

The Asian International School Curriculum Mapping

Grade: 9 (Pre-Intermediate)

Subject: Writing

School Year: 2018-2019

MONTH	PERIODS	CORE STANDARDS	STRAND	TOPIC	CONTENT	SKILLS	ACTIVITIES	ASSESSMENT
AUG.	8	<p>Use the Writing Process: W.8.5, W.8.10</p> <p>Prewrite – Choose Your Audience and Purpose: W.8.4, W.8.5</p> <p>Prewrite – Organize Your Ideas: W.8.5</p> <p>Draft: W.8.3, W.8.3.a, W.8.3.b, W.8.3.d, W.8.3.e, W.8.4, W.8.5, W.8.10</p> <p>Revise: W.8.3.a, W.8.3.c, W.8.3.d, W.8.4, W.8.5</p>	Writing	Module1 Use the Writing Process: Personal Narrative	<p>Writing Strategy</p> <ol style="list-style-type: none"> The Writing Process Edit and Proofread (Discussion of the editing and proofread – guidelines and marks) Writing Prompt: Write a Personal Narrative Prewrite: Collect Ideas <ol style="list-style-type: none"> Where to Keep Your Ideas Speak Your Truth Prewrite: <ol style="list-style-type: none"> Choose Your Topic Choose Your Audience Choose Your Purpose – Are Your Audience and Purpose Connected? Prewrite: <ol style="list-style-type: none"> Choose Your Purpose – Does Your Form Connect to Your Purpose Organize Your Ideas Draft First Draft First Draft: Getting Started Revise: <ol style="list-style-type: none"> Gather Ideas Read Your Paper Out Loud Read Your Paper to a Friend / Share 	<p>A. Students will understand and recall the steps in the writing process.</p> <p>B. Students will identify ways to come up with ideas, and they will know where to keep these ideas. They will also be able to choose their topics, audience and purpose.</p> <p>C. Students will organize their narratives based on what they want their readers to understand.</p> <p>D. Students will plan and prepare to start writing. They will be able to get help from the drafting checklist.</p> <p>E. Students will determine ways to construct effective sentences: combining sentences and using varied sentences.</p>	<p>I. Introduction of the writing process – What are the steps of the Writing Process?</p> <p>II. Editing and Proofreading Guidelines and Marks Group activity – Name the given marks</p> <p>III. Discussion of the writing prompt – Write a personal narrative</p> <p>IV. Prewrite – <ol style="list-style-type: none"> Students will make sections in their Writer’s Notebook just for collecting ideas – they will create titles for these separate sections, e.g. “My collection of ideas”. In pairs, students will write their top 5 memories and share with their partners. FATP Chart – Students will complete the FATP chart – Form, Audience, Topic, Purpose. <p>V. Draft – How do you face the blank page? <ol style="list-style-type: none"> Drafting checklist </p> </p>	<p>Writing Project (suggested projects):</p> <ol style="list-style-type: none"> Writing Portfolio Writer’s Notebook – separate section for collecting ideas Presentation in class using multimedia <p>Writing Strategy: The writing process should be applied and followed in class. Students will do topic- related exercises for these steps:</p> <ol style="list-style-type: none"> Prewrite Draft Revise Edit and Proofread Presentation <p>Writing Task: Write a personal narrative – Think about an important event from your own life. Then write three paragraphs about it.</p> <p>Writing activities and homework:</p> <ol style="list-style-type: none"> Grammar workout, Spelling workout, Mechanics workout Student

					<p>13. Edit and Proofread (Review and Application)</p> <p>Presentation Manual</p> <p>1. Use Multimedia</p> <p>2. Class Presentation</p> <p>3. Giving Feedback and Sharing Reflections</p>	<p>and mechanics. They will also find and fix mistakes on their work before submitting them.</p> <p>H. Students will write about the most important events of their lives.</p> <p>I. Students will present their personal narratives using multimedia.</p> <p>J. Students will share their feedback and reflect on the following:</p> <p>a. How will you choose to share your personal narrative?</p> <p>b. What can you do to make your essay right for your audience?</p>	<p>How do you start writing a draft?</p> <p>VI. Revise –</p> <p>a. In pairs, students will exchange drafts with their partners and tell them which part of their narratives are confusing.</p> <p>b. Read your paper out loud – Students will read their paper out loud and take note of the parts which are choppy and disconnected. They will also read their drafts to their partners.</p> <p>c. Revision in action – Students will evaluate their work and mark their changes.</p> <p>VII. Edit and Proofread –</p> <p>Group activity: Students will help the members of their groups improve their narratives. They will read each member’s work and identify errors in grammar, spelling and mechanics.</p> <p>VIII. Individual activity – Build your own portfolio: Students will make their own portfolios to store and organize their work. They can also include their drafts in their portfolios. This will help them see how their writing has improved.</p> <p>VIII. Group Activity – Presentation Manual Students will present in class using</p>	<p>Reflect:</p> <p>Students will discuss their reflections after completing some parts of the writing process. Reflection questions are included in some parts of the writing strategies.</p>
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							multimedia.	
