK Level 4)
- design a variety of sentences and sentence structures in written work (DOK Level 4)
- construct an organized five-paragraph essay (DOK Level 4)
- develop appropriate thesis statements (DOK Level 3)
- identify and create proper topic sentences for each paragraph (DOK Levels 1 and 4)
- identify and construct unified /un-unified paragraphs (DOK Levels 1 and 4)
- identify and apply concepts of appropriate transitions to connect ideas (DOK Levels 1 and 4)
- recognize the features of an informative essay in written work and construct original pieces illustrating the use of the features (DOK Levels 1 and 4)

Core Activities: Direct Instruction, Worksheets, Guided Practice, Teacher-Made Tests, Cooperative Learning Groups, Essays, Mini-Lessons:

Students will engage in class discussions, small group discussions and activities, independent work, and revision activities to complete various worksheets and assessments, including:

- Definition Essay - I Want a Wife (87)
- Definition Essay - Meander (88)
- Essay of Description - Buick (89)
- Essay of Description - Tires (90)
- Essay of Description - Your Mother's Kitchen (91)
- Original Definition Essay
- Social Issue Essay

DELAWARE VALLEY SCHOOL DISTRICT

Assessments:

(All material can be found in Public Files BATESH or in Folder found in A17 or in Department Public Files.)

Diagnostic: Read and respond to selections from *Norton Anthology*, focusing on elements related to writing short fiction: POV, conflict, plot development, etc.

Formative: Independent readings of model essays listed in Core Activities and reading for meaning questions

Summative: Major written piece: Original Definition Essay

Extensions: Create Additional Worksheets/Activities as Needed; Advanced students will be required to include at least 4-6 types of definition techniques in the final piece; lower-level students will be required to only include 2-3 types of definition techniques in the final piece.

Correctives: Re-teach lessons where needed; mini-lessons throughout course

Materials and Resources

Speaking and Writing Public File Folder (through the folder entitled BATESH and English Dept.)

All activities and worksheets will be in the Effective Writing Folder available in A17 or in Department Public Folder.

Refer to Supplementary Texts

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

UNIT FIVE: – Blog Writing

Marking Period: 1 & 2 (or 3 & 4)

Standard(s): Pennsylvania Core Standards, English Language Arts

Standards Addressed:

CC: 1.2 Reading Informational Texts

CC:1.2.11-12.1

CC:1.2.11-12.2

CC:1.2.11-12.3

CC:1.2.11-12.4

CC:1.2.11-12.5

CC:1.2.11-12.6

CC:1.2.11-12.7

CC: 1.4 Writing

CC:1.4.11-12.1

CC:1.4.11-12.2

CC:1.4.11-12.3

CC:1.4.11-12.4

CC:1.4.11-12.5

CC:1.4.11-12.6

CC:1.4.11-12.7

CC:1.4.11-12.8

CC:1.4.11-12.9

CC:1.4.11-12.10

CC: 1.5 Speaking and Listening

CC:1.5.11-12.1

CC:1.5.11-12.3

CC:1.5.11-12.4

CC:1.5.11-12.6

CC: 1.6 Language

CC:1.6.11-12.1

CC:1.6.11-12.2

CC:1.6.11-12.3

CC:1.6.11-12.4

CC:1.6.11-12.5

CC:1.6.11-12.6

DELAWARE VALLEY SCHOOL DISTRICT

Big Idea:

- Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.
- Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.
- Effective research requires multiple sources of information to gain or expand knowledge.
- Providing a healthy atmosphere to explore personal reflections, students will have the opportunity to write and share ideas using the modern platform of blogging.
- Learning the ethics and responsibilities that go with such a dynamic medium is key when thinking of the endless ways people share information via the Internet, and students must learn how to create a positive digital footprint.

