Course Philosophy

Fundamentals of Writing I consists of the basic structures of writing in the narrative, argumentative, and expository styles with a special focus on informational text and using textual evidence as support in writing. During instruction students will learn to use writing strategies that help them become effective writers with the ability to communicate effectively. Some of these strategies include understanding the elements of fiction from characterization, setting, conflict and motivation in plot to how an author uses word choice and literary devices to set the tone. In addition to narration, students will be able to present ideas in the expository (explanatory) and argumentative styles.

Students will be challenged to produce several types of essays, which will represent the culminating activity and actively editing smaller writing samples using literary devices such as sensory words, metaphor, simile, personification, and allusion. Students will prepare for essay writing by following formats specific to each genre of writing and by working with the building blocks of good writing: identifying and creating a main idea and a theme, paragraph function and structure, sentence structure and transitional words and phrases. Students will have the opportunity to study and imitate excellent examples of effective writing. They will also spend much of their learning time focused on the building blocks that help scaffold the methods used to develop organized, coherent, entertaining, and informative writing.

The Common Core State Standards are designed to provide a clear understanding of what students are expected to learn. They are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support, our students will be fully prepared for the future and compete successfully in the global economy.

http://www.state.nj.us/education/modelcurriculum/ela/
Methods of Instruction

Teacher Coaching

Individual and collaborative problem-solving & decision-making

Individual, small group and class instruction

Peer Tutoring

Use of technology (for research and for essay preparation)

Interdisciplinary teaching (written responses to materials presented in other subjects)

Pre-writing, writing, editing, publishing

Note-taking

Showing the natural form that follows the function in any writing genre

Diagrams, charts, and graphic organizers

Model (I Do), Guided Practice (We Do), Independent Practice (You Do)
# Pacing Chart – Unit 3

## RESOURCES

[http://www.nexuslearning.net/books/Holt_ElementsofLit-3/default.htm](http://www.nexuslearning.net/books/Holt_ElementsofLit-3/default.htm)


http://upfront.scholastic.com/Videos (Upfront Video Resources)

News Ela https://newsela.com/

8 weeks
# Educational Technology Standards


<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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</table>
| **Technology Operations and Concepts** | • Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources  
• Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. |
| **Creativity and Innovation** | • Apply previous content knowledge by creating and piloting a digital learning game or tutorial. |
| **Communication and Collaboration** | • Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. |
| **Digital Citizenship** | • Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.  
• Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.  
• Compare and contrast policies on filtering and censorship both locally and globally. |
| **Research and Information Literacy** | • Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. |
| **Critical Thinking, Problem Solving, Decision Making** | • Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. |
# Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
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<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
</tbody>
</table>
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
</tr>
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</table>
## Differentiated Instruction
### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Extra time for assigned tasks</td>
<td>- Extra response time</td>
<td>- Precise step-by-step directions</td>
<td>- Teacher-made checklist</td>
</tr>
<tr>
<td>- Adjust length of assignment</td>
<td>- Have students verbalize steps</td>
<td>- Short manageable tasks</td>
<td>- Use visual graphic organizers</td>
</tr>
<tr>
<td>- Timeline with due dates for assignments and projects</td>
<td>- Repeat, clarify or reword directions</td>
<td>- Brief and concrete directions</td>
<td>- Reference resources to promote independence</td>
</tr>
<tr>
<td>- Provide lecture notes</td>
<td>- Mini-breaks between tasks</td>
<td>- Provide immediate feedback</td>
<td>- Visual and verbal reminders</td>
</tr>
<tr>
<td>- Provide outlines</td>
<td>- Provide a warning for transitions</td>
<td>- Emphasize multi-sensory learning with creative, hands-on projects</td>
<td>- Graphic organizers</td>
</tr>
<tr>
<td>- Writing partners</td>
<td>- <strong>Assistive Technology</strong></td>
<td>- <strong>Tests/Quizzes/Grading</strong></td>
<td>- <strong>Behavior/Attention</strong></td>
</tr>
<tr>
<td>- Computer/whiteboard</td>
<td>- Extra time</td>
<td>- Consistent daily structured routine</td>
<td></td>
</tr>
</tbody>
</table>
Interdisciplinary Connections

*Model interdisciplinary thinking to expose students to other disciplines.*

Interdisciplinary Connections:

*Fundamentals of Writing I* provides the foundations for the effective communication skills that are required in virtually every class across the curriculum in high school, in college, in careers and in daily life.