SEP.	8	<p>Draft: W.8.3, W.8.3.a, W.8.3.b, W.8.3.c, W.8.3.d, W.8.3.e, W.8.5, W.8.6, W.8.3.10</p> <p>Revise: W.8.3.a, W.8.3.c, W.8.3.d, W.8.4</p>	Writing	Module2 Write as a Storyteller: Modern Fairy Tale	<p>Model Study</p> <p>1. Modern Fairy Tale a. A good modern fairy tale b. Model Fairy Tale Analysis</p> <p>Writing Trait</p> <p>1. Organization a. What’s it like? b. Why does Organization matter? c. Writing Rubric</p> <p>2. Raise the score: Overall Score 4 to Overall Score 1</p> <p>Writing Strategy</p> <p>1. How to Make Your Ideas Flow a. Use Transitions b. Choose the Right Transitions</p> <p>Writing Application</p> <p>1. Writing Prompt: Write a Modern Fairy Tale</p> <p>2. Prewrite</p> <p>3. Draft a. Use your organizer b. Add details and dialogue c. Drafting tips</p> <p>4. Guided Draft Writing</p> <p>5. Revise a. Evaluate your work b. Mark your changes</p> <p>6. Revision in action and revising marks</p> <p>7. Revision of students’ drafts</p>	<p>A. Students will identify and discuss the content of every paragraph in the model story.</p> <p>B. Using the writing rubric for organization, students will tell the difference between the writing with a score of 2 and writing with a score of 4.</p> <p>C. Students will plan their characters, setting, and plot.</p> <p>D. Following their writing plans, the students will compose the first drafts of their stories. They will use their organizers then add details and dialogue.</p> <p>E. Keeping their audience and purpose in mind, the students will evaluate their work and make changes, e.g. adding text or rearranging text.</p> <p>F. Students will identify errors in grammar, spelling and mechanics, and fix them.</p> <p>G. Students will express about the problems their characters might try</p>	<p>I. Introduction of the topic, Modern Fairy Tale A. Group Activity: Using the feature checklist, students will decide if the model story follows the given criteria.</p> <p>II. Group Activity: Evaluate for organization – The students will use the writing rubric to score the model fairy tale, “Sleeping Beauty”.</p> <p>III. How to make ideas flow – Comparison of two model paragraphs, one with transitions and the other without.</p> <p>IV. Writing a Modern Fairy Tale – Class discussion of the writing prompt</p> <p>V. Prewrite – Plan your story: a. Characters and Setting b. Plot – What’s the problem c. Plot from beginning to end</p> <p>VI. Draft – To write the first drafts of their stories, students will follow their plans including the characters, setting, and plot.</p> <p>VII. Revise – The model draft and</p>	<p>Writing Project</p> <p>a. Presentation – Dramatic Reading b. Students’ modern fairy tales will be added in their writing portfolios</p> <p>Writing Strategy: The writing process should be applied and followed in class. Students will do topic-related exercises for these steps: a. Prewrite b. Draft c. Revise d. Edit and Proofread e. Presentation</p> <p>Writing Task: Students will think about the problems their characters might try to solve in their modern fairy tales. They should include main characters who must solve problems, details about the settings and other interesting characters, recognizable elements from classic tales, clear conflicts and turning points, and plot events that lead to resolution.</p> <p>Writing activities and homework: a. How to make ideas flow and How to connect Your Paragraphs b. Organization – compare writing samples and evaluate for organization</p>

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					<p>8. Edit and Proofread a. Editing and Proofreading Marks</p> <p>9. Editing and proofreading of students' writing</p> <p>10. Reflect Presentation Manual 1. How to do a Dramatic Reading</p> <p>2. Presentation practice</p> <p>3. Class Presentation: Dramatic Reading</p> <p>4. Giving feedback and sharing reflections</p>	<p>to solve in their modern fairy tales.</p> <p>H. Students will present their modern fairy tales in class using dramatic reading.</p> <p>I. Students will relate and give feedback about their classmates' stories. They will also reflect on: a. What did they learn about developing their plots? b. What was the hardest parts of creating characters?</p>	<p>revised draft will be discussed in class. The students will evaluate their work and mark their changes.</p> <p>VIII. Edit and Proofread – Group activity: The students will share their work with the other members of the group. They will help one another in checking the grammar, spelling and mechanics. They will make corrections using the editing and proofreading marks.</p> <p>IX. Group Presentation – Dramatic Reading</p>	<p>Reflect: Students will discuss their reflections after completing some parts of the writing process. Reflection questions are included in some parts of the writing strategies.</p>
