

COURSE: WRITING STUDIO I

FREQUENCY: 42 MINUTES PER DAY; 5 DAYS A WEEK; SEMESTER COURSE

TEXT: COLLEGEBOARD SPRINGBOARD—ELA CLOSE WRITING WORKSHOP: GRADE 9

UNIT 1: Class Introduction and Grammar Review

DURATION: 3 weeks

ESSENTIAL QUESTION: *How do grammar and the conventions of language influence spoken and written communication?*

Objectives	Standards	Vocabulary	Resources	Procedures/Activities	Assessments
Identify parts of speech	CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.	Syntax, Clause, Voice, Antecedent, Coordinating Conjunction, Gerund, Infinitive, Subordinate Clause	Teacher-made Handouts *Nouns *Pronouns *Adjectives *Verbs *Adverbs *Preposition *Interjection *Conjunction *Simple Sentences *Complex Sentences *Compound Sentences *Compound-Complex Sentences	*Introduction to Class (1 day) *Writing Baseline (1 day) *Grammar Baseline (1 day)	Quizzes Unit Exam
Identify types of sentences	CC.1.2.9–10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.			*Noun, Pronoun, Adjective Notes, Handouts, Activities (3 days)	Teacher-made Worksheets
Differentiate between the parts of speech (adj. vs adv).					
Select appropriate word choice	CC.1.4.9–10.F Demonstrate a grade-appropriate		*Grammar PowerPoint (commnet.edu) *Teacher-made baseline writing	*Noun, Pronoun, Adjective Quiz (1 day)	
Formulate sentences with					

words used correctly	<p>command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest 		<p>and grammar pre-test</p> <p>*Course syllabus</p>	<p>*Verb, Adverb, Preposition Notes, Handouts, Activities (3 days)</p> <p>*Conjunction and Interjection Notes, Handouts, Activities (2 days)</p> <p>*Verb, Adv, Prep, Interj, and Conjunct. Quiz (1 day)</p> <p>*Grammar Test (1 day)</p> <p>*Types of sentences (2-3 days)</p>	
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UNIT 2: *The Writing and the Research Process*

DURATION: 3 weeks

ESSENTIAL QUESTION: *How does a reader know a source can be trusted?*

Objectives	Standards	Vocabulary	Resources	Procedures/Activities	Assessments
Identify the different steps of	CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of	Revising, Editing, Sources, Domains, Parenthetical	Springboard Student Handouts	Writing Workshop 1—pages 3-4 (1 day)	Writing Workshops After Reading Questions

<p>the writing process and domains</p> <p>Construct MLA parenthetical citations</p> <p>Evaluate a source's credibility</p>	<p>writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.</p> <p>CC.1.4.9-10.V 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.</p> <p>CC.1.4.9-10.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in</p>	<p>Citation, Container, Credibility</p>	<p>OWL Purdue</p> <p>Teacher-made Handouts</p> <ul style="list-style-type: none"> *MLA Practice *Domain Worksheets *Notecard Practice *Plagiarizing *Writing Process *MLA Test 	<p>Writing Workshop 2—pages 5-12 (2 days)</p> <p>Pre-Writing Strategies</p> <p>Review 5 Writing Domains</p> <p>MLA Introduction</p> <p>MLA Practice (with containers, without containers, internet) (3-4 days)</p> <p>How to take Notecards</p> <p>MLA Unit Test</p> <p>Writing Workshop 6—page 72-76 (1 day)</p>	<p>Writing and Research Process Unit Test</p>
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	<p>answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>				
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UNIT 3: Informational Writing

DURATION: 5-6 weeks

ESSENTIAL QUESTIONS: *Why do writers write? What is the purpose? What makes clear and effective writing?*