In classes such as history, economics, sociology, and science, there are naturally direct, fact-based answers to many questions (dates, names and places). However, true education occurs when students are asked to respond to implied questions (questions that require them to string together facts or make an inference). Even in mathematics, the most rigorous questions are word-based problems. In order to make his/her thoughts clear, the student must use obligatory formats such as an explanatory or argumentative response. And each of these responses should be supported by textual evidence – information found within the text that ‘proves’ the correctness of the student’s response. These skills – the formatting of essays by genre, making inferences, and support through textual evidence – are the essential skills taught in the class.
## Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

### Seeking to build each learner’s capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

### Enrichment Activities

- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
Methods of Assessment

Participation:

- Verbal responses
- Sharing written responses aloud or on board
- Self-critiques and peer evaluations
- Note-taking
- Attendance

Performance assessments:

- Graphic organizers
- Pre-writing and editing
- Quizzes and tests (non-writing)

Portfolio Assessment - Portfolio consists of:

- Original, edited, and published draft of a Narrative
- Original, edited, and published draft of an Open-ended Response
- Original, edited, and published draft of an Expository (Explanatory, Compare/Contrast) essay
- Original, edited, and published draft of an Argumentative (Persuasive) essay or speech
- At least 2 of the Portfolio pieces must be based on subject material outside of class
**Essential Focus Questions**

- How can I determine the theme or essential question?
- How can I focus my response to avoid rambling and repetition?
- How can I use informational text to help my expository writing?
- How can I use textual evidence to support my own writing?
- How can I make my writing interesting for the reader?
- How can expository writing be used to support my writing in other subject areas?

**Outcome**

- Be able to establish the theme of an essential question.
- Learn to use the standard English format for responding to expository questions or situations.
- Use textual evidence to help support your reasons and opinions and provide a complete and relevant answer to the proposed question.
- Relate findings in informational text to other material to make further connections and provide a more thorough and in-depth response to the essential question.
- Vary sentence structure, using clauses and phrases, to make reading more interesting.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
</tr>
</thead>
</table>
| **CCSS:** W9-10.9.a & b    | ➢ Students will be able to locate support for direct questions in texts.  
                             | ➢ Students will be able to locate support for indirect inferences made about texts. |
| Use literature and non-fiction texts to draw evidence to support analysis of theme or essential question. |                               |

<table>
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| **CCSS:** W9-10.2.a        | ➢ Students will work on deciphering the theme or essential question so they can provide comprehensive responses.  
                             | ➢ Students will create an introductory paragraph that restates the essential question and lists several supportive reasons without listing any details. |
| Write a clear opening/introductory paragraph that includes a basic explanation based on an understanding of the essential question. |                               |

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| **CCSS:** W9-10.2.b        | ➢ Students will use transitions to begin their conclusion.  
<pre><code>                         | ➢ Students will create a concluding paragraph that shows the connections between the proofs supplied and how they relate back to the essential question. |
</code></pre>
<p>| Write a concise concluding paragraph that shows connections between the explanations/text evidence/details and essential question. |                               |</p>
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
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</thead>
</table>
| **CCSS: W9-10.2.b** Correctly identify, set-up, and use textual evidence to support suppositions and inferences | ➢ Students will be able to locate the most consistent piece of textual evidence to support their opinions in answering the essential question.  
➢ Students will be able to make connections between the text in support of a thesis. |
| **CCSS: W9-10.c, d, e** Enhance writing by following conventional outlines for specific genres of writing; by using transitions and domain specific vocabulary. | ➢ Use the correct format and techniques prescribed for each style of writing.  
➢ Create paragraphs that explain the essential question and use details, examples, and textual evidence for support.  
➢ Use transitional words and phrases that move the writing from point to point smoothly and creates readability.  
➢ Students will improve writing through the use of vocabulary that emphasizes knowledge of the subject matter. |
| **CCSS: L9-10.1,2,3,5** Demonstrate proper use of English language conventions in writing including grammar, and sentence structure. | ➢ Students will adhere to the rules of grammar including use of prepositions and prepositional phrases.  
➢ Students will vary sentence structure especially through the use of phrases and clauses. |
RESOURCES FOR UNIT # 3