OCT.	8	<p>W.8.3.d, W.8.4, W.8.5</p> <p>Edit and Proofread: W.8.5, L.8.1, L.8.2, L.8.2.c, L.8.3</p> <p>Grammar Workout: L.8.1, L.8.3</p> <p>Spelling Workout: L.8.2, L.8.2.c</p> <p>Mechanics Workout: L.8.2</p>	Writing	Module3 Write as a Friend: Friendly Letter	<p>Model Study 1. Friendly Letter a. A good friendly letter</p> <p>b. Model Letter Analysis</p> <p>Writing Application 1. Writing Prompt: Write a Friendly Letter</p> <p>2. Prewrite a. Choose One Experience to Write About b. Plan How Your Ideas Will Flow</p>	<p>A. Students will analyze the content of the model letter, such as the news which the sender tells in the body paragraph.</p> <p>B. Students will plan and prepare before they write their letters. They will plan the experiences that they will write about, and how they will make their ideas</p>	<p>I. Introduction of the topic, Friendly Letter. A. Group Activity – Students will analyze the model letter and decide in groups if it follows the feature checklist.</p> <p>II. Class discussion of the writing prompt – Write a Friendly Letter</p> <p>III. Prewrite Students will plan and</p>	<p>Writing Project a. Students' friendly letters will be added in their writing portfolios</p> <p>Writing Strategy: The writing process should be applied and followed in class. Students will do topic-related exercises for these steps: a. Prewrite b. Draft c. Revise d. Edit and Proofread e. Presentation</p>

					<p>c. Use Your Own Voice</p> <p>3. Draft</p> <p>a. Use the Right Form</p> <p>b. Use Your Organizer</p> <p>c. Drafting Tips</p> <p>4. Guided Draft Writing</p> <p>5. Continuation of Draft Writing</p> <p>6. Revise</p> <p>a. Evaluate your work</p> <p>b. Mark your changes</p> <p>7. Revision in Action</p> <p>a. Revising Marks</p> <p>b. Model Draft / Model Revised Draft</p> <p>8. Draft Revision</p> <p>9. Edit and Proofread</p> <p>a. Editing and Proofreading Marks</p> <p>b. Reflect</p> <p>10. Edit and Proofread</p> <p>a. Grammar Workout: Find Opportunities</p> <p>b. Spelling Workout: Find the trouble Spots</p> <p>c. Mechanics Workout: Find the trouble spots</p> <p>Final Draft</p> <p>1. Submission and checking of the final draft</p> <p>2. Sharing reflections</p>	<p>flow. They will choose the voice to use in their letters – cheerful, informative or affectionate.</p> <p>C. Students will compose the first drafts of their letters. They will use “Ba-Da-Bing” to add more details.</p> <p>D. Students will evaluate their first drafts and mark their changes. They will keep in mind the person who will receive the letter and their purpose for writing.</p> <p>E. Students will examine their work and identify errors in grammar, spelling and mechanics.</p> <p>F. Reflection is part of the students’ tasks in the writing process. Students reflect about the given questions and share their answers in class.</p>	<p>prepare to write their letters.</p> <p>a. choose one experience to write about</p> <p>b. plan how their ideas will flow</p> <p>c. use their own voice</p> <p>IV. Draft</p> <p>Students will apply their plans in their first drafts. They will develop their ideas by using:</p> <p>* Ba (what you did or saw) – tell about something they have seen or experienced that they think their friends would find interesting</p> <p>* Da (what you thought of it) – tell what they thought about this experience</p> <p>* Bing (what you want to know) – they will ask what their friends have been up to</p> <p>V. Revise</p> <p>The model draft and revised draft will be discussed in class. The students will evaluate their work and mark their changes.</p> <p>VI. Edit and Proofread</p> <p>Group activity: The students will share their work with the other members of the group. They will help one another in checking the</p>	<p>Writing Task:</p> <p>Students will write friendly letters to tell someone close to them what has been happening in their lives. They will think about something interesting or exciting they’ve done lately, and they will pick topics.</p> <p>Writing activities and homework:</p> <p>a. Grammar Workout – Check Adverbs</p> <p>b. Spelling Workout – Check Adverbs Ending in -ly</p> <p>c. Mechanics Workout – Check Apostrophes in Contractions</p> <p>Reflect:</p> <p>Students will discuss their reflections after completing some parts of the writing process. Reflection questions are included in some parts of the writing strategies.</p>
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							grammar, spelling and mechanics. They will make corrections using the editing and proofreading marks.	