Objectives	Standards	Vocabulary	Resources	Procedures/Activities	Assessments
<p>Identify the elements of informational writing.</p> <p>Formulate an appropriate thesis statement.</p> <p>Investigate and research appropriate</p>	<p>CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest.</p> <p>CC.1.4.9-10.V Conduct short as well as more sustained</p>	<p>Thesis, Outline, Bibliography Cards, Notecards, Sources</p>	<p>SpringBoard Student Handouts</p> <p>Teacher-made Handouts</p> <ul style="list-style-type: none"> *Outline *Research Paper *Career Cluster Requirements *Research Rubric *Paragraph examples 	<p>Complete Career Cluster (339 Plan-Must be submitted to Erica Guadalupe)</p> <p>Explanation of Research Assignment with Requirements</p> <p>Research Pre-Writing Activity</p>	<p>Career Cluster</p> <p>Bibliography Cards</p> <p>Notecards</p> <p>Rough Drafts</p> <p>Revised Rough Drafts</p>

<p>information on careers</p> <p>Construct a research paper on a career of interest</p> <p>Support opinions with research</p>	<p>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.</p> <p>CC.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9-10.B Write with a sharp, distinct focus identifying topic, task, and audience</p> <p>CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information</p>		<p>Computers</p> <p>Library (career books)</p> <p>Microsoft Word</p> <p>Index cards</p>	<p>Find sources in library (2 days)</p> <p>Take notes in library (4 days)</p> <p>Fill-out outline</p> <p>Write rough drafts of each paragraph & works cited (5 days)</p> <p>Rewrite rough drafts with corrections (2 days)</p> <p>Type final paper (4 days). 339 plan</p>	<p>Final Career Research Informational Paper</p>
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	<p>and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition. <input type="checkbox"/> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>				
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	<p>□ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>				
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UNIT 4: *Argumentative Writing*

DURATION: *6 weeks*

ESSENTIAL QUESTIONS: *Why do writers write? What is the purpose? What makes clear and effective writing?*

Objectives	Standards	Vocabulary	Resources	Procedures/Activities	Assessments
Identify the elements of argumentative writing.	CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of	Ethos, Pathos, Logos, Defend, Challenge, Qualify, Claim, Counterclaim,	SpringBoard Student Handouts Computers	Intro to Argumentative Writing	Argumentative PowerPoint Survey creation

<p>Differentiate rhetorical appeals</p> <p>Create claims, counterclaims, and refutations</p> <p>View an appropriate film that includes debates and identify the elements throughout</p> <p>Formulate appropriate thesis statements</p> <p>Investigate and research evidence for claims</p> <p>Design a PowerPoint Presentation</p>	<p>reasoning and relevance of evidence.</p> <p>CC.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.</p> <p>CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>Thesis, Evidence, Refutation, Parallelism, Confirm, Concede</p>	<p>Microsoft PowerPoint/Google Slides</p> <p>PowerPoint Rubric</p> <p><i>The Great Debaters</i> (or other comparable argumentative movie)</p> <p>Teacher-made handouts</p> <p>YouTube clips on Public Speaking</p>	<p>Writing Workshop Activity 2 pages 15-18 (2 days)</p> <p>Differentiate Ethos, Pathos, Logos</p> <p>Counterclaim/Refutation Practice</p> <p>Writing Workshop (adapted) Activity 3 pages 23-24 (3 days)</p> <p>Research topics (3 days)</p> <p>Parallelism and Thesis lesson/creation</p> <p>Create and tally class surveys on topic</p> <p>Create PowerPoint (3 days)</p> <p>Do and Do Nots of Public Speaking</p> <p>Present Presentations (4 days)</p>	<p>Ethos, Pathos, Logo Quiz</p> <p><i>The Great Debaters</i> Worksheet</p> <p>Parallelism Quiz</p> <p>Writing Workshop After Reading Questions</p>
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	<p>CC.1.4.9-10.K</p> <p>Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.9-10.L</p> <p>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.5.9-10.B</p> <p>Evaluate a speaker's perspective, reasoning, and</p>			<p>View <i>The Great Debaters</i> identify arguments, counterarguments, refutations (4 days)</p>	
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	<p>use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>				
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