

Topic: Author's Backpack: Time to Write

Days: 128

Subject Area(s): English Language Arts

Grade(s): 10

Key Learning: The tenth grade writer makes writing choices based on topic, audience, and purpose, composing pieces that incorporate effective strategies of writing. Tenth grade students focus on well-organized persuasive and expository essays. During the tenth grade year, students will develop a more complex thesis, expand their support with substantial evidence, incorporate mature word choice and sentence fluency, and utilize proper conventions. They focus on weaving concrete details and incorporating more complex transitions to create fluent paragraphs.



Unit Essential Question(s): How is writing a skill that draws on the use of strategies to accomplish goals and to act as a tool for learning subject matter?

Concept:
Develop Prewriting Skills, Focus, Cohesion, and Pattern-Process applied to all writing

Concept:
Drafting, Revision, Editing, and Evaluation applied to all writing

Concept:
Publishing-Process applied to all writing

Lesson Essential Question(s):
How do I map out a writing plan? (A)

Who is my intended audience? How does my thesis/controlling idea fit and focus on a clear purpose? How does my word choice and diction support my paper's thesis? (A)

How does my word choice and diction support my paper's thesis? (ET)

How is my introductory sentence a hook? Does it grab the reader's attention? How is my thesis made clear? (A)

How does my thesis aid my essay's development? (ET)

How do I create sentence variety? What organizational pattern do I use in my essay? Are my supporting details substantial, specific, and relevant? (A)

How do I employ the structural techniques of famous writers? (ET)

Lesson Essential Question(s):
How do I use revision symbols correctly while revising my draft? (A)

What techniques help me revise the content of my essay? (A)

What techniques help me revise the mistakes in conventions within my essay? (A)

What standards should I use to evaluate my work? (A)

How do I learn to improve my draft in a timely manner? (A)

Lesson Essential Question(s):
What should I do to prepare a first draft for publication? (A)

How do I incorporate the correct technical design and format for publication purposes? (A)

Vocabulary:
brainstorm, subtopic, controlling idea, topic sentence, organizational pattern, audience, SCARF, FAST COP

Vocabulary:
proofread, peer review, word choice, prewriting, writing, revising, editing, publishing

Vocabulary:
header, footer, tabs, justification, hanging indent, foot note, endnote, citation

