

	1 st Nine Weeks	2 nd Nine Weeks
Course Overview	This course emphasizes skill in the use of conventions and mechanics of written English, the appropriate and effective application of English grammar, reading comprehension of varied texts, and the effective use of vocabulary. Students are expected to understand the recursive nature of reading and writing. Evaluation of students’ own writing as well as the writing of others ensures that students completing this course are able to analyze and evaluate their writing. Preparation for state assessments (English I and II EOCs) is an integral part of this course.	
Writers’ Workshop	<p><i>(4B) Students will evaluate their own writing and the writing of others by analyzing and discussing published pieces as writing models.</i></p> <p>Genre immersion Semester 1 English I: restaurant reviews, newspaper reports Semester 1 English II: movie reviews, letters to editor Semester 2 English I: biographies or memoirs, recommendation letters Semester 2 English II: complaints, speeches</p>	<p><i>(4B) Students will evaluate their own writing and the writing of others by analyzing and discussing published pieces as writing models.</i></p> <p>Genre immersion Semester 1 English I: EOC expository essay, book reviews Semester 1 English II: EOC persuasive essay, book reviews Semester 2 English I: EOC expository essay, critiques Semester 2 English II: EOC persuasive essay, critiques</p>
Strand WRITING	<p>2(A); 2(B); 3(B);4(C)</p> <p>The student is expected to write informational and persuasive texts</p> <ul style="list-style-type: none"> -deconstruct prompts -generate ideas -plan using a graphic organizer -develop drafts that includes paragraphs, a thesis statement, and specific examples 	<p>2(A); 2(B); 3(B); 4(C); 2(C); 2(D); 2(F)</p> <p>The student is expected to write informational or persuasive texts:</p> <ul style="list-style-type: none"> -use specific and appropriate word choice and diction -apply correct sentence structure -effective organization for audience and purpose -include effective transitions to achieve coherency -re-read to edit for conventions
Strand READING	<p>3(A); 3(C); 5(A); 5(B); 5(F); 6(B)</p> <p>The student is expected to read various informational and literary texts to:</p> <ul style="list-style-type: none"> -use effective reading strategies -identify literal vs. figurative language -identify audience, purpose, and main ideas -use effective dictionary skills <p>3(A); 3(C); 5(A); 5(B); 5(F); 6(B); 5(C); 5(E); 5(G); 5(H)</p> <p>The student is expected to read various informational and literary texts to:</p> <ul style="list-style-type: none"> -draw conclusions and make complex inferences -support ideas using valid textual evidence -distinguish between facts and opinions -evaluate the effect of literal or figurative language on a selection, including the effects of imagery and mood <p>Analyze insights gained from text to text, text to self, and text to world.</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Strand REVISING & EDITING</p>	<p>1(A); 1(D) -1(B); 1(C); 1(E), 2(A-H) The student is expected to distinguish revising and editing skills and strategies and then revise and edit drafts using the following: subject-verb agreement, pronoun-antecedent agreement, capitalization, punctuation, spelling, appropriate verbs, sentence structure, transitions, organizational strategies, rhetorical devices, appropriate vocabulary for purpose and tone, etc.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Performance Measures</p>	<p>1. Expository or Persuasive Essay 2. Single-selection analytical paragraphs (SARs) 3. Reading and multiple choice writing tests and quizzes in EOC format</p>	<p>1. Expository or Persuasive Essay 2. Crossover analytical paragraphs (SARs) 3. Reading and multiple choice writing tests and quizzes in EOC format</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Strand 4 EXTENSION</p>	<p>Independent reading of student choice 2(G); 2(H); 4(A); 4(B); 5(D); 5(H); 6(A) The student could use peer editing strategies and use technology, -read and study published pieces, and/or -analyze the effects of arguments in media</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Resources and Notes</p>	<ul style="list-style-type: none"> • Teachers should tailor the essay assignments to fit the needs of each student (expository for English I, persuasive for English II). • Students should write in class every day- formally and informally, for different purposes, in timed and untimed contexts, and in varying lengths. • Reading selections and writing assignments should be thematically linked. • Understanding the SAR and essay rubrics is essential to be successful on the EOCs. Study the rubrics together as a class and use scoring guides to help students understand the <i>application</i> of the rubrics. • Students should be enrolled in Project Share’s Epsilon course for the EOC they need to master. • Copies of <i>Texts and Lessons</i>, a supplementary resource, is available for the exclusive use of all Practical Writing teachers on each campus. • Teachers should have writing folders for all of their students with sample writing pieces, EOC test analyses and reports, and test prep practice. • Students should work independently, in pairs, in small groups, and as a large group. • Talking with peers and teachers about their own reading and writing is an invaluable process as students work to improve. 	