

Topic: Author's Backpack

Subject Area(s): English Language Arts

Days: 180

Grade(s): 9

Key Learning: The ninth grade writer makes writing choices based on topic, audience, and purpose, composing pieces that incorporate writing strategies.



Unit Essential Question(s): How can the ninth grade writer make writing choices based on topic, audience, and purpose, composing pieces that incorporate writing strategies?



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<p>Concept: August/September - Concepts of Effective Writing: Conveying Experience <u>LA.910.4.1.1, LA.910.4.1.2, LA.910.5.1.1</u> Review the steps of the writing process.</p>	<p>Concept: September/October- Persuasive Writing <u>LA.910.6.2.4, LA.910.6.2.2, LA.910.3.1.1, LA.910.3.1.2, LA.910.3.1.3, LA.910.3.3.4, LA.910.4.3.1, LA.910.4.3.2</u> <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>	<p>Concept: November/December - See Research Process Unit <u>LA.910.4.2.1, LA.910.6.2.2, LA.910.3.1.1, LA.910.3.1.3, LA.910.4.2.2, LA.910.6.2.3, LA.910.2.2.3</u> Full Process Research Essay (Prewriting to First Draft to Revision to Publishing of Final Draft) <ul style="list-style-type: none"> • For example, write a report on a favorite author and analyze how one or two of his or her works were reviewed when they were released, and whether and how the evaluation of the works changed over time. </p>
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<p>Lesson Essential Question(s): How do writers earn a 4, 5, and 6 on FCAT Writes through collaborative planning, drafting, revising, peer/self editing, and publishing electronically, when appropriate? (A) How do I construct more complex and sophisticated sentences through sentence-combining? (ET) How can I fine tune my voice and freshness of expression? How do vivid adjectives and action verbs enhance my writing? How do I employ creative writing strategies of similes, metaphors, and onomatopoeia within an essay? (A) How do writers employ an organizational pattern that provides for a logical progression of ideas? How do I use transitions to create textual coherence and cohesion? (ET) How can my writing effectively convey my experience, real or imagined? (A) How do I develop substantial and effective supporting details and examples? (A)</p>	<p>Lesson Essential Question(s): What are the purposes of persuasive writing, and how do I make a positive impact on my audience? (A) What are the parts of a timed-writing persuasive prompt? How do I write a persuasive essay that addresses and specifically answers a persuasive, timed prompt? (A) How can I write elaborated, well-supported body paragraphs? (A) 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) What propaganda techniques do writers use to impose their positions? (ET)</p>	<p>Lesson Essential Question(s): How do I ensure the thesis or research question is the focus of the paper? (A)</p>
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<p>Vocabulary: creativity, originality, concrete, transitions, focus, support, organization, conventions, syntax, diction, tone, audience, purpose</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</p>	<p>Vocabulary: primary and secondary sources, expository writing, coherence, idea development, relevance, introduction, support, research statement/thesis, works cited, parenthetical citation, outline, boolean, prewriting, reliable source, methods of organization (chronological, order of importance, cause and effect, spatial), hanging indent</p>
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<p>Concept: January - Creative Writing</p> <p><u>LA.910.4.1.1, LA.910.4.1.2, LA.910.3.2.3</u></p> <p>Creative Writing or Poem with six line minimum</p> <ul style="list-style-type: none"> Creative Writing - For example, Take an antagonist or a minor character from a story or novel by someone else - a character who has always intrigued you. Make that person the protagonist in a scene or story of your own. 	<p>Concept: February/March - Expository Writing</p> <p><u>LA.910.3.2.2, LA.910.5.1.1, LA.910.3.1.2, LA.910.3.3.2, LA.910.3.3.3, LA.910.3.3.4, LA.910.4.2.3, LA.910.3.2.3</u></p> <p>Full Process Expository Essay (Prewriting to First Draft to Revision to Publishing of Final Draft)</p>	<p>Concept: April - Workplace Writing May/June - Expository & Persuasive Enrichment</p> <p><u>LA.910.4.3.1, LA.910.4.3.2, LA.910.3.2.3, LA.910.3.3.1, LA.910.3.3.2, LA.910.3.3.3, LA.910.3.3.4, LA.910.3.2.2</u></p> <ul style="list-style-type: none"> Full Process Persuasive Essay (Prewriting to First Draft to Revision to Publishing of Final Draft) Work-related text, which would include such documents as memos, e-mails, correspondence, project plan, work orders, proposals, resumes, bios, abstracts, Web pages, and talking points. <i>For example, write a proposal for accomplishing a particular project, which includes a time-line and step-by-step elaboration of what must be accomplished, as well as a plan for who will complete various aspects of the project.</i>
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<p>Lesson Essential Question(s): How can I use compelling verbs and a variety of figurative language in my writing for aesthetic purposes? (A)</p> <p>How can I use connotative language to communicate my stance and attitude toward the topic? (A)</p>	<p>Lesson Essential Question(s): 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, reach a judgment, endorse an issue, discuss findings, or offer directives? (ET)</p> <p>How can my writing make a strong, positive impact upon my audience? (A)</p> <p>How do I write an essay that specifically addresses and answers an expository, timed prompt? (A)</p>	<p>Lesson Essential Question(s): How do I create texts by using organizational structures? (A)</p> <p>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)</p> <p>How do I use appropriate technical and scientific vocabulary for work-related documents? (A)</p> <p>How do I improve my writing by revising convention errors, such as spelling and punctuation? (A)</p>
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<p>Vocabulary: sarcasm, personification, caricature, irony, metaphor, simile, characterization, style, rhythm, dialogue, aesthetic, dialect, denotation, connotation, tone</p>	<p>Vocabulary: problem/solution, compare/contrast, cause and effect, description/definition, sequence, explicate, topic sentences</p>	<p>Vocabulary: workplace, jargon, subject heading, salutation, closing, signature, resume, thesis statement, alternative argument, testimonial, bandwagon, generalities, plain folks, appeal to emotions and logic, call to action, sentence fluency, support, credibility, call to action, conclusion</p>
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Additional Information:
Types of **Introduction / 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.

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, but no new argument.

Attached Document(s):

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Concept: February/March - Expository Writing

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

Concept: April - Workplace Writing**May/June - Expository & Persuasive Enrichment**

workplace, jargon, subject heading, salutation, closing, signature, resume, thesis statement, alternative argument, testimonial, bandwagon, generalities, plain folks, appeal to emotions and logic, call to action, sentence fluency, support, credibility, call to action, conclusion -

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

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

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 - a graphic organizer that resembles a web usually used to categorize subtopics

Concept: November/December - See Research Process Unit

primary and secondary sources, expository writing, coherence, idea development, relevance, introduction, support, research statement/thesis, works cited, parenthetical citation, outline, boolean, prewriting, reliable source, methods of organization (chronological, order of importance, cause and effect, spatial), hanging indent -

Concept: January - Creative Writing

sarcasm, personification, caricature, irony, metaphor, simile, characterization, style, rhythm, dialogue, aesthetic, dialect, denotation, connotation, tone -