

PARK RIDGE SCHOOL DISTRICT

Park Ridge, New Jersey



Express Yourself Curriculum Guide

Approved by Park Ridge Board of Education – August 27, 2012

Language Arts Literacy Curriculum Guide

All 7-12 teachers participated in the Language Arts curriculum revision process days during the 2011 – 2012 school year, thereby affording opportunities for teachers to add their knowledge and professional experiences to the process. Teachers on the curriculum revision committee based the curriculum on the National Common Core Standards, teacher input and recommendations collected from collaboration efforts. The curriculum writing committee members will act as a resource for their department colleagues. Opportunities to discuss the curriculum implementation, teaching strategies, resources, as well as reflections and concerns will be provided during the 2012-13 school year.

I am grateful to the curriculum committee members for the many hours and expertise they devoted to writing this curriculum guide. The committee members are commended for their efforts and interest in providing the Park Ridge School District with a thorough curriculum that aligns with the National Common Core Standards for Language Arts Literacy.

According to the 2010 National Common Core Standards Initiative, “The Common Core Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With our students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.”

Cathy Timpone, Ed. D.

Director of Curriculum & Instruction

Language Arts Literacy Curriculum Guide

Grades 7-12 Curriculum Writing Committee:

Meredith McCamble revised:

Reading 7 Curriculum Guide

Michelle Muller revised:

English 7 Curriculum Guide

Melissa Quackenbush revised:

English 8, Reading 8, English 9, English 9 Honors Curriculum Guides

Stephanie Buckley revised:

Speech and Drama 7, Speech and Drama 8, American Literature, American Literature Honors, Express Yourself, Acting in Performing Arts I and II, Theatre and Dance, Public Speaking, and At The Movies Curriculum Guides

Maria Papadopoulas revised:

Children in Film, British Literature, Themes in world Literature
Creative Writing I, II, and III, Journalism I, II, III,
Pulp Fiction, and Freshman Focus

Christine Dow revised:

SAT Preparation for Reading and Writing

Maria Papadopoulos, High School Language Arts Literacy Supervisor

Administration:

Troy Lederman, Principal, Park Ridge High School
Dr. Cathy Timpone, Director of Curriculum and Instruction
Dr. Robert Gamper, Superintendent

Board Approval Date: August 27, 2012

**PARK RIDGE SCHOOL DISTRICT
PARK RIDGE, NJ**

ENGLISH DEPARTMENT, 2012 – 2013

COURSE TITLE/GRADE & SUBJECT: Express Yourself / gr. 9 – 12 English **COURSE #:** 1617

PREREQUISITE: Successful Completion of 8th grade & teacher recommendation

TIME ALLOCATION: Half year - five days per week (44 minutes per day) – 2.5 credits

TEXTS: *Daybook of Critical Reading and Writing* (Great Source)
Expository Writing (EMC Publishing)
Writers Inc (Great Source)

COURSE PHILOSOPHY:

Every one of us has something to say, and this course will help students present those ideas more effectively. This course is for students who want to gain mastery in the communication process. The workshop approach of this elective will help students to develop more sophisticated strategies in both spoken and written forms. Varied modes of composition will be examined and practiced.

OVERARCHING ENDURING UNDERSTANDINGS:

Generating ideas is the first step to effective writing.
Setting writing goals helps a writer organize himself for the best possible product.
Visual imagery inspires the storyteller.
The ability to persuade is found in many successful people.
Using the ideas of others can strengthen a thesis statement.

OVERARCHING ESSENTIAL QUESTIONS:

How does a writer's attitude impact his writing?
How does setting goals lead to success?
What makes an interesting story?
How can a picture inspire the imagination?
Why is writing persuasively an important skill?

How can a writer use another text to support a thesis statement?

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UNIT ONE: SELF EVALUATION & PERSONAL NARRATIVE

UNIT SUMMARY:

Before students can grow as writers, they must honestly look at themselves and their writing—Do they like to write? Are they “good” writers? How will writing be part of their future? The first unit of Express Yourself has students explore these questions and more and eventually expand their observations into a personal narrative.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

As students discuss their future as writers, even reluctant writers must face that fact that effective writing is needed for gainful employment (Financial, Economic, Business and Entrepreneurial Literacy). In addition, in this initial unit writing is introduced as a means of stress reduction (Health Literacy).

STANDARDS

READING INFORMATIONAL TEXT STANDARDS

RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

WRITING STANDARDS

W.11-12.3a-e: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: 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.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing

feedback, including new arguments or information.