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<p>Concept: August/September - Concepts of Effective Writing: Conveying Experience LA.910.4.2.1, LA.910.4.2.3 Review the steps of the writing process.</p>	<p>Concept: September/October - Persuasive Writing LA.910.4.3.1, LA.910.4.3.2</p> <ul style="list-style-type: none"> • Full Process Persuasive Essay (Prewriting to First Draft to Revision to Publishing of Final Draft) • Timed Persuasive Essay (45 minutes, Holistically scored using FCAT Writes rubric) 	<p>Concept: November/December - Expository Writing (See Packsack of Invisible Keepsakes Unit for Poetry Writing) LA.910.4.2.1, LA.910.4.2.3, LA.910.4.3.1, LA.910.4.3.2</p> <ul style="list-style-type: none"> • Full Process Expository Essay (Prewriting to First Draft to Revision to Publishing of Final Draft) • Timed Expository Essay (45 minutes, Holistically scored using FCAT Writes rubric)
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<p>Lesson Essential Question(s): How do writers employ an organizational pattern that provides for a logical progression of ideas? (ET) How do writers earn a 4, 5, and 6 on FCAT Writes? (A) What are the differences between an expository and persuasive essay? (ET) How can my writing effectively convey my experience, real or imagined? (A) How can I fine tune my voice and freshness of expression? How do colorful adjectives and vivid verbs enhance my writing? (A) How do I construct more complex and sophisticated sentences through sentence-combining? (ET)</p>	<p>Lesson Essential Question(s): What are the purposes of persuasive writing? What are the parts of the persuasive essay? (A) How do I maintain a voice that is individual, compelling, and engaging? How do I construct my sentences with strong and varied structure that invites expressive oral reading? How do I enhance my word choice through strong verbs, precise word choice, and figurative language? (ET) What are the parts of a timed-writing persuasive prompt? How can I add a "hook" that catches the reader's attention? (A) How do I construct a thesis statement which states my position and transitions smoothly into the first paragraph? (A) How do I use an effective argument to support and refute an argument? What appeals have I used to convince my audience in my writing? (ET) How can I write elaborated, well-supported body paragraphs with credible arguments that support my thesis? Within my conclusion, how do I go beyond restating the thesis by stating something worthwhile, reaching a judgment, endorsing an issue, discussing findings, or offering directives? (ET)</p>	<p>Lesson Essential Question(s): How would I use informational/expository/work-related forms of writing for the purpose of expanding the reader's understanding of a subject, issue, or concept? (A) How can my writing make a strong, positive impact upon my audience? (A) How do I write an essay that specifically addresses and answers an expository, timed prompt? (A) How do I create texts by using organizational structures? (A) How do I make my support specific with vivid pictures and relevant with clarity in presentation? (ET) What techniques can I use to create seamless transitions from paragraph to paragraph? (A)</p>
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<p>Vocabulary: focus, support, organization, conventions, syntax, diction, tone, audience, purpose, creativity, originality, concrete, transitions</p>	<p>Vocabulary: transitional words, hook, persuade, clarity, thesis/position statement, opposing viewpoint, testimonial, bandwagon, generalities, plain folks, emotional and logical appeal, call to action, credibility, claims, logical fallacies</p>	<p>Vocabulary: problem/solution, compare/contrast, cause and effect, description/definition, sequence, explicate, topic sentences</p>
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<p>Concept: January - Expository & Persuasive Enrichment <u>LA.910.4.3.2, LA.910.4.2.3</u></p> <ul style="list-style-type: none"> Timed Persuasive Essay (45 minutes, Holistically scored using FCAT Writes rubric) Timed Expository Essay (45 minutes, Holistically scored using FCAT Writes rubric) 	<p>Concept: February/March - See Type It Up! Technical Writing (Workplace) Unit</p> <p>Produce Two Work-related text, which would include such documents as memos, e-mails, coorespondence, project plan, work orders, proposals, resumes, bios, abstracts, Web pages, and talking points.</p> <ul style="list-style-type: none"> For example, write an advertisement that incorporates propaganda techniques. For example, write a proposal to a local company to request support for field trips, explaining the benefits to the community that will result and the effect on the company. 	<p>Concept: April/May/June - See Type It Up! Technical Writing (Research) Unit</p> <p>Full Process Research Essay (Prewriting to First Draft to Revision to Publishing of Final Draft)</p> <ul style="list-style-type: none"> For example, compare and Contrast Antony's speech within <i>The Tragedy of Julius Caesar</i> with a significant speech within America's history.
<p>Lesson Essential Question(s): How can my writing make a strong, positive impact on my audience? (A)</p> <p>How do I choose thoughtful transitions that contribute to a sense of completeness? (ET)</p> <p>How do I develop my support with specific details and examples? (A)</p> <p>Within my conclusion, how do I go beyond restating my thesis by stating something worthwhile, reaching a judgment, endorsing an issue, discussing findings, or offering directives? (ET)</p> <p>How do I improve my writing by revising convention errors, such as spelling and punctuation? (A)</p> <p>How do I improve my writing by varying sentence structure? (A)</p>	<p>Lesson Essential Question(s): (A)</p>	<p>Lesson Essential Question(s): (A)</p>
<p>Vocabulary: thesis, topic sentences, wrap up, transition words, substantial and concrete support, syntax, voice</p>	<p>Vocabulary:</p>	<p>Vocabulary:</p>

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Additional Information:**Teachers are encouraged to model how to use the above mentioned strategies.**

Types of Introductions/Hooks: Provide background, share an anecdote, outline a problem, explain an issue, present a situation, offer a definition, ask a question, use an extended example, present a quotation, make a comparison, provide statistics, describe a mystery, FAST COP

Frequently used formats for body paragraphs: chronological order; cause and effect order; order of importance; comparison/contrast

Collaborative Writing involves peers writing as a team, in one approach, a higher-achieving student is assigned to be the Helper (tutor) and a lower-achieving student is assigned to be the Writer (tutee). The students are instructed to work as partners on a writing task. The Helper students assist the Writer students with meaning, organization, spelling, punctuation, generating ideas, creating a draft, rereading essays, editing essays, choosing the best copy, and evaluating the final product. Throughout the intervention, the teacher's role is to monitor, prompt, and praise the students, and address their concerns.

