


<b>Planned Course:</b> Grade 10 English CP	<b>Course Number:</b> E101CT/E101CP/E101H	<b>Department:</b> English	
<b>Unit:</b> Writing	<b>Grade Level:</b> 10		
<b>Estimated Time:</b> 20 days (ongoing throughout the year)	<b>Level/Track:</b> Co-Taught/College-Prep/Honors	<b>Date Approved:</b> 08/22/2016	
<b>PA Core Standards</b>	<b>Core Concepts (in question format)</b> <ul style="list-style-type: none"> <li>Skills/Knowledge</li> </ul>	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

<p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience. C.IE.1.1.1</p> <p>CC.1.4.11–12.C Develop and analyze the topic with relevant, well-chosen, and sufficient 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. C.IE.1.1.2</p>	<p>►What are the essential characteristics of a writing response?</p>	<p>Suggested Activities/Strategies:</p> <ul style="list-style-type: none"> <li>Define and discuss the steps of the writing process</li> <li>Apply the writing process with each assignment by demonstrating each step from planning to publishing</li> <li>Define elements of good essay writing</li> <li>Practice short timed writings of a paragraph in length</li> </ul>	<p>Assessment Evidence:</p> <ul style="list-style-type: none"> <li>Evaluate each step of the writing process</li> <li>Complete essays utilizing writing process</li> <li>Teacher observation of the writing process</li> <li>Written critique of student samples, discussing strengths and weaknesses</li> <li>Finished product of process essay,</li> </ul>
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**R=Remediation Strategy**

**E=Enrichment Strategy**

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<p>CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.C.IE.1.1.3 C.IE.1.1.5</p> <p>CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style</p>		<ul style="list-style-type: none"> <li>• Write using RACES Restate key words from the prompt, Answer the question correctly and completely. Cite evidence from the text. Explain the supporting evidence. Summarize the paragraph and wrap up the ending. (Students should have two pieces of evidence).</li> <li>• Mini-lesson on grammar; focus on error, mechanics, and conventions</li> <li>• Examine student samples on</li> </ul>	<p>illustrating elements of strong writing</p> <ul style="list-style-type: none"> <li>• Group essays</li> <li>• Timed writings</li> <li>• <i>MyAccess/Writing Coach</i> scored rubric</li> <li>• Constructed response rubric</li> <li>• Objective grammar assessment</li> <li>• Create a PowerPoint/video implementing appropriate grammar rules (<i>R - Partner</i>)</li> <li>• RACES</li> </ul>
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<p>and objective tone while attending to the norms of the discipline in which they are writing. C.IE.1.1.4  C.IE.2.1.1 C.IE.2.1.2 C.IE.2.1.3  C.IE.2.1.4 C.IE.2.1.6 C.IE.2.1.7  CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling. C.IE.1.1.5  C.IE.3.1.1 C.IE.3.1.2 C.IE.3.1.3  C.IE.3.1.4 C.IE.3.1.5</p> <p>CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim. C.A.1.1.1</p>		<p>overhead to discuss grammar usage</p> <ul style="list-style-type: none"> <li>• Take notes from lecture on Keystone format and procedures</li> <li>• Write rough drafts that contain elements of strong writing</li> <li>• Peer edit rough drafts, discussing strengths and weaknesses of each paragraph, based on peer edits</li> <li>• Self-evaluate own essays</li> <li>• Chunking the writing process</li> </ul>	<p>rubric</p> <ul style="list-style-type: none"> <li>• Evaluation of Talk to the Text responses and writing prompts</li> <li>• <i>E - Essay topic of choice with intent to fully inform audience of all important elements of topics</i></li> <li>• <i>E-My Access</i></li> <li>• <i>E - Teach a lesson on one area of weakness (subject-verb agreement, semicolons, etc.)</i></li> <li>• <i>E- write a narrative piece using the</i></li> </ul>
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<p>CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. C.A.1.1.2 C.A.1.1.3</p> <p>CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major</p>		<ul style="list-style-type: none"> <li>Unlocking the Keystone Exam: Literature book</li> <li>Practice #6: Answering the Constructed Response - page 79</li> <li>Show a sample of a Keystone scored writing response</li> <li>Model how to write a Keystone writing response</li> <li>Identify transitional phrases and/or organization techniques in sample writing pieces</li> <li>Talking to the text</li> </ul>	<i>words from vocabulary units in Sadlier-Oxford</i>
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<p>sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. C.A.1.1.2 C.A.1.1.3 C.A.2.1.5 C.A.2.1.6</p> <p>CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to</p>		<ul style="list-style-type: none"> <li>Journaling</li> <li>Written responses to literature</li> <li>Close reading</li> <li>Demonstrate structure of five-paragraph essay, illustrating an introduction that ends with three-part thesis statement, three body paragraphs with controlling ideas, and a conclusion that restates thesis <ul style="list-style-type: none"> <li>Mini-lessons on capitalization, punctuation, and sentence structure</li> </ul> </li> </ul>	
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<p>the norms of the discipline in which they are writing. C.A.1.1.4 C.A.2.1.1 C.A.2.1.2 C.A.2.1.3 C.A.2.1.4 C.A.2.1.6 C.A.2.1.7</p> <p>CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. C.A.1.1.5 C.A.3.1.1 C.A.3.1.2 C.A.3.1.3 C.A.3.1.4 C.A.3.1.5</p>		<ul style="list-style-type: none"> <li>Write and submit essays using <i>MyAccess/ Writing Coach/ TurnItin</i> software to improve stylistic elements <ul style="list-style-type: none"> <li><i>Writing Coach</i> - Grade 10 <ul style="list-style-type: none"> <li>Types of Writing: Exposition - page 15</li> <li>Exposition - page 144-168</li> <li>Writing Strong Sentences - page 49</li> </ul> </li> <li><i>R - Utilizing different types of diagrams for thoughts, ideas, the process</i></li> </ul> </li> </ul>	
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**Assessments**  
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• *R -Whisper  
down the alley writing  
strategy within cooperative  
grouping based on multi-  
levels assigned for  
members to write one of  
the sentences*

• *R -  
Demonstrate structure of  
five-paragraph essay on  
overhead, illustrating an  
introduction that ends with  
a three-part thesis  
statement, three body  
paragraphs with  
controlling ideas, and a  
conclusion that restates*

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*thesis*

• *R - Holistic*

*Punctuation Chart*

*www.nwp.org/cs/public/print/resource/2372*

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