W.11-12.10: 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 tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE STANDARDS

L.11-12.1a-b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2a-b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- How does a writer’s attitude impact his writing?
- How does setting goals lead to success?
- What makes an interesting story?
- Why is a personal story an engaging story?

UNIT ENDURING UNDERSTANDINGS:

- An idea is the first step to effective writing.
- Setting writing goals helps a writing organize himself for the best possible product.
- Visual imagery inspires the storyteller.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
4 – 5 Weeks	<ul style="list-style-type: none"> ▪ Generating writing ideas ▪ Setting writing goals ▪ Generating ideas ▪ Prewriting strategies 	<ul style="list-style-type: none"> ▪ Recognize writing strengths and weaknesses ▪ Be aware of the impact of attitude and energy 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Reviewing Self Evaluation ▪ Goal Setting exercise ▪ “Harold” Storytelling Game

	<ul style="list-style-type: none"> ▪ Elements of the personal narrative ▪ Revising an essay 	<ul style="list-style-type: none"> ▪ List strategies for generating essay subjects ▪ Know repetition devices that writers use ▪ Recognize proofreading marks ▪ Evaluate their writing ▪ Set goals for their writing ▪ Choose essay subjects ▪ Gather details ▪ Hook the reader ▪ Use repetition ▪ Edit and proofread essays ▪ Employ the writing process to generate clear, insightful and well-written text 	<ul style="list-style-type: none"> ▪ Repetition Exercise ▪ Peer Editing <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ Self Evaluation ▪ Self Evaluation Reflection Essay ▪ First Draft ▪ “Final” Draft
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<p>TEACHER RESOURCES</p> <ul style="list-style-type: none"> • <i>Expository Composition</i> • Writing Skills Questionnaire (from <u>A Community of Writers</u>. 2nd ed. Elbow and Belanoff.1995) • <i>Writer’s Inc.</i> • Microsoft Word • Teacher-created handouts • Laptops 	<p>TEACHER NOTES/REFLECTIONS</p> <p>If the class contains 10th, 11th or 12th graders, review (and possible share) their contributions to their PRHS Freshman Anthologies.</p>
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UNIT TWO: PICTURE PROMPT

UNIT SUMMARY:

While Unit One asks students to use their personal experiences to inspire their writing, Unit Two uses visual imagery to spark the imaginations of the young writers. After introducing several photos and offering impromptu stories for each, students will eventually pick pictures that will be “the muse” of their narratives. Each step in the creative process will be outlined before a final draft is submitted.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

Unit Two uses visual imagery as the impetus for storytelling. Thus, respect for the details and skills of artists is imparted throughout the unit (Art).

Through the peer editing process, students are taught to collaborate and respect the ideas of others (Global Awareness).

STANDARDS

READING INFORMATIONAL TEXT STANDARDS

RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

WRITING STANDARDS

W.11-12.3a-e: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: 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.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.10: 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 tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6: 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.

SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE STANDARDS

L.11-12.1a-b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2a-b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- How can a picture inspire the imagination?
- How can several writers use the same inspiration to create different products?

UNIT ENDURING UNDERSTANDINGS:

- Visual imagery inspires the storyteller.
- Perspective changes the way two people see the same picture.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
4 – 5 Weeks	<ul style="list-style-type: none"> ▪ Using pictures to inspire stories ▪ Creating original narratives 	<ul style="list-style-type: none"> ▪ Understand the format of a narrative ▪ Comprehend the writing task ▪ Use the details of the picture to create a story ▪ Create a story with a message ▪ Employ the writing process to generate clear, insightful and well-written text 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Understanding the writing task ▪ Analyzing a successful story ▪ Improvising dialogue ▪ Creating a story plan <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ First Draft ▪ “Final” Draft

<p>TEACHER RESOURCES</p> <ul style="list-style-type: none"> • <i>Expository Composition</i> • <i>Writer’s Inc.</i> • Google Images • Microsoft Word • Laptops 	<p>TEACHER NOTES/REFLECTIONS</p> <p>Inspiration images should changes depending on the maturity, gender-breakdown, and interests in the class.</p>
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UNIT THREE: PERSUASIVE ESSAY

UNIT SUMMARY:

Students must learn to recognize persuasion before learning to write persuasively. After noting examples of persuasion in advertising and politics, students should discern between healthy persuasion and propaganda. In addition, they should see the value in learning to be persuasive in their future careers.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

In learning to write persuasively, students learn the value of communicating persuasively (History). For example, students should explore the role of persuasion in politics (Civic Literacy) and business (Financial, Economic, Business and Entrepreneurial Literacy).

Through the peer editing process, students are taught to collaborate and respect the ideas of others (Global Awareness).

