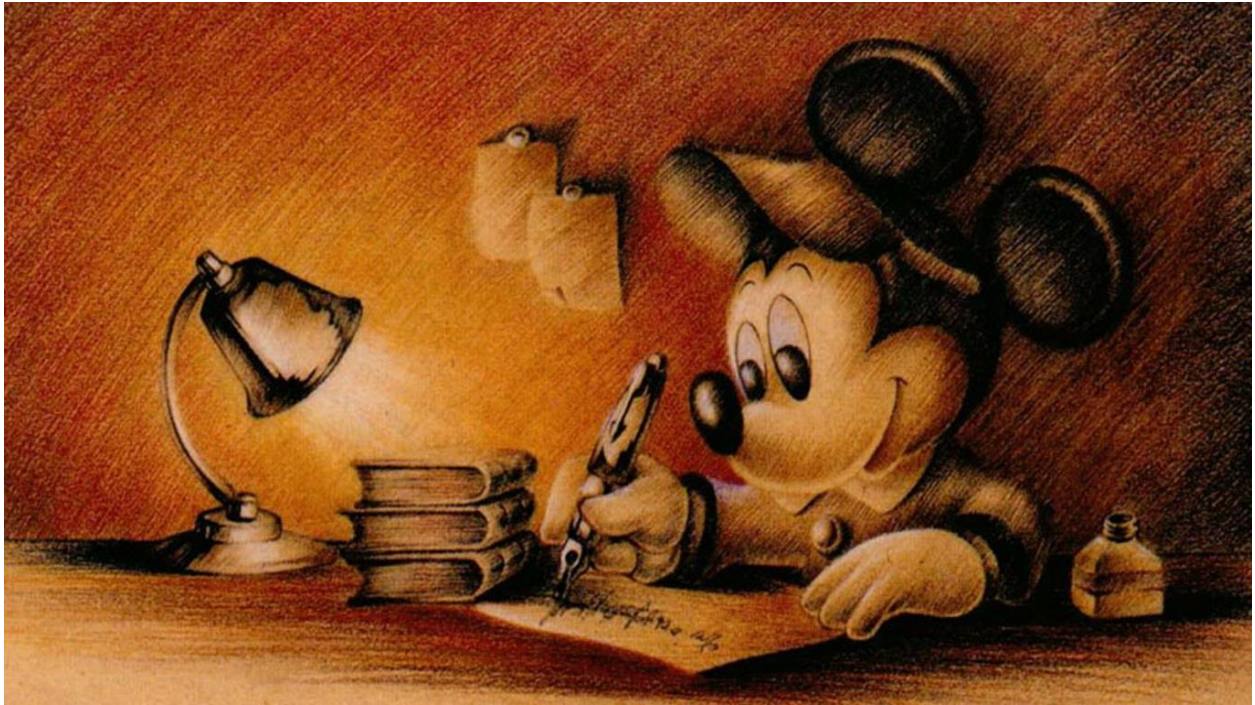


Mrs. Smith's Writing Essentials



*A simple guide for outstanding writing
English TV*

Included in this packet is a description of each major assignment due over the course of the school year, helpful handouts (notes on how to set up your papers in MLA format, cite sources, and more), grammar worksheets, and book work outline.

Table of Contents

Assignments and Rubrics

Term 1 Research Paper Description	page 3
Research Paper Rubric (checklist)	page 12
Term 2 College Entrance Essay Descriptions.....	page 15
College Essay Rubric.....	page 17
Terms 2/3 Film Study Description	page 21
Term 3 Scholarship Essay Descriptions.....	page 23
Scholarship Essay Rubric.....	page 26
Term 4 Senior Writing Project.....	page 27
Senior Writing Project Rubric.....	page 30

Formatting and Grammar

Formatting and MLA in-text citations.....	page 31
Basic Rules for Writing	page 33
“Dead Words”	page 34
Transitional “Tool Box”.....	page 35
Revising versus Editing	page 36
Deciphering Mrs. Smith’s Editing Marks	page 37
Workbook Assignment Breakdown	page 38

PERT Practice

Sentence Skills Practice Test #1	
Sentence Skills Practice Test #2	
Sentence Skills Practice Test #3	
Comma Splices (Grammar Bytes worksheet)	
Fragments (Grammar Bytes worksheet)	
Irregular Verbs (Grammar Bytes worksheet)	
Parallel Structure (Grammar Bytes worksheet)	
Misplaced and Dangling Modifiers (Grammar Bytes worksheet)	
Apostrophes (Grammar Bytes worksheet)	
Commas (Grammar Bytes worksheet)	
Pronoun Agreement (Grammar Bytes worksheet)	
Pronoun Case (Grammar Bytes worksheet)	
Pronoun Reference (Grammar Bytes worksheet)	
Subject-Verb Agreement (Grammar Bytes worksheet)	
Word Choice (Grammar Bytes worksheet)	
Usage Packet (Glencoe Language Arts: <i>Grammar and Language Book</i>)	
Unit 11: Capitalization (Glencoe Language Arts: <i>Grammar and Language Book</i>)	
Unit 12: Punctuation/Numbers/Abbr. (Glencoe Language Arts: <i>Grammar and Language Book</i>)	

Term 1

Project Career & College Research Overview

Florida State Standards Assessed (SL.1.1a, K12.R.3.8, RI.1.1, RI.2.5, C.3.13, 4.RI.2.5)

- Scan a passage to determine whether a text contains relevant information.
- Distinguish between apparent fact and opinion in nonfiction texts.
- Analyze and synthesize the concepts and details in informational texts.
- Explain how new information from a text changes personal knowledge.
- Develop an appropriate strategy for finding information on a particular topic.
- Use referencing while doing research.
- Identify and use library information services.
- Use search engines and other internet resources to do research.

VHS Curriculum

- locate, summarize, and synthesize information from primary and secondary sources

Essential Questions

- What is the American dream and is the attainment of it possible for every member of society? Are school and a career the only stepping stones to achieving it?

Introduction

Over the several weeks you will be completing a research paper. The topic will be centered on your college and career choice(s). You will complete multiple steps as outlined in this packet.

Topic: Careers and College Choice

You will select a career and begin to research the **PATH** that will lead to a successful placement in this area.

