

# Writing for Career and College - Unit 1: Sentence-Level Writing

## Unit Focus

At the start of the course, students will be asked to create a writing sample that the teacher will use as a pre-assessment. Based on that pre-assessment, the teacher will work with the students to further develop their grammar skills. Ultimately, students will revise that pre-assessment to show their growth and learning. During this unit, students will also read a self-selected text. At times, they will analyze the author's use of grammar in it. By the end of the unit, students will have a stronger understanding of how to develop stronger and more nuanced sentences.

Students will keep all writings from this unit in a portfolio that will be revisited at the end of the trimester.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b></p> <p><i>English Language Arts: 11-12</i> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>CCSS.ELA-LITERACY.L.11-12.2</i></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <i>CCSS.ELA-LITERACY.W.11-12.10</i></p> <p><b>Student Growth and Development 21st Century Capacities Matrix</b></p> <p><i>Collaboration/Communication</i> Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.)</p>	<p><b>T1</b> Evaluate writing using a variety of tools and mentor writing to identify areas of strength and set goals for future development</p> <p><b>T2</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><b>U1</b> Conventions of written language help writers to communicate effectively.</p> <p><b>U2</b> Knowledge of and the ability to properly use grammar is necessary in order to write well.</p> <p><b>U3</b> Writers continuously revise their work.</p> <p><b>U4</b> Improving as a writer involves reading mentor texts, practicing writing skills, and reflecting on growth.</p>	<p><b>Q1</b> How do I apply my learning about grammar to my writing?</p> <p><b>Q2</b> In what areas to I need to grow as a writer? How can I take action?</p> <p><b>Q3</b> What resources can I use to improve my writing?</p> <p><b>Q4</b> How does reading improve writing?</p>

## Stage 1: Desired Results - Key Understandings

for a given purpose. <i>MM.3.2</i>	<b>Acquisition of Knowledge and Skill</b>	
<i>Self-Direction</i> Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). <i>MM.4.1</i>	<b>Knowledge</b>	<b>Skill(s)</b>
	<p><b>K1</b> Standard conventions of the English language (e.g. parts of speech, subject-verb agreement, parallel structure)</p> <p><b>K2</b> Resources for revision (e.g. mentor texts, OWL Purdue, grammar help sources)</p> <p><b>K3</b> Strategies for reflection (e.g. looking at an initial piece vs. revised versions)</p>	<p><b>S1</b> How to use a mentor text and/or other resources to revise</p> <p><b>S2</b> Re-reading their writing</p> <p><b>S3</b> How to reflect on their progress and set goals for further improvement.</p> <p><b>S4</b> Editing sentences for proper grammar</p>