NOV.	8	<p>Prewrite: W.8.1.a, W.8.1.b, W.8.4, W.8.5</p> <p>Draft: W.8.1, W.8.1.a, W.8.1.b, W.8.1.c, W.8.1.d, W.8.1.e, W.8.5, W.8.1.b, W.8.5, W.8.10</p> <p>Revise: W.8.1</p>	Writing	<p>Module4 Write as an Advocate: Public Service Announcement</p>	<p>Model Study 1. Public Service Announcement a. A good Public Service Announcement</p> <p>2. Student Model Analysis</p> <p>Writing Strategy 1. Write Effective Sentences a. Combine Sentences b. Vary Your Sentences</p> <p>2. Write Effective Sentences cont. a. Streamline Your Sentences b. Keep Your Sentences Parallel</p> <p>Writing Application 1. Writing Prompt: Public Service Announcement</p> <p>2. Prewrite a. Choose a Topic b. Get to the Point c. Organizer Your Ideas</p> <p>3. Draft</p> <p>4. Drafting Tips</p> <p>5. Guided Draft Writing</p> <p>6. Revise a. Evaluate Your Work b. Mark Your Changes</p> <p>7. Revision in Action a. Revising Marks</p>	<p>A. Students will use the highlighted parts of the model public service announcement to identify its key features. These parts contain significant information, such as the writer’s opinion, evidence, the opposing view, etc. By analyzing the content of model public service announcement, they will determine if it follows the feature checklist.</p> <p>B. Students will apply ways to construct effective sentences: combining sentences and using varied sentences.</p> <p>C. Through the writing prompt, the students will understand the writing task, which is to write a public service announcement.</p> <p>D. In the planning stage, students will list issues that they would like to resolve or support. Then, they choose the best one. They</p>	<p>I. Introduction of the topic, Public Service Announcement. Introductory questions: <i>What causes do you care about? Healthier food? More school sports? Cleaner air?</i> A. Model Essay analysis and discussion of the feature checklist</p> <p>II. Write Effective Sentences – In pairs, students will read the given examples and write their own examples of combined, varied, streamlined and parallel sentences.</p> <p>III. Class discussion of the writing prompt – Write a Public Service Announcement</p> <p>III. Prewrite Group activity – Students will brainstorm a list of issues that they would like to resolve or causes that they would like to support. They will create a table which includes: good reason, objection, counterclaim.</p>	<p>Writing Project a. The students will add their public service announcements in their writing portfolios.</p> <p>Writing Strategy: The writing process should be applied and followed in class. Students will do topic-related exercises for these steps: a. Prewrite b. Draft c. Revise d. Edit and Proofread e. Presentation</p> <p>Writing Task: Students will think about causes that they’ve recently supported or are currently supporting. They will write public service announcements.</p> <p>Writing activities and homework: a. Grammar Workout – Check Present Perfect Tense b. Spelling Workout – Words ending with -y c. Mechanics Workout – Check Commas, Ellipses, and Dashes d. Writing Effective Sentences</p> <p>Reflect: Students will discuss</p>

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					<p>b. Model Draft / Model Revised Draft</p> <p>8. Draft Revision</p> <p>Writing Strategy</p> <p>1. Edit and Proofread</p> <p>a. Editing and Proofreading Marks</p> <p>b. Grammar Workout</p> <p>c. Spelling Workout</p> <p>d. Mechanics Workout</p> <p>2. Draft Proofreading and Editing</p> <p>Final Draft</p> <p>1. Submission and checking of the final draft</p> <p>2. Sharing reflections</p>	<p>will also identify some important points and possible objections.</p> <p>E. After planning and organizing their ideas, students will compose their first drafts, which include stating their position, proving their points, addressing opposing views and asking for agreement or action.</p> <p>F. Students will revise their first drafts using these guide questions:</p> <p>1. Will your writing do what you want it to do?</p> <p>2. Will it connect with your audience?</p> <p>G. Students will examine their work and identify errors in grammar, spelling and mechanics.</p> <p>H. Using the guides questions, students will reflect on some important aspects of the writing process. For example, <i>Is your position clear?</i></p> <p>I. Students will write public service announcements.</p>	<p>IV. Draft – Students will write their first drafts.</p> <p>V. Revise Comparison of the model draft and revised draft. Students will exchange work with their partners and revise their paragraphs by inserting the revising marks.</p> <p>VI. Edit and Proofread</p> <p>Group activity – The students will share their work with the other members of the group. They will help one another in checking the grammar, spelling and mechanics. They will make corrections using the editing and proofreading marks.</p>	<p>their reflections after completing some parts of the writing process. Reflection questions are included in some parts of the writing strategies.</p>