Research Paper Requirements (MLA Standardized Format)

- 4-8 pages typed
- 12 point font: Times New Roman
- MLA format

Minimum Content Requirements for Research Paper:

1. Minimum of **4 sources**, which **must** include:

- Primary source
- College Board
- Internet source(s) (other than College Board)
- Interview
- Print/newspaper (teacher discretion)

2. Paper must be MLA formatted (include a title page, complete table of contents, and works cited page)

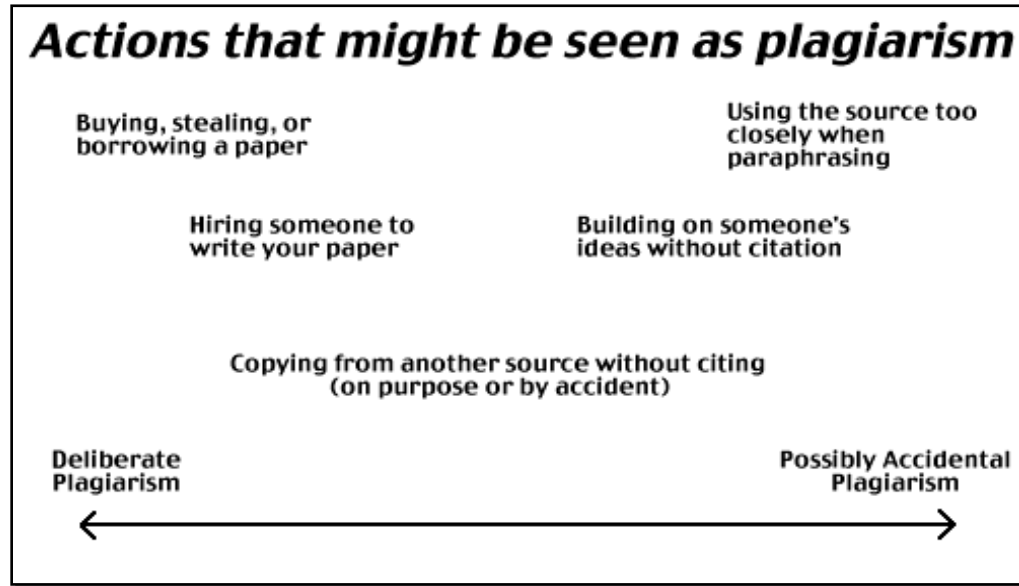
NOTE: *You will be learning where to find these sources and how to create each required section throughout the process.*

Grading - **This project counts as 60% of your first quarter grade!**

The research paper will be assessed with rubric, and all final research papers will be submitted to www.turnitin.com. Due to the nature of a research paper, you must be vigilant when citing sources. All sources will be checked to insure no plagiarism has occurred. At any time we may request to see any of the sources cited within your list of works. Failure to produce a source may be considered plagiarism. Following is a list of graded components of the project and their weights. Please refer to the rubric for specific details as to how the research paper will be assessed.



Plagiarism will result in a zero on the paper.



http://nsulibraries.blogspot.com/2006_09_01_archive.html

1. Research Paper (submitted via www.turnitin.com)

Final Product: 100pts. (M) _____

2. Portfolio (submitted in a binder or presentation folder)

Cover Page and Table of Contents: 5pts (C) _____

Hard copy of finalized research paper 10 (C) _____

Student Survey- "Why is America the Greatest?" 10 (C) _____

Notes on *How Full is Your Bucket*: 10pts (C) _____

B.O.L.Ts Survey 10pts (C) _____

Grit Scale: 10pts (C) _____

Notes on *Bend it Like Beckham*: 10pts (C) _____

Printouts from My Road or Humanmatics on careers and colleges* 10pts (C) _____

Career and College Graphic Organizers: 20pts (C) _____

Answers from both Career and College research: 10pts.(C) _____

Minimum of one email and response to/from a college: 10pts (C) _____

Draft edited by yourself and another teacher or reliable source: 25pts.(M) _____

Works Cited page of all websites you visited 25 points (M) _____

Total Grade for Portfolio: 50 Mastery points/115 Compliance points

Preliminary Steps: Materials & Brainstorming

Step 1: Review Packet

Step 2: Three-Ring Binder

Step 3: Know – Wonder – Learn (Complete the KWL Graphic organizer based on your possible college and career choices. This will be the 1st entry in your portfolio (teacher discretion).)

Week by Week Breakdown

Week 1: (August 17th-21st)

Watch Will MacAvoy's opening statement from "The Newsroom" HBO. Discuss what the American Dream is and understand the purpose of goal setting and attempt to set some short term goals for yourself. Read *How to Fill Your Bucket* and keep a log in which you will reflect after reading each chapter. Afterwards, discuss what qualities you should look for in an employer and what qualities they should expect of/look for in you.

Monday: "The Newsroom" and Discussion

Tuesday: Goal setting

Wednesday-Friday: *How Full is Your Bucket?*

Week 2: (August 24th-28th)

Take the B.O.L.Ts personality test in order to figure out what your dominant personality is. Discuss how to build working relationships with people who have conflicting personalities (constructive criticism and validation) and how to avoid burning bridges. Watch *Bend it Like Beckham* to identify each of the main characters as one of the B.O.L.Ts personalities and hypothesize what strategies conflicting characters could have/did use in order to avoid conflict.

Monday: Kahoot on bucket book, BOLTs personality test, and activity

Tuesday: Kahoot on BOLTs, read two worksheets on personalities, watch "grit" Ted Talk, pick focus point to work on from back of "Understanding Other" sheet.

Wednesday- Friday: Take quick grit quiz and calculate your score. Explain the answers. Watch *Bend it Like Beckham* and take personality and goal setting notes.

Weeks 3: (September 1st-4th)

Read an excerpt from *Bits and Pieces #1: Some Ways of Thinking about Human Behavior* and combine your thoughts from that and your previous knowledge of goal setting, bucket filling, and conflict resolution in order to make both one long term goal and one short term goal. Watch John Oliver's HBO special about income inequality and discuss what this means for you.

Monday: *Bits and Pieces #1* and write introduction to your research paper that combines the ideas of goal setting, bucket filling, and conflict resolution and how you plan to use those things to make you plan a successful path for your career and college.

Tuesday: Continue writing/revising introduction paragraphs

Wednesday: John Oliver's HBO special <https://www.youtube.com/watch?v=LfgSEwjAeno> and Richard Wilkinson's "How Economic Inequality Harms Societies."

http://www.ted.com/talks/richard_wilkinson?language=en

Thursday: Lindsay Choto career and college talk and survey

Friday: Discussion about two videos, how they strengthen or weaken Will MacAvoy's argument, what can you do about income inequality, and what does it mean for your future?

(Possible Week 3 Revision)

Distribute "Bits and Pieces," "Why Smart Goals are Important," and "Five Characteristics of Grit." Students will read, highlight, and annotate each reading passage. As a whole class we will discuss the overlap in all the readings, come up with a class thesis statement based on the "buzz" words we find repeated throughout all the passages, and write introduction paragraphs to the research papers.

Week 4: (September 7th-11th)

Research one or more careers in which you are interested. Keep a detailed log for each career that answers the italicized questions in the “Career Research” section.

Look at the following websites for links to some useful information:

- <http://www.ncda.org/aws/NCDA/pt/sp/resources>
- <https://www.stchas.edu/academics/student-resources/career-services/career-information/career-information-websites.html>

Week 5: (September 21st-25th)

Research colleges, certificate programs, vocational training, military training, and internships depending on what is applicable to your future. Use the “College Research” section to guide your thinking and keep a detailed log of all questions and answers that apply to your collegiate option.

