

# English II - Unit I - Writing and the Writing Process

Content Area: English  
Course(s):  
Time Period: Full Year  
Length: Yearlong  
Status: Published

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## WRITING AND THE WRITING PROCESS

### Learning Objectives

- Critical textual annotation will be taught in addition to syntax variety, figurative language, and narrative structure.
- Developing well-organized textual evidence to support written and oral analysis of a given text.
- Evaluate and debate horror in the literary genre per the nonfictional essay
- Identify key components of horror as per King's argumentative essay in Dahls' / Hicthcock's respective version of "The Lamb to the Slaughter"
- Navigate the College Board to retrieve standardized scores, college and career information, and connect successfully to Khan Academy's SAT app
- Research Strategies: Techniques for conducting effective searches using digital resources and library databases.
- Respond to assigned secondary, informational readings and/or short videos.
- Respond to specific passages in the primary text to analyze literary elements and in response to narrative structure, the development of characters and themes, and figurative language.
- Source Evaluation: Understanding how to determine the credibility and relevance of information sources.
- Students will be able to write compelling narrative essays that develop real or imagined experiences using effective techniques, well-chosen details, and well-structured event sequences (2025-26).
- Students will submit a narrative essay that includes an engaging introduction, a well-structured body detailing the events, and a reflective conclusion that connects the narrative experiences to broader themes or lessons learned (2025-26).

### Essential Skills

## Writing Skills

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- Determine and address the audience appropriately (W.9-10.4)
- Develop and use appropriate planning templates (W.9-10.5)
- Identify and understand the writing purpose (W.9-10.4)
- Understand and utilize revision techniques (W.9-10.5)
- Use relevant and sufficient facts, definitions, details, and quotes (W.9-10.2)
- Use sources that are appropriate to task, audience, and purpose (W.9-10.2)
- Use technology proficiently for production, publication, and collaboration (W.9-10.6)

## Language Skills

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- Apply knowledge of language to make effective choices to shape the meaning and style (L.9-10.3)
- Identify and use various types of phrases and clauses (L.9-10.1)
- Understand concepts of parallelism ( i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively (L.9-10.1)
- Use a colon to introduce a list or quotation (L.9-10.2)
- Use a semicolon or conjunctive adverb to link two or more closely related independent clauses (L.9-10.2)
- Use context clues to derive word meaning ( connotation, denotation, word function and position) (L.9-10.4)
- Vary sentence structure to convey specific meaning and interest in writing and presentation (L.9-10.1)

## Reading Skills

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- Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text (RL.9-10.3; RI.9-10.3)
- Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text (RL.9-10.1; RI.9-10.1)
- Analyze the text for inferred and literal meanings (RL.9-10.1; RI.9-10.1)
- Determine a theme and central idea (RL.9-10.2; RI.9-10.2)
- Determine how the theme/central idea emerges and is refined or strengthened by key details (RL.9-10.2; RI.9-10.2)
- Identify explicit and implicit textual evidence (RL.9-10.1; RI.9-10.1)
- Identify rhetorical devices and text structures that may develop the purpose of piece (RI.9-10.6)
- Identify rhetorical devices and text structures that may develop the purpose of piece (RL.9-10.6; RI.9-10.6)
- Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States (RL.9-10.6)
- Understand how word choice impacts meaning (figurative, connotative, technical meaning) (RL.9-10.4; RI.9-10.4)

## Standards

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ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.9–10.1.A	Use parallel structure.
ELA.L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELA.L.SS.9–10.1.C	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
ELA.L.SS.9–10.1.D	Use a colon to introduce a list or quotation.
ELA.L.SS.9–10.1.E	Recognize spelling conventions.
ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.L.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
ELA.L.VL.9–10.3.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
ELA.L.VL.9–10.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
ELA.L.VL.9–10.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
ELA.L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
ELA.W	Writing
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

ELA.W.AW.9–10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
ELA.W.AW.9–10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
ELA.W.AW.9–10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ELA.W.AW.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.
ELA.W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA.W.IW.9–10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
ELA.W.IW.9–10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
ELA.W.IW.9–10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
ELA.W.IW.9–10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
ELA.W.IW.9–10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ELA.W.IW.9–10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELA.W.NW.9–10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELA.W.NW.9–10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
ELA.W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
ELA.W.NW.9–10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
ELA.W.NW.9–10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
ELA.W.NW.9–10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
ELA.W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA

ELA.W.WR.9–10.5	Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.SE.9–10.6	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELA.W.RW.9–10.7	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).  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.

## Instructional Tasks/Activities

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- Academic Modeling / Note-taking and Analysis
- Academic Reading Purpose / Literary Elements, Conventions, and Critical Plot Points
- Academic Reading Skill / Highlight and Annotate text
- Class Discussion
- Collaborative Activity
- Constructing, writing, and editing drafts
- Essay / MLA Essay
- Powerful Task Design Concept (Antonetti)
- Reading Comprehension
- Research Process
- Short Quiz Assessment
- Short Written Response in response to reading(s) and viewing(s)
- Teacher Observation
- Test Assessment (Multiple Choice, Quotation Analysis, and Open-ended Response)
- Timed Writing Pieces (Grammar, Usage, Mechanics SCORED ONLY)
- Vocabulary Exercise (Content-related)

## Assessment Procedure

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot

- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw

- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## Honors Modifications

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## Resources

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- Evidence-based Reading and Writing Passages
- SAT Prep
- 2025 - The Argumentative Topic: Does Dahls' "The Lamb to the Slaughter" qualify as horror under King's argument? (3 traits - reactionary, revolutionary, and anarchistic)?
- 2025 - The Descriptive & Narrative Approach (DNA)
- a. Mastery of Thesis Construction
- b. The Narrative Task
- c. The Argumentative Essay
- College Board SAT Guide
- d. The Research Simulation
- e. Literary Criticism
- Grammar / Usage / Mechanics (Daily Drill and Practice)
- Grammar Pre-Assessment Test
- [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html)
- Khan Academy
- MLA 9
- MLA Formatting
- Modeling
- Proper Citations
- Purdue Owl Writing Lab
- Purposeful / Meaningful Structured Responses
- Textual Evidence
- Timed Writing Pieces (Grammar, Usage, Mechanics SCORED ONLY)
- Writing and the Writing Process:
- Writing to Learn
- [www.collegeboard.com](http://www.collegeboard.com)