# TUSD CURRICULUM MAP

## HS ELD Level I - Writing

### Quarter I

**Unifying Concept:** Our Surroundings / Introduction to School

### Big Ideas

**ENDURING UNDERSTANDING:**
An increased vocabulary and understanding of English conventions allows students to express themselves and gain knowledge of school.

**ESSENTIAL QUESTION:**
What do you need to do to be successful in school? What do we as humans have in common, and what makes us unique individuals?

### Selected Readings of Complex Texts

- *Composition Practice 1 & 2*
- *Visions Introductory, Units 4-6*
- Functional school-based texts (schedules, calendars, maps, signs, posters, forms, charts)

### Interdisciplinary Connections:

- **Math**  numbers, money, telling time, schedules, dates, months, math vocabulary
- **Science**  body parts
- **Social Studies**  family structures, relationships, traditions, American holidays, career study, comparing homes and how people live around the world, weather as it relates to clothing

### Performance Assessment:

**Summative:**
- Quarterly assessments
- Write a paragraph introducing yourself, using a text as an example for your paragraph
- Teacher-designed quizzes & tests
- Writing process for assigned writing project (e.g. report on a country)
- Narrative writing assignment: Write a paragraph introducing yourself, using a text as an example for your paragraph
- Research writing assignment: Write a paragraph about your or a classmate’s home country, using interviews, internet, books, photographs

**Formative:**
- Routine writing (Ordering words to write complete sentences, dictations, filling out forms)
- Writing journal
- Editing/Conventions practice activities
- Written responses to literature and other texts
- Regular check-ins with teacher regarding progress toward meeting standards (writing workshop meetings and discussions of individual progress in each domain of writing)
- Self-assessments (through rubrics, narratives, etc.)

### Targeted Standards

#### Writing – Narrative and Research (sentences and simple paragraph, with support)

**V-W-2: Identify and apply conventions of standard English in his or her communications.**

- E-1: writing legibly with spacing between words and consistent left-to-right orientation.
- E-2: spelling words correctly.
- E-3: using capitalization at the beginning of sentences, proper nouns, the pronoun “I,” and proper adjectives.
- E-4: using end punctuation.
- E-17: using sentences in the positive (e.g., I am tall.) and negative (e.g., I am not tall.) construction forms, in a variety of writing applications with instructional support.

**V-W-1: Express his or her thinking and ideas in a variety of writing genres.**

- E-1: writing sentences based on real or imagined events.
- E-3: writing sentences based on facts or experience
- E-7: writing a 2-3 sentence response that states a position/claim and supports the argument.

**V-W-2: Identify and apply conventions of standard English in his or her communications.**

- E-5: using commas to punctuate items in a series and dates.
- E-7: using colons to punctuate time.
- E-9: Using apostrophes to punctuate contractions and singular possessives.
- E-12: using various subjects in sentences in a variety of writing applications.
- E-13: using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications.
- E-14: using subject-verb agreement in sentences in a variety of writing applications.

**Constant throughout the year**

**Writing – Narrative and Research (sentences and simple paragraph, with support)**

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- E-13: using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications.
- E-14: using subject-verb agreement in sentences in a variety of writing applications.
E-16: using simple declarative sentences in a variety of writing applications, with instructional support.
E-18: using interrogative sentences in a variety of writing applications, with instructional support.

V-W-3: **Use the steps of the writing process as a writing piece moves toward completion.**

- E-1: generating and organizing ideas before writing and maintain a record of ideas. (e.g. brainstorming, listing, journaling, webbing)
- E-5: using a prewriting plan to develop the main idea(s) with supporting details with instructional support.
- E-6: sequencing ideas into a cohesive, meaningful order, with instructional support.
- E-7: reorganizing the draft to clarify meaning with instructional support.

V-W-4: **Integrate elements of effective writing to develop engaging and focused text.**

- E-1: including an identifiable main idea
- E-2: providing reasons (primary supports) and examples (secondary supports) to support main idea.
- E-3: writing with a given purpose and for a specific audience with instructional support.
- E-4: using appropriate format for the type of writing. (e.g., letter, poem, narrative) with instructional support.
- E-6: using details to support the main idea.
- E-7: using transitions among sentences and ideas, with instructional support.
- E-9: including an identifiable conclusion.
- E-10: using language appropriate to a given purpose and audience, with instructional support.
- E-12: using provided vocabulary that conveys the intended message.

V-W-5: **Demonstrate research skills by using a variety of reference materials**

- E-2: selecting information from one teacher-provided source about a teacher-selected topic.
- E-4: summarizing information, from a teacher-provided source, in a written report which includes a topic sentence and three supporting sentences with instructional support.