Week 6: (September 28th-October 2nd)

Construct the paper. You will have five days in class to combine all of the information from your research into a logical 4-8 page paper. MLA guidelines must be followed and a cover page should precede the paper itself. Do not forget to include all of your sources in a bibliography and any interviews you held should be typed up and submitted as part of your documentation.

Week 7: (October 5th-9th)

Students will revise one another’s papers and edit their own. They will use a variety of graphic organizers and activities to help them do so. In addition to being printed out as part of your portfolio, the final draft of your paper must be submitted on www.turnitin.com under the “Research Paper” assignment in order to receive credit.

Week 8: (October 12th-16th)

Students will spend three days constructing a visual that accurately represents their research before presenting their findings.

Part I: Career Research - *Your research will produce answers to the following questions (these answers should be typed and submitted as part of your portfolio in addition to being incorporated into your research paper):*

- *What does one need to know and be able to do for this career?*
- *What type of post-secondary education is needed?*
- *Are there any additional certifications needed for this career?*
- *How will technology impact your career?*
- *What is the expected salary for this career?*
- *What daily/hourly hours would one work?*
- *What type of vacation can one expect?*
- *What type of work does one do in this career? Are you required to work with your hand in a physical sense or is it more with your mind?*
- *Are there opportunities for advancement in this career?*
- *What sort of benefits package(s) can one expect with this career? (i.e. Medical, dental, vision, disability)*
- *Is there typically a pension plan associate with the career? If so, how many years must you commit to the career prior to collecting?*
- *Is there a 401K plan offered? If not, is there an alternate retirement plan offered? Does your job match any percentage of what you put in?*

Please note: You may vastly expand the scope of this section in order to clarify this career.

Step 1: My Road or HumanMetrics

Go to the My Road website (<https://myroad.collegeboard.com>) and gather information on interests, careers, and education. I will give you step-by-step directions as we go through this process, but you will need your PSAT Access Code. You will also need to find and print out four (4) results from My Road:

- a. The Interest Survey
- b. The profile of the college you are looking at
- c. The career outlook for your chosen field
- d. A listing of schools with 5 characteristics you are looking for in a school. One of these characteristics MUST be your “major” or a career-related field of study.

If that website is not working for you, take the personality test on

humanmetrics.com/personality/type

- a. When you’re done with either personality test, copy and paste the four links you are given into a word document and print out your results.

Step 2: Write your findings paragraph

Answer the following questions based on the results of your personality test:

What did this survey tell you you’d do well? What career(s) did it suggest for you? Does this correlate with what you were thinking of pursuing? Explain. Did it give you any ideas for a back up career?

Step 3: Graphic Organizer

Fill out the **career portion** of the career & college graphic organizer that is in this packet.

Step 4: Conduct research to answer the questions above about your desired career

ONLY USE THESE WEBSITES TO CONDUCT YOUR RESEARCH

1. <http://www.ncda.org/aws/NCDA/pt/sp/resources>
2. <https://www.stchas.edu/academics/student-resources/career-services/career-information/career-information-websites.html>
3. <http://www.bls.gov/oco/>
4. <https://bigfuture.collegeboard.org/majors-careers>

Part II: College Research

Your paper will examine the important information that you identified while researching your specific college; it will include the answers to the questions below (these answers should be typed and submitted as part of your portfolio in addition to being incorporated into your research paper):

- *What type of college is it?*
- *What is the enrollment?*
- *Is it urban or rural?*
- *What are the admission requirements?*
- *What are the tuition costs?*
- *What type of major might you pursue at this college?*
- *What is a description of this major?*
- *What skills are necessary to be successful in this major?*
- *What high school courses are needed for this major?*
- *How much is room and board?*
- *Are meal plans offered? If so, what is the cost?*
- *What other fees are you responsible for?*
- *What courses does one take at college to fulfill this major?*
- *What is the study/workload like for this major?*
- *What career might one go into with this major?*
- *What are the viewpoints of current students in this major?*
- *What questions would you ask a college admissions counselor?*
- *What other majors relate to this major?*

Step 1: Refer back to the results from your personality test to find colleges that match your criteria. Print your results if you have not done so already and add them to your portfolio.

Step 2: Preliminary Research- Graphic Organizer

Each student will **choose three colleges** they would be interested in attending that is not listed on the graphic organizer provided. These can be colleges that resulted from your personality test or ones you have heard about from other people. Research their admissions criteria concerning SAT, ACT, and GPA requirements as well as the tuition costs. You may want to consider choosing one school from each category (Reach, Realistic, and Safety). Take into account the extent to which your schools will help you achieve your desired career.

Step 3: College Contact

Send an email to admissions office of one or more schools you are interested in attending asking them three questions you do not know the answers to. Print out your original email and their response(s).

Step 4: College Research

After you have picked which college(s) you would like to attend, go to their school website and other reputable sources to answer the questions listed above. For now, answer them in bulleted format and submit your answers on www.turnitin.com keeping track of all the websites you visited along the way (copy and paste the URLs to the bottom of your page before you submit it).

Part III: Presenting Your Learning

All projects will be showcased in a final exhibition during the first quarter. Community members, teaching staff, administration and the student body will be invited to attend this exhibition. Your work will be displayed next to your peers; keep this in mind while creating your portfolio and your visual.

Visual – Your visual must clearly present information on both your career and your college. Some suggestions are:

- Brochure
- Poster
- Prezi
- Original view book
- Photo and Informational Album
- Collage

Outline

The ability to construct an outline for a research paper helps to ensure that your paper is organized and logical. The outline is a required part of your research paper process and should be included in your portfolio (teacher discretion). You can use the outline below, or you can create your own outline template if you wish.

1. Start to organize your paper by placing the research you have into the outline.
2. Fill out the entire outline template below. You should exhaust all the research you have.
3. Go back and look for sources that will help you address any areas where you did not have enough information.
4. Use this outline to write your paper. **Add body paragraphs as needed.**

Part I: Career Research

I. Introduction

A. General Background Information: Career and College

B. Thesis (what concepts and details will you discuss in your work)

II. Body Paragraphs (General Theme) _____

A. Major Ideas (1 per body paragraph): _____

1. Supporting Details (multiple per body paragraph): _____

III. Conclusion

A. Restate Thesis

1. General Overview of key points: _____

2. Key Data: _____

B. Expand Ideas beyond the details within your paper

Career Graphic Organizer

<u>Education Needed</u>	<u>Salary/Hourly Wage</u>	<u>Expected Hours</u>	<u>Average Vacation</u>	<u>Other Qualifications</u>

What other important information did you find?

Checklist

Please use following checklist to “check off” items of your project as you complete them. This checklist **MUST** be in your final portfolio.