Essential Questions:

- Who is the audience? What will work best for the audience?
- How do grammar and conventions of language influence spoken and written communication?
- How do readers know what to believe in what they read, hear, and view?
- What makes clear and effective writing?
- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does interaction with text provoke thinking and response?
- How do we develop into effective writers?
- What is a blog?
- What are the different types of blogs?
- Why choose blogging?
- What blog sites are best to use?
- What permission does one need in order to blog?
- What topics are best, and which are best for each individual?
- What dangers are there in blogging and how does one avoid them?
- How does one respond to blogs?
- What is netiquette?
- How do Internet publications differ from paper print? What similarities do both share?
- To what extent does the writing process contribute to the quality of writing? How can metaphors be used to describe a person, experience, or feeling? What are the ethics to writing blogs?
- How does one incorporate writing style and proper mechanics into blog writing and other online publications?
- How important is it for one to create a positive digital footprint and how does one do that?

DELAWARE VALLEY SCHOOL DISTRICT

Concepts:

- Internet Writing and Netiquette
- Vocabulary Acquisition and Use
- Focus for Writing
- Content for Writing
- Organization for Writing
- Writing Style
- Writing Conventions
- Production and Distribution of Writing
- Range of Writing

Competencies:

- Acquire and use accurately general academic 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.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- Analyze how words and phrases shape meaning and tone in texts.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- Write with a sharp distinct focus identifying topic, task, and audience.
- Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
- Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Write with an awareness of the stylistic aspects of composition.

DELAWARE VALLEY SCHOOL DISTRICT

- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- 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.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Overview: This unit will allow students to learn and practice how to blog and respond to blogs. They will have opportunities to evaluate blogging and individual blogs/bloggers, as well as create their own blogs and learn how to develop a positive digital footprint.

Goals:

- Students will be able to use the grammatical and mechanical skills to create original blogs.
- Students will be able to create and develop clear, strong thesis statements.
- Students will be able to discriminate between positive blogging and inappropriate, irresponsible blogging.
- Students will effectively organize and present their information.
- Students will effectively respond to blogs.

Objectives:

Students will:

- apply the concepts of the Pennsylvania State Writing Rubric to practices and original pieces (DOK Level 4)
- identify and apply concepts of the stages of the writing process (DOK Levels 1 and 4)
- assess and critique personal and peer writings appropriately (DOK Level 3)
- distinguish the audience before writing (DOK Level 2)
- differentiate effective points of view and construct pieces using the most effective point of view (DOK Level 3)
- design original pieces to include details to fully explain and illustrate the use of imagery (DOK Levels 1 and 4)
- apply concepts of sentences combinations (DOK Level 4)
- design a variety of sentences and sentence structures in written work (DOK Level 4)
- construct appropriate thesis statements (DOK Level 3)

DELAWARE VALLEY SCHOOL DISTRICT

- identify and construct proper topic sentences for each paragraph (DOK Levels 1 and 3)
- create and organize paragraphs effectively (DOK Levels 2 and 4)
- identify and revise unified /un-unified paragraphs (DOK Levels 1 and 3)
- identify and apply concepts of appropriate transitions to connect ideas (DOK Levels 1 and 4)
- apply concepts for combining sentences properly (DOK Level 4)
- apply concepts of knowledge of linguistic and composition mechanics to individual sentences, paragraphs, and essays (DOK Level 4)
- identify the subject, verb, and complements in sentences (DOK Level 1)
- apply concepts of end punctuation effectively (DOK Level 4)
- identify fragments run-ons, and sentences (DOK Level 1)
- assess and revise sentence fragments, run-ons, and other sentence errors (DOK Level 3)
- construct sentences using a variety of sentence structures (DOK Level 3)
- construct sentences and essays using proper subject/verb and pronoun/antecedent agreement (DOK Level 3)
- apply concepts for solving common usage problems in writing (DOK Level 4)
- analyze thought-provoking issues and construct insightful ideas pertaining to points of view and opinions regarding them (DOK Level 4)
- construct original blogs (and mock blogs) via google classroom (DOK Level 3)
- assess classmates' blogs and construct replies (DOK Level 3)
- apply concepts of sharing pieces and respond to classmates' pieces (DOK Level 4)

