**CURRICULUM MAP Writing 5 Grades 9-10**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 5: Production and Distribution of Writing**  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **Grade 9-10 Specific Standard:**  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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.) | Students will be able to utilize the writing process to develop and strengthen their writing. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How can the writing process produce powerful and meaningful pieces of texts? * How does the writing process help create a sense of community? * How does editing and revising help develop more efficient writers? * Why is the writing process recursive? * How does a writer develop an idea into a polished piece of writing? * How can we engage in effective editing of our writing? * How does technology incorporate multimedia tools into the writing process? How do new uses of technology share understandings through writing?   **Topical Questions:**   * How can editing make your writing more presentable? * How and why do good writers revise and edit their work? * **b**: How can we revise our writing by reevaluating the contents for the purpose of refining the focus of our writing? * How does the writer’s process help to create fun and better pieces of writing? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * The value of editing and proofing their work * How to improve their writing * How to effectively use different writing techniques * How to see new perspectives in their own work * Elements of the writing process * How to use an outline to plan their response * How to edit and revise their writing * How to determine relevant information that addresses the purpose and audience | **Students will be able to. . .**   * Edit work: focusing on grammar, punctuation, structure * Recognize errors in personal work * Make corrections to their work as needed * Create outlines * See differences between first draft and final product * Use an outline to plan and guide their work in progress * Continuously edit and revise their work in progress * Produce a final draft of their work |
| **CONTENT:** | |
| **Textbooks**  *The Write Source*  *The Writer’s Solution to Writing and Grammar*  \*Content for Ninth Grade  **Novels**  Independent reading library  *House on Mango Street* by Sandra Cisneros  *Speak* by Laurie Halse Anderson  *Stuck in Neutral*  by Terry Trueman  *Living Up the Street* by Gary Soto  **Plays**  *Brighton Beach Memoirs* by Neil Simon  **Short Stories**  “A Wife’s Story” by Ursula Le Guin  “The Tell-Tale Heart” by Edgar Allan Poe  “The Cask of Amontillado” by Edgar Allan Poe  **Nonfiction**  Available biographies and autobiographies  **Film**  *Bowling for Columbine*  *Ferris Bueller’s Day Off*  *Brighton Beach Memoirs* | |
| **VOCABULARY:** | |
| Revise, Significant, Outline, Writing process, Draft | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that students will participate in the multiple steps of the writing process (pre-writing, writing, revision, editing, and publishing), and that a self-assessment will be conducted after each phase to ascertain whether or not the student understands (can explain, interpret, apply, gain perspective, empathize, recognize self-knowledge).  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, peer interviews, peer reviewing and critiquing, pair-share, Writing Circles, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned from this research? What don’t I understand yet about my topic? How can I connect what I learned to what I already know? How can I apply what I have learned to my writing? How do my biases influence my writing? What are my strengths? What are my weaknesses? What learning tools/resources would help my writing progress?) | |
| * Students will create multiple drafts of a single paper that will show improvement of grammar, style, flow and content based on the feedback of others and from self-assessment. Students will use a mix of checklists (Do I have 4-6 sentences per body paragraph? Do I have a quote that proves my topic sentence? Do I have any fragmented sentences? Run-ons? etc). These multiple drafts will enable students to hone their skills and create more recognition and assessment of the nuisances in their work. * Students will be able to evaluate others works and make corrections using provided correction sheets and codes, and pose higher level questions to the writers work (such as why does this idea work? Delve further. What other example can you add here to enhance the proof of this quote?). * Students will have to practice essay writing using a plethora of different organizers (t- charts, Harvard outline, Venn diagrams, etc). | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Using the rubric provided, assess your writing based on the criteria on the rubric. * Peer revising: Using correction sheets and codes, make revisions to your partner’s essay. Also, provide specific feedback on how your partner can improve their paper. Refer to the rubric. * Teacher conferences to go over portfolios and draft. * Use Spell check and Grammar check when using word processors. | |
| **RESOURCES:** | |
| MLA Handbook, Junior Great Books Shared Inquiry  <http://www.dailygrammar.com/>  <http://rubistar.4teachers.org/> | |
| **TECHNOLOGY INTEGRATION:** | |
| Overhead projector, Smartboard, Computers with Microsoft Word | |