Check	Date	Requirement
1. _____	_____	Get a 3-ring binder to house materials
2. _____	_____	Take Mrs. Choto’s interest survey and print out the results.
3. _____	_____	Take the My Road or HumanMetrics “Personality” survey
4. _____	_____	Fill out the Venn Diagram for the two interest surveys
5. _____	_____	College results from My Road/Collegeboard/HumanMetrics
6. _____	_____	Write letter, email, or call to request, materials from this college
7. _____	_____	Email the school you would like to attend and print their response.
8. _____	_____	Fill out the research paper outline*
9. _____	_____	Begin to create a draft of your research paper
10. _____	_____	Get your 1 st draft edited, signed, and dated by another teacher*
11. _____	_____	Complete your final draft
12. _____	_____	Submit your entire portfolio (minus your display) in your 3 ring binder in a neat, attractive fashion
13. _____	_____	Submit your final research paper to www.turnitin.com
14. _____	_____	Take a deep breath and a sigh of relief.

* *teacher discretion*

Research Paper Rubric

General Format Specifications

- _____ Times New Roman font
- _____ One inch margins
- _____ Double-spaced
- _____ Works Cited page in MLA format
- _____ Last name and page number appear in the top right corner of each page
- _____ All subsections are included and properly labeled

Title Page (all details should appear in the following order)

- _____ The title of the paper appears centered as the first line. (Press enter a few times after).
- _____ Author's name is in the center of the first page.
- _____ Instructor's name appears as the third line of the header. (*Mrs. Brianna Smith*)
- _____ The name of the course appears as the fourth line of the header. (*English IV: College Prep*) (Press enter a few times after).
- _____ The name of the school at which you are writing the paper should appear towards the bottom above the due date.
- _____ The due date of the paper appears as the last line of the first page.

Table of Contents (all details should appear in the following order)

- _____ Introduction is listed followed by the page number it can first be found on. (should be page 3)
- _____ Career Research is listed followed by the page number it can first be found on.
- _____ College Research is listed followed by the page number it can first be found on.
- _____ Findings is listed followed by the page number it can first be found on.
- _____ Works Cited is listed followed by the page number it can first be found on.
- _____ Appendices is listed followed by the page number it can first be found on.

Introduction

- _____ Starts as a broad topic
- _____ Includes a quote that supports their stance on the broad topic
- _____ Narrows to an identifiable thesis statement (should be underlined)
- _____ Transitions into next paragraph

Career Research

- _____ Begins with a clear topic sentence
- _____ Aligns with thesis statement
- _____ Uses direct quotes to support what is being said
- _____ Uses in-text citations after quotes
- _____ Transitions into next paragraph
- _____ Addressed all (blue) comments/questions from drafted sections on www.turnitin.com
In order to turn these questions into a paragraph response, try the following:
 - Questions 1, 2, 3, and 8 should be one paragraph.
 - Questions 4, 5, 6, 7, 9, 10, 11, and 12 should be another paragraph.

College Research

- _____ Begins with a clear topic sentence
- _____ Aligns with thesis statement

- _____ Uses direct quotes to support what is being said
- _____ Uses in-text citations after quotes
- _____ Transitions into next paragraph
- _____ Addressed all (blue) comments/questions from drafted sections on www.turnitin.com

In order to turn these answers into a paragraph type response, try the following:

Questions 1-4, 17 should be in your first paragraph

Questions 5, 10-12 should be in your second paragraph

Questions 6-9, 13-16, and 18 should be in your last paragraph.

Findings

- _____ Begins with a clear topic sentence
- _____ Aligns with thesis statement
- _____ Uses direct quotes to support what is being said
- _____ Uses in-text citations after quotes
- _____ Addressed all (blue) comments/questions from drafted sections on www.turnitin.com

Career Findings:

1. When writing this paragraph, mention what type of person it classified you as (i.e. "director," "entertainer," "perfectionist," etc).
2. Then, pick out some personality qualities it said you possessed that you agree and/or disagree with.
3. Talk about the careers it suggested for you and how that fits in with your plan, gave you something new to think about, and/or doesn't fit you at all. (If those careers don't fit you and you are not interested in them, write about what you want to do, how your personality will help you along the way, and how you plan to get there).
4. Then, combine all these elements by discussing how the career it chose for you/the career you want would benefit from the personality it identified you as.

College Findings:

1. Which college(s) did you research? Based on the information you accrued, what is the likelihood of you attending school there next Fall? What do you like about the school? Dislike?
2. What major would you try to get into? How will majoring in that area help you achieve the necessary requirements employers look for? (Look at job posting on Monster and LinkedIn to find job postings for your career and make a list of what is required in order to be considered for that position.) What will you be able to do at this school (extracurricular or within your major) that will help you meet these requirements? Could you start attempting to meet any of these requirements now?
3. What are your concerns? What can you do to overcome these concerns and move on with your dream plan? About what are you the most excited? Do you intend to apply? If so, when? How will you make your application stand out among the others?

- _____ Conclusion paragraph is included

_____ Conclusion relates back to the thesis statement

Works Cited

_____ Any facts or quotes taken from an online source were cited

_____ All sources are properly formatted (MLA). (See OWL Purdue for help with this).

Appendices

_____ Lists all documents that will be included in the portfolio. (see board in class)

Term 2

Writing College Essays

Florida State Standards Assessed (W.4.10, W.1.3, W.2.4, W.2.6)

- Use narrative techniques, such as dialogue, pacing, description, reflection,
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting,
- Develop and strengthen writing as needed by planning, revising, editing,
- Adapt speech to a variety of contexts and tasks, demonstrating a command of language
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

VHS Curriculum

- Construct a logical narrative that addresses the questions posed by popular colleges.

Essential Questions

- Why is the personal narrative writing required for college applications?
- How can you demonstrate your writing ability and creativity while writing a college entrance essay?

Introduction

Over the next few weeks you will be writing four (or more) college entrance essays based on popular college choices in Florida and the requirements of those schools and the Common App. The topics will range depending on the school, but these are narrative pieces of writing. You will complete at least two drafts of each essay, practicing revising and editing skills.

Topic: Essay Writing

The mastering of personal essay writing is one of the many forms of writing that that can be used as a tool throughout your academic career.

Essay Requirements (MLA Standardized Format)

- 1-2 pages typed
- 12 point font: Times New Roman
- MLA format

Assignment Description

The essays demonstrate your ability to write clearly and concisely on a selected topic and help you distinguish yourself in your own voice. What do you want the readers of your application to know about you apart from courses, grades, and test scores? Choose the options that best help you answer that question and write four essays of no more than 750 words each, using the prompt to inspire and structure your response. Remember: 750 words is your limit, not your goal. Use the full range if you need it, but don't feel obligated to do so. (The application won't accept a response shorter than 250 words.)

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from failure can be fundamental to later success. Recount an incident or time when you experienced failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma, or anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment or event, formal or informal, which marked your transition from childhood to adulthood within your culture, community, or family.

