



VALWOOD

GO BEYOND

Composition II



Composition II Overview

Course Description	Beliefs About the Teaching of Writing										
<p>Composition II is a semester course in which students build on the skills developed in Composition I. Their ability to write with accuracy and clarity for a variety of audiences broadens to include additional modalities and technologies. Units are anchored by notable models of effective writing. Students build vocabulary; acquire reading and writing strategies; and participate in writing workshops and grammar mini-lessons to become proficient with the conventions of English grammar. Through routine writing of short compositions and extended ones, students learn to develop a topic with well-chosen, relevant, and sufficient support as they explore an idea and present sound critical thinking.</p>	<p><i>Writing grows out of many purposes.</i> The thinking, procedures, and physical format in writing are shaped in accord with the author’s purposes(s), the needs of the audience, and the conventions of the genre. A written speech, for example, might be structured differently from a literary analysis.</p> <p><i>Writing is embedded in complex social relationships and their appropriate languages.</i> The teaching of excellence in writing means adding language to what students possess and deliberately teaching students to incorporate their heritage in the texts they write.</p> <p><i>Composing occurs in different modalities and technologies.</i> In addition to composing on a computer students work with language, layout, still images, other visuals, video, and sound. Full Internet access brings writers and readers closer together and encourages new kinds of collaborations.</p> <p><i>Conventions of finished and edited texts are an important dimension of the relationship between writers and readers.</i> Readers expect words to be spelled in a standardized way, punctuation to be used in predictable ways, usage and syntax to match that used in texts acknowledged as successful.</p> <p><i>Everyone has the capacity to write; writing can be taught; and teachers can help students become better writers.</i> Becoming a better writer requires that students write, not merely listening to lectures about writing, doing grammar drills, or discussing readings. Improvement is built into the experience of writing when writers revise and discover ways to make their writing better.</p> <p><i>Writing is a process.</i> Through extended practice over years, students acquire a suite of routines, skills, strategies, and practices for producing different kinds of texts. Effective writing involves reflection and continuous growth.</p> <p><i>Writing is a tool for thinking.</i> The act of writing generates ideas and leads to discovery. Writers solve problems, identify issues, construct questions, and reconsider thoughts, test ideas. The process of drafting and revision is one of exploration.</p> <p><i>Writing has a complex relationship to talk.</i> Writers need to discuss what they have written with peers and engage in writing conferences with teachers. Talk can clarify thinking and reveal ways to improve.</p> <p><i>Writing and reading are related.</i> Readers are stronger writers, and writing helps people become better readers. Reading model texts gives writers an understanding of appropriate style. For writers to contribute fully to a given topic, they must read to be familiar with and draw on what previous writers have said.</p>										
<p style="text-align: center;">Assessments</p> <p>Diagnostics, formative and summative assessments are used to plan lessons and provide focused feedback to students. Below are some assessment examples:</p> <ul style="list-style-type: none"> ● Observations/Conversations/Work Samples ● Reading responses ● Student questions/comments ● Informal writing samples ● Formal essays ● Group/individual projects ● Graded discussion/presentations ● Tests/quizzes ● Peer-assessments and Self-assessments 	<p><i>Everyone has the capacity to write; writing can be taught; and teachers can help students become better writers.</i> Becoming a better writer requires that students write, not merely listening to lectures about writing, doing grammar drills, or discussing readings. Improvement is built into the experience of writing when writers revise and discover ways to make their writing better.</p> <p><i>Writing is a process.</i> Through extended practice over years, students acquire a suite of routines, skills, strategies, and practices for producing different kinds of texts. Effective writing involves reflection and continuous growth.</p> <p><i>Writing is a tool for thinking.</i> The act of writing generates ideas and leads to discovery. Writers solve problems, identify issues, construct questions, and reconsider thoughts, test ideas. The process of drafting and revision is one of exploration.</p> <p><i>Writing has a complex relationship to talk.