Net Trekker

The Net Trekker Subscription is available to all staff members. Teachers may utilize this digital learning resource library throughout the school year to obtain additional material for specific lessons and areas of study. This database contains videos, simulations, learning games, etc. Teachers may select appropriate resources from Net Trekker to enhance and differentiate their instruction.
http://school.nettrekker.com/ntw/PatersonNJ

Scholastic New York Times Upfront Magazine

The Upfront publication is delivered on a monthly basis. Teachers may utilize this publication to integrate current events into the curriculum. Using this resource, students will be provided with articles/videos on current news events in order to make connections to historical events, people, places, etc.
http://upfront.scholastic.com/
http://upfront.scholastic.com/Videos (Upfront Video Resources)

News Ela https://newsela.com/
SAMPLE ACTIVITIES

COMPREHENSION OF THE ESSENTIAL QUESTION
In order for a student to explain a quote, a situation or an essential question, they must be able to comprehend and decipher the meaning of the prompt.

Paraphrase Quotes for Comprehension

*Mutual goals are far more important than mutual interests.*
As a class, model how to paraphrase a quote.
Ask students to find synonyms or substitute words for words in the quote.
Mutual = Shared
Goals = things you want out to achieve
More Important = matter more, are better than
Mutual = common
Interests = things you like (to do)
Therefore: both of us wanting to achieve the same things are better than both of us liking to do the same stuff.

Symbols

*Every dark cloud has a silver lining.*
Not everything means something else, but many quotes rely on symbols.
What might “dark cloud” be a symbol for? (dark, gloomy, bad things, evil)
What about “silver”? What does that represent? (money, pretty, shiny, good)
Is the cloud really outlined in silver? (light and dark, good and evil)
Try drawing a dark cloud on the board (black expo marker) and outlining in silver (yellow expo?). Show students the light and the dark.

Big or Universal Ideas

*It's not where you come from but where you are going.*
Ask students to name something that everyone experiences.
Make a list on the board for them to copy or create a word wall.
Answers might include: love, hate, betrayal, trust, good, evil, desire, sorrow, happiness, love, death, etc.
Using this list, ask students to interpret an essential question by thinking about which of these universal ideas fits best.
SAMPLE ACTIVITIES

GRAPHIC ORGANIZER TO OUTLINE ESSAY

INTRODUCTORY PARAGRAPH

ESSENTIAL QUESTION:

MY EXPLANATION OF THE ESSENTIAL QUESTION:

SUPPORT 1:

SUPPORT 2:

SUPPORT 3:

BODY PARAGRAPH #1

TRANSITIONAL PHRASE:

RESTATE SUPPORT #1 (AS THE TOPIC SENTENCE):

EXAMPLE OR DETAIL

TEXTUAL EVIDENCE FOR EXAMPLE OR DETAIL

EXPLAIN EXAMPLE OR DETAIL

Think: RACE

Restate Question

Provide Answer

Cite

Explain
BODY PARAGRAPH #2

TRANSITIONAL PHRASE:

RESTATE SUPPORT #2 (AS THE TOPIC SENTENCE):

EXAMPLE OR DETAIL

TEXTUAL EVIDENCE FOR EXAMPLE OR DETAIL

EXPLAIN EXAMPLE OR DETAIL

BODY PARAGRAPH #3

TRANSITIONAL PHRASE:

RESTATE SUPPORT #3 (AS THE TOPIC SENTENCE):

EXAMPLE OR DETAIL

TEXTUAL EVIDENCE FOR EXAMPLE OR DETAIL

EXPLAIN EXAMPLE OR DETAIL
CONCLUSION PARAGRAPH

TRANSITION

RESTATE TOPIC SENTENCE FROM INTRODUCTORY PARAGRAPH:

SUMMARIZE YOUR 3 SUPPORTS

MAKE A CONNECTION BETWEEN THESE SUPPORTS/DETAILS/EXAMPLES BACK TO THE ESSENTIAL QUESTION:

CLINCHER STATEMENT:
(A clincher statement is a statement of summary but also serves to tell the reader the reason why they read this; ie: what did they learn?)

