

Quarter 1	Content	Standards	GLE	Assessment	Essential Questions
	<p>-Establish protocol for classroom: rules and expectations Set-up writing notebook</p> <p>-Paragraph organization</p> <p>-Focus on expressive writing beginning with personal narrative and moving into descriptive.</p> <p>Using models from both DSTP and 6+1 to model, support, and score pieces</p> <p>Expedition - Adaptation</p> <p>***Note: Throughout the year, instruction of conventions and presentation will be embedded and assessed, as appropriate.</p>	<p>Identifying the steps in the writing process and focusing on the criteria of ideas and organization</p> <p>Introduce paragraph outline</p> <p>Narrowing a topic and generating relevant, supportive details</p> <p>Effectively sequencing ideas and incorporating meaningful transitions</p> <p>Adaptation brochure</p> <p>Using rubrics to inform writing and revision</p> <p>*(ELA Standards I, II, and IV)</p>	<p>**GLE's:            1.1, 1.2,            1.3, 1.4,            1.5, 1.6,            1.7,            2.4f,            4.2c</p>	<p>Journal checks ,class work, and homework</p> <p>Rubrics focused on specific skills emphasized during instruction with primary focus on the SAAS rubric that combines DSTP and 6+1.</p> <p>Writing conferences</p> <p>Teacher observations</p> <p>Student presentations and classroom discussion</p>	<p>What are the various purposes for written and oral communication?</p> <p>How do writers (and I) generate ideas for writing and determine a focus?</p> <p>Why is writing considered a process-driven craft?</p> <p>How do I introduce, organize, and develop details to support a topic?</p> <p>What is the relationship between reading and writing?</p> <p>What qualities do I recognize in another writer's well-written piece?</p>

Common Assessment	Initial prompt for baseline data – stand alone (August) and text-based (October) Collaboration with science and social studies teachers to grade common assessments for literacy skills (extended response)
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Timeline	Content	Standards	GLE	Assessment	Essential Questions
Quarter 2	<p>Connecting expressive and informative writing - (in conjunction with science and social studies Text-based Writing/  Inferences  Responding to text Word Choice Sentence fluency  Finally connecting expressive and expository writing to look into the unique features on persuasive writing.  Review of first five 6+1 criteria  Introducing outline for 5 paragraph essay  FAT-P</p>	<p>Conducting effective peer and teacher writing conferences  Making details more showing  Identifying synonyms, overused and general words (Parts of speech)  Generating modifiers (Parts of Speech)  Using appropriate figurative devices  Observing and recording details accurately and effectively  *(ELA Standards I, II, III, and IV)</p>	<p>** 1.2, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.4f, 2.4j, 2.5g, 3.1a, 3.1a2, 3.1b, 3.2a, 3.2b, 3.3b2, 4.1a, 4.2f **1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i,</p>	<p>DSTP TBW Rubrics  Same as above  Rubrics and models for self assessment</p>	<p>When is it more effective and appropriate to write based on factual information as opposed to my own ideas and imagination?  How does an understanding of the parts of speech help me to improve word choice and make ideas more vivid?  How do writers utilize non-literal language to enhance their pieces?  When is dialogue an effective means of communicating ideas and details to a reader?  Why is it important to participate in classroom activities and discussion?  Why is attention to ideas and details important to all genres of writing?  Why do I need to clearly understand what a and text? response question is asking?  What are some key strategies for writing effective responses to different types of questions?</p>

			2.4j, 2.5g, 2.5i, 3.2b, 3.3b1		
		<p>Locating and assessing the validity of informational sources, note taking, and documenting sources</p> <p>Developing a thesis, supporting it, and summarizing</p> <p>Writing effective introduction and conclusion</p> <p>Identifying arguments about an issue</p> <p>Writing to support one position .</p> <p>Revising for effective leads and closings</p> <p>Using word choice and sentence fluency to develop personal style and</p>		Same as above	

		voice  *(ELA Standards I, II, III, and IV)			
		Self assessment  Revision strategies  *(All Standards) **All previously listed			
		*, **Same as above (or N/A depending on DSTP writing decisions)			

Common Assessment	Participating in collaboration with s.s. and sci. teachers for commom assessments. Stand-alone and text-based for the informative and persuasive
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Quarter 2	Content	Standards	GLE	Assessment	Essential Questions
Quarter 3	-Preparation for DSTP by reviewing extensively, the rubrics, 6+1 traits, the writing process, and the three genres for both stand-alone and text-based prompts.  - Begin work on second team expedition.- Cost of a Chance	Understanding of the six traits  Clarifying an assigned topic or response (FAT P)  Self assessment  Revision strategies  *(All Standards) **All previously	Same as above	Same as above	How do I apply what I have learned about the six traits when generating and self-assessing an assigned writing response?  How do I begin researching answers to essential questions for our team expedition?

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		*, **Same as above (or N/A depending on DSTP writing decisions)			

Common Assessment	DSTP writing test
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Quarter 4	Content	Standards	GLE	Assessment	Essential Questions
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Quarter	Poetry  Creative Writing  School wide expedition	Understanding the unique qualities of poetry as compared to prose  *(All Standards)	**All GLE's are applicable as this unit encompasses reading, writing, listening, speaking, and viewing, all genres, and researching and presenting.	Same as above	What are the similarities and differences between poetry and prose?  What are the features and elements of different types of poetry?
		Writing proposals  Descriptive and informational writing			How can reflecting on my knowledge of the six traits positively impact my writing, especially authentic writing? (expedition)  Is all of my writing authentic

					<p>writing?</p> <p>How have I grown as a writer during the course of this year?</p>
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Common Assessment	Continued work with s.s. and sci.
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Directions: Each content teacher should complete a curriculum map for school year 2009-2010. The map should identify what content, state standards, GLE's, assessments, and essential questions are being taught in that specific quarter. Identify the content, skills, and format for each quarterly assessment.