Core Activities: Direct Instruction, Worksheets, Guided Practice, Teacher-Made Tests, Cooperative Learning Groups, Essays, Mini-Lessons:

Students will engage in class discussions, small group discussions and activities, independent work, and revision activities to complete various worksheets and assessments, including:

- "Why Is the Internet Like Mall"
- Paper Blogging
- 11 Beginner Steps to Blogging
- Google Classroom Blogs: original pieces, responses, and responses to responses
- Designing Blogs
- "Taking the Lede: Colorado Edition"
- "Blogs and Journalism Need Each Other"
- Popular Blogs
- Revision and Editing (peer and self-evaluations)

DELAWARE VALLEY SCHOOL DISTRICT

Assessments:

(All material can be found in Public Files BATESH or in Folder found in A17 or in Department Public Files.)

Diagnostic: demonstrate prior knowledge of what Blogs are and how they are used in media

Formative: Independent reading assignments listed in Core Activities, class discussions, quizzes (based on blog characteristics and netiquette), and student-centered activities (writing and responding blogs, via google docs/google classroom)

Summative: independently generated Blogs and responses to student Blogs

Extensions: Create Additional Worksheets/Activities as Needed; low-level students will be required to write shorter blogs; advanced students will be required to make more responses and construct lengthier blogs; advanced students will also have the option of choosing their own topics.

Correctives: Re-teach lessons where needed; mini-lessons throughout course

Materials and Resources

Speaking and Writing Public File Folder (through the folder entitled BATESH and English Dept.)

All activities and worksheets will be in the Effective Writing Folder available in A17 or in Department Public Folder.

Refer to Supplementary Texts

<http://www.teachhub.com/beginners-guide-student-blogging>
<https://quillandscroll.org/website-resources-to-enhance-blogs/>
<https://quillandscroll.org/membership/research-and-resources/>
<https://www.schooljournalism.org/blogging-lessons/>
<https://www.leadpages.net/blog/types-of-blogs/>
<https://georgecouros.ca/blog/archives/3721>
<https://www.schooljournalism.org/blogging-lessons/>

Daily newspapers: Internet and extra teacher copies that circulate the school

DELAWARE VALLEY SCHOOL DISTRICT

UNIT SIX: Essay Writing (Rhetorical Device - Social Issues) **Marking Period: 2 (or 4)**

State the Standard(s): Pennsylvania Core Standards, English Language Arts

Standards Addressed:

CC: 1.2 Reading Informational Texts

CC:1.2.11-12.1

CC:1.2.11-12.2

CC:1.2.11-12.3

CC:1.2.11-12.4

CC:1.2.11-12.5

CC:1.2.11-12.6

CC:1.2.11-12.7

CC: 1.3 Reading Literature

CC:1.3.11-12.1

CC:1.3.11-12.2

CC:1.3.11-12.3

CC:1.3.11-12.4

CC:1.3.11-12.5

CC:1.3.11-12.6

CC: 1.4 Writing

CC:1.4.11-12.1

CC:1.4.11-12.2

CC:1.4.11-12.3

CC:1.4.11-12.4

CC:1.4.11-12.5

CC:1.4.11-12.6

CC:1.4.11-12.7

CC:1.4.11-12.8

CC:1.4.11-12.9

CC:1.4.11-12.10

CC: 1.5 Speaking and Listening

CC:1.5.11-12.1

CC:1.5.11-12.3

CC:1.5.11-12.4

CC:1.5.11-12.6

CC: 1.6 Language

CC:1.6.11-12.1

CC:1.6.11-12.2

CC:1.6.11-12.3

CC:1.6.11-12.4

CC:1.6.11-12.5

CC:1.6.11-12.6

DELAWARE VALLEY SCHOOL DISTRICT

Big Idea:

- Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.
- Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.
- Effective research requires multiple sources of information to gain or expand knowledge.

Essential Questions:

- Who is the audience? What will work best for the audience?
- How do grammar and conventions of language influence spoken and written communication?
- How do readers know what to believe in what they read, hear, and view?
- What makes clear and effective writing?
- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does interaction with text provoke thinking and response?
- How do we develop into effective writers?

