

Quarter 1	Content	Standards	GLE	Assessment	Essential Questions
	<p>* Throughout the year there will be very close alignment with reading curriculum and a closer coordination with the Ocean and Blaze writing teachers.</p> <p>TEAM BUILDING ACTIVITIES and intensive concentration of ELOB Design Principles including 3 R's, Morning Meeting, etc.</p> <p>-Establish protocol for classroom: warm-up/journal, mini-lesson, have a go/independent practice, summary, home study. Also organization of writing notebook.</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>***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>Using a variety of organizers</p> <p>Narrowing a topic and generating relevant, supportive details</p> <p>Effectively sequencing ideas and incorporating meaningful transitions</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>INB checks of warm-ups, 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>

	Also, poetry will be incorporated into language/writing study. Lastly, cross-curricular writing activities will increase students' awareness that all writing is authentic, and topics and assignments will vary based on team expedition activities.				
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Common Assessment	Initial prompt for baseline data – stand alone (August) and text-based (October) An additional formalized expressive prompt (With writing teachers) 10/30 and 11/2 – collaboration with sci. and/or s.s.
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Timeline	Content	Standards	GLE	Assessment	Essential Questions
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Quarter 2	<p>Connecting expressive and informative writing - (in conjunction with science and social studies Text-based Writing/</p> <p>Inferences</p> <p>Responding to text Sentence fluency Compare and Contrast</p> <p>Finally connecting expressive and expository writing to look into the unique features on persuasive writing.</p> <p>Review of first five 6+1 criteria</p>	<p>Conducting effective peer and teacher writing conferences</p> <p>Making details more showing</p> <p>Identifying synonyms, overused and general words (Parts of speech)</p> <p>Generating modifiers (Parts of Speech)</p> <p>Using appropriate figurative devices</p> <p>Observing and</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,</p>	<p>DSTP TBW Rubrics</p> <p>Same as above</p> <p>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?</p> <p>How does an understanding of the parts of speech help me to improve word choice and make ideas more vivid?</p> <p>How do writers utilize non-literal language to enhance their pieces?</p> <p>When is dialogue an effective means of communicating ideas and details to a reader?</p> <p>Why is it important to participate in classroom activities and discussion?</p> <p>Why is attention to ideas and details important to all genres of writing?</p>
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		<p>recording details accurately and effectively</p> <p>*(ELA Standards I, II, III, and IV)</p>	<p>1.4, 1.5, 1.6, 1.7, 2.4d, 2.4e, 2.4f, 2.4g, 2.4h, 2.4i, 2.4j, 2.5g, 2.5i, 3.2b, 3.3b1</p>		<p>Why do I need to clearly understand what a and text? response question is asking?</p> <p>What are some key strategies for writing effective responses to different types of questions?</p>
		<p>Many of the aforementioned skills</p> <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>Identifying arguments and counter arguments about an issue</p> <p>Writing to support</p>		<p>Same as above</p>	

		<p>one position and addressing potential counter arguments</p> <p>Revising for effective leads and closings</p> <p>Using word choice and sentence fluency to develop personal style and voice</p> <p>*(ELA Standards I, II, III, and IV)</p>			
		<p>Understanding of the six traits</p> <p>Clarifying an assigned topic or response (FAT P)</p> <p>Self assessment</p> <p>Revision strategies</p> <p>*(All Standards) **All previously listed</p>			
		<p>*, **Same as above (or N/A depending on DSTP writing decisions)</p>			

Common	Aligning assessments with other writing teachers
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Assessment	Participating in collaboration with s.s. and sci. teachers for formative assessments. Continuing to administer prompts both stand-alone and text-based for the informative and persuasive genres
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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.	Understanding of the six traits Clarifying an assigned topic or response (FAT P) Self assessment Revision strategies *(All Standards) **All previously listed	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?
		*, **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
Quarter	Poetry Creative Writing Using writing instruction to	Understanding the unique qualities of poetry as compared to prose	**All GLE's are applicable as this unit encompasses	Same as above	What are the similarities and differences between poetry and prose? What are the features and

	produce products of personal and required expedition pieces, both team and school-wide.	Research and note taking *(All Standards)	reading, writing, listening, speaking, and viewing, all genres, and researching and presenting.		elements of different types of poetry? How do builders plan for new construction and what are the multiple decisions and steps involved in doing so?
		Writing proposals Descriptive and informational writing Rural Voices poems			What is involved in writing and “selling” a proposal? How can reflecting on my knowledge of the six traits positively impact my writing, especially authentic writing? (expedition) What aspects of Sussex County and my life experience in Delaware provide me with Rural Voices poetry topics? Is all of my writing authentic writing? How have I grown as a writer during the course of this year?

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.