

Lesson Plan

Teacher's Name Date
Grade Class(es) Date(s) M Tu W Th F

Unit 6

Media Connection: Writing in the Real World SE/TWE pp. 262–265

FOCUS

Objectives: To develop an understanding of persuasive writing, using a published example as a model; to analyze the techniques of persuasive writing

Skills: identifying examples of a concept

Critical Thinking: analyzing; relating content to audience; making inferences; building background

Listening and Speaking: discussing; informal speaking

- ___ Bellringer and Grammar Link to the Bellringer, TWE p. 262
- ___ Motivating Activity, TWE p. 262

TEACH

- ___ Reading Media, TWE p. 263
- ___ Discussion Prompts, TWE p. 263
- ___ Cultural Connections, TWE p. 263
- ___ L2, Discussion, TWE p. 264
- ___ Analyzing Audience, TWE p. 264
- ___ Enrichment and Extension, TWE p. 264

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Writing Process Transparencies*, 20–22B
- ___ *Writing in the Real World*, pp. 21–24
- ___ *Cooperative Learning Activities*, pp. 31–36
- ___ *Thinking and Study Skills*, pp. 5, 11, 13

ASSESS

- ___ Analyzing the Media Connection, TWE p. 265
- ___ Analyzing a Writer's Process, TWE p. 265
- ___ Grammar Link, TWE p. 265
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ Reteaching activity, TWE p. 265
- ___ Enrichment activity, TWE p. 265

CLOSE

- ___ Close activity, TWE p. 265

Homework Assignments

Assessment Options

- ___ *Tests with Answer Key & Rubrics*
 - Unit 6 Choice A Test, p. 21
 - Unit 6 Choice B Test, p. 22
 - Unit 6 Composition Objective Test, pp. 23–24
- ___ *Testmaker*
 - Unit 6 Choice A Test
 - Unit 6 Choice B Test
 - Unit 6 Composition Objective Test

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Lesson 6.1 Writing Persuasively SE/TWE pp. 266–269

FOCUS

Objective: To learn the elements of persuasive writing and to use them to draft persuasive arguments

Skills: identifying issues; stating a position; supporting an opinion with facts

Critical Thinking: stating a main idea; relating cause and effect; defining and clarifying; identifying expert sources

Listening and Speaking: discussing; interviewing; questioning

___ Bellringer and Grammar Link to the Bellringer, TWE p. 266

___ Motivating Activity, TWE p. 266

TEACH

___ L2, Using the Model, TWE p. 267

___ L2, Cooperative Learning, TWE p. 267

___ Journal Writing Tip, TWE p. 267

___ L2, Using the Model, TWE p. 268

___ L3, Promoting Discussion, TWE p. 268

___ Two-Minute Skill Drill, TWE p. 268

___ English Language Learners, TWE p. 268

___ Viewing the Art, TWE p. 269

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Two-Minute Skill Drill Transparencies*

___ *Fine Art Transparencies, 26–30*

___ *Writing Process Transparencies, 20–22B*

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities, pp. 31–36*

___ *Thinking and Study Skills, pp. 4–6, 13–21*

___ *Listening and Speaking Activities, p. 22*

___ *Composition Practice, p. 45*

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 269

___ Cross-Curricular Activity: Art, TWE p. 269

___ Viewing and Representing, TWE p. 269

___ Grammar Link, TWE p. 269

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching, p. 45*

___ *Composition Enrichment, p. 45*

___ *Fine Art Transparencies, 26–30*

CLOSE

___ Close activity, TWE p. 269

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Lesson 6.2 Determining a Position SE/TWE pp. 270–273

FOCUS

Objective: To discuss lists of pros and cons and to use such lists during the writing

Skills: generating opinions and supporting reasons; writing for an audience

Critical Thinking: decision making; defining and clarifying; evaluating information

Listening and Speaking: discussing; listening to a persuasive speech

___ Bellringer and Grammar Link to the Bellringer, TWE p. 270

___ Motivating Activity, TWE p. 270

TEACH

___ L2, Using Graphic Organizers, TWE p. 271

___ L3, Writing a Rebuttal, TWE p. 271

___ Two-Minute Skill Drill, TWE p. 271

___ Journal Writing Tip, TWE p. 271

___ L2, Using the Models, TWE p. 272

___ L3, Identifying the Audience, TWE p. 272

___ Exploring Language, TWE p. 272

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Two-Minute Skill Drill Transparencies*

___ *Fine Art Transparencies*, 26–30

___ *Writing Process Transparencies*, 20–22B

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 31–36

___ *Thinking and Study Skills*, pp. 3, 5–7, 20, 21

___ *Listening and Speaking Activities*, p. 22

___ *Composition Practice*, p. 46

___ *Sentence-Combining Practice*, pp. 33–35

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 273

___ Cross-Curricular Activity: Health, TWE p. 273

___ Listening and Speaking, TWE p. 273

___ Grammar Link, TWE p. 273

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 46

___ *Composition Enrichment*, p. 46

CLOSE

___ Close activity, TWE p. 273

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Lesson 6.3 Evaluating Evidence SE/TWE pp. 274–277

FOCUS

Objectives: To learn about using evidence to support a position; to connect and combine information in support of a position

Skills: supporting opinions; selecting evidence

Critical Thinking: evaluating; persuading; classifying; contrasting; visualizing

Listening and Speaking: interviewing; note taking; discussing; questioning

- ___ Bellringer and Grammar Link to the Bellringer, TWE p. 274
- ___ Motivating Activity, TWE p. 274

TEACH

- ___ L2, Using the Model, TWE p. 275
- ___ L2, Cooperative Learning, TWE p. 275
- ___ Two-Minute Skill Drill, TWE p. 275
- ___ Journal Writing Tip, TWE p. 275
- ___ L2, Using the Model, TWE p. 276
- ___ L2, Selecting Evidence, TWE p. 276
- ___ English Language Learners, TWE p. 276

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Two-Minute Skill Drill Transparencies*
- ___ *Fine Art Transparencies*, 26–30
- ___ *Writing Process Transparencies*, 20–22B
- ___ *Writing Across the Curriculum*
- ___ *Cooperative Learning Activities*, pp. 31–36
- ___ *Thinking and Study Skills*, pp. 5, 7, 14–15, 17, 19
- ___ *Listening and Speaking Activities*, p. 22
- ___ *Composition Practice*, p. 47

Homework Assignments

ASSESS

- ___ Writing Activities Evaluation Rubrics, TWE p. 277
- ___ Listening and Speaking, TWE p. 277
- ___ Viewing and Representing, TWE p. 277
- ___ Grammar Link, TWE p. 277
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ *Composition Reteaching*, p. 47
- ___ *Composition Enrichment*, p. 47

CLOSE

- ___ Close activity, TWE p. 277

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Lesson 6.4 Developing a Strategy *SE/TWE pp. 278–281*

FOCUS

Objectives: To learn effective ways to get a reader's attention; to organize persuasive evidence in the most effective order

Skills: identifying main idea and supporting details

Critical Thinking: organizing evidence; defining and clarifying

Listening and Speaking: speaking to persuade

- ___ Bellringer and Grammar