College Entrance Essay Rubric

Criteria to be Assessed	4	3	2	1
1. Ideas	Writing successfully presents the topic in a novel or unique way. Writing includes excellent and specific concrete detail and insightful commentary.	Writing presents the topic in an interesting way. Writing includes good concrete detail and some insightful commentary.	Writing presents the topic in an ordinary way. Writing includes concrete detail, but commentary is obvious, simplistic, or generic.	Writing presents topic in an ordinary way. Concrete details and commentary are either weak or missing.
2. Organization	Writing has a compelling and logical flow of ideas.	Writing has a logical flow of ideas.	Organization is rough but workable. It sometimes gets off topic.	Writing is aimless and disorganized.
3. Topic Sentences and Transitions	Paragraphs have focused and poignant topic sentences and smooth, almost seamless transitions.	Paragraphs have focused topic sentences and obvious transitions.	Paragraphs have topic sentences that need to be more focused and rough transitions.	Paragraphs lack topic sentences and transitions.
4. Description	Writing consistently and effectively shows rather than tells through specific and vivid details.	Writing shows rather than tell, but details could be more specific and vivid.	Writing includes some showing but needs more.	Writing uses all telling and no showing.
5. Voice	Writing reveals your unique personality and view of the world, leaving the reader to want to know more about who you are.	Writing reveals some of your thoughts and feelings, but needs more personality behind it.	Writing is bland. There is either no hint of a real person behind the writing.	Writing is too informal. It sounds like you don't care about the topic of the essay.
6. Word Choice	Writing uses words that are striking and fresh but natural, varied, and vivid.	Writing makes some quality but also some routine or ordinary word choices.	Writing uses words that are dull or uninspired. Writing sounds like you are trying too hard to impress.	Writing uses the same words over and over. Some words may be confusing or inappropriate.
7. Grammar Usage and Sentence Fluency	Writing uses proper grammar 100% of the time. Sentences flow well and vary in construction and length.	Writing has a few grammar problems. Sentences flow well but do not vary much.	Writing has enough grammar errors to distract a reader. Some sentences do not flow well and/or are not varied at all.	Writing has numerous grammar mistakes and poor sentence construction that make the paper hard to read.
8. Spelling and Punctuation	Writing uses correct punctuation and spelling 100% of the time.	Writing has a few errors to fix, but generally uses correct conventions.	Writing has enough errors in the essay to distract a reader.	Writing has numerous errors that make the paper hard to read.

Terms 2/3

Analytical Essay – Film Study

Florida State Standards Assessed (W.1.2, W.1.2a, W.1.2b, W.1.2c, W.1.2d, W.1.2e, W.1.2f, L.3.6, RI.1.1, W.3.9, W.4.10, W.2.4)

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Introduce a topic; organize complex idea, concepts, and information so that each new elements builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establish and maintain a formal style and an objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension and expression.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leave matters uncertain.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

VHS Curriculum

- Construct an analytical essay that appropriately uses rhetoric and critical analysis.

Essential Questions

- How does applying a critical perspective affect an understanding of text?

- How does a new understanding gained through interpretations help or hinder your enjoyment of a text?

Introduction

Through this assignment we will determine your facility with reading, understanding, and analyzing challenging texts and films. We also want to assess how well you manipulate language to communicate your written analysis of a specific topic to a mature audience. The level of your writing should be a direct reflection of your critical thinking.

Topic: Essay Writing

Students should understand how to construct an analysis, use rhetoric, synthesize information, and apply a critical lens.

Essay Requirements (MLA Standardized Format)

- 3-5 pages typed
- 12 point font: Times New Roman
- MLA format

Assignment Description

Your assignment is to write an essay that analyzes the cinematic style of director Tim Burton. Your essay should focus on the ways in which the director uses stylistic techniques across films to achieve a desired effect.

Steps

1. Define the cinematic techniques Tim Burton uses in his films and organize them into specific categories.
2. Generate a graphic organizer for each film to record textual evidence that supports your critique of each technique. For each example you record, formulate an analytical statement synthesizing how your cinematic techniques effects the scene itself and the viewer.
3. Use a prewriting strategy to generate, evaluate, and critique your ideas. Next, develop a preliminary organizational structure for the most important ideas that you have generated from your multiple close readings.
4. Draft your essay making sure to determine the general structure and answer the following (These answers should be included in your notes as proof of your brainstorming, but NOT in your essay. These are just to get you thinking):
 - ⇒ How will you be sure all the components of an expository essay – the thesis, introduction, body paragraphs, and conclusion – are coherently and clearly connected?
 - ⇒ What is the most effective textual evidence you can use to develop your topic and create a powerful commentary?
 - ⇒ How can you use your practice writing from *Edward Scissorhands* as a model for developing your body paragraphs?

5. Evaluate and revise your draft. Create opportunities to review and revise in order to make your work the best it can be (These answers should be included in your notes as proof of your brainstorming, but NOT in your essay. These are just to get you thinking):
 - ⇒ What questions and discussion starters can you use to guide sharing your draft with your partner?
 - ⇒ How can you use the rubric criteria to guide responses and suggestions for revision?
6. Check and edit your draft for publication. Confirm that your final draft is ready to be submitted. This copy (what should be your second draft) will be swapped with a peer and checked against the following criterion (Use the following checklist when revising your paper):
 - ⇒ I have run my paper through both www.turnitin.com and www.grammarly.com and made the necessary grammar and conventional edits to fix my essay.
 - ⇒ I have checked my essay against the notes we took in class for the following elements: syntax, sentence combining, parallel structure, punctuation of quotations, colon, semicolon, and conjunctive adverb with comma.
 - ⇒ I have used one or more of the models provided for me as a guide. (Include as part of your portfolio which model(s) you used and what exactly you decided to utilize from each. The model(s) should be annotated).
 - ⇒ I have provided a brief and thoughtful synopsis of each film and technique.
 - ⇒ I have used rhetoric effectively.
 - ⇒ I have used clear examples clear and the analysis of each appropriate to the task.
 - ⇒ I have included an insightful conclusion.
7. Revise your essay using your peer feedback on the above questions.
8. Find an adult to edit your second draft checking against the criterion from question six and general flow and grammar.
9. After you have refined your essay based on your peer and adult evaluations, consult the rubric and review your essay to assess yourself in each category. Mark your essay to indicate where you can revise in order to move from one benchmark to another. Further refine your essay for ideas, organization, and use of language.
10. Reread your draft aloud and then silently to mark errors in conventions and grammar. Consult editing tools available to you (spell-check, dictionary, thesaurus) to create a technically sound text and publish a final draft.