DEC. - JAN	8	<p>Model Study and Writing Strategy – Appeal to Logic: W.8.10</p> <p>Writing Strategy – Appeal</p>	Writing	<p>Module5</p> <p>Write as a Citizen: Persuasive Essay</p>	<p>Model Study</p> <p>1. Persuasive Essay</p> <p>2. Model Essay Analysis</p> <p>Writing Strategy</p>	<p>A. Students will analyze the model persuasive essay and take note of the highlighted parts. These parts contain</p>	<p>I. Introduction of the topic, Persuasive Essay. Introductory question: <i>Are there issues that you care deeply about?</i></p>	<p>Writing Project</p> <p>a. The students will add their persuasive essays in their writing portfolios.</p> <p>b. Group presentation –</p>

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		<p>to Emotion: W.8.1.b, W.8.5, W.8.10</p> <p>Prewrite: W.8.1.a, W.8.2.b, W.8.4, W.8.5</p> <p>Edit and Proofread: W.8.5, L.8.1.d, L.8.2, L.8.2.c, L.8.3</p> <p>Grammar Workout: L.8.1.b, L.8.1.c</p> <p>Presentation Manual: SL.8.1.c, SL.8.3, SL.8.4, SL.8.6</p>			<ol style="list-style-type: none"> 1. Appeal to Logic <ol style="list-style-type: none"> a. Build Strong Arguments 2. Appeal to Emotion <ol style="list-style-type: none"> a. Use Persuasive Language b. Use Personal Examples <p>Writing Application</p> <ol style="list-style-type: none"> 1. Writing Prompt: Write a Persuasive Essay 2. Prewrite <ol style="list-style-type: none"> a. Choose an Issue and a Position b. Gather Evidence to Support Your Position c. Organize Your Main Supporting Points 3. Draft 4. Drafting Tips 5. Guided Draft Writing 6. Revise <ol style="list-style-type: none"> a. Evaluate Your Work b. Mark Your Changes 7. Revision in Action <ol style="list-style-type: none"> a. Revising Marks b. Student's Draft / Sample Revised Draft 8. Draft Revision 9. Edit and Proofread <ol style="list-style-type: none"> a. Grammar Workout b. Spelling Workout c. Mechanics Workout 10. Draft Editing and Proofreading <p>Presentation Manual</p> <ol style="list-style-type: none"> 1. How to Present a Persuasive Essay 	<p>significant information, such as background on the issue, the writer's position, reasons, etc. By analyzing the content of model persuasive essay, they will determine if it follows the feature checklist.</p> <p>B. Students will use ways on how to create solid reasons and use convincing words.</p> <p>C. The writing task will be discussed to the students before they start their first drafts. Through the writing prompt, they will understand the writing task, which is to write a persuasive essay.</p> <p>D. Students will choose issues and their positions on these issues. They will also gather evidence that support their arguments, and then organize their supporting points.</p> <p>E. Using their plans, students will compose their first drafts – introduction, build their case and end with strong conclusion.</p> <p>F. Students will</p>	<p>A. Persuasive essay model analysis and discussion of feature checklist</p> <p>II. Group activity – Each group will be assigned to give their own examples of <i>a) appeal to logic b) appeal to emotion c) support your arguments</i></p> <p>III. Class discussion of the writing prompt – Write a Persuasive Essay</p> <p>III. Prewrite Group activity – Students will choose that they care about and decide their positions on these issues. They will also gather evidence to support their arguments, and organize their supporting points.</p> <p>IV. Draft – Students will write their first drafts.</p> <p>V. Revise Comparison of the model draft and revised draft. Students will exchange work with their partners and revise their paragraphs by inserting the revising marks.</p> <p>VI. Edit and Proofread Group activity –</p>	<p>Persuasive Essay</p> <p>Writing Strategy: The writing process should be applied and followed in class. Students will do topic-related exercises for these steps: a. Prewrite b. Draft c. Revise d. Edit and Proofread e. Presentation</p> <p>Writing Task: Students will persuasive essays about food-related issues that they feel strongly about. They will choose forms that fit their purposes.</p> <p>Writing activities and homework: a. Grammar Workout – Check for Consistent Verb Voice and Mood b. Spelling Workout – Words ending with -q, ie and ei c. Mechanics Workout – Check Capitalization of Proper Adjectives and Academic Courses d. Appeal to logic, Appeal to emotion and Support your arguments</p> <p>Reflect: Students will discuss their reflections after completing some parts of the writing process. Reflection questions are included in some parts of the writing strategies.</p>
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					<p>2. Persuasive Essay Presentation Practice</p> <p>3. Persuasive Essay Class Presentation a. Reflect on your work</p> <p>4. Submission and Checking of the Final Draft</p>	<p>evaluate their work and mark their changes.</p> <p>G. Students will examine their work and fix their language errors as the last step in the writing process.</p> <p>H. Using the guides questions, students will reflect on some important aspects of the writing process. For example, <i>Do your arguments make sense?</i></p> <p>I. Students will construct their persuasive essays.</p>	<p>The students will share their work with the other members of the group. They will help one another in checking the grammar, spelling and mechanics. They will make corrections using the editing and proofreading marks.</p> <p>VII. Group presentation – Applying the points in the presentation manual, students will plan and practice in groups, then deliver their persuasive essays in class.</p>	