Concepts:

- Vocabulary Acquisition and Use
- Focus for Writing
- Content for Writing
- Organization for Writing
- Writing Style
- Writing Conventions
- Production and Distribution of Writing
- Range of Writing

Competencies:

- Acquire and use accurately general academic 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.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- Analyze how words and phrases shape meaning and tone in texts.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- Write with a sharp distinct focus identifying topic, task, and audience.
- Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other

DELAWARE VALLEY SCHOOL DISTRICT

information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

- Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Write with an awareness of the stylistic aspects of composition.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- 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.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Overview: Students will engage with texts and examine how argument is created, and they will create original pieces that have persuasive power, developing a strong understanding of the immeasurable power of words and language and develop an understanding of the subtle yet important differences between argument, persuasion, and propaganda.

Goals:

- Students will understand and identify key rhetorical devices and their uses.
- Students will employ the use of various rhetorical devices.
- Students will be able to use the grammatical and mechanical skills.
- Students will be able to create and develop clear, strong thesis statements.
- Students will be able to discriminate between faulty reasoning, logical fallacy, and a reasonable conclusion and course of action.
- Students will effectively organize and present their information.

DELAWARE VALLEY SCHOOL DISTRICT

Objectives:

Students will:

- identify the three main rhetorical devices (DOK Level 1)
- apply the concepts of the three rhetorical devices (DOK Level 4)
 - to defend a position
 - to counter a position
- apply the concepts of the Pennsylvania State Writing Rubric to practices and original pieces (DOK Level 4)
- identify and apply concepts of the stages of the writing process (DOK Levels 1 and 4)
- assess and critique personal and peer writings appropriately (DOK Level 3)
- distinguish the audience before writing (DOK Level 4)
- differentiate effective points of view and construct pieces using the most effective point of view (DOK Level 2)
- design original pieces to include details to fully explain and illustrate the use of imagery (DOK Level 4)
- apply concepts of sentences combinations (DOK Level 4)
- design a variety of sentences and sentence structures in written work (DOK Level 4)
- construct appropriate thesis statements (DOK Level 3)
- identify and construct proper topic sentences for each paragraph (DOK Levels 1 and 4)
- create and organize paragraphs effectively (DOK Levels 2 and 4)
- identify and revise unified /un-unified paragraphs (DOK Levels 1 and 3)
- identify and apply concepts of appropriate transitions to connect ideas
- apply concepts for combining sentences properly (DOK Levels 1 and 4)
- apply concepts of knowledge of linguistic and mechanical concepts to individual sentences, paragraphs, and essays (DOK Level 4)
- identify the subject, verb, and complements in sentences (DOK Level 1)
- apply concepts of end punctuation effectively (DOK Level 4)
- identify fragments run-ons, and sentences (DOK Level 1)
- assess and revise sentence fragments, run-ons, and other sentence errors (DOK Level 3)
- construct sentences using a variety of sentence structures (DOK Level 3)
- construct sentences and essays using proper subject/verb and pronoun/antecedent agreement (DOK Level 4)
- apply concepts for solving common usage problems in writing (DOK Level 4)
- analyze famous speeches for literary worth and effectiveness (DOK Level 4)
- construct a college-style essay (DOK Level 3)
 - social issue topic
 - open topic

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities: Direct Instruction, Worksheets, Guided Practice, Teacher-Made Tests, Cooperative Learning Groups, Essays, Mini-Lessons:

Students will engage in class discussions, small group discussions and activities, independent work, and revision activities to complete various worksheets and assessments, including:

