

# Mifflin County School District Planned Instruction

Title of Planned Instruction: Written Communication

Subject Area: Reading, Writing, Speaking, and Listening

Grade Level: 11-12

Prerequisites: English 10

Course Description: This English elective helps students to increase their effectiveness in various types of writing: technical, poetry, short story, and drama. In this course students will write in a variety of genres, which may include poetry, short stories, drama, and expository writing. The course is designed to strengthen students' writing in several areas: organization, proofreading, expository technique, justification of opinion, and creativity.

Required Time: One semester

Major Text(s) and Resources:

various creative writing texts  
Patterns of Exposition, 16th Edition (Scott Foresman, 2001)

Names of District Subject Area Curriculum Writing Committee:

Jennifer S. Macknair  
Elizabeth Sperlich  
Jennifer Freed

Date of Board Approval: 2010

Subject Area: Reading, Writing, Speaking, and Listening  
Strand: 1.1 Learning to Read Independently  
Grade/Course: Written Communication

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
E. Expand written and spoken vocabulary from acquired reading vocabulary.	Use new vocabulary in context.	Quiz Written response Test Discussion Journal Note taking
F. Understand the meaning of and apply content vocabulary.	Use appropriate terminology.	Quiz Written response Test Discussion Journal Note taking
G. Understand and apply knowledge gained from text.	<ul style="list-style-type: none"> <li>• Compare and contrast writing samples.</li> <li>• Incorporate related ideas, topics, or information in an effective writing style</li> </ul>	Discussion Written response Group work Test Open-ended question Journal Note taking

Strand: 1.2 Reading Critically in All Content Areas  
Grade/Course: Written Communication

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Read and understand informational texts and/or documents.	<ul style="list-style-type: none"> <li>• Distinguish between essential and non-essential information.</li> <li>• Make decisions and draw conclusions using established criteria.</li> <li>• Evaluate organization and content.</li> <li>• Differentiate fact from opinion.</li> </ul>	Test Journal Note taking Discussion Written response
B. Use, understand, and evaluate a variety of media.	Analyze forms of media.	Written response Journal Note taking

C. Produce works that follow the conventions of various genres.	Create original written works.	Written response Journal Note taking Peer conference
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Strand: 1.3 Reading, Analyzing, and Interpreting Literature  
Grade/Course: Written Communication

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
A. Read, understand, and respond to works of literature.	Discuss, analyze, and critique works of literature.	Teacher observation Written response Journal Note taking
B. Understand the author's use of literary elements.	Analyze characters, setting, plot, theme, point of view, tone, and mood.	Teacher observation Written response Journal Note taking
C. Recognize the effect of author's use of literary devices.	Identify and analyze sound devices.	Test Quiz Written response Peer conference Journal Note taking
D. Read and evaluate various poems and analyze their poetic devices.	Identify and analyze figurative language.	Test Quiz Written response Peer conference Journal Note taking
E. Analyze the components of drama.	Identify and analyze characters, suspense, theme, and staging.	Test Quiz Written response Peer conference Journal Note taking
F. Respond to literary works.	Relate literary works to personal experiences.	Test Quiz Written response Peer conference Journal

		Note taking
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Strand: 1.4 Types of Writing  
Grade/Course: Written Communication

Grade Level Objectives	Performance Indicators	Assessment
A. Write creative pieces.	Create original works: poetry, short story, and drama.	Written response Journal Note taking Peer conference Rubric
B. Write expository pieces.	<ul style="list-style-type: none"> <li>• Select the most effective technique to explain a topic.</li> <li>• Use precise language and specific detail.</li> </ul>	Written response Journal Note taking Test Quiz Rubric
C. Write persuasive pieces.	<ul style="list-style-type: none"> <li>• Develop a clearly stated position/opinion.</li> <li>• Include pertinent documented evidence.</li> <li>• Develop reader interest.</li> <li>• Address reader arguments and concerns.</li> <li>• Select the best method of development to advance the argument or position to the audience.</li> </ul>	Written response Journal Note taking Peer conference Rubric

Strand: 1.5 Quality of Writing  
Grade/Course: Written Communication

Grade Level Objectives	Performance Indicators	Assessment
A. Write with a sharp, distinct focus.	<ul style="list-style-type: none"> <li>• Identify topic.</li> <li>• Support a selected point of view.</li> </ul>	Written response Journal Note taking Rubric Peer conference