FEB.	8	<p>Model Study and Prewrite: W.8.3.d, W.8.5</p> <p>Draft: W.8.3, W.8.3.a, W.8.3.b, W.8.3.d, W.8.5, W.8.10</p> <p>Revise: W.8.3, W.8.3.c, W.8.3.d, W.8.4, W.8.5</p> <p>Edit and Proofread: W.8.5, L.8.2, L.8.2.c, L.8.3</p> <p>Grammar Workout: L.8.1, L.8.3</p> <p>Spelling Workout: L.8.2, L.8.2.c</p> <p>Mechanics Workout: L.8.2</p>	Writing	<p>Module6</p> <p>Write to Describe: Story Scene</p>	<p>Model Study</p> <p>1. Story Scene</p> <p>2. Model Story Scene Analysis</p> <p>Writing Application</p> <p>1. Writing Prompt: Write a Story Scene</p> <p>2. Prewrite a. Choose a Subject that Interests You b. Complete Your Writing Road Map c. Brainstorm to Gather Details</p> <p>3. Draft a. Hook Your Readers Right Away b. Develop Your Description with Details c. Drafting Tips</p> <p>4. Guided Draft Writing</p>	<p>A. Students will analyze the model story scene and take note of the highlighted parts. These parts contain significant information, such as central ideas, vivid and precise words, and sensory details. By analyzing the content of model story scene, they will determine if it follows the feature checklist.</p> <p>B. Through the writing prompt, the students understand the writing task, which is to write a story scene.</p> <p>C. Students will</p>	<p>I. Introduction of the topic, Write a Story Scene. A. Story scene model analysis and discussion of feature checklist</p> <p>II. Thorough discussion of the writing prompt – Write a Story Scene</p> <p>III. Prewrite In groups, students will: a. choose subjects that interest them and use charts to jot down their ideas and the good/bad points. b. complete the FATP chart – form, audience, topic and purpose c. brainstorm to</p>	<p>Writing Project a. The students will add their story scenes in their writing portfolios.</p> <p>Writing Strategy: The writing process should be applied and followed in class. Students will do topic-related exercises for these steps: a. Prewrite b. Draft c. Revise d. Edit and Proofread</p> <p>Writing Task: Students will write story scenes about places that put them in conflict with nature.</p> <p>Writing activities and homework:</p>

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					<p>5. Reflect:</p> <p>a. Does your first sentence hook the reader?</p> <p>b. Do you include enough details to make the scene come alive?</p> <p>6. Revise</p> <p>a. Evaluate Your Work</p> <p>b. Mark Your Changes</p> <p>7. Revision in Action</p> <p>a. Revising Marks</p> <p>b. Student's Draft / Sample Revised Draft</p> <p>8. Draft Revision</p> <p>9. Edit and Proofread</p> <p>a. Grammar Workout – Check for Complete Sentences</p> <p>b. Spelling Workout – Check Sound Alike Words</p> <p>c. Mechanics Workout – Check Commas in Lists</p> <p>10. Draft Editing and Proofreading</p> <p>11. Reflect:</p> <p>a. What kinds of errors did you find? What can you do to keep from making them?</p> <p>Final Draft</p> <p>1. Submission and checking of the final draft</p>	<p>choose subjects that interest them. They will jot down several possible ideas and choose the best one.</p> <p>E. Using their plans, students will compose their first drafts. Their story scenes should grab their readers' interests and include a lot of details.</p> <p>F. Students will evaluate their work and mark their changes.</p> <p>G. Students will examine their work and fix their language errors as the last step in the writing process.</p> <p>H. Using the guides questions, students will reflect on some important aspects of the writing process. For example, <i>Does your description include enough sensory detail?</i></p> <p>I. Students will construct their story scenes.</p>	<p>gather ideas</p> <p>IV. Draft – Students will write their first drafts.</p> <p>V. Revise</p> <p>In pairs – Comparison of the model draft and revised draft. Students will exchange work with their partners and revise their paragraphs by inserting the revising marks.</p> <p>VI. Edit and Proofread</p> <p>Group activity – The students will share their work with the other members of the group. They will help one another in checking the grammar, spelling and mechanics. They will make corrections using the editing and proofreading marks.</p>	<p>a. Grammar Workout – Check for complete sentences</p> <p>b. Spelling Workout – Check sound-alike words</p> <p>c. Mechanics Workout – Check commas in list</p> <p>Reflect:</p> <p>Students will discuss their reflections after completing some parts of the writing process. Reflection questions are included in some parts of the writing strategies.</p>
MAR.	8	<p>Model Study and Writing Trait: W.8.4, W.8.5</p> <p>Prewrite: W.8.4, W.8.5</p> <p>Draft: W.8.2, W.8.2.a, W.8.2.b,</p>	Writing	Module7 Write as a Reporter: Cause- and-Effect Essay	<p>Model Study</p> <p>1. Cause-and- Effect Essay</p> <p>2. Cause-and-Effect Model Essay Analysis</p> <p>Writing Trait</p> <p>1. Voice and Style</p>	<p>A. Students will analyze the model essay and take note of the highlighted parts. These parts contain significant information, such as the central ideas, causes and effects,</p>	<p>I. Introduction of the topic, Write a Cause-and-Effect Essay.</p> <p>A. Analysis of the model essay, discussion of the feature checklist and essay structure</p>	<p>Writing Project</p> <p>a. The students will add their essays in their writing portfolios.</p> <p>b. Class Presentation – Cause-and-Effect Essay Presentation</p> <p>Writing Strategy:</p>