- Tool 6 – Avoid Using Clichés (107)
- Tool 4 – Passive Voice (108)
- Tool 3 – Active Voice (109)
- Tool 2 – Word Order (110)
- Winning and Losing Titles (111)
- Supplemental Readings from: (Listed Above under Supplemental Texts)
 - o *Reading Rhetorically: A Reader for Writers* (Bean)
 - o *Reading Rhetorically: A Reader for Writers* Second Edition (Chappell)
 - o *Frames of Mind: A Rhetorical Reader with Occasions for Writing*
 - o *Everyday Use: Rhetoric at Work in Reading and Writing*
 - o *Everything is an Argument* Third Edition
 - o *Discovering Arguments: An Introduction to Critical Thinking and Writing with Readings*
- Using Rhetorical Devices to:
 - o defend a position (various topics – student generated) (writing and discussion)
 - o argue a point (writing)
 - o argue a point opposite of a personal opinion (writing and speaking)
- critique political cartoons and merchandise advertisements (writing and discussion)
- Sports Teams' logo and mascots: critique arguments against...

Assessments:

(All material can be found in Public Files BATESH or in Folder found in A17 or in Department Public Files.)

Diagnostic: Pre-test / review of rhetorical devices; demonstrate prior knowledge of how Rhetoric is used in media and personal exchanges

Formative: Independent reading assignments listed in Core Activities, class discussions, quizzes (based on rhetorical devices), and student-centered writing assignment (political cartoon assessment and sports teams' logos)

Summative: Essay based on rhetorical strategies learned in this unit.

Extensions: Create Additional Worksheets/Activities as Needed; low-level students will have modified requirements (length and amount of rhetorical devices) and they will be given lists when choosing rhetorical devices and topics; advanced students will be allowed to choose their own topics

Correctives: Re-teach lessons where needed; mini-lessons throughout course

DELAWARE VALLEY SCHOOL DISTRICT

Materials and Resources

Daily newspapers: Internet and extra teacher copies that circulate the school

Speaking and Writing Public File Folder (through the folder entitled BATESH and English Dept.)

All activities and worksheets will be in the Effective Writing Folder available in A17 or in Department Public Folder.

Refer to Supplementary Texts

Mona Lisa Smile (film)

Bean, John C., et al. Reading Rhetorically: A Reader for Writers. 2nd Edition. New York: Pearson Longman, 2005.

Chappell, Virginia A. and Alice M. Gillam. Reading Rhetorically: A Reader for Writers. 2nd Edition. Pearson Longman, 2005.

Diyanni, Robert and Pat C. Hoy II. Frames of Mind: A Rhetorical Reader with Occasions for Writing. Australia: Thompson Wadsworth, 2005.

Jolliffe, David A. and Hephzibah Roskelly. Everyday Use: Rhetoric at Work in Reading and Writing. New York: Pearson Longman, 2005.

Lunsford, Andrea A., et al. Everything is an Argument. 3rd Edition. Boston: Bedford St. Martins, 2004.

Memering, Dean and William Palmer. Discovering Arguments: An Introduction to Critical Thinking and Writing with Readings. New Jersey: Prentice Hall, 2002.

DELAWARE VALLEY SCHOOL DISTRICT

Unit Seven: Essay Writing (Nonfiction)

Marking Period: 2 (or 4)

State the Standard(s): Pennsylvania Core Standards, English Language Arts

Standards Addressed:

CC: 1.2 Reading Informational Texts

CC:1.2.11-12.1

CC:1.2.11-12.2

CC:1.2.11-12.3

CC:1.2.11-12.4

CC:1.2.11-12.5

CC:1.2.11-12.6

CC:1.2.11-12.7

CC: 1.3 Reading Literature

CC:1.3.11-12.1

CC:1.3.11-12.2

CC:1.3.11-12.3

CC:1.3.11-12.4

CC:1.3.11-12.5

CC:1.3.11-12.6

CC: 1.4 Writing

CC:1.4.11-12.1

CC:1.4.11-12.2

CC:1.4.11-12.3

CC:1.4.11-12.4

CC:1.4.11-12.5

CC:1.4.11-12.6

CC:1.4.11-12.7

CC:1.4.11-12.8

CC:1.4.11-12.9

CC:1.4.11-12.10

CC: 1.5 Speaking and Listening

CC:1.5.11-12.1

CC:1.5.11-12.3

CC:1.5.11-12.4

CC:1.5.11-12.6

CC: 1.6 Language

CC:1.6.11-12.1

CC:1.6.11-12.2

CC:1.6.11-12.3

CC:1.6.11-12.4

CC:1.6.11-12.5

CC:1.6.11-12.6

DELAWARE VALLEY SCHOOL DISTRICT

Big Idea:

- Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.
- Rules of grammar and conventions of language support clarity of communications between writers/speakers and readers/listeners.
- Effective research requires multiple sources of information to gain or expand knowledge.

