**CURRICULUM MAP Writing 4 Grades 9-10**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Writing 4: Production and Distribution of Writing**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **Grade 9-10 Specific Detailed Standard:**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | Students will demonstrate organization and clarity of written expression. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How can the order / flow of ideas mirror the order / flow of life? * What are the advantages to being succinct in a modern world? * How does your writing change based on who is reading it? * How does your writing differ when writing in various styles (letters, emails, text messages)? * Why is it important to have an understanding of audience and purpose for writing to be clear and coherent? * Why are different forms of writing used in different circumstances? * How do you choose how to communicate to different audiences? * What is the writing process? How do writes/authors utilize a writing process? Why do we have a writing process?   **Topical Questions:**   * Why is it important to write for a particular audience? How does this make writing easier? How does it make writing more difficult? * How do good writers vary their writing for different purposes? * b) How would you write differently for your classmates versus writing for your parents? * c) How can we create effectively developed, organized narratives which focus on a task have a clear purpose and have an awareness of their audience? * To what extent can a writer manipulate organization for meaning? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * The value of editing and proofing their work * How to write for a particular audience * How to improve their writing * How to effectively use different writing skills * How to identify their audience * How to understand the task * How to write with a purpose | **Students will be able to. . .**   * Edit work: focusing on purpose, organization, tone * Recognize errors in personal work * Make corrections to work * Write for a specific audience * Follow directions and complete the task |
| **CONTENT:** | |
| **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:** | |
| Develop, Organize, Style, Coherent, | |
| **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 revision suggestions of other students and self-assessment of writing * 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 the works of others and make corrections and suggestions for improvement using correction sheets and codes distributed by the teacher, and pose higher level questions to the writer’s work (such as why does this idea work? Delve further. What other example can you add here to enhance the proof of this quote?). | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Use the R.A.F.T. strategy to correctly respond to the task and write to the proper audience.   Ex. Use the R.A.F.T. (Role, Audience, Format, Topic) technique to write an original narrative account in response to the readings.  Ex. “The Cask of Amontillado”  Role- Fortunato  Audience- Montresor  Format- Speech  Topic- Write a speech asking Montresor to forgive you of your sins. Convince him to  release you from your tomb.   * Maintain a portfolio displaying examples of all three forms of writing: Narrative, Persuasive and Expository. Revise and edit your writing throughout the semester. | |
| **RESOURCES:** | |
| <http://olc.spsd.sk.ca/de/pd/instr/strats/raft/>  www.youtube.com/watch?v=skX6RnnIkuM | |
| **TECHNOLOGY INTEGRATION:** | |
| Smartboard with access to Youtube | |