

Intro. Writing Timeline (Instructional Days)

<p>1 Explain the goal of writing an organized essay, and achieving understanding of effective essay organization by analyzing well-structured essay models. Do “Find the thesis” exercise, and intro. paragraph outlining. Do the first of the three with the students, and students can finish the rest for homework.</p>	<p>2 Go over, “find the thesis” in class. Collect the exercise. <u>This one is checked only for completion.</u> Begin to read “Tents” essay. Model outlining the intro. paragraph. Students outline the rest of the essay. Due tomorrow. Stress the importance of explaining the direction of the essay, without writing a narrative in the outline.</p>	<p>3 Go over students’ “tents” outlines and give feedback. Show the teacher’s version, and explain what is needed, for conciseness and brevity. Check “tents” outline for completion. Students begin to outline “The Hazards of Moviegoing” essay, <u>for a grade</u>, and for homework. Explain the function and importance of transitions (TR), and do transitions worksheet. Hand out transitions list.</p>	<p>4 Collect “moviegoing” outline. Introduce copy editing symbol and abbreviation key. Begin to <u>overview</u> the meaning of abbreviations. Explain first person vs. third person and general you (GY). Begin general you exercise and students finish it for homework. Do p. 264, ex 12.17 conjunctive adverbs (transitions) exercise from the Little, Brown Handbook.</p>	<p>5 Correct transitions and general you exercises. Pass back and give feedback on “moviegoing” outline. Students scoring a “C” or lower must fix their assignment and turn it in again. Compose an outline, then a paragraph, with the prompt, “The importance of being alert in class,” due tomorrow. Pass out and explain the good vs. bad paragraph model.</p>
<p>6 Collect “The importance of being alert in class,” and correct it in the evening. Explain and model complete sentences, vs. sentence fragments. Do p. 258, ex. 12.14, 12.15 subordinate clauses (sentence fragments) p. 268, ex. 12.20 Identifying main and subordinate clauses in the Little, Brown Handbook. Explain not to start a sentence with and, but, so, or because (ABSB). Explain the idea of tense shift (TS).</p>	<p>7 Go over “alert” paragraph from two instructional days ago, individually with students (each student brings paper to teacher). Students with lower than a “C” must re-do the paragraph. Correct copy editing 12.14-15 from LBH. Do exercise to correct mistakes with the use of GY, Frag, TR, TS, and ABSB. Correct p. 264, ex 12.17 conjunctive adverbs (transitions) exercise from LBH.</p>	<p>8 Introduce basic five-paragraph essay rubric. Refer back to “Tents” and moviegoing essay as examples, illustrating what is delineated in the Rubric. Introduce 1st essay prompt. Productive pastime. Students brainstorm thesis and main points with brainstorming diagram. Students with re-done paragraph go over their rewrites with me. Students finish brainstorming for HW. Students do second GY, Frag, TR, TS, ABSB wksh. for homework.</p>	<p>9 Teacher checks brainstorming. Students begin the outlining process, with teacher monitoring. Students will turn in outlines on the following day. Check and grade second GY, Frag, TR, TS, ABSB wksh. Review general essay rubric. Announce rubric quiz for the following class.</p>	<p>10 Collect outlines. Begin p. 314, ex. 15.1, subject verb agreement and p. 319, ex. 15.2 pronoun/antecedent agreement exercise in LBH. Students finish these for homework. Students take rubric quiz and correct it in class.</p>
<p>11 Pass back outlines, and students can begin the writing process for their first essay, taking into account what they have reviewed and learned about thesis/topic sentence construction, essay organization, and paragraph composition. Verbally review rubric points again. Essay is due after two class days.</p>	<p>12 Go over ex. 15.1 and 15.2 in the Little, Brown handbook. Begin ex. 15.3 and 15.4, which focus on recognizing and fixing each of these types of grammatical errors. Begin chapter 19, ambiguous pronoun references, exercises 19.1 - 3 in LBH.</p>	<p>13 Collect essays. Correct and go over exercise 19.1 to 19.3 in LBH. Begin chapter 20, p. 361 20.1 shifts in person and number p. 363 20.3 passive to active voice in LBH.</p>	<p>14 Go over and correct 20.1 and 20.3. Begin to teach essential vs. non-essential clauses, and comma rules for this. Do complimenting exercise 28.3, in LBH.</p>	<p>15 Go over exercise 28.3 in LBH. Begin chapter 18, comma splices and semicolon use. Do ex. 18.1 - 18.2. Students make sentences, combining two independent clauses with coordinating conjunctions and conjunctive adverbs (transitions).</p>

<p>16 Pass back corrected essays, and explain the peer editing process. Explain copy editing symbols again, and students partner, peer edit their papers, in a double rotation, while I monitor. Students must finish the second draft in two class periods. Correct ex. 18.1 – 18.2.</p>	<p>17 Students exchange independent clause sentences, adding appropriate coordinating conjunctions, conjunctive adverbs, and punctuation. Begin to review for a test on writing organization, copy editing, grammar, punctuation, composition, and mechanics learned so far.</p>	<p>18 Collect essay second drafts. Continue to review for test.</p>	<p>19</p>	<p>20 Take Writing test. Students get back essay second draft during the following week</p>
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BLUE = supplemental exercise

RED = my exercise

GREEN = my vocabulary

ORANGE = text exercise

2010 Minnesota State Standards addressed in the unit (English language arts)

WRITING BENCHMARKS:

Writing process:

9.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Text types and purposes:

9.7.1.1

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

9.7.2.2

- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Provide a concluding statement or section that follows from and supports the information or explanation presented

Conventions of standard English:

9.11.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Of Mice and Men Timeline (Instructional Days)

