### HS ELD Level I – Writing
#### Quarter 3

**Unifying Concept:** Close to Home / Introduction to Community

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Selected Readings of Complex Texts</th>
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<tbody>
<tr>
<td><strong>ENDURING UNDERSTANDING:</strong>&lt;br&gt;Having knowledge and understanding of the traditions and customs community helps to form connections and relationships.</td>
<td><em>Composition Practice</em> 1 &amp; 2</td>
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<td><strong>ESSENTIAL QUESTIONS:</strong>&lt;br&gt;How do you live a healthy (physical, social, academic, economic) life?&lt;br&gt;How do you make your dreams come true? What goals do you have for your life (and for next school year)?</td>
<td><em>Visions Introductory</em>, Units 4-6</td>
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<td>Functional school-based texts (schedules, calendars, maps, signs, posters, forms, charts)</td>
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**Interdisciplinary Connections:**
- **Math:** How to write a math problem, temperature conversions
- **Science:** Learn about nutrition. Learn about weather and climates
- **Social Studies:** Ask and answer questions about pictures of homes of the past, countries and continents

**Performance Assessment:**

**Summative:**
- Visions quarterly assessment essay
- Functional writing assignment (Unit 4) - Write a math word problem
- Expository writing assignment (Unit 6) - Write a composition about your diet.
- Teacher-designed quizzes & tests
- Writing process of assigned writing project

**Formative:**
- Routine writing (Ordering words to write complete sentences, dictations, ordering sentences to write paragraphs, filling out forms)
- Routing listening/speaking (dictations, read alouds, cloze listening, Super Strategies)
- Writing journal
- Grammar/Conventions practice activities
- Drafts of texts in narrative, descriptive
- 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, in addition to the constant standards**

**Writing**

- **Functional, Expository**
  - V-W-1: **Express his or her thinking and ideas in a variety of writing genres.**
  - E-4: writing a process document that includes multiple step instructions.
  - E-5: writing a business letter and addressing an envelope in a conventional format with instructional support.
  - V-W-2: **Identify and apply conventions of standard English in his or her communications.**
  - V-W-5: **Demonstrate research skills by using a variety of reference materials**
  - E-1: writing a simple report that includes a title, main idea, and supporting details.
  - E-3: organizing notes, with support, on a given topic from one teacher-provided source

**Constant standards – taught throughout the year**

- 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.
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.