

## DRAFT

### **Writing activities, formative and summative tasks for Modules 1-4**

#### **Grade 9**

##### **Module 1/ Language for information**

###### **Writing Standards:**

W1 – Write arguments to support claims in an analysis of substantive topics or texts...

W2 – Write informative/explanatory texts to examine and convey complex ideas...

W4 – Produce clear and coherent writing...

W5 – Develop and strengthen writing as needed by planning...

###### **Unit 1 (Reading Closely) Suggested writing tasks:**

Develop compare/contrast, pro/con essays, e.g. using given or additional photos related to education

View alternate educational videos both current and past , write thematic analysis

Select an educational topic, construct persuasive essay, author's point of view description, or response essay.

Write a DBQ response about a main idea derived from the text (e.g. historical period, education around the world).

Using the suggested PBS website, School: The Story of American Public Education, student can select a time period, view images, select famous individual in education, then complete a graphic organizer to pull ideas together, and present to peers.

After reading the Helen Keller memoir, students can develop brief memoir-like writings such as via a daily targeted bell ringer/writing prompt about the education theme.

Referencing the Helen Keller memoir, students could write an essay about their favorite teacher/mentor, including main ideas and supporting details.

###### **Unit 2A (Plato) Suggested writing tasks:**

Using a fairy tale or fable, determine the crux of a conflict within the text. In a paragraph, cite textual evidence that describes the conflict and state the meaning of the tale or fable.

Using a current event text about an athlete, movie star, music artist, or politician, read about an accusation in which they are currently involved. In a well-developed paragraph, decide your

point of view based upon textual evidence to support your opinion regarding innocence or guilt. This could be run as a mock trial, with note taking and written summation as a way to teach developing arguments.

**Suggested summative assessments for reading closely: \*\*\*Suggested benchmark assessment. Regents rubric. Teachers choose 1 of the assessments below.**

1. Read an informational article, for instance, about block scheduling vs. periods, then write a pro/con response after first using a graphic organizer to explain their choice based on evidence from the text.
2. After reading Colin Powell and Maria Montessori, ask students to interview a person outside of school from another generation regarding their educational experiences. Write a comparison/contrast response discussing any similarities/differences between experiences of the texts and the person interviewed.

## **Module 2/ Language for literary response and analysis in short works**

### **Writing Standards:**

W2 – Write informative/explanatory texts to examine and convey complex ideas...

W4 – Produce clear and coherent writing...

### **2B (Hemingway) Suggested writing tasks:**

Using the Hemingway text, “The Short Happy Life of Francis Macomber,” select one character for analysis. Write an essay describing how develops our knowledge of the character through physical characteristics, motivation, sense of self, state of mind, inner conflicts. What could be concluded about the author’s intent through these characteristics?

Teacher could select several poems based upon the text. After reading the poem, student determines theme and writes about how the author presents the theme, citing evidence from the text. Students could respond in writing about the central topic of the poem, i.e., what does it mean to hunt another life? Students could relate this theme to the Hemingway text.

By writing a short paragraph, students can answer questions about setting: why it’s important, what role does it play in the work, and how does it influence outcome?

Have students determine the tone of a given text or related text and write a short paragraph explaining it as it relates to the story.

**Summative writing assessment for shorter works:\*\*\*Benchmark assessment; Literary Response rubric**

After choosing a theme from the Hemingway text (such as: what does it mean to be a man, experiencing inner conflict, remaining loyal), students will write a well-developed essay about the theme citing evidence from the text. Students will explain how the evidence they've chosen develops the theme. Students will write about literary elements and techniques, and how the author uses these to advance/highlight the theme.

**Module 3 Language for literary response and analysis in longer works**

**(Novel/Drama) Writing Standards:**

W1 – Write arguments to support claims in an analysis of substantive topics or texts...

W2 – Write informative/explanatory texts to examine and convey complex ideas...

