**HS ELD Level I – Writing**  
**Quarter 4**  

**Unifying Concept:** Moving Forward / Looking to the Future

<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Selected Readings of Complex Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENDURING UNDERSTANDING:</strong> As we move forward in life, we begin to make educational, financial and career goals.</td>
<td><em>Composition Practice 1 &amp; 2</em></td>
</tr>
<tr>
<td><strong>ESSENTIAL QUESTIONS:</strong> Why are your short-term and long-term goals?</td>
<td><em>Visions Introductory, Units 7-8</em></td>
</tr>
<tr>
<td>How do you make your dreams come true?</td>
<td>Functional school-based texts (schedules, calendars, maps, signs, posters, forms, charts)</td>
</tr>
<tr>
<td>What does it mean to be a lifelong learner?</td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections:**
- **Math:** Make a budget, Learn about pie charts. Solve problems
- **Technical Studies:** Learn about technical manuals
- **Science:** Learn about the scientific process, Learn about Inventions
- **Social Studies:** Read biographies of famous people exploring language and cultural diversity at school, in the U.S.

**Performance Assessment:**
- **Summative:**
  - Visions quarterly assessment Essay
  - Functional writing assignment (Unit 7) – Write on opinion composition
  - Expository writing assignment (Unit 8) Write about a process
- **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 – Narrative, Expository**
- **V-W-1:** Express his or her thinking and ideas in a variety of writing genres.
  - 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.
  - E-2: spelling words correctly.
  - E-11: using paragraph breaks to indicate an organizational structure.
  - 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
  - E-19: using exclamatory 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-5: using a prewriting plan to develop the main idea(s) with supporting details with instructional support.
  - E-7: reorganizing the draft to clarify meaning with instructional support.
  - E-14: using resources (e.g., *word lists, spelling/grammar checkers*) to correct conventions, with support.
  - E-16: applying appropriate tools and strategies (e.g., *checklists, rubrics*) to edit the draft, with instructional support.
- **V-W-5:** Demonstrate research skills by using a variety of reference materials
  - E-3: organizing notes, with support, on a given topic from one teacher-provided source.
  - E-4: summarizing information, from a teacher-provided source, in a written report which includes a topic sentence and three supporting sentences.
  - B-5: paraphrasing information and citing the source.
  - B-6: including a works cited, with instructional support.

**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.