Essential Questions:

- Who is the audience? What will work best for the audience?
- How do grammar and conventions of language influence spoken and written communication?
- How do readers know what to believe in what they read, hear, and view?
- What makes clear and effective writing?
- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?
- How does interaction with text provoke thinking and response?
- How do we develop into effective writers?

Concepts:

- Vocabulary Acquisition and Use
- Focus for Writing
- Content for Writing
- Organization for Writing
- Writing Style
- Writing Conventions
- Production and Distribution of Writing
- Range of Writing

Competencies:

- Acquire and use accurately general academic 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.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- Analyze how words and phrases shape meaning and tone in texts.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
- Write with a sharp distinct focus identifying topic, task, and audience.
- Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge

DELAWARE VALLEY SCHOOL DISTRICT

of the topic; include graphics and multimedia when useful to aiding comprehension.

- Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
- Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
- Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Write with an awareness of the stylistic aspects of composition.
- Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- 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.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

DELAWARE VALLEY SCHOOL DISTRICT

Overview: Throughout this unit, students will assess the characteristics of nonfiction writing and employ the skills they acquired throughout this course to construct original nonfiction pieces.

Goals:

- Students will identify nonfiction characters.
- Students will understand how a nonfiction story develops across various media sources.
- Students will attribute narrative devices in order to enhance the telling of real stories.

Objectives:

Students will:

- apply the concepts of the Pennsylvania State Writing Rubric to practices and original pieces (DOK Level 4)
- identify and apply concepts of the stages of the writing process (DOK Levels 1 and 4)
- assess and critique personal and peer writings appropriately (DOK Level 3)
- distinguish the audience before writing (DOK Level 2)
- differentiate effective points of view and construct pieces using the most effective point of view (DOK Level 3)
- design original pieces to include details to fully explain and illustrate the use of imagery (DOK Level 4)
- apply concepts of sentences combinations (DOK Level 4)
- design a variety of sentences and sentence structures in written work (DOK Level 4)
- construct appropriate thesis statements (DOK Level 3)
- identify and construct proper topic sentences for each paragraph (DOK Level 1 and 3)
- create and organize paragraphs effectively (DOK Levels 2 and 4)
- identify and revise unified /un-unified paragraphs (DOK Level 1 and 3)
- identify and apply concepts of appropriate transitions to connect ideas (DOK Levels 1 and 4)
- apply concepts for combining sentences properly (DOK Level 4)
- apply concepts of knowledge of linguistic and mechanical concepts to individual sentences, paragraphs, and essays (DOK Level 4)
- identify the subject, verb, and complements in sentences (DOK Level 1)
- apply concepts of end punctuation effectively (DOK Level 4)
- identify fragments run-ons, and sentences (DOK Level 1)
- assess and revise sentence fragments, run-ons, and other sentence errors (DOK Level 3)
- construct sentences using a variety of sentence structures (DOK Level 3)
- construct sentences and essays using proper subject/verb and pronoun/antecedent agreement (DOK Level 3)
- apply concepts for solving common usage problems in writing (DOK Level 4)

DELAWARE VALLEY SCHOOL DISTRICT

- analyze famous speeches for literary worth and effectiveness (DOK Level 4)
- identify and apply concepts of literary nonfiction (DOK Levels 1 and 4)
- construct a literary nonfiction piece (DOK Level 3)

Core Activities: Direct Instruction, Worksheets, Guided Practice, Teacher-Made Tests, Cooperative Learning Groups, Essays, Mini-Lessons:

