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| **Date:** | Friday 12/2 |
| **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:** | What is editing and publishing? |
| **Bellringer:** | Write down one sentence that you revised yesterday. |
| **Before/Engage:** | The teacher will Introduce the CROPS acronym for editing (capitalization, readability, organization, punctuation, spelling) |
| **During/Explain:** | The teacher will model how to edit a sentence in a literary analysis essay. |
| **After/Evaluate:** | After doing this, students will edit their essays and submit their final drafts on No Red Ink.  IEP Support: Students will receive one-on-one and small group support during work time.  Optional Extension: Students who finish early can do peer reviews. |

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| **Date:** | Thursday 12/1 |
| **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:** | What is revision? |
| **Bellringer:** | Rewrite your hook to make it more effective. |
| **Before/Engage:** | Introduce the FARMS Acronym (focus, add, remove, move, substitute) for revision |
| **During/Explain:** | The teacher will model how to revise a hook, and students will then revise their hooks. |
| **After/Evaluate:** | After doing this, students work on revising their whole essays.  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:** | Wednesday 11/30 |
| **COS:** | R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively. |
| **Daily Objective** | Students will be able to use digital tools to conduct research in the library. |
| **Essential Question:** | What is a valid internet source? |
| **Bellringer:** | Writing Wednesday |
| **Before/Engage:** | Library time |
| **During/Explain:** | Library time |
| **After/Evaluate:** | Students will independently read their library books. |

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| **Date:** | Tuesday 11/29 |
| **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. |
| **Daily Objective** | Students will be able to use transitional phrases to show the relationship between ideas within a sentence and a paragraph. |
| **Essential Question:** | How do transitional words and phrases show the relationships between ideas? |
| **Bellringer:** | Write down two sentences from your essay that use transitional phrases. |
| **Before/Engage:** | The teacher will introduce a new list of transitional words and phrases that can be used with and between sentences. |
| **During/Explain:** | Students will draw symbols to help them remember the meaning of each category, including: adding information, examples, compare, contrast, sequence, and cause and effect.  Students will analyze the list and select phrases to use in their essays. |
| **After/Evaluate:** | After doing this, students will revise their essays using their chosen transitional phrases.  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:** | Monday 11/28 |
| **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:** | What is a transition in writing? |
| **Daily Objective** | Students will be able to understand the function of transitional phrases in a literary essay.  Students will be able to use transitional phrases to revise their essays. |
| **Bellringer:** | What are the three main types of paragraphs called in a literary analysis essay?  What is the purpose of a literary analysis essay? |
| **Before/Engage:** | The teacher will use a visual metaphor to explain that transitional phrases are “bridges” between ideas. |
| **During/Explain:** | Students will analyze various categories of transitional phrases and insert them into a sample body paragraph to bridge ideas together. |
| **After/Evaluate:** | After doing this, students will begin inserting transitional phrases into their essay drafts.  Students who are not finished with their outlines will need to complete them.  Students who have completed their outlines may begin typing their essays on No Red Ink.  IEP Support: Students will receive one-on-one and small group support during work time.  Optional Extension: Students may assist classmates who are struggling. |