Varieties of Support: Comparisons, appeals to authority, appeals to audience need and values; address the counterargument; highly logical, personally experienced facts, statistics, determine and support probable effect

General patterns for a conclusion: Move from a specific argument to a statement of the argument's broader significance; suggest future directions or effects of the plan; raise related issues, and no new argument, SCARF

Sentence-combining instruction involves teaching students to construct more complex and sophisticated sentences through exercises in which two or more basic sentences are combined into a single sentence.

- Combining smaller related sentences into a compound sentence using the connectors and, but, and because.
- Embedding an adjective or adverb from one sentence into another.
- Creating complex sentences by embedding an adverbial or adjectival clause from one sentence into another, making multiple embeddings involving adjectives, adverbs, adverbial clauses, and adjectival clauses.

Recommended # of writings per 18 weeks: 6 Writings (1 Full Process Expository Essay; 1 Full process Persuasive Essay-one of these essays should be in a Timed Writing Format; 4 alternate writings-see Varieties of Writings listed below)

Student Writing Portfolios strongly recommended.

Varieties of Writings: process writing, editorials, advertisements, research paper, summaries, precis, business letters, resumes, mechanical directions, stories, student feedback, critical perspectives, journals, letters, e-mails, poetry, parodies, satire, eulogies, RAFT, writings on tests, short response, extended response, Timed Writing, etc.

Attached Document(s):

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Concept: September/October - Persuasive Writing

transitional words, hook, persuade, clarity, thesis/position statement, opposing viewpoint, testimonial, bandwagon, generalities, plain folks, emotional and logical appeal, call to action, credibility, claims, logical fallacies -

Concept: August/September - Concepts of Effective Writing: Conveying Experience

focus, support, organization, conventions, syntax, diction, tone, audience, purpose, creativity, originality, concrete, transitions -

**Concept: November/December - Expository Writing
(See Packsack of Invisible Keepsakes Unit for Poetry Writing)**

problem/solution, compare/contrast, cause and effect, description/definition, sequence, explicate, topic sentences -

Concept: January - Expository & Persuasive Enrichment

thesis, topic sentences, wrap up, transition words, substantial and concrete support, syntax, voice -

Concept: Develop Prewriting Skills, Focus, Cohesion, and Pattern-Process applied to all writing

brainstorm - a prewriting strategy in which the author writes down a variety of ideas related to the topic

subtopic - a topic that is included in another topic

controlling idea - the thread that is supported throughout the written text

topic sentence - The sentence within a paragraph or discourse that states the main thought, often placed at the beginning

organizational pattern - Form and style in an artistic work or body of artistic works

audience - The readership for printed matter, as for a book

SCARF - S-Sum up

C-Climax

A-Air of finality

R-Reflect on what was said

F-Look to the Future

FAST COP - F-Factual statement

A-Action/Anecdote

S-Speech/Dialogue

T-Theme/Thesis

C-Confession//Comparison

O-Opinion

P-Proverb/Quotation

Concept: Drafting, Revision, Editing, and Evaluation applied to all writing

proofread - correcting spelling, capitalization, punctuation, and sentence structure

peer review - examination of a work of writing by a peer group member

word choice - effective precise language

prewriting, writing, revising, editing, publishing -

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Concept: Publishing-Process applied to all writing

header - information at the top of a page that is not a part of the substance of the writing

footer - information at the bottom of the page that is not a part of the substance of the writing

tabs - moving the margin of a paragraph

justification - the alignment of a published piece of writing

hanging indent - the first line of a paragraph specified to start to the left of the other lines in the paragraph

foot note - citation of a bibliographic reference found at the bottom of a page

endnote - a note of explanation added at the end of an article, chapter, etc.

citation - quoting a reference to an authority