



Writing for Career and College - Unit 2: Putting the Pieces Together: Paragraph-Level Writing

Unit Focus

After spending the last unit working on sentence construction, students' focus will now be on putting those sentences together to create cohesive paragraphs. In addition to continuing our study of grammatical techniques, we will also look at different types of writing, the writing process, and structure. Ultimately, students will create a full-length piece (about a topic of their choosing) that demonstrates their mastery of the skills from the unit. During this unit, students and the teacher will work together in both peer-editing and conferencing sessions to develop their skills. While some mentors texts may be used, the majority of the reading will be specific to the material students need to complete their essays.

As with the prior unit, all written pieces will go into a portfolio that will be revisited at the end of the trimester.

Stage 1: Desired Results - Key Understandings

| Standard(s) | Transfer | |
|--|---|--|
| <p>Common Core <i>English Language Arts: 11-12</i></p> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>CCSS.ELA-LITERACY.L.11-12.2</i> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <i>CCSS.ELA-LITERACY.L.11-12.3</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3.) <i>CCSS.ELA-LITERACY.W.11-12.4</i> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <i>CCSS.ELA-LITERACY.W.11-12.5</i> | <p>T1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>T2 Develop and revise a plan for writing to match their intended audience, purpose and message.</p> <p>T3 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.</p> | |
| | Meaning | |
| | Understanding(s) | Essential Question(s) |
| | <p>U1 There are different types of writing, and each is appropriate for its own situation.</p> <p>U2 The best essays utilize relevant and reliable sources.</p> <p>U3 Writing is a process.</p> <p>U4 The internet should not be the first step in the brainstorming process.</p> <p>U5 Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> | <p>Q1 What are the different types of writing, and when is it appropriate to use each?</p> <p>Q2 What is the best way to organize and structure my writing for a specific purpose?</p> <p>Q3 How do I identify a reliable source?</p> |

Stage 1: Desired Results - Key Understandings

| <ul style="list-style-type: none"> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <i>CCSS.ELA-LITERACY.W.11-12.7</i> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <i>CCSS.ELA-LITERACY.W.11-12.8</i> 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>Student Growth and Development 21st Century Capacities Matrix</p> <p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. <i>MM.1.2</i> <p><i>Creative Thinking</i></p> <ul style="list-style-type: none"> Design: Students will be able to engage in an appropriate process to refine their product. <i>MM.2.3</i> | Acquisition of Knowledge and Skill | |
|--|--|--|
| | Knowledge | Skill(s) |
| | <p>K1 Different types of writing (descriptive, argumentative, literary analysis, process analysis)</p> <p>K2 Stages of the writing process (brainstorming, organizing/outlining, drafting, editing/revising, publishing)</p> <p>K3 Traits of a reliable source (e.g. credible sites, unbiased)</p> <p>K4 Types of sentence structures (simple, compound, complex, compound-complex)</p> <p>K5 Traits of a relevant source (e.g. proves thesis, significant to the text or argument)</p> | <p>S1 How to write a well-developed paragraph</p> <p>S2 How to use an introduction to draw in a reader and a conclusion to go beyond the essay itself</p> <p>S3 Writing in a variety of different styles</p> <p>S4 Analyze information from various sources (e.g. mentor texts, research)</p> <p>S5 Varying sentence structure within a paragraph</p> <p>S6 Naturally integrating appropriate evidence (including quotes) into writing</p> <p>S7 Editing and revising their writing</p> |