Analytical Essay Rubric

Scoring Criteria	Exemplary	Proficient	Emerging	Incomplete
Ideas	<p>The essay:</p> <p>Clearly identifies and analyzes Burton's style, uses evidence from multiple sources (films, articles, etc), and provides insightful commentary.</p> <p>Displays in-depth understanding of cinematic techniques and how they create specific effects.</p>	<p>The essay:</p> <p>Clearly identifies and describes Burton's style, using evidence from more than one film.</p> <p>Displays a clear understanding of effect of the director's cinematic techniques.</p>	<p>The essay:</p> <p>Shows limited understanding of the director's style; support is insufficient or inaccurate.</p> <p>Confuses how the director achieves an intended effect and/or may include a plot summary rather than an analysis.</p>	<p>The essay:</p> <p>Summarizes the plot with little attention to elements of style</p> <p>Does not show an understanding of the director's cinematic choices and their intended effect.</p>
Structure	<p>The essay:</p> <p>Is logically organized</p> <p>Introduces the topic clearly and develops a strong thesis; body paragraphs develop the topic with examples and details leading to a perceptive conclusion.</p> <p>Uses transitions effectively to clarify ideas and create cohesion.</p>	<p>The essay:</p> <p>Is well organized</p> <p>Introduces a clear thesis, uses detailed body paragraphs, and provides a conclusion that supports the explanation</p> <p>Uses transitions to create clarity and cohesion.</p>	<p>The essay:</p> <p>Is not well organized</p> <p>May have an unfocused thesis, undeveloped body paragraphs, and/or inadequate conclusion.</p> <p>Uses few, if any, transitions to create clarity and cohesion.</p>	<p>The essay:</p> <p>Is confusing and/or missing key parts</p> <p>Omits the thesis or does not develop it</p> <p>Uses no transitions to create clarity or cohesion.</p>
Use of Language	<p>Stylistic choices in language serve to enhance the</p>	<p>Stylistic choices in language communicate the</p>	<p>Stylistic choices in language are less mature and do</p>	<p>Stylistic choices are unclear or poor and do not</p>

	<p>author's analysis and consistently convey an academic voice appropriate for the discourse.</p> <p>The writer successfully weaves textual evidence from the story into his/her own prose and demonstrates strong control and master of standard writing conventions.</p>	<p>author's analysis clearly and demonstrate an academic voice appropriate for the discourse.</p> <p>The writer weaves textual evidence from the story into his/her own prose accurately, yet with less grace.</p> <p>The writer demonstrates control of standard writing conventions. Though some errors may appear, they do not seriously impede readability.</p>	<p>little to create an academic voice appropriate for the discourse.</p> <p>At times, the writer attempts to incorporate textual evidence from the novel into his/her own prose, yet may do so awkwardly or inaccurately.</p> <p>There are frequent errors in standard writing conventions that interfere with the meaning.</p>	<p>depict an academic voice.</p>
Evidence of Writing Process	<p>The essay demonstrates thoughtful planning, significant revision, and careful editing for grammar and conventions in preparing a publishable draft.</p>	<p>The essay demonstrates adequate planning, revision, and editing for grammar and conventions in preparing a publishable draft.</p>	<p>The essay lacks evidence of planning, revision, and/or editing for grammar and conventions. The draft is not ready for publication.</p>	

Term 3

Writing Scholarship Essays

Florida State Standards Assessed (W.1.1, W.1.2, W.2.4, W.2.5)

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient details.
- Write informative/expository texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

VHS Curriculum

- Construct a logical argumentative and/or informative essay that addresses the questions posed by popular scholarship organizations.

Essential Questions

- Why are argumentative and informative essays attractive for scholarship applications?
- How can you demonstrate your writing ability and creativity while writing a college scholarship essay?

Introduction

The scholarship essay is usually an expository/argumentation structure, but not always. Some scholarship organizations ask for a narrative, but more often than not they require an expository piece with narrative examples. As such, there is plenty of room for the closeness of the first person, description, sensory language, and even dialogue as well as a casual voice and tone. However, many of these essays also have a limit on the amount of words you may use, so your writing needs to be precise. As a class, we will explore the genre of exposition/argumentation and narration in your first essay.

Topic: Essay Writing

One of the most important things to learn from this assignment is how to structure and identify what an essay question is asking.

Essay Requirements (MLA Standardized Format)

- 1-2 pages typed
- 12 point font: Times New Roman
- MLA format

Assignment Description

While you can't predict every essay question, knowing some of the most common ones can give you a leg up on the applications. Pick two of the following scholarship essays about which to

write. You will go through the entire composition and revision process for both essays (which includes some Mastery grades), but by the time you have both final products you can decide which you would like to submit for 100 compliance points and which you would like to submit for 100 mastery points. **In addition to the two essays of your choice, each student will be required to complete the Buffalo Scholarship for one hundred mastery points.** (See Student Services for this application).

Your Field of Specialization and Academic Plans

Some scholarship applications will ask you to write about your major or field of study. These questions are used to determine how well you know your area of specialization and why you're interested in it.

Samples:

- How will your study of _____ contribute to your immediate or long range career plans?
- Why do you want to be a _____?
- Explain the importance of (your major) in today's society.
- What do you think the industry of _____ will be like in the next ten years?
- What are the most important issues your field is facing today?

Current Events and Social Issues

To test your skills at problem-solving and check how up to date you are on current issues, many scholarship applications include questions about problems and issues facing society.

Samples:

- What do you consider to be the single most important societal problem? Why?
- If you had the authority to change your school in a positive way, what specific changes would you make?
- Pick a controversial problem on college campuses and suggest a solution.
- What do you see as the greatest threat to the environment today?

Personal Achievements

Scholarships exist to reward and encourage achievement, so you shouldn't be surprised to find essay topics that ask you to brag a little.

Samples:

- Describe how you have demonstrated leadership ability both in and out of school.
- Discuss a special attribute or accomplishment that sets you apart.
- Describe your most meaningful achievements and how they relate to your field of study and your future goals.
- Why are you a good candidate to receive this award?

Background and Influences

Who you are is closely tied to where you've been and who you've known. To learn more about you, some scholarship committees will ask you to write about your background and major influences.

Samples:

- Pick an experience from your own life and explain how it has influenced your development.
- Who in your life has been your biggest influence and why?
- How has your family background affected the way you see the world?
- How has your education contributed to who you are today?

Future Plans and Goals

Scholarship sponsors look for applicants with vision and motivation, so they might ask about your goals and aspirations.

Samples:

- Briefly describe your long- and short-term goals.
- Where do you see yourself ten years from now?
- Why do you want to get a college education?

Financial Need

Many scholarship providers have a charitable goal: They want to provide money for students who are going to have trouble paying for college. In addition to asking for information about your financial situation, these committees may want a more detailed and personal account of your financial need.

Samples:

- From a financial standpoint, what impact would this scholarship have on your education?
- State any special personal or family circumstances affecting your need for financial assistance.
- How have you been financing your college education?

Random Topics

Some essay questions don't seem directly related to your education, but committees use them to test your creativity and get a more well-rounded sense of your personality.

Samples:

- Choose a person or persons you admire and explain why.
- Choose a book or books and that have affected you deeply and explain why.

Scholarship Essay Rubric

Conventions/Mechanics/Spelling _____/20

- Frequent errors will result in the loss of points.
- Provides transitions and variety of sentences.
- Accurate use of punctuation, grammar, and spelling in the essay.

Word Choice/Language _____/10

- Student's word choice is formal and academic.
- Language is sophisticated, natural and not repetitious.

Originality/Attention Getter _____/20

- Strong, engaging introduction which may include quote/anecdote/statistic with source and shows individual's personality. (Avoid posing questions or providing dictionary definitions.)
- Avoids clichés and generic statements.
- Appropriate and collegiate presentation of ideas.

