Planned Course: Grade 11 English	**Course Number: E102**		**Department: English**
Unit: Writing	**Grade Level: 11**		
Estimated Time: 20 Days	**Level/Track: Standard**		**Date Approved: 08/22/2016**

PA Core Standards	**Core Concepts (in question format)** ● **Skills/Knowledge**	**Activities/Strategies/Study Skills** **(identify some activities as** **remedial or enrichment activities)**	**Assessments** **(include types and topics)**

Informative/Expository
CC.1.4.11–12.A
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.11–12.B
Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.11–12.C
Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's
	How do writers clearly and effectively communicate their purpose in a way that works best for their audience?
	
	How do grammar and conventions of language influence spoken and written communication?
		● Define and discuss the steps of the writing process
		   ● Apply the writing process with each assignment by demonstrating each step from planning to publishing
		   ● Define elements of good essay writing
		   ● TREE writing strategy: Develop a Topic Sentence, note Reasons to provide support, Examine the quality of each
			● Evaluate of each step of the writing process
			   ● Finished essays utilizing writing process
			   ● Teacher observations of the writing process
			   ● Written critique of student samples discussing strengths and weaknesses
			   ● Finished product of process essay illustrating elements of

knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension. CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of		reason, note the Ending for the writing. ● Demonstrate structures of five-paragraph essay on overhead, illustrating an introduction that ends with three-part thesis statement, three body paragraphs with controlling ideas, and a conclusion that restates thesis ● Mini-lesson in grammar; focus on error, mechanics, and conventions ● Write rough drafts that contain elements of good writing ● Peer edit rough drafts, discussing strengths and weaknesses of each paragraph, based on peer edits ● Self-evaluate own essays ● Write and submit essays using *GoMyAccess* software	good writing ● Group essays ● Timed writings ● *MyAccess* scored rubric

standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T 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.		● Take notes from lecture on Keystone format and procedures ● Chunking the writing process ● Identify transitional phrases and/or organization techniques in sample writing pieces.	
	How do writers clearly and effectively communicate their purpose in a way that works best for their audience? How do grammar and conventions of language influence spoken and written communication?	● Show examples and discuss narrative pieces ● Write rough drafts that contain elements of good writing ● Peer edit rough drafts, discussing strengths and weaknesses of each paragraph, based on peer edits ● Self-evaluate own essays ● Write and submit essays using *MyAccess* software ● Take notes from lecture on Keystone format and procedures	● Written story utilizing narrative style of topic of their choice ● Peer Editing/Self-Assessment
Narrative CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events. CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator		● Types of Writing:	

and/or characters. CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters. CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. Use parallel structure. Use various types of phrases and clauses to convey specific meanings and add variety and interest. Use precise language, domain-	How do writers clearly and effectively communicate their purpose in a way that works best for their audience? How do grammar and conventions of language influence spoken and written communication?	❏ Nonfiction Narration ❏ Fiction Narration ● Rhetorical Devices Jigsaw Activity: http://edtech2.boisestate.edu/danibrown1/502/jigsaw.html ● Demonstrate structures of five-paragraph essay on overhead, illustrating an introduction that ends with three-part thesis statement, three body paragraphs with controlling ideas, and a conclusion that restates thesis ● Mini-lesson in grammar; focus on error, mechanics, and conventions ● Write rough drafts that contain elements of good writing	● Evaluate of each step of the writing process ● Finished essays utilizing writing process ● Teacher observations of the writing process ● Written critique of student samples discussing strengths and weaknesses ● Finished product of process essay illustrating elements of good writing ● Group essays

specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T 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.		• Peer edit rough drafts, discussing strengths and weaknesses of each paragraph, based on peer edits • Self-evaluate own essays • Write and submit essays using *GoMyAccess* software • Take notes from lecture on Keystone format and procedures • Utilizing different types of diagrams for thoughts, ideas, the process • Chunking the writing process • View debates for rhetorical techniques	• Timed writings • *MyAccess* scored rubric • Group/individual presentation • Classroom debates

Opinion/Argument CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics. CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim. CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and	How do writers clearly and effectively communicate their	• Talk to the Text strategy • Daily Writing Prompts • Warm-Ups • Journaling • Types of Writing: Response to Literature	• Responses to writing prompts • Objective assessments of grammar and usage • Evaluation of Talk to the Text responses • Completion of short (one to two class periods) and longer (three or more days) written pieces

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. CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CC.1.4.11–12.T 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.	purpose in a way that works best for their audience? How do grammar and conventions of language influence spoken and written communication?		

Response to Literature CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. CC.1.4.11–12.T 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.			