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		<p>W.8.2.c, W.8.2.d, W.8.2.e</p> <p>Revise: W.8.2, W.8.2.a, W.8.2.b, W.8.2.c, W.8.2.d, W.8.4, W.8.5</p> <p>Proofread: W.8.5, L.8.1, L.8.2, L.8.2.a</p> <p>Presentation Manual: SL.8.1, SL.8.1.c, SL.8.4, SL.8.6</p>			<p>a. Make Your Writing Sound Like You</p> <p>b. Writing Rubric</p> <p>c. Compare Writing Samples</p> <p>d. Evaluate for Voice and Style</p> <p>2. Raise the score: Overall Score 4 to Overall Score 1</p> <p>Writing Application</p> <p>1. Writing Prompt: Write a Cause-and-Effect Essay</p> <p>2. Prewrite</p> <p>a. Choose a Topic</p> <p>b. Write Your Central Idea</p> <p>c. Organize Your Thoughts</p> <p>3. Draft</p> <p>4. Drafting Tips</p> <p>5. Guided Draft Writing</p> <p>6. Revise</p> <p>a. Evaluate Your Work</p> <p>b. Mark Your Changes</p> <p>7. Revision in Action</p> <p>a. Sample Student's Draft/ Sample Revised Draft</p> <p>8. Draft Revision</p> <p>9. Edit and Proofread</p> <p>10. Draft Editing and Proofreading</p> <p>Presentation Manual</p> <p>1. How to Stay Focused</p> <p>2. Cause-and-Effect Essay Class Presentation</p> <p>3. Giving Feedback and Sharing Reflections</p>	<p>and signal words. By analyzing the content of model essay, they will determine if it follows the feature checklist and the essay structure.</p> <p>B. Students will differentiate the writing samples with the scores of 4 to 1 based on the voice and style writing rubric.</p> <p>C. Through the writing prompt, the students will understand the writing task, which is to write cause-and-effect essay.</p> <p>D. Students will choose topics or issues. Then, they will brainstorm ideas, create cause-and-effect questions, and write possible causes and effects.</p> <p>E. Using their plans, students will compose their first drafts. They should focus on their chosen causes and effects, and be able to expand them in their paragraphs.</p> <p>F. Students will evaluate their work and mark their changes.</p> <p>G. Students will</p>	<p>II. Voice and Style Writing Rubric – In groups, students will understand the content of the writing rubric. They will compare the writing samples with the scores 4 to 1.</p> <p>III. Thorough discussion of the writing prompt – Write a Cause-and-Effect Essay</p> <p>IV. Prewrite In groups, students will choose topics or issues; then, brainstorm ideas, ask cause-and-effect questions, and identify the possible causes and effects. They will also write their central ideas and organize their thoughts by using a cause-and-effect chart.</p> <p>V. Draft – Students will write their first drafts.</p> <p>VII. Revise In pairs – Comparison of the model draft and revised draft. Students will exchange work with their partners and revise their paragraphs by inserting the revising marks.</p> <p>VIII. Edit and Proofread Group activity –</p>	<p>The writing process should be applied and followed in class. Students will do topic-related exercises for these steps:</p> <ol style="list-style-type: none"> Prewrite Draft Revise Edit and Proofread <p>Writing Task: Students will write cause-and-effect essays about important changes in their communities. They will explore what caused the change or consider something that causes a change and think of its effects.</p> <p>Writing activities and homework:</p> <ol style="list-style-type: none"> Grammar Workout – Participial Phrases Spelling Workout – Check words with Greek and Latin roots Mechanics Workout – Check commas Voice and style <p>Reflect: Students will discuss their reflections after completing some parts of the writing process. Reflection questions are included in some parts of the writing strategies.</p>
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						<p>examine their work and fix their language errors as the last step in the writing process.</p> <p>H. Using the guides questions, students will reflect on some important aspects of the writing process. For example, <i>Does your paragraph show at least one clear cause and effect?</i></p> <p>I. Students will write cause-and-effect essays.</p>	<p>The students will share their work with the other members of the group. They will help one another in checking the grammar, spelling and mechanics. They will make corrections using the editing and proofreading marks.</p> <p>IX. Group Presentation – Students will present their essays in class. The points in the presentation manual will guide them to be able to deliver their essays successfully.</p>	