W4 – Produce clear and coherent writing...

W5 – Develop and strengthen writing as needed by planning...

**Module 3 Suggested writing tasks:**

Select a quotation that represents a theme from a novel or drama and use textual evidence to support your thesis.

Compare and contrast the accuracy of an historical event as portrayed in a novel or drama with the actual events (ex. Vietnam, WW2, Lincoln's assassination).

Use documentary photographs to make a connection between the image and the literary work- this could be developed as an essay, a short script to explain the connection. Requirements could include: the use of setting, theme, tone, dialogue, characterization as well as other literary elements.

From a portion of a novel, write a monologue that reveals a character's state of mind. Then read and discuss with the class about the effectiveness of their word, phrase and sentence choices.

Teacher selects passages to be read closely. Then, student may annotate for various literary elements; look at how the passage is structured by the author to further understand and build characterization or reveal the author's point of view.

Have student design a graphic organizer revealing character relationships. Then, they would produce a written description of what can be inferred by the organizer.

Pretend you are a casting director of the drama you are reading (may be group, paired, or individual). Your task is to “cast” each character in the play, using your classmates or other students in your school. You may also use staff members. However, you must write a rationale as to your choices - who you chose and why. This will later be shared with the class.

With a drama, comes a stage setting. How would you create a set for this play? In writing, describe in detail what your set would look like for each act. Present your setting ideas to the class.

You may also want to consider this with costumes as well. Historically, what do they think the costumes would look like? Briefly, write your information and present to the class.

**Summative writing assessment for longer works:\*\*\*Common benchmark assessment.  
Language for Literary Analysis rubric**

Critical lens essay (include requirements)

#### **Module 4/Research to Deepen Understanding**

##### **Language and Writing Standards:**

L1 – Demonstrate command of the conventions of Standard English...

L2 – Demonstrate command of the conventions...

W5 – Develop and strengthen writing as needed by planning...

W7 –Conduct short, as well as more sustained research...

W8 –Gather relevant information from multiple authoritative print and digital sources...

W9 – Draw evidence from literary/informational text to support analysis

##### **Suggested Writing Tasks:**

Note: It might be beneficial for students to keep a journal about the connections they are making with the texts, information from sources, etc.

##### **Part 1:**

Activity 1 –

Brainstorm controversial topics and opinions about topics (unrelated to topic of unit)

Write personal response to research unit

Activity 2 –

Generate written list of questions about areas of inquiry

Generate written questions for tech services specialist

Activity 3 –

Practice writing quotes while taking notes

Activity 4 –

Create a list of questions to ask teacher during Vetting Areas of Investigation conference

Activity 5 –

Generate a list inquiry questions

**Part 2:**

Activity 2—

Write a reflection on what they've learned about determining source credibility (possibly using writing prompts)

Activity 4—

Freewrite or journal about what students already think about the emergent inquiry paths, what they believe about the topics, how they obtained their knowledge and opinions, etc.

**Part 3:**

Activity 1—

While rating sources on the Potential Sources worksheet, students may write an explanation for the chosen rating.

Activity 2—

Identify in writing the logical fallacies and unsupported reasoning in a model text.

**Part 5:**

Activity 2—

Create an annotated bibliography.

**Summative Writing Assessments\*\*\*Research Rubric (to be developed)**

3-5 page research paper; Some students' work may lead to the development of informational reports, while others might focus on evaluation (e.g., which technology is best for certain uses) or policy (e.g., should the individual's right to privacy be sacrificed for the potential to circumvent terrorist activities). Optional presentation may accompany the research paper

Note: Inquiry questions (on pg. 5 and 6) lead to the development of informational reports. They suggest that these papers can be organized according to process, comparison and contrast, cause and effect, classification, or description. Students working at a higher level might focus on evaluation (e.g., which technology is best for certain uses) or policy (e.g., should the individual's right to privacy be sacrificed for the potential to circumvent terrorist activities).