Focus/Development _____/10

- Writing clearly connected to the selected prompt.
- Topic is developed to fully respond to the prompt.

Personal Details _____/20

- Multiple examples in the essay show the activities, skills, experiences, community service, awards, talents, major, future occupation, etc. of the student.

Word Count _____/10

- Meets the required 500-750 word limit

Electronic submission _____/10

TEACHER COMMENTS: **FINAL TOTAL** _____/100

Term 4

Senior Writing Project

Florida State Standards Assessed (SL.2.4, L.1.1, L.1.2, L.2.3, W.1.1, W.1.2, W.1.3, W.2.4, W.2.5, W.3.9, W.4.10)

- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative, or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effect selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

VHS Curriculum

- Write narrative, reflective, argumentative, and informative pieces utilizing the language and grammar skills we have been working on in class over the year.

Essential Questions

- How can you use the writing modes you've learned over the years in your personal lives?
- How can the writing modes you've learned over the years apply to your life after high school?

Introduction

The purpose of the Senior Writing Project is to illustrate many of the different writing modes you have been exposed to during your high school years. It also offers you the opportunity to reflect on your past, your present, and your future. Since you will all express yourselves differently, it is difficult to set specific length requirements for this project; however, items 3-12 should be approximately one-page in length (minimum).

Topic: Essay Writing

Reflect on your past, present, and future through different modes the different modes of writing you have been exposed to over the years.

Essay Requirements (MLA Standardized Format)

- 1-2 pages typed
- 12 point font: Times New Roman
- MLA format

Assignment Description

Part of your grade for this project is visual aesthetics. This project is a representation of you...don't be a slob! Items 13-15 are extra credit. However, they must contain the example, and at least a ½ page explanation of the importance, in order to count; do not just include the example.

THIS PROJECT WILL COUNT AS YOUR FINAL FOR ENGLISH, AS WELL AS ½ OF YOUR TERM 4 AVERAGE! CREDIT FOR TERM FOUR WILL NOT BE GIVEN UNTIL THE PROJECT IS COMPLETED. FAILURE TO PASS IN THIS PROJECT WILL RESULT IN A TERM FOUR FAILING GRADE.

Senior Writing Project (cont.)

REQUIREMENTS:

1. Design a cover, or any creative container you wish, for your project. You may use the standard scrap book method, or you can be more creative and in some way relate it to your shop. Students who go above and beyond will receive a minimum of 25 extra credit points.
2. Title page / Table of Contents
3. Dedication ~ you may dedicate your project to anyone who has influenced your life.
4. Who am I- write a brief autobiography of yourself.
5. Write a character sketch (serious or humorous) of someone who has influenced you during your high school years. Your character sketch MUST include physical characteristics as well as personality attributes. Your reader should have an image of the person you are writing about as well as how/ why they are important to you.
6. Thank you- no one can get through life by themselves. In this section, write a thank you letter to a person who has helped you become the person you are today. It may NOT be the same person as #5.
7. “A Day in the Life of...” ~ this should illustrate a typical day a Monty Tech, however, you must write your paper from a different point of view, other than your own; you must complete one for shop week, and one for academic week.
8. Write a poem contrasting Freshmen and Senior year. Your poem must have a specific format and contain at least ten examples of figurative language; five different types.
9. “This I believe” ~ a statement of personal philosophy. You must demonstrate persuasive writing throughout this piece. Your thesis should be focused around a favorite quotation.
10. Write about an event that has happened this year and state how it will influence your life, personal OR global. Your writing for this section should lean towards more of an analytical response.
11. Write about what you hope to contribute to the world in your lifetime. Your writing format should focus around personal essay.
12. Write about the positive and negative aspects of education at Monty Tech. Discuss any changes you would make if you had control. In this opinion piece, focus on the possible solutions to proposed problems; do not just complain to complain.
13. – 15. Free Topics~ Examples: Poems (original or published), Photographs, Song Lyrics, Collages, awards...etc.

Senior Writing Project Rubric

Requirement:

- _____ Cover
- _____ Title Page / Table of Contents
- _____ Dedication
- _____ Who Am I?
- _____ Thank You Letter
- _____ Character Sketch
- _____ A day in the Life of ...
- _____ Poem of 9 v. 12
- _____ This I Believe...
- _____ Event from this Year
- _____ Contribution to the World
- _____ Aspects of VHS
- _____ Free Choice
- _____ Free Choice
- _____ Free Choice

Comments:

_____ Final Grade

Formatting and MLA Citations

1. Format:
 - Typed
 - Times New Roman
 - 12 point font
 - Double spaced
 - Your last name and page number in the top right corner (click “insert” page number)
 - “Tab” new paragraphs

2. Heading: (DO NOT INSERT A HEADER)
 - Should be formatted as above with all text to the left
 - Your Name
 - Teacher Name
 - Class
 - Due Date (Day Month Year)
 - Title (This is the only thing that should be centered on the page. Do **not** make it bold.)

3. Every paper you write should include quotes from the source about which you are speaking!
How to Quote your Sources
 - Each fact you have should be quoted *directly* from the source you received the information from.
 - Example: In *Beowulf*, Wiglaf attempts to persuade his fellow warriors to help their king fight the dragon by boldly stating “He...chose us from all his great army, thinking our boasting words had some weight, believing our promises, trusting our swords” (*Beowulf* 60).
How to Check Yourself
 - Highlight each fact in your draft.
 - Make sure each fact is either paraphrased or cited correctly.
 - CHECK YOUR WORKS CITED PAGE and make sure the article/author is listed appropriate.

4. Because you have quotes, that means you also need a Works Cited page.

Basic Format

Lastname, Firstname. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

Basic Style for Citations of Electronic Sources (Including Online Databases)

Here are some common features you should try and find before citing electronic sources in MLA style. Not every Web page will provide all of the following information. However, collect as much of the following information as possible both for your citations and for your research notes:

- Author and/or editor names (if available)
- Article name in quotation marks (if applicable)
- Title of the Website, project, or book in italics. (Remember that some Print publications have Web publications with slightly different names. They may, for example, include the

additional information or otherwise modified information, like domain names [e.g. .com or .net].)

- Any version numbers available, including revisions, posting dates, volumes, or issue numbers.
- Publisher information, including the publisher name and publishing date.
- Take note of any page numbers (if available).
- Medium of publication.
- Date you accessed the material.
- URL (if required, or for your own personal reference; MLA does not require a URL).

Basic Rules for Writing

- Avoid run-on sentences.
- Don't use double negatives.
- Use the semicolon properly.
- Reserve the apostrophe for its proper use and omit it when it's not needed.
- Don't use sentence fragments.
- Avoid unnecessary commas.
- Don't start a sentence with a conjunction (F.A.N.B.O.Y.S).
- Write all adverbials correctly (adding -ly where needed and excluding it where it is not).
- Don't use contractions in formal writing.
- Avoid dangling participles when writing properly.
- Do not be redundant.
- Don't exaggerate unless you are writing a narrative.
- Avoid awkward alliteration.
- Don't string too many prepositional phrases together.
- Avoid the overuse of quotation marks.
- If something wasn't your idea, if the thought did not come out of your brain, **cite it!**
- If you are citing something, you need a Works Cited page.
- Do not use "this" or "that" at the beginning of a sentence.
- Do not end your sentence with a preposition.