APR. – MAY	8	<p>Model Study and Writing Trait: W.8.1.a, W.8.1.b, W.8.1.c, W.8.4, W.8.5, W.8.10</p> <p>Writing Strategy – State a Claim: W.8.1.a, W.8.4, W.8.10</p> <p>Writing Strategy – Stay in Control from Start to Finish: W.8.1.a, W.8.1.c, W.8.1.e, W.8.10</p> <p>Prewrite: W.8.1.a, W.8.1.b, W.8.5</p> <p>Draft: W.8.1, W.8.1.a, W.8.1.b, W.8.1.c, W.8.1.e, W.8.5, W.8.10</p> <p>Revise: W.8.1.a, W.8.1.b, W.8.1.c, W.8.1.e, W.8.4, W.8.5</p>	Writing	Module8 Write as a Community Member: Problem-and-Solution Essay	<p>Model Study</p> <ol style="list-style-type: none"> 1. Problem-and-Solution Essay 2. Problem-and-Solution Model Essay Analysis <p>Writing Trait</p> <ol style="list-style-type: none"> 1. Focus and Unity <ol style="list-style-type: none"> a. Writing Rubric b. Compare Writing Samples c. Evaluate for Focus and Unity 2. Raise the score: Overall Score 4 to Overall Score 1 <p>Writing Strategy</p> <ol style="list-style-type: none"> 1. State a Claim <ol style="list-style-type: none"> a. Introduce a Claim b. Focus Your Paragraphs 2. Stay in Control from Start to Finish <ol style="list-style-type: none"> a. Organize Ideas and 	<p>A. Students will analyze the model essay and take note of the highlighted parts. These parts contain significant information, such as the problem and solution, reasons why the problem needs to be solved, evidence that support the writer’s claims and counterclaim. By analyzing the content of model essay, they will determine if it follows the feature checklist and the essay structure.</p> <p>B. Students will differentiate the writing samples with the scores of 4</p>	<p>I. Introduction of the topic, Write a Problem-and-Solution Essay.</p> <p>A. Analysis of the model essay, discussion of the feature checklist and essay structure</p> <p>II. Focus and Unity Writing Rubric – In groups, students will understand the content of the writing rubric. They will compare the writing samples with the scores 4 to 1.</p> <p>III. Thorough discussion of the writing prompt – Write a Problem-and-Solution Essay</p> <p>IV. Prewrite</p>	<p>Writing Project</p> <ol style="list-style-type: none"> a. The students will add their essays in their writing portfolios. b. Class Presentation – Problem-and-Solution Essay Presentation <p>Writing Strategy: The writing process should be applied and followed in class. Students will do topic-related exercises for these steps:</p> <ol style="list-style-type: none"> a. Prewrite b. Draft c. Revise d. Edit and Proofread <p>Writing Task: Students will write cause-and-effect essays about important changes in their communities. They will explore what</p>

		<p>Presentation Manual: SL.8.1.c, SL.8.1.d, SL.8.4</p> <p>Edit and Proofread: W.8.5, L.8.1, L.8.2, L.8.2.c, L.8.3</p>			<p>Details</p> <p>Writing Application</p> <ol style="list-style-type: none"> 1. Writing Prompt: Write a Problem-and-Solution Essay 2. Prewrite <ol style="list-style-type: none"> a. Choose a Topic b. Write Your Introduction c. Focus Your Ideas 3. Draft 4. Drafting Tips 5. Guided Draft Writing 6. Revise 7. Revision in Action a. Sample Third Paragraph of a Student’s Draft/ Sample Revised Draft 8. Draft Revision 9. Edit and Proofread 10. Draft Proofreading and Editing <p>Presentation Manual</p> <ol style="list-style-type: none"> 1. Emphasize Your Points 2. Problem-and-Solution Essay Presentation in Class 3. Giving Feedback and Sharing Reflections 	<p>to 1 based on focus and unity writing rubric.</p> <p>C. Through the writing prompt, the students will understand the writing task, which is to write problem-and-solution essay.</p> <p>D. Students will choose topics or issues. Then, they will create a chart that presents the problems and their solutions. They will also write their introductions and map out their reasons why the problems need to be solved.</p> <p>E. Using their plans, students will compose their introductions and expand the ideas in their paragraphs.</p> <p>F. Students will evaluate their work and mark their changes.</p> <p>G. Students will examine their work and fix their language errors as the last step in the writing process.</p> <p>H. Using the guides questions, students will reflect on some important aspects of the writing process.</p>	<p>In groups, students will choose topics or issues; then, they will record the problems and solutions in their charts. They will also map out their reasons and solutions.</p> <p>V. Draft – Students will write their first drafts.</p> <p>VII. Revise In pairs – Comparison of the model draft and revised draft. Students will exchange work with their partners and revise their paragraphs by inserting the revising marks.</p> <p>VIII. Edit and Proofread Group activity – The students will share their work with the other members of the group. They will help one another in checking the grammar, spelling and mechanics. They will make corrections using the editing and proofreading marks.</p> <p>IX. Group Presentation – Students will present their essays in class. The points in the presentation manual will guide them to be able to deliver their essays successfully.</p>	<p>caused the change or consider something that causes a change and think of its effects.</p> <p>Writing activities and homework:</p> <ol style="list-style-type: none"> a. Grammar Workout – Irregular Past Tense Verbs b. Spelling Workout – Check prefixes and suffixes c. Mechanics Workout – Check abbreviations d. Focus and Unity <p>Reflect: Students will discuss their reflections after completing some parts of the writing process. Reflection questions are included in some parts of the writing strategies.</p>
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						<p>For example, <i>Is your claim clear?</i></p> <p>I. Students will construct their problem-and-solution essays.</p> <p>J. Students will present their essays in class emphasizing their points and being able to get their classmates' reactions to their arguments.</p>		
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