**r. Lake Howell High School: Language Arts Writing Plan, 2013-2014**

**Grades 9/10**

* **Quarter 1:**
	+ Focus on *Expository Writing*
		- Honors: 2 full process essays (AP, SAT/ACT style)
		- Standard: 1 full process essay
	+ Prefixes/Suffixes:
		- The 20-30 most common prefixes are introduced and taught in conjunction with vocabulary words, which are then used in writing pieces
	+ Writing Progression
		- *Prewriting*: Analyzing a prompt (recognize cue words to understand writing task)

Brainstorming

Mapping (use graphic organizers to logically organize writing)

* + - *Drafting:* Introductory paragraph:

Topic sentence

Interest grabber/Hook

Thesis statement

* + - *Revision:* Introduce peer response
		- *Editing:* Punctuation

Capitalization

Subject/Verb Agreement

Spelling (Include commonly misused words, such as to, too, and two.)

Compound and Complex Sentences

* + - *Other Skills:* Note taking
* **Quarter 2:**
	+ Focus on *Analytic Writing*
		- Honors: 2 full process essays (AP, SAT/ACT style)
		- Standard: 1 full process essay
	+ Prefixes/Suffixes:
		- The 20-30 most common suffixes are introduced and taught in conjunction with vocabulary words, which are then used in writing pieces
		- The 20-30 most common prefixes are reinforced.
	+ Writing Progression
		- *Prewriting*: Determining and writing to an audience

*Drafting:* Selection of appropriate and sufficient support /textual evidence

Introduce voice and tone

Using illustrative detail

Transitions

Incorporating quotations fluidly into writing

*Revision*: Using strong action verbs

Word choice

Correct placement of modifiers

Peer response

* + - *Editing:* Sentence fragments and run-on sentences

Parallel structure

* **Quarter 3**
	+ Focus on *Persuasive Writing*
		- Honors: 2 full process essays (AP, SAT/ACT style)
		- Standard: 1 full process essay
	+ Prefixes/Suffixes:
		- The 20-30 most common prefixes/suffixes are reinforced
	+ Writing Progression:
		- *Prewriting*: Note-taking

Paraphrase and summary

Synthesizing and organizing information from multiple sources

* + - *Drafting:* Writing with a clear purpose

Focus on evidence (historical, literary, political)

Continue focus on voice, word choice and transitions

* + - *Revision:* Phrases and clauses

Varying sentence patterns

Peer response

* + - *Editing:* MLA format

Parenthetical citations

* **Quarter 4**
	+ Focus on *Argumentative/Research Writing with MLA citations*
		- Honors: 2 full process essays (AP, SAT/ACT style)
		- Standard: 1 full process essay
	+ Prefixes/Suffixes:
		- The 20-30 most common prefixes/suffixes are reinforced.
	+ Writing Progression
		- *Prewriting:* Research print and online media

Primary and secondary sources

* + - *Drafting:* Continue focus on voice

 Work towards development of a personal style and point of view

Use of figurative language and other literary devices

* + - *Revision:* Continue focus on word choice

Peer response

**Grades 11/12 (\*AP Literature and AP Language have additional essays and revisions per quarter)**

* **Quarter 1:**
	+ Focus on *Analytic Writing*
		- Honors: 2 full process essays (AP, SAT/ACT style)
		- Standard: 1 full process essay
	+ Prefixes/Suffixes:
		- Prefixes and suffixes are reinforced to help students with SAT, ACT and PERT vocabulary acquisition
	+ Writing Progression
		- *Prewriting*: Determining author’s purpose

Annotating for rhetorical devices and literary elements

* + - *Drafting:* Writing with focus and purpose

Textual evidence

Analysis as discussion with point of view

Incorporating quotations fluidly into writing

* + - *Revision:* Two revisions

Elevate diction (strong modifiers, verbs and adverbs)

Teacher annotation as well as peer response

* + - *Editing:* Sentence fragments

Run-on sentences

Comma splices

Parallel structure

* **Quarter 2:**
	+ Focus on *Argumentative Writing*
		- Honors: 2 full process essays (AP, SAT/ACT style)
		- Standard: 1 full process essay
	+ Prefixes/Suffixes:
		- Prefixes and suffixes are reinforced to help students with SAT, ACT and PERT vocabulary acquisition
	+ Writing Progression
		- *Prewriting*: Deciphering the prompt (introduction and assignment)

Point of View

Evidence

* + - *Drafting:* Introductory paragraph:

 Interest grabber/Hook

 Thesis statement with agree, disagree or qualify

* + - *Revision:* Teacher annotation as well as peer revision

Multiple drafts

* + - *Editing:* Syntax: Compound/Complex Sentence Structures

Subject/Verb Agreement

Parallel structure

Semantics

* **Quarter 3**
	+ Focus on *Synthesis Writing*
		- Honors: 2 full process essays (AP, SAT/ACT style)
		- Standard: 1 full process essay
	+ Prefixes/Suffixes:
		- Prefixes and suffixes are reinforced to help students with SAT, ACT and PERT vocabulary acquisition
	+ Writing Progression:
		- *Prewriting*: Note-taking regarding sources

Research based

Paraphrase and summary

Synthesizing and organizing information from multiple sources

* + - *Drafting:* Selection of appropriate and sufficient support

Continue focus on voice, word choice, semantics, development of argument

* + - *Revision:* Varied syntax and punctuation

Incorporating quotations fluidly into writing

Teacher annotation and peer response

Writing workshop

* + - *Editing:* MLA format

Parenthetical citations

* **Quarter 4**
	+ Focus on *Argumentative/Research Writing with MLA citations*
		- Honors: 2 full process essays (AP, SAT/ACT style)
		- Standard: 1 full process essay
	+ Prefixes/Suffixes:
		- The 20 most common prefixes/suffixes are reinforced
	+ Writing Progression
		- *Prewriting:* Submission and approval of research, thesis and outline
		- *Drafting:* Research print and online media to prepare for college courses

MLA citations

Mature grasp of language

Collegiate insights

Development of argument with cohesiveness

* + - *Revision:* Peer response

Writing workshop

* + - *Editing:* MLA format

Parenthetical citations (direct and indirect)

\*Each 9-12 English teacher annotates the first or second draft of any student paper. Many additional writing activities are incorporated into teacher lesson plans (direct instruction regarding the modalities of writing, grammar, punctuation, diction, syntax, tone, purpose, point of view, etc. as well as collaborative work through peer collaboration and writing workshops).