</i> Writers need to discuss what they have written with peers and engage in writing conferences with teachers. Talk can clarify thinking and reveal ways to improve.</p> <p><i>Writing and reading are related.</i> Readers are stronger writers, and writing helps people become better readers. Reading model texts gives writers an understanding of appropriate style. For writers to contribute fully to a given topic, they must read to be familiar with and draw on what previous writers have said.</p>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="text-align: center;">Grade Level Expectations</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Conventions</td> <td> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar 2. Use powerful verbs and vivid adjectives to add interest to writing 3. Use precise language to manage the complexity of a topic. </td> </tr> <tr> <td style="vertical-align: top;">Language</td> <td> <ol style="list-style-type: none"> 1. Understand how to make effective language choices for meaning or style 2. Write and edit in conformance with guidelines in a style manual </td> </tr> <tr> <td style="vertical-align: top;">Vocabulary</td> <td> <ol style="list-style-type: none"> 1. Correctly use patterns of word changes that indicate different meanings or parts of speech 2. Use context as a clue to word meaning 3. Increase vocabulary </td> </tr> <tr> <td style="vertical-align: top;">Writing</td> <td> <ol style="list-style-type: none"> 1. Introduce precise claims, develop them, and provide a conclusion that follows from and supports the controlling ideas 2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 3. Plan, revise, edit, and rewrite to develop and strengthen writing 4. Use technology to produce and publish writing. </td> </tr> </tbody> </table>		Grade Level Expectations	Conventions	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar 2. Use powerful verbs and vivid adjectives to add interest to writing 3. Use precise language to manage the complexity of a topic. 	Language	<ol style="list-style-type: none"> 1. Understand how to make effective language choices for meaning or style 2. Write and edit in conformance with guidelines in a style manual 	Vocabulary	<ol style="list-style-type: none"> 1. Correctly use patterns of word changes that indicate different meanings or parts of speech 2. Use context as a clue to word meaning 3. Increase vocabulary 	Writing	<ol style="list-style-type: none"> 1. Introduce precise claims, develop them, and provide a conclusion that follows from and supports the controlling ideas 2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 3. Plan, revise, edit, and rewrite to develop and strengthen writing 4. Use technology to produce and publish writing. 	<p><i>Writing is a process.</i> Through extended practice over years, students acquire a suite of routines, skills, strategies, and practices for producing different kinds of texts. Effective writing involves reflection and continuous growth.</p> <p><i>Writing is a tool for thinking.</i> The act of writing generates ideas and leads to discovery. Writers solve problems, identify issues, construct questions, and reconsider thoughts, test ideas. The process of drafting and revision is one of exploration.</p> <p><i>Writing has a complex relationship to talk.</i> Writers need to discuss what they have written with peers and engage in writing conferences with teachers. Talk can clarify thinking and reveal ways to improve.</p> <p><i>Writing and reading are related.</i> Readers are stronger writers, and writing helps people become better readers. Reading model texts gives writers an understanding of appropriate style. For writers to contribute fully to a given topic, they must read to be familiar with and draw on what previous writers have said.</p>
	Grade Level Expectations										
Conventions	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar 2. Use powerful verbs and vivid adjectives to add interest to writing 3. Use precise language to manage the complexity of a topic. 										
Language	<ol style="list-style-type: none"> 1. Understand how to make effective language choices for meaning or style 2. Write and edit in conformance with guidelines in a style manual 										
Vocabulary	<ol style="list-style-type: none"> 1. Correctly use patterns of word changes that indicate different meanings or parts of speech 2. Use context as a clue to word meaning 3. Increase vocabulary 										
Writing	<ol style="list-style-type: none"> 1. Introduce precise claims, develop them, and provide a conclusion that follows from and supports the controlling ideas 2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 3. Plan, revise, edit, and rewrite to develop and strengthen writing 4. Use technology to produce and publish writing. 										
<p>Adapted from National Council of Teachers of English (2016)</p>											