Students will engage in class discussions, small group discussions and activities, independent work, and revision activities to complete various worksheets and assessments, including:

- Selections from *Picturing Texts* (Textbook listed above)
 - Picturing Reality
 - Images and Reality
 - Starting with Family
 - Stereotyping Others
 - Seeing and Not Seeing
 - Our Stories, Our Selves
- Selections from *Words that Shook the World* – (textbook listed above) reading assignments
 - Franklin Delano Roosevelt
 - Winston Churchill
 - Eleanor Roosevelt
 - Robert F. Kennedy
 - Ronald Reagan
 - Princess Diana
 - George W. Bush
- “In and of Ourselves We Trust” – reading assignment with response (97)
- “A Hanging” – reading assignment with response (98)
- Visual Aids: writing activity (99)
- Visual Aids Speech – More Items: writing activity (100)
- Short Jokes: oral motivation activity (101)
- Short Jokes on Labels: motivation activity (102)
- Practical Speechmaking: reading and discussion/ instructional (103)
- Journal Entries: various writing prompts
 - “Things That Happen to You” (104)
 - “Person, Place, and Song” (105)
- Newspaper columns: reading and response – “Don Murray Writes Column” (106)

DELAWARE VALLEY SCHOOL DISTRICT

Assessments:

(All material can be found in Public Files BATESH or in Folder found in A17 or in Department Public Files.)

Diagnostic: Identify speeches and /or speakers from famous speeches; analyze newspaper headlines

Formative: Independent reading assignments listed in Core Activities, class discussions, quizzes (based on nonfiction and literary nonfiction, example models and characteristics), and student-centered writing assignments (responses to the readings)

Summative: Journalistic Literature (literary nonfiction) piece

Extensions: Create Additional Worksheets/Activities as Needed; low-level students will have modified requirements (length) and they will be given lists when choosing topics; advanced students will be allowed to choose their own topics and make creative modifications to the formative and summative writings

Correctives: Re-teach lessons where needed; mini-lessons throughout course

Materials and Resources

- Daily newspapers: Internet and extra teacher copies that circulate the school
- Speaking and Writing Public File Folder (through the folder entitled BATESH)
- Faigley, Lester, et al. *Picturing Texts*. New York: W.W. Norton and Company, 2004.
- Green, Richard. *Words that Shook the World*. New York: Prentice Hall Press, 2002.

DELAWARE VALLEY SCHOOL DISTRICT

SUPPLEMENTARY TEXT (for teacher use only—later to be copied and distributed)

Norton Short Story Anthology

Bean, John C., et al. *Reading Rhetorically: A Reader for Writers*. 2nd Edition. New York: Pearson Longman, 2005.

Chappell, Virginia A. and Alice M. Gillam. *Reading Rhetorically: A Reader for Writers*. 2nd Edition. Pearson Longman, 2005.

Cooley, Thomas. *The Norton Sampler: Short Essays for Composition*. 6th Edition. New York: W.W. Norton and Company, 2003.

Diyanni, Robert and Pat C. Hoy II. *Frames of Mind: A Rhetorical Reader with Occasions for Writing*. Australia: Thompson Wadsworth, 2005.

Faigley, Lester, et al. *Picturing Texts*. New York: W.W. Norton and Company, 2004.

Green, Richard. *Words that Shook the World*. New York: Prentice Hall Press, 2002.

Jolliffe, David A. and Hephzibah Roskelly. *Everyday Use: Rhetoric at Work in Reading and Writing*. New York: Pearson Longman, 2005.

King, Stephen. *A Memoir of the Craft on Writing*. New York, Pocket Books, 2000.

Lunsford, Andrea A., et al. *Everything is an Argument*. 3rd Edition. Boston: Bedford St. Martins, 2004.

Memering, Dean and William Palmer. *Discovering Arguments: An Introduction to Critical Thinking and Writing with Readings*. New Jersey: Prentice Hall, 2002.

Twain, Mark. *The Mysterious Stranger and Other Stories*. New York: Dover Publications, Inc., 1992.