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| **Date:** | Friday 11/18 |
| **COS:** | R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.  R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.  7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.  b. Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
| **Essential Question:** | When do differences become conflicts?  Should individuals restrict themselves so they can fit in, or should they distinguish themselves from others? |
| **Bellringer:** | Finish Body Paragraph #2 |
| **Before/Engage:** | Think-Pair-Share: Think about the ending of your favorite movies, TV shows, books, and videogames.  What makes for a good ending? |
| **During/Explain:** | Students will review the structure of a concluding paragraph, including restated thesis and so-what statement. |
| **After/Evaluate:** | After doing this, students will begin drafting their concluding paragraphs.  IEP Support: Students will receive one-on-one and small group support during work time.  Optional Extension: Students may assist classmates who are struggling. |

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| **Date:** | Thursday 11/17 |
| **COS:** | R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.  R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.  7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.  b. Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
| **Essential Question:** | When do differences become conflicts?  Should individuals restrict themselves so they can fit in, or should they distinguish themselves from others? |
| **Bellringer:** | Finish Body Paragraph #1 |
| **Before/Engage:** | Students will brainstorm potential topics for their second bodygraphs, ensuring that they are continuing to develop their thesis statements. |
| **During/Explain:** | Students will write a topic sentence and identify supporting evidence from their evidence trackers. |
| **After/Evaluate:** | After doing this, students will begin drafting their second body paragraphs.  IEP Support: Students will receive one-on-one and small group support during work time.  Optional Extension: Students may cite two pieces of evidence to support their topic sentences. |

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| **Date:** | Wednesday 11/116 |
| **COS:** | R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.  R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.  7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.  b. Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
| **Essential Question:** | When do differences become conflicts?  Should individuals restrict themselves so they can fit in, or should they distinguish themselves from others? |
| **Daily Objective:** | Students will be able to identify the key components of a body paragraph, including topic sentence, context, evidence, explanation, and conclusion/transition.  Students will be able to draft a body paragraph. |
| **Bellringer:** | Writing Wednesday |
| **Before/Engage:** | Students will review the structure of a body paragraph, including: topic sentence, context, evidence, explanation, and conclusion/transition. |
| **During/Explain:** | Students will consider the topic of their first body paragraph and identify supporting evidence. |
| **After/Evaluate:** | After doing this, students will begin drafting their first body paragraphs.  IEP Support: Students will receive one-on-one and small group support during work time.  Optional Extension: Students may cite two pieces of evidence to support their topic sentences. |

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| **Date:** | Tuesday 11/15 |
| **COS:** | R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.  R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.  7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.  b. Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
| **Essential Question:** | When do differences become conflicts?  Should individuals restrict themselves so they can fit in, or should they distinguish themselves from others? |
| **Daily Objective:** | Students will be able to identify the key components of an introduction, including hook, context, and thesis.  Students will be able to draft an introductory paragraph. |
| **Bellringer:** | Review: What are the key components of an introduction? |
| **Before/Engage:** | Students will review the essay prompt and draft their thesis statements. |
| **During/Explain:** | After establishing their thesis statements, students will brainstorm ideas for their introduction hook and context sentences. |
| **After/Evaluate:** | Students will combine their hooks, contextext, and thesis statements to produce an introductory paragraph.  IEP Support: Students will receive one-on-one and small group support during work time.  Optional Extension: Students may research quotes about nonconformity to include in their introductions. |

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| **Date:** | Monday 11/14 |
| **COS:** | R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.  R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.  7. Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.  b. Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant. |
| **Essential Question:** | When do differences become conflicts?  Should individuals restrict themselves so they can fit in, or should they distinguish themselves from others? |
| **Daily Objective:** | Students will be able to identify the key components of a literary analysis essay, including introduction, body paragraphs, conclusions, and what each contains. |
| **Bellringer:** | Think-Pair-Share: What are three things you know about writing essays? |
| **Before/Engage:** | Using No Red Ink, students will view an introductory lesson that explores the key components of a literary analysis essay. |
| **During/Explain:** | Students will read and understand their essay prompt:*What does the novel Stargirl suggest about nonconformity? Write an essay analyzing how Jerry Spinelli reveals this message.*  Students will also review the literary analysis essay rubric. |
| **After/Evaluate:** | Students will read and annotate a model essay, noting the introduction, body paragraphs, and conclusion. |