

Writing Workshop 9/10

English	Course Title: Writing Workshop 9/10 6X Half-year	Course Number: 1204
Grades: 9/10	Pre-Requisites: None	

Unit	Length	Content	Skills	Methods of Assessment	Standards/ Learning Expectations
Getting Started: Overview of course; Type 1 Writing; Pretest: MCAS prompt; Grammar: Sentences	One week (Ongoing for the rest of the course)	<ul style="list-style-type: none"> • Responding to Type 1/Journal writing • Prewriting and organizational skills • Introduction of topic development, organization, diction, sentence structure, etc. • Familiarity with MCAS prompts and exemplars • Review of complete sentences, types of sentences: simple, complex, compound, compound-complex 	<ul style="list-style-type: none"> • Writing fluency • Writing on demand • Reading standardized test prompts • Assessing standards needed for success on standardized tests • Application of standards to student work • Peer review • Self-evaluating writing strengths and weaknesses • Writing complete sentences • Identifying and writing different sentence types 	<ul style="list-style-type: none"> • Completion of a writing sample • Self-and peer analysis of sample • Discussion of exemplars • Completion of Type 1 writing journal entries • Responses to on-demand prompts • Completion and analysis of pretest • Sentence Revision 	Framework Standards: 19,20,22,23 L.E. 1,3,5,6,8
On-Demand Writing:	One week (Ongoing for the rest of the course)	<ul style="list-style-type: none"> • Introduction of pre-writing strategies such as brainstorming, clustering, free writing, discussion, etc. • Introductory paragraphs with clear thesis statements • Crafting effective topic sentences • Topic sentence outline 	<ul style="list-style-type: none"> • Implementation of pre-writing strategies • Writing fluently under time constraints • Writing effective and interesting topic sentences • Writing paragraphs with effective leads and clear thesis statements • Organizational strategies 	<ul style="list-style-type: none"> • Participation in small and large group discussions and activities • Peer analysis of outlines, topic sentences, introduction • On-Demand writing assignments • Revision of introductions and thesis statements 	Framework Standards: 19,20,21,22,23 L.E. 1,3,4,5,6,8

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Process Writing	One week (Ongoing for the rest of the course)	<ul style="list-style-type: none"> • Prewriting • Selecting a topic • Organization and outlining • Revising and editing • Publishing 	<ul style="list-style-type: none"> • Introduce phases of the writing process; establish difference between invention strategies, drafting, revising and editing • Invention: pre-writing strategies such as brainstorming, clustering, free writing, discussion, etc. • Outlining: topic sentence outlines, listing, formal linear outlines, discovering what method works best for you • Drafting: identifying and writing for the intended audience • Revision: “re-envisioning” your text. Reshaping and reorganizing the writing to achieve goals of the assignment in a substantive way after teacher, peer, or independent review of draft. • Editing: eliminate grammatical errors as well as mistakes in diction and usage • Using computers to draft essays • Researching Internet sources when applicable 	<ul style="list-style-type: none"> • Steps of the individual process submitted both separately and attached to final draft • Attention paid to the standards identified in the rubric • Group and individual discussion • Group and individual informal assessments of essays • Use of the rubric in the revision process 	Framework standards: 1,2,4,5,19,21, 23,24,25 L.E. 1,2,3,5,6
Forms of Writing	Ongoing	<ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> -narration -process analysis -classification -compare/ contrast -cause and effect -definition - research assignment • Other forms: journal, business letters, MCAS long composition 	<ul style="list-style-type: none"> • Narration: Ability to tell a story following a classic story map Appropriate and engaging use of description • Process Analysis: Ability to clarify and explain a process Ability to completely break down a process into steps • Classification: Ability to identify and discuss different groups Careful consideration of how classification works in everyday life, 	<ul style="list-style-type: none"> • Meta-cognitive reflection on the process of writing and reading a letter to a non-teacher audience • Multiple drafts of essays • Letter is sent to audience and may be returned signed to show the audience has read the letter • Peer editing activities • Proofreading activities • Final drafts that fulfill all elements of the assignment • Scope of examples provided in final portfolio 	Framework Standards: 19,20,21, 22,23 L.E. 1,3,4,5,6,8