STANDARDS

READING INFORMATIONAL TEXT STANDARDS

RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

WRITING STANDARDS

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: 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.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.10: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10: 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 tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE STANDARDS

L.11-12.1a-b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2a-b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- Why is writing persuasively an important skill?

UNIT ENDURING UNDERSTANDINGS:

- The ability to persuade is found in many successful people.

▪ Should a writer be opinionated?	▪ A strong stance makes writing more interesting.
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TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
4 – 5 Weeks	<ul style="list-style-type: none"> ▪ Persuasive writing techniques ▪ The parts of an argument ▪ Propaganda techniques ▪ Taking a strong stance 	<ul style="list-style-type: none"> ▪ Understand the writing task ▪ Avoid faulty thinking ▪ Support their positions with reasons, examples and facts ▪ Take a strong stance ▪ Employ the writing process to generate clear, insightful and well-written text 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Understanding the writing task ▪ Analyzing a successful persuasive essay ▪ Debating ▪ Supporting positions with good reasons ▪ Using examples ▪ Supporting opinions with facts <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ First Draft ▪ “Final” Draft

<p>TEACHER RESOURCES</p> <ul style="list-style-type: none"> • YouTube access (advertisements and excerpts of Presidential debates or other topical event) • <i>Expository Composition</i> • <i>Writer’s Inc.</i> • <i>Teacher-created handouts</i> • Microsoft Word • Laptops 	<p>TEACHER NOTES/REFLECTIONS</p> <p>Launch the unit showing example of persuasion in action. In 2011-2012, students watched excerpts of potential Republican presidential nominees persuading voters during the primaries.</p>
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UNIT FOUR: TEXT-BASED ESSAY

UNIT SUMMARY:

In Unit Three, students learned to develop a persuasive voice. In Unit Four, they must use that voice to solve a problem. The problem presented in the unit (trash collection in a community) is accompanied by opinion articles, statistical research and budgetary issues that the student-problem-solver must negotiate. In a step-by-step process, students will learn to propose a solution that acknowledges the various points of view and maintains their own identities as writers.

21ST CENTURY THEMES:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

PRIMARY INTERDISCIPLINARY CONNECTIONS:

While the focus of the unit is using the text of other authors to strengthen the student-writer's essays, the issues presented in the various sources presented to the students often take center stage. In this case, an article about issues about trash and recycling in small community (Science) often the font of lively class debates (History). Students must propose a solution that acknowledges the environmental (Environmental Literacy), financial (Financial, Economic, Business and Entrepreneurial Literacy) and political concerns (Civic Literacy).

Through the peer editing process, students are taught to collaborate and respect the ideas of others (Global Awareness).

STANDARDS

READING INFORMATIONAL TEXT STANDARDS

RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

WRITING STANDARDS

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: 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.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10: 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 tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

SL.11-12.1a-d: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.6: 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.

SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LANGUAGE STANDARDS

L.11-12.1a-b: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2a-b: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

21ST CENTURY LIFE SKILLS

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or

project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

UNIT ESSENTIAL QUESTIONS:

- How does a writer incorporate a reading selection into his writing?
- How can a writer use another text to support a thesis statement?
- Why is textual evidence important in developing one’s essay?

UNIT ENDURING UNDERSTANDINGS:

- Using the ideas of others can strengthen a thesis statement.
- Graphics and statistics support informative essays.

TIME ALLOTMENT	CONTENT	SKILLS	ASSESSMENT
4 – 5 Weeks	<ul style="list-style-type: none"> ▪ Reading with a purpose ▪ Using questions that accompany a text to inspire an essay ▪ Using text effectively in writing ▪ Including graphics and statistics in writing 	<ul style="list-style-type: none"> ▪ Understand the writing task ▪ Avoid exaggeration ▪ Select information from the texts ▪ Use graphic information and statistics ▪ Develop thesis statements ▪ Employ the writing process to generate clear, insightful and well-written text 	<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ Understanding the writing task ▪ Analyzing a successful text-based essay ▪ Reading and annotating selections ▪ Practicing using QASI to respond to open-ended questions ▪ Selecting information from the texts ▪ Using graphic information ▪ Developing thesis statements <p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ First Draft ▪ “Final” Draft

TEACHER RESOURCES

- *Expository Composition*
- *Writer’s Inc.*
- *Preparing for the HSPA Writing Coach*
- Microsoft Word
- Laptops

TEACHER NOTES/REFLECTIONS

Preparing for the HSPA Writing Coach offers an excellent collection of articles and graphics about trash collection in a small community. However, if the workbook is unavailable, the teacher can easily create a collection of articles and graphs related to an issue to which the students can propose a solution.