<p>1 Students see California, Great Depression, 1930s images. Read about the author. Lecture on “The American Dream,” and screenplay style of the novel. Review the concept of theme. Do <u>anticipation guide</u> (PDF 1, p. 7)</p>	<p>2 IN-CLASS READING chap. 1 setting and George/Lennie description with students (p. 1 – 3). Do <u>setting, characterization wksht</u> (1). Introduce chap. 1- 2 <u>vocabulary</u>. <u>Homework</u>, finish reading chapter 1.</p>	<p>3 IN-CLASS READING “the dream” section of chapter 1 (p. 13 – 15). Do <u>dialogue wksht</u> (PDF 1, p. 13 – 14). Do chap. 1 - 2 vocab. Sentences see <u>vocabulary sentence instructions</u>. <u>Homework</u> – finish reading chapter 2.</p>	<p>4 Take chap 1-2 reading quiz. Go over chap. 1-2 vocab sentences in class. Read “To a Mouse” 2x, do <u>worksheet on “To a Mouse”</u> PDF 1, p. 17 - 18, discuss poem’s connection with the book. Do <u>chapter 2 questions</u> for <u>homework</u>.</p>	<p>5 IN-CLASS READING Chapter 2 and 3 intro. setting descriptions (p. 17, 38). Do <u>setting writing exercise</u>. IN-CLASS READING, Curley and Slim description. P. 25, 33 – 34. P. 25 – 28, George bonds with Swamper. Read Chapter 3 for <u>homework</u>.</p>
<p>6 Take chap 3 reading quiz. Go over setting exercise descriptions, read selected examples. Do <u>chapter 3 vocabulary</u>.</p>	<p>7 IN-CLASS READING “What did he do in Weed?,” p. 41 – 42, “Killing Candy’s Dog,” p. 44 – 48 and “Candy joins the dream” P. 59 - 61 Do “What to bring?” <u>wksht</u> (PDF 2). Read chapter 4 for <u>homework</u>.</p>	<p>8 Take chapter 4 quiz. IN-CLASS READING, “Lonely Crooks,” p. 69 – 73. “Curley’s wife attacks Crooks, p. 81 Do <u>quick-write (conceal pleasure with anger)</u>. Do <u>conflict chart</u> (PDF 1, p. 25).</p>	<p>9 Go over conflict chart go over chapter 3 vocabulary. Begin <u>chapter 4 vocabulary</u>. Read chapter 5 for <u>homework</u>.</p>	<p>10 Take chapter 5 reading quiz. Go over chapter 4 vocabulary IN-CLASS READING p. 87 – 91. “Lennie kills Curley’s wife” Read chapter 6 for homework.</p>
<p>11 IN-CLASS READING p. 100 – 106 “the giant rabbit and Lennie’s death.” (ACT THIS SCENE OUT) Discuss the culmination of the foreshadowing and the unattainability of the dream. Do <u>Chap 6 quickwrite</u>. Do <u>chap. 5 – 6 vocab.</u> for homework.</p>	<p>12 Go over chap 5 – 6 vocab. Distribute <u>essay prompts</u>, discuss, and begin brainstorming. Begin to check, direct, and approve brainstorming for culminating essay.</p>	<p>13 Finish checking, directing, and approving brainstorming for culminating essay. Take half of the period on the <u>essay outlining</u> process. Review <u>essay rubric</u>, and <u>copy editing, writing conventions guide</u>.</p>	<p>14 Collect essay outline. Review for <u>Of Mice and Men test</u>. Do more checks for understanding and review games with essay rubric and copy editing, writing conventions guide.</p>	<p>15 Take <u>Of Mice and Men</u> test. Return corrected essay outline.</p>
<p>16 Correct and debrief on the <u>Of Mice and Men</u> test. Collect first draft of culminating essay.</p>				<p>20 Return and peer-edit first draft of essay. Collect the final draft on the following Monday.</p>

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Minnesota State Standards addressed in the unit (9 – 12 language arts)

Vocabulary

1. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.
2. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.

Literature

1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.
2. Evaluate a literary selection from several critical perspectives.
3. Analyze the characteristics of literary forms.
4. Interpret the effect of literary and structural devices.
5. Demonstrate how literary works reflect the historical contexts that shaped them.
6. Analyze and evaluate the relationship between and among elements of literature: **character, setting**, plot, tone, symbolism, rising action, climax, falling action, point of view, **theme** and **conflict/resolution**.
7. Respond to literature using ideas and details from the text to support reactions and make literary connections.

Writing

Plan, organize and compose narrative, expository, descriptive, persuasive, **critical** and research **writing** to address a specific audience and purpose.

1. Generate, gather, and organize ideas for writing.
2. Develop a thesis and clear purpose for writing.
3. Make generalizations and use supporting details.
4. Arrange paragraphs into a logical progression.
5. Revise writing for clarity, coherence, smooth transitions and unity.
6. Revise, edit and prepare final drafts for intended audiences and purposes.

Spelling and Grammar

1. Understand the differences between formal and informal language styles and use each appropriately.
2. Use an extensive variety of punctuated sentences for meaning and stylistic effect.
3. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability.

Quickwrite – Killing Lennie

Do you think that Lennie should have been shot? Do you agree with George's decision to kill Lennie? Why or why not?

Chapter 5, 6 questions

1. Paraphrase the author's description of the atmosphere in the barn on the day of Curley's wife's death.
2. In what actual words did Candy and George indicate that they knew immediately who was responsible for Curley's wife's death?
3. How did the puppy die?
4. What words did Curley's wife use to explain her loneliness (in chapter five or six)?
5. Describe what George, Lennie, and Candy were saving money for (their dream), and how the death of Curley's wife ended that dream.
6. Instead of blaming Lennie, why does Candy get angry at Curley's newly-killed wife for what has happened? What does Candy say at this point?

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