ENGLISH LANGUAGE ARTS

Fundamentals of Writing II

Unit 1 – Grammar, Usage, Mechanics
Course Philosophy

**Fundamentals of Writing II** begins with an in-depth review of grammar, mechanics and usage – the building blocks of writing. After mastering these skills, students will focus on using the basic structures of writing in the narrative, argumentative, and expository styles. During instruction students will learn to use writing strategies that help them become effective writers by applying their knowledge of these writing styles to interdisciplinary prompts. Their skills might include researching an historical figure being studied in history and writing a narrative about an historical event. Students can also display a thorough understanding of a science question by producing an expository essay for a subject being taught in that class. Students will be encouraged to work with the student government to help write persuasive speeches for campaigning or to actively participate in other social reforms by providing persuasive essays to educate peers.

The Fundamentals of Writing II course is designed to be a dynamic course in which the teacher and student enthusiastically pursue writing opportunities that originate outside of the English classroom. Students will be challenged to produce several types of interdisciplinary essays that will show evidence of research, pre-writing, editing, and revising. Each written piece will receive two grades. One grade will be based on the student adherence to 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. The second grade will be awarded by the interdisciplinary teacher and will be based on correctness of facts in the subject area.

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](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)
<table>
<thead>
<tr>
<th>Educational Technology</th>
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</thead>
<tbody>
<tr>
<td><strong>Standards</strong></td>
</tr>
</tbody>
</table>

**Technology Operations and Concepts**
- Create a personalized digital portfolio that contains exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

**Creativity and Innovation**
- Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

**Communication and Collaboration**
- Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers.

**Digital Citizenship**
- Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

**Research and Information Literacy**
- Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problems.

**Critical Thinking, Problem Solving, and Decision-Making**
- Select and use specialized databases for advanced research to solve real-world problems.

**LINK:** [http://www.state.nj.us/education/cccs/standards/8/](http://www.state.nj.us/education/cccs/standards/8/)
<table>
<thead>
<tr>
<th>Career Ready Practices</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12</td>
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<tr>
<td><strong>CRP1. Act as a responsible and contributing citizen and employee</strong></td>
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<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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<tr>
<td><strong>CRP2. Apply appropriate academic and technical skills.</strong></td>
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<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>
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<tr>
<td><strong>CRP3. Attend to personal health and financial well-being.</strong></td>
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<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>
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<tr>
<td><strong>CRP4. Communicate clearly</strong></td>
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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.

- **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.

- **CRP12. Work productively in teams while using cultural global competence.**

  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.

# 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>
</tbody>
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<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
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<tr>
<td></td>
<td>Read directions aloud</td>
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</table>

**Recall**
- Teacher-made checklist
- Use visual graphic organizers
- Reference resources to promote independence
- Visual and verbal reminders
- Graphic organizers

**Behavior/Attention**
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

**Tests/Quizzes/Grading**
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

**Assistive Technology**
- Computer/whiteboard
- Spell-checker
- Audio-taped books

**Organization**
- Individual daily planner
- Display a written agenda
Interdisciplinary Connections

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

**Interdisciplinary Connections:**

*Fundamentals of Writing II* 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

| • 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
Grade: 11-12 | Fundamentals of Writing II | Unit 1: Grammar, Usage, Mechanics

<table>
<thead>
<tr>
<th>Essential Focus Questions</th>
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<tbody>
<tr>
<td>How does using proper grammar help me to communicate my ideas to others?</td>
</tr>
<tr>
<td>How does the correct use of pronouns lessen confusion in my writing?</td>
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<tr>
<td>How can writing with phrases and clauses make my writing easier to read?</td>
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<tr>
<td>Why should I vary my sentence structure when writing?</td>
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<tr>
<td>Do punctuation, spelling and capitalization really matter?</td>
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</table>