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<p>Forms of Writing (Cont'd.)</p>			<p>and why it is important to understand</p> <ul style="list-style-type: none"> • Compare/ Contrast: Mastery of point-by-point vs. whole block structure Consideration of why comparing and contrasting is an essential academic skill • Cause and Effect: Distinguishes between coincidence and true cause and effect relationships • Definition: Demonstrated understanding of etymology Careful consideration of an abstract concept Discussion of the variations of meanings the term has Understanding of connotation and denotation • Formal Letters: Mastery of format • Other Writing Skills: <ul style="list-style-type: none"> • Identifying purpose and shaping essay accordingly • Identifying audience and developing essay accordingly • Making essay real; “showing not telling” • Writing in present tense • Introduce rubric • Active voice; avoiding passive verbs • Understanding and practicing process writing • Ability to write to the specific demands of the assignment • Writing with rich word choice and sentence variety • Writing with vivid and specific details to support main ideas 		
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Forms of Writing (Cont'd.)			<ul style="list-style-type: none"> • Developing voice/style • Peer revision • Using computer technology and word processing programs 		
Paragraph and Essay Development	Two to four weeks (ongoing for the rest of the course)	<ul style="list-style-type: none"> • Structure • Unification • Cohesiveness 	<ul style="list-style-type: none"> • Writing paragraphs or essays on a unified topic • Writing paragraphs or essays with clear beginnings, middles, and ends • Using transitions effectively and correctly to achieve interesting and flowing prose • Using intriguing and relevant details to increase reader interest • Understanding and implementation of importance of diction • Experiment with different organizational strategies 	<ul style="list-style-type: none"> • On-demand journal writing • Final drafts of paragraphs or essays submitted for grade • Group writing activities • Vivid word choice 	<p>Framework Standards: 5,19,20,21,22,25</p> <p>L.E:1,2,3,6</p>
Grammar and Style	Ongoing	<ul style="list-style-type: none"> • Parts of speech • Parts of a sentence • Clauses and phrases • Agreement • Punctuation • Capitalization • Usage • Sentence structure and variety • Logic and organization • Diction 	<ul style="list-style-type: none"> • Identifying and applying the functions of the parts of speech • Analyzing sentence structure • Varying sentence structure • Adjust and manipulate language depending on purpose and audience • Awareness of formal vs. informal diction • Applying the rules of standard English, capitalization, spelling and punctuation 	<ul style="list-style-type: none"> • Final drafts of compositions • Quizzes on grammar and mechanics • Ability to edit one's own papers and those of classmates' • Proofreading tasks • Reflection on grammar and mechanics strengths and weaknesses in final self-assessment 	<p>Framework Standards: 21,22</p> <p>LE: 1,3,4,5,6,8</p>

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Academic Writing: note taking, paraphrasing, summarizing, quoting and documenting	Four weeks (Ongoing for the rest of the course)	<ul style="list-style-type: none"> • Note taking • Definition of plagiarism and how to avoid it • Paraphrasing • Summarizing • MLA Format • Quoting information • Documentation • Works Cited Page 	<ul style="list-style-type: none"> • Reading to take notes • Avoiding plagiarism • Paraphrasing passages • Summarizing key ideas • Researching information • Integrating quoted material into text • Documenting correctly • Creating a works cited page • Using MLA format for citation and works cited page when appropriate 	<ul style="list-style-type: none"> • Individual and group writing activities • Research assignments • Sources cited correctly 	Framework Standards: 19,20,21,22,23,24 L.E. 1,3,4,5,6,8
Final Portfolio	One week	<ul style="list-style-type: none"> • Portfolio compilation and reflection 	<ul style="list-style-type: none"> • Self-assessing past work • Revision of past work • Writing a reflection on the semester's work 	Final Portfolio	Framework Standards: 19,20,21,22,23,25 L.E. 1,3,4,5,6,8