

**UNIT OF STUDY - 9**

<b>Title:</b> Writing With Style <b>Subject/Course:</b> English <b>Length:</b> 2 weeks	
<b>Topic:</b> Writing Style into Narratives <b>Grade:</b> 11 <b>Designer:</b> Mari Robertson	
<b>UNIT GOALS AND EXPECTATIONS</b>	
<p><b>IMPORTANT CONCEPTS:</b></p> <p>Good writers select information and vocabulary that help readers imagine the story in their minds.</p> <p>Good writers vary their sentence structure throughout a story so that readers do not lose interest.</p> <p>Good writer’s select details and syntax that makes their attitude toward their subject clear to a reader.</p> <p>A good writer’s voice will be distinct and easily heard in his or her writing.</p> <p>Writers who learn to add style to their stories will be better able to hold a reader’s interest in other genres of writing, such as persuasive and expository writing.</p> <p>Writers who master the <i>Style</i> domain will be more likely to excel in college.</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <p>How does a writer choose information that will help paint a picture in the reader’s mind?</p> <p>How does a writer choose vocabulary that makes the story come alive to the reader?</p> <p>What are motion-picture verbs and when do writers use them?</p> <p>What is active voice versus passive voice and when are each appropriate?</p> <p>Why do students need to master the art of writing with style?</p>
<p><b>STUDENT LEARNING EXPECTATIONS:</b></p> <p>W.4.11.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on exposition</p> <p>W.4.11.3 Write clear and varied sentences</p> <p>W.4.11.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information</p>	<p>W.4.11.5 Adapt content vocabulary, voice, and tone to audience, purpose, and situation</p> <p>W.4.11.8 Revise style of writing for selected vocabulary, selected information, sentence variety, tone, and voice</p> <p>W.6.11.1 Use a variety of sentence structures, types, and lengths for effect in writing</p>
<p><b>SPECIFIC DECLARATIVE KNOWLEDGE-What I know</b> Define adjective. Define motion-picture verb. Identify effectively descriptive sentences. Understand how to create unique characters through descriptive language. Understand the different types of sentence</p>	<p><b>SPECIFIC PROCEDURAL KNOWLEDGE-What I need to do</b> Rewrite ineffective sentences, adding detail for vivid imagery. Write descriptive sentences and paragraphs that paint a picture in reader’s mind. Write sentences and paragraphs using motion picture verbs that create action in reader’s mind.</p>

structures. Understand how to create imagery, tone, and voice in narratives.	Rewrite paragraphs, adapting vocabulary, selected information and sentence structure to create style. Use prewriting strategies to address purpose and audience. Write a narrative using descriptive details and sentence variety for style.
<b>UNIT ASSESSMENTS</b> (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
Rewritten paragraphs, published narratives, sentence structure/combining worksheets, and quiz.	
<b>Traditional Assessments:</b> Sentence Structure Quiz.	<b>Other Evidence of Learning:</b> Rewritten paragraphs, published narratives, sentence structure/combining worksheets.

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Teacher will model writing effective sentences by adding descriptive details using PowerPoint.</p> <p>Students will rewrite sentences, adding descriptive adjectives and details to paint a picture in the reader's mind.</p> <p>Teacher will model writing effective sentences by adding motion picture verbs using PowerPoint.</p> <p>Students will rewrite sentences, adding verbs using active voice to create a motion picture in the reader's mind.</p> <p>Students will write a paragraph (based on a specific scenario) that creates a motion picture in the reader's mind.</p> <p>Students will peer review each other's paragraphs, grading on selected information and vocabulary, and sentence structure.</p> <p>Students will rewrite their paragraphs, adapting vocabulary, selected information and sentence structure to their peer's suggestions.</p> <p>Students will use the writing lab to write a narrative, first mapping it out on a story map.</p> <p>Students' will write the narratives using enough descriptive details and sentence variety for style.</p>	<p>Ms. Sheryl Murtha</p> <p><i>The Lively Art of Writing: Understanding Forms</i> by Lucile Vaughan Payne</p> <p>Prentice Hall <i>Writing and Grammar: Communication in Action</i></p>
Career Connections	
Cartoonist, marketing and advertising executives, librarian, politician, lawyer, public speaker, actor, salesmen, marketing analyst.	