<table>
<thead>
<tr>
<th>Outcome</th>
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</thead>
<tbody>
<tr>
<td>Using subject/verb agreement to enhance readability.</td>
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<tr>
<td>Pronoun use that increases understanding in writing.</td>
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<tr>
<td>Develop compound, complex sentences that interest the reader.</td>
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<tr>
<td>Increasing comprehension by using punctuation and capitalization properly.</td>
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<tr>
<td>Maintaining reader interest by using varied sentence types.</td>
</tr>
<tr>
<td>Student Learning Objectives</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>NJSLS: L11-12.1.a, b</td>
</tr>
<tr>
<td>Master conventions of English grammar and usage in writing.</td>
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<tr>
<td>NJSLS: L11-12.2.a, b, c</td>
</tr>
<tr>
<td>Demonstrate mastery of basics such as capitalization, punctuation and spelling.</td>
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<tr>
<td>NJSLS: L11-12.3</td>
</tr>
<tr>
<td>Determine how language creates meaning and readability.</td>
</tr>
<tr>
<td>NJSLS: L11-12.4, 5, 6</td>
</tr>
<tr>
<td>Use precise diction and literary devices to create a vivid picture for the reader.</td>
</tr>
<tr>
<td>Student Learning Objectives</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>NJSLS: W11-12.10</strong></td>
</tr>
<tr>
<td>Write routinely for a range of tasks, purposes and audiences.</td>
</tr>
</tbody>
</table>

**RESOURCES FOR UNIT # 1**


**NetTrekker**
The NetTrekker 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 NetTrekker to enhance and differentiate their instruction. [http://school.nettrekker.com/ntw/ PatersonNJ](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/) and [http://upfront.scholastic.com/Videos](http://upfront.scholastic.com/Videos) (UpFront Video Resources)

Newsela [https://newsela.com/](https://newsela.com/)

**Holt. “Elements of Literature Fourth Course”. Language Handbook Worksheets.**

**Truss, Lynne. “Eats, Shoots & Leaves”**.

Textbooks from other subjects including: U.S. History, World History, Sociology, Environmental Science, Biology, Chemistry, Math Prep, Algebra I, Algebra II, or any other course similar in nature that requires written responses to various prompts.
This supplementary guide to the Holt Literature Textbook is available in Third and Fourth Series (9th and 10th grade). Either version is can be used and provides the main focus for Unit 1.

Each student should receive a full copy of the workbook. If workbooks are not available, copies can be made.

The worksheet material is covered in the back of the Holt Literature Textbook (“Language” section) which provides teaching methods, definitions, etc. that correspond to the worksheets. Each section also ends with a Test page to assess skills.

Topics covered (sections) include:

- The Parts of Speech
- Agreement
- Using Verbs
- Pronouns
- Modifiers
- Phrases
- Clauses
- Sentence Structure
- Writing Complete Sentences
- Writing Effective Sentences
- Capitalization
- Punctuation (1-2-3)
- Glossary of Usage
PARTS OF SPEECH

- Create index cards with the various parts of speech on them, create several of each.
- Distribute to class.
- Have students draw numbers to create the order of participation.
- Beginning with number 1, have each student come to the board and write a word that represents their part of speech.
- The goal is for each student to contribute to a class-created sentence.

**Differentiation:** Break students into teams – who can create the best sentence.

**Differentiation:** Give students a topic to create the sentence around.

CREATE THE TEST

- Have students create a unit test by combining skills from several units (such as: agreement, verbs, and pronouns).
- Students should create the test and the answer key which will count as half the grade.
- Students must then take another student’s test as half the grade.
- The student who authored the peer test should grade the test.
DO – NOW

As this unit focuses on grammar, usage and mechanics, the do-now provides an excellent opportunity for students to apply the skills they learned the day before to a short writing sample.

| 1. | Provide a sentence from any source and students must apply a rule of grammar to it (specify the rule). |
| 2. | Create a list of words and students must identify the part of speech. |
| 3. | Provide a sentence and students add a clause or phrase. |
| 4. | Provide a sentence and students must vary the beginning. |
| 5. | Provide a list of words and students must correct those that are incorrect (and identify those that are correct). |