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| **Date:** | **11/28/16**  **\*C Day\*** | **11/29/16**  **A Day** | **11/30/16**  **B Day** | **12/1/16**  **\* C Day\*** | **12/2/16**  **A Day** |
| **Objective:** | Students will craft a hook, introduction, and thesis statement for their Outsiders Essay after taking notes on a Power Point presentation and looking at examples.  After reading The Outsiders, students will draw evidence from the text that supports their analysis and argument they chose for their essay topic. | Students will read Chapter 2 of A Long Way Gone, analyze the texts’ explicit meanings, draw inferences, and demonstrate their understanding of the cumulative impact of words and phrases by answering post-reading questions. | After discussing the differences between a strong and a weak essay sample, students will craft the remainder of their body paragraphs as outlined by their thesis statement using their textual support from the novel. | After reviewing the elements of a concluding paragraph, and looking at examples, students will craft a conclusion paragraph that follows from and supports the information and explanation presented.  Students will begin writing their final drafts. | Students will complete and submit a comprehensive essay that addresses and responds to a selected prompt with evidence to support their analysis. |
| **Essential**  **Question(s):** | What qualities does a successful essay introduction have? | How does text evidence strengthen the validity of an argument? | How can you structure body paragraphs to link the main ideas specified in the thesis statement, and clarify connections between major ideas and concepts? | What are the elements of a well-crafted conclusion paragraph? | What are the qualities of a final, polished essay? |
| **Standards:** | W2, W4 | W9, RL1, RI 4 | W2c, W2e | W2f | W2, W4, W9, W2c, W2e, W2f |
| **Warm-Up:** | WOD: Draw | WOD: Enormity | WOD: Grueling | WOD: Hazardous | WOD: Homesteading |
| **Agenda:** | 1. Warm-up: WOD 2. Teacher to hand out and review The Outsiders Essay assignment 3. Teacher to review Paragraph 1 slides of Essay Power Point 4. Students to choose their essay topic, and write their first paragraph. 5. Teacher to show rough draft, and revised drafts of sample essays. 6. Students to complete Ethos, Pathos, Logos skits in the remaining time | 1. Warm-up: WOD 2. Students to complete Ethos, Pathos, Logos skits 3. Students will find their three quotes/evidence from the novel and explain how it supports their thesis statement. 4. Teacher to demonstrate strong vs. weak body paragraph noting word choices, embedding quotes, and paragraph structure. 5. Students to begin writing their body paragraphs. 6. Students to read Chapter 2 of A Long Way Gone. | 1. Warm-up: WOD 2. Students will write the final two paragraphs of their essay and make revisions as necessary. 3. Teacher to make rounds around the classroom and help students improve their writing. 4. Students to finish reading Chapter 2 of A Long Way Gone. 5. Students to answer questions for chapters 1 & 2. | 1. Warm-up: WOD 2. Teacher to demonstrate the qualities of a conclusion paragraph, and review examples. 3. Students will write their conclusion paragraph. 4. Students to rewrite their essay neatly, and legibly for submission. | 1. Warm-up: WOD 2. Students to use the time to finish writing their final drafts. 3. Teacher to conduct individual writing conferences as needed. 4. \*Note: many students will be out for cultural day. |
| **Student Assignments:** | *Formative: Paragraph One* | *Summative: Evidence and explanations* | *Formative: ALWG questions, 3 body paragraphs* | *Formative: conclusion* | *Summative: Essay* |

**English Honors I – 2**