DE College Writing 101 Curriculum

Table of Contents

Priority Standards Map 2

Priority Standards by Unit 3

Course Information 5

Desired Results 5

- Overarching Enduring Understandings
- Overarching Essential Questions
- K-12 Priority Standards

ELA Unit 1 Technical Writing 8

- Desired Results
- Assessment Evidence
- Instructional Plan

ELA Unit 2 Narrative Writing 10

- Desired Results
- Assessment Evidence
- Instructional Plan

ELA Unit 3 Expository Writing 12

- Desired Results
- Assessment Evidence
- Instructional Plan

ELA Unit 4 Argument / Research Writing

- Desired Results
- Assessment Evidence
- Instructional Plan

Language Addendum 14

ELA K-12 PRIORITY STANDARDS MAP

K	1	2	3-5	6-8	9-12
READING FOUNDATIONAL SKILLS					
RF1 Print Concepts					
RF2 Phonological Awareness					
RF3 Phonics and Word Recognition					
	RF4 Fluency				
READING					
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.					
				R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
				R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	
		R9 Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.			
WRITING					
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.					
		W5 Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience.			
SPEAKING AND LISTENING					
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
			SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		

K	1	2	3-5	6-8	9-12
LANGUAGE					
L4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.					
				L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	
L6 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.					

ENGLISH PRIORITY STANDARDS BY UNIT				
HS Grade Level Priority Standards	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			X	X
R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	X		X	
R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.		X	x	
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	X	X	X	X
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				X
SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.				X
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	X	X	X	X

Course Information

DE College Writing 101	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
English	9 Weeks
GRADE LEVEL	**DATE LAST REVIEWED**
11-12	*2023*
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
English 11 or AP Language	12/11/2023

DESIRED RESULTS

What students will know and be able to do

COURSE DESCRIPTION AND PURPOSE

This course is designed for students to develop the skills necessary for written communication, to develop a proficiency in analyzing and organizing ideas and data, to develop and achieve a sense of tone and style, and to develop research skills all in preparation for the writing necessary for success at the collegiate level. Students may opt for dual enrollment/ college credit.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
LITERATE INDIVIDUALS… **READING:** Study and explore a range of values, beliefs, and assumptions to answer questions and inform understandings; literate individuals respond to varying expectations of audience, task, purpose, and discipline. **WRITING:** Make strategic choices routinely for a range of authentic	Unit 1: Technical Writing ● How is technical writing different from other types of writing? ● Why is technical writing important? ● How do I create a tone that is most conducive to clarity? Unit 2: Narrative Writing ● What are the hallmarks of effective narrative writing? ● How do I use the structure and style of narrative writing as a tool

tasks, purposes, and audiences over extended and shorter time frames. **SPEAKING:** Adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. **LISTENING:** Seek to understand a speaker and/or writer's intended message and how their background, situation, or context influences what they say. **LANGUAGE:** Demonstrate an understanding of how language functions in different contexts, and apply this knowledge to meet communicative goals *(when composing, creating, and speaking)*, and to comprehend more fully *(when reading and listening)*. **CLAIMS AND EVIDENCE:** Make claims about subjects, and rely on evidence to support reasoning that justifies the claim, often acknowledging or responding to others' *(possibly opposing)* arguments.	in written work? • Why and when should I use narrative structure in writing? Unit 3: Expository Writing • How do I give structure to my ideas? • What makes good writing interesting, and how do I emulate it? • Can I select the organizational structure that best presents my information? • What are the different types of organization for expository writing? • How do I create an engaging introduction and conclusion? Unit 4: Argument/Research Writing • What are the different types of arguments (Rogerian, Toulmin, Aristotelian)? • How do audience and purpose influence what argument should be used? • How do I research differently based on the type of argument I want to make? • How do I set up and conduct a personal interview to get information? • How do I manage and evaluate source information and use information from different sources? • How do I balance the demands of rigorous prose with an authentic and engaging writing style?

PRIORITY STANDARDS

READING
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (K-12)

R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (6-12)

R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts. (6-12)

WRITING
W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (K-12)

W8 Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard

citation format. (6-12)

SPEAKING AND LISTENING
SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (K-12)

SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (3-12)

LANGUAGE
L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. (6-12)

Unit 1: Technical Writing

In this unit, students will develop the skills to communicate in a professional manner in a variety of business type tasks.

DESIRED RESULTS		ASSESSMENT EVIDENCE
Essential Questions *Students will keep considering...*		
• How is technical writing different from other types of writing? • Why is technical writing important? • How do I create a tone that is most conducive to clarity?		
Unit Priority Standards and Learning Targets *Students will know and be able to...*		**Assessment Evidence** *Performance is evaluated in terms of...* *Students will show their learning by...*
READING R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		**Success Criteria Rubrics** ➔ Rubrics) indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection ***Performance Task Description:*** ➔ Professional email, Resume / Cover letter, and/or Press release

		Key Feedback & Assessment Strategies: • Modification: Templates/Graphic Organizers • Extension: Real world application
WRITING Skills W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	• I can engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	
SPEAKING & LISTENING Skills		
LANGUAGE Skills L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	• I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.	
PRIMARY RESOURCE *if applicable* *In this course, all class reads may include…*		

Unit 2: Narrative Writing

In this unit, students will craft a narrative piece of writing that expresses a personal tone and addresses a specific audience in order to fulfill a specific purpose.

