

**English Language Arts  
English IV  
Unit 2: College Essay**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Good writers understand the importance of engaging the attention of the college admissions officer through an anecdote which reveals a personal insight.</li> <li>▪ Good writers understand the importance of good topic development and control of the standards of English conventions.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does a writer engage the attention of an admissions officer?</li> <li>▪ How does a writer choose a topic that will reveal a personal insight?</li> <li>▪ How is a narrative essay different from other forms of writing?</li> <li>▪ How does a writer apply the standards of English conventions to writing a narrative?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ The college essay is an autobiographical account of the writer's experience with people, places, or times.</li> <li>▪ The college essay is limited to a particular time and place.</li> <li>▪ The college essay focuses and reflects on the relationship between the writer and a particular experience.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>: <ul style="list-style-type: none"> <li>○ anecdote, narrative, epiphany, self-reflection, self-analysis, hook, showing vs. telling details, sensory images</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Interpret the significance of the event recounted in the essay.</li> <li>▪ Apply the standards of English conventions.</li> <li>▪ Create a hook.</li> <li>▪ Use showing details vs. telling details.</li> </ul>
<b>Related Maine Learning Results</b>	<p><u>English Language Arts</u> B. Writing B1. Interconnected Elements Students use a writing process to develop an appropriate genre, exhibiting an explicit organizational structure, perspective, and style to communicate with target audiences for specific purposes.</p> <ol style="list-style-type: none"> <li>a. Locate, summarize, and synthesize information from primary and secondary sources, as necessary.</li> <li>b. Apply aspects of various genres for rhetorical effect, strong diction, and distinctive voice.</li> <li>c. Revise drafts to improve synthesis of information from sources, ensuring that the organizational structure, perspective, and style are effective for the targeted audience and purpose.</li> <li>d. d. Edit for correct grammar, usage, and mechanics.</li> <li>e. Create legible final drafts.</li> </ol>

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<b>Related Maine Learning Results</b>	<p>B2.Narrative Students embed narrative writing in a written text when appropriate to the audience and purpose.</p> <ol style="list-style-type: none"><li>Use diction, syntax, imagery, and tone to create a distinctive voice.</li><li>Organize ideas in a logical sequence with effective transitions.</li></ol> <p>D. Language D2.Mechanics Students demonstrate the use of the structures and conventions of Standard American English in their communication.</p> <ol style="list-style-type: none"><li>Use appropriate punctuation, spelling, and sentence and paragraph structure to suit purpose, situation, and audience.</li></ol>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>▪ Teacher lecture, class discussions, creation of draft, peer editing, conferencing, revision of draft</li></ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Produce a college essay</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Resources:</u><ul style="list-style-type: none"><li>○ Teacher handouts</li><li>○ Sample essays</li></ul></li></ul>