B. Write using well-developed content appropriate for the topic.	<ul style="list-style-type: none"> <li>• Gather, verify, and organize pertinent information.</li> <li>• Write paragraphs with sufficient detail.</li> </ul>	Written response Journal Note taking Rubric Peer conference
C. Write with effective and logical organization that supports unity and clarity.	<ul style="list-style-type: none"> <li>• Sustain a logical order throughout the piece.</li> <li>• Include an effective introduction and conclusion.</li> </ul>	Written response Journal Note taking Rubric Peer conference
D. Write with effective style.	<ul style="list-style-type: none"> <li>• Vary sentence structure.</li> <li>• Use vocabulary appropriate to the purpose and audience.</li> </ul>	Written response Journal Note taking Rubric Peer conference
E. Revise writing to improve first draft.	Improve word choice, sentence variety, paragraph development, clarity, and organization.	Written response Journal Note taking Rubric Peer conference Quiz Test
F. Edit writing using the conventions of language.	<ul style="list-style-type: none"> <li>• Spell words correctly.</li> <li>• Employ standard usage.</li> <li>• Vary sentence formations.</li> <li>• Punctuate and capitalize properly.</li> </ul>	Written response Journal Note taking Peer conference Test Quiz Rubric
G. Present and/or defend written work when appropriate.	Prepare a presentation.	Written response Journal Note taking Peer conference Rubric

Strand: 1.6 Speaking and Listening  
Grade/Course: Written Communication

Grade Level Objectives	Performance Indicators	Assessment
A. Listen to others.	<ul style="list-style-type: none"> <li>• Ask clarifying questions.</li> <li>• Evaluate the relevance of information, ideas, and opinions.</li> <li>• Take notes when appropriate.</li> </ul>	Journal Teacher observation Note taking Peer conference
B. Listen to selections of literature.	<ul style="list-style-type: none"> <li>• Relate them to previous knowledge.</li> <li>• Summarize and reflect on what has been heard.</li> <li>• Analyze and synthesize the selections relating them to other selections heard or read.</li> </ul>	Journal Teacher observation Note taking Peer conference
D. Contribute to discussions.	<ul style="list-style-type: none"> <li>• Ask relevant, clarifying questions.</li> <li>• Contribute pertinent information, ideas, and opinions.</li> <li>• Paraphrase and summarize as needed.</li> <li>• Listen to and acknowledge the contributions of others.</li> </ul>	Teacher observation Peer conference
E. Participate in discussions and presentations.	<ul style="list-style-type: none"> <li>• Engage in debate, discussions, and other oral presentations.</li> <li>• Critically evaluate group discussion.</li> </ul>	Teacher observation Peer conference Rubric
F. Use media for learning purposes.	<ul style="list-style-type: none"> <li>• Use various forms of media to gather information to make as presentation.</li> </ul>	Teacher observation Written response Peer conference

Strand: 1.8 Research  
Grade/Course: Written Communication

<b>Grade Level Objectives</b>	<b>Performance Indicators</b>	<b>Assessment</b>
B. Locate information using appropriate sources and strategies.	<ul style="list-style-type: none"> <li>• Determine valid resources for researching the topic, including primary and secondary sources.</li> <li>• Evaluate the importance and quality of the sources.</li> </ul>	Teacher observation Written response Note taking Rubric

C. Organize, summarize and present the main ideas from research.	<ul style="list-style-type: none"> <li>• Give precise, formal credit for others' ideas, images or information using a standard method of documentation.</li> </ul>	Teacher observation Written response Note taking Rubric
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District Recommended Instructional Approach For the Course To Drive Teacher's Instructional Activities
<ul style="list-style-type: none"> <li>• whole group instruction</li> <li>• small group instruction</li> <li>• flexible groups</li> <li>• cooperative groups</li> <li>• peer revising and editing</li> <li>• writing workshop</li> <li>• teacher and peer conferences</li> <li>• games</li> <li>• projects</li> <li>• creative activities</li> <li>• class discussion</li> <li>• modeling process</li> <li>• direction instruction</li> <li>• self-reflection</li> <li>• oral presentations</li> <li>• thematic units</li> <li>• role playing</li> <li>• dramatizations</li> <li>• literature circles</li> <li>• graphic organizers</li> <li>• read alouds</li> <li>• independent reading</li> </ul>