DESIRED RESULTS	ASSESSMENT EVIDENCE
Essential Questions *Students will keep considering…*	
• What are the hallmarks of effective narrative writing? • How do I use the structure and style of narrative writing as a tool in written work?	

- Why and when should I use narrative structure in writing?

Unit Priority Standards and Learning Targets *Students will know and be able to…*		**Assessment Evidence** *Performance is evaluated in terms of…* *Students will show their learning by…*
READING R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	• I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).	**Success Criteria Rubrics** ➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection **Performance Task Description:** ➔ One of: Personal Narrative, College Essay, or Scholarship Essay **Key Feedback & Assessment Strategies:** • Modification: Templates/Graphic Organizers • Extension: Real world application
WRITING Skills W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	• I can write narratives that develop real experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view. • I can use techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characterization.	
LANGUAGE Skills L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	• I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. • I can discern when and where it is appropriate to use standardized English. • I can appropriately use and explain the intended purpose of language choice with: a. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage. b. Identify ways in which usage and conventions vary and are sometimes contested. c. Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English).	

PRIMARY RESOURCE *if applicable*
In this course, all class reads may include…

Unit 3: Expository Writing

In this unit, students will craft a piece of writing that expresses an appropriate tone and addresses a specific audience in order to fulfill a specific purpose.

<table>
<tr><th colspan="2">DESIRED RESULTS</th><th>ASSESSMENT EVIDENCE</th></tr>
<tr><td colspan="3">Essential Questions
Students will keep considering...</td></tr>
<tr><td colspan="3">

- How do I give structure to my ideas?
- What makes good writing interesting, and how do I emulate it?
- Can I select the organizational structure that best presents my information?
- What are the different types of organization for expository writing?
- How do I create an engaging introduction and conclusion?

</td></tr>
<tr><td colspan="2">Unit Priority Standards and Learning Targets
Students will know and be able to...</td><td>Assessment Evidence
Performance is evaluated in terms of...
Students will show their learning by...</td></tr>
<tr><td>READING SKILLS
R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td><td>

- I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL)
- I can develop questions for deeper understanding and further exploration of a text. (RI&RL)

</td><td rowspan="2">Success Criteria Rubrics
➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection
Performance Task Description:
➔ One of : Literary Analysis, Expository Essay

Key Feedback & Assessment Strategies:
● Modification: Templates/Graphic Organizers
● Extension: Real world application</td></tr>
<tr><td>R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td><td>

- I can determine the meaning of words and phrases, including figurative and connotative meanings.
- I can analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
- I can analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.

</td></tr>
</table>

R6 Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of diverse texts.	• I can analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).	
WRITING SKILLS W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	• I can write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.	
LANGUAGE SKILLS L5 Discern when and where it is appropriate to use standardized English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.	• I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.	

Unit 4: Argument/Research Writing

In this unit, students will craft an argument piece of writing that expresses an appropriate tone and addresses a specific audience in order to fulfill a specific purpose.

DESIRED RESULTS	ASSESSMENT EVIDENCE
Essential Questions *Students will keep considering…*	

- What are the different types of arguments (Rogerian, Toulmin, Aristotelian)?
- How do audience and purpose influence what argument should be used?
- How do I research differently based on the type of argument I want to make?
- How do I set up and conduct a personal interview to get information?
- How do I manage and evaluate source information and use information from different sources?
- How do I balance the demands of rigorous prose with an authentic and engaging writing style?

Unit Priority Standards and Learning Targets *Students will know and be able to…*		**Assessment Evidence** *Performance is evaluated in terms of…* *Students will show their learning by…*
READING Skills R1 Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	• I can cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous. (RI&RL) • I can develop questions for deeper understanding and further exploration of a text. (RI&RL)	**Success Criteria Rubrics** ➔ Rubrics indicate the specific success criteria by standard and are used throughout the learning process for feedback and reflection ***Performance Task Description:*** ➔ Research Roundtable ➔ Argument/Research Formal Essay ➔ Reflective Writing ***Key Feedback & Assessment Strategies:*** • *Modification: Templates/Graphic Organizers* • *Extension: Real world application*
WRITING Skills W2 Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	• I can write arguments and literary analysis to support claims in an analysis of substantive topics or texts. • I can establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • I can develop claim(s) and counterclaims 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.	
SPEAKING & LISTENING Skills SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	• I can initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. • a. I can come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. • b. I can work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. • c. I can propel conversations by posing and engaging with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions. Promote and seek to understand multiple, divergent, and creative perspectives. • d. I can engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. • I can present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. • I can intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.	
LANGUAGE Skills L5: Discern when and where it is appropriate to use standardized	• I can demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing and speaking.	

English, and demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.		
PRIMARY RESOURCE *if applicable* *In this course, all class reads may include…*		

Board approved Primary Resource added 8/13/2024

- A Separate Peace by John Knowles