“Dead Words”

In formal writing, you are not to use any of the following words/phrases:

I	Cool
Anything	Thing
You	So
A lot	Fun
Contractions	Stuff
Like	Could
Lots	Should
Gotta	Good
Anything	“I’m going to tell you/talk about...”
Nice	“In this paper...”
Everything	Said
Bad	That
This	Good

If you find yourself using some of these words, look for alternative words in a thesaurus. Should any of these be found in a final draft, the assignment may receive a lower grade.

Transitional “Tool Box”

Introduce a Claim or Evidence

The primary reason, Frequently, In fact, The most compelling evidence, According to, As stated, For example, For instance, Another significant, Most important, Equally important, Another key point, It is important to realize, Specifically

Connect, Add, Continue

Not only, It could also be said, Similarly, Likewise, Additionally, Moreover, Also, And, In addition, Furthermore, Another, In the same way, Not only...but, Equally important, Of course

Shift, Contradict, Refute

Some sources suggest, One text argues, Others would say, On the other hand, A different view is, In contrast, However, Despite this argument, Conversely, Unlike, Nevertheless, Regardless, But, Even though, Although, By contrast, On the contrary, Yet, Whereas, While, Nonetheless

Clarify, Elaborate, Comment

This reveals, This suggests, This demonstrates, This indicated, This is important because, The illustrates, In other words, To put it differently, In this case, As a result, The logical conclusion is, That is, Actually, Thus, This explains why, To put it another way, If...,then...

Compare

Both, Similarly, In the same way, Just as, Also, Another, Along the same lines, Likewise, Equally

Concede

It is true that, Admittedly, Of course..., but, This may be true, but, Although this may be a good point, Indeed, Granted

Conclusions and Summations

Therefore, Thus, This clearly shows, As a result, Consequently, In short, Finally, Obviously, In brief, Ultimately

Revising versus Editing

REViSiNG Editing

A - **add**

- Sentences
- Words

R - **remove**

- Unneeded Words
- Unneeded Sentences

M - **move**

- Sentences around
- Words around

S - **substitute**

- Trade words or sentences for others

C - **capitalize**

- Names, places, months, titles, "I"

U - **usage**

- Match nouns & verbs correctly to make sense

P - **punctuation**

- Periods, quotations, commas, ?, !

S - **spelling**

- Check all words
- Use dictionary

Deciphering Mrs. Smith's Editing Marks

Editing Marks	
^	Insert a word, letter, or phrase
∩	Delete a word, letter, or phrase
≡	Capitalize
/	Change to lower case
⊙	Insert a period
^.	Insert a comma
∨	Insert an apostrophe or quotations
^	Insert space
∩	Close up space
S	Switch order of letters or words
¶	Start a new paragraph
Ⓢ	Check spelling
]	Move Right
[Move Left

Master Reader and Writer Assignment Breakdown

Introduction to the Unit:

The purpose of this unit is to improve students' writing through a review of previously learned grammar concepts and an introduction and mastery of new ones. Students will apply the knowledge gained in this unit to all writing situations, both in the class and in the real world. This unit may be completed during any moment of the course, as its lessons are applicable throughout the semester. Students will understand that correct grammar is essential to quality writing. By moving beyond a basic understanding of parts of speech, students will gain a deeper understanding of the complexities of grammar as it relates to mature, academic writing. Students will apply the skills learned in this unit to write a "How-To Guide to Grammar." The skills learned will also apply to the writing done in each unit of the course.

Term 1: MRW Vol.1 and 2 (L.1.2, L.3.6, RI.1.1, RI.1.2, RI2.4)

Essential Questions:

- How can we use evaluation and reflection to improve our writing?
- How do I make my writing better?
- How does grammar affect writing?
- What grammar skills are most important to master?
- How do I know whether or not I am writing with correct grammar?
- How do a varied vocabulary and a consideration of word choice improve a piece of word choice?

Chapter Assignments from Pearson's *Master Reader and Writer*

Unit #2- Vocabulary Acquisition and Use

Due Date: _____

- Notes and Practice Activities

Due Date: _____

- Mastery Test # _____

Unit #3- Grammar: The Building Blocks of Communication

Due Date: _____

- Notes and Practice Activities

Due Date: _____

- Mastery Test # _____

Term 2: MRW Vol.1 and 2 (L.1.1, L.1.2, L.2.3, L.3.5, L.3.6)

Essential Questions:

- How do writers vary their writing when they write for different purposes and different audiences?
- What role do grammar and mechanics play in crafting a solid piece of writing?
- How does the absence of proper grammar detract from my audience's enjoyment and understanding of my piece?

Chapter Assignments from Pearson's *Master Reader and Writer*

Unit #7- Sentence Variety, Clarity, and Conventions

Due Date: _____

- Notes and Practice Activities

Due Date: _____

- Mastery Test # _____

Unit #11- Revising and Editing: Recognizing and Avoiding Sentence Structure Errors

Due Date: _____

- Notes and Practice Activities

Due Date: _____

- Mastery Test # _____

Term 3: MRW Vol.1 and 2 (L.2.3, RI.1.1, RI.1.2, RI.2.5)

Essential Questions:

- How do writers vary their writing when they write for different purposes and different audiences?
- How does following the writing process help a writer craft an effective piece of writing?
- What role do grammar and mechanics play in crafting a solid piece of writing?
- How does spelling influence the strength of a written piece?

Chapter Assignments from Pearson's *Master Reader and Writer*

Unit #4- Identifying Main and Central Ideas

Due Date: _____

- Notes and Practice Activities

Due Date: _____

- Mastery Test # _____

Unit #14- Analyzing, Evaluating, and Constructing Arguments

Due Date: _____

- Notes and Practice Activities

Due Date: _____

- Mastery Test # _____

Term 4: MRW Vol.1 and 2 (LAFS.6.L.1.2, L.1.1, L.1.2, L.2.3, RI.2.6, LAFS.4.RI.2.5)

Essential Questions:

- How does a variety of sentences structures and lengths enhance writing?
- How do writers decide which poetic format will best express their ideas?
- Why is poetry a powerful form of expression?
- What is the purpose of applying grammar and mechanics skills?
- How do writers vary their writing for different purposes and different audiences?
- How does a varied vocabulary and a consideration of word choice enhance writing?
- How can a creative performance enhance the message of the written word?

Chapter Assignments from Pearson's *Master Reader and Writer*

Unit #12- Organizational Patterns: Classification, Comparison, and Cause and Effect

Due Date: _____

- Notes and Practice Activities

Due Date: _____

- Mastery Test # _____

Unit #10- Understanding Inferences, Tone, and Purpose

Due Date: _____

- Notes and Practice Activities

Due Date: _____

- Mastery Test # _____