VARYING SENTENCE STRUCTURE using CLAUSES AND PHRASES.

The expository or explanatory essay is a simple one; therefore, it is important to keep your reader interested by varying your sentences. It is important that these skills not be taught as a separate lesson, but as an integral part of the essay writing experience.

Students will have to work with many essential questions and should create several outlines and at least 2 rough drafts from those outlines. After learning these skills using worksheets, students should immediately apply these new skills to their rough drafts.

Show students how because the format for each body paragraph is the same, the sentences are sometimes very similar and can cause the reader to become bored. Have them rewrite sentences in the second and third body paragraphs to produce interest.

There are many online resources for worksheets. I have included a selection from the Holt Elements of Literature (fifth course) Language Handbook Worksheets.

Phrases page 52 through page 60, including Test

Clauses….page 63 through page 71, including Test

Sentence Structure ……page 74 through page 88, including Test
SAMPLE ACTIVITIES

GRAMMAR WORKSHEETS

Make the most effective use of worksheets and be sure that students understand the concepts and can apply them.

- In the Holt Elements of Literature text (or any other reliable source) have students read to define the concept.
- Model some samples for the class.
- Ask the class to finish the worksheet individually.
- If grading, collect first and grade, then re-distribute to review.
- When reviewing, try exhibiting the worksheet on a white board.
- Ask students to come to the board and do the work.

- To reinforce these skills, ask students to find examples of the concept.
- Share examples with class.
- Possibly, make posters with the concept as the title and attach student examples (not worksheets).
- **Differentiation**: Supply examples to students and review.
- **Interdisciplinary**: Students should bring in text, articles, etc. from other subject areas to use as examples.
- Students should also practice each concept on their own rough draft of an expository essay.
PORTFOLIO WRITING PROMPT:
Students must write an expository essay to a prompt using the outline provided and practiced.

Distribute the rubric and a check list of required elements.
Author’s own interpretation of the essential question; 3 concrete and separate supports; at least 1 supporting example or detail for each prompt; textual evidence to support each example or detail; explanation for each example or detail; a final connection between the essential question and the supports, a clincher sentence; properly placed and used transitions; evidence of clauses and phrases; evidence of varied sentence structure.

Differentiation: Students may provide 2 supports instead of 3.

Differentiation: For struggling students, break down the process into paragraphs.

PRE-WRITE:
1. Use methods learned to decipher the essential question.
2. Create an outline listing the specific examples and supports to be used.
3. Locate appropriate textual evidence for support.

ROUGH DRAFT
1. Write a rough draft.
2. All stories must be typed and saved for editing and publishing.
3. Include transitions
4. Include phrases and clauses.
5. Vary sentence structure.
SAMPLE ACTIVITIES

EDITING
1. Provide the rubric and the detailed checklist to each writer.
2. Each student must perform an evaluation of their own work using the required elements list.
3. Each student must have a peer evaluation performed on their own work using the required elements list and the rubric.

Differentiation: Teacher or peer can help student evaluate their own work and the work of others.

REVIEW
1. Based on peer evaluations, self-evaluations, teacher comments, the required elements list and the rubric, students should complete their final draft.
2. After receiving teacher comments students will make their final revisions for publishing.

PUBLISHING (FINAL DRAFT)
1. Students will print for publishing.
2. This copy will be graded and placed in their portfolio.
3. This copy should be given the opportunity to be shared by the student with peers in a formal setting.

DO-NOW ACTIVITIES

Prepositions.

Create a Word Wall of Prepositions.

Each day add 2 new prepositions. Depending on how much time you have for this activity, have students define/find examples of each word OR you can provide definitions and/or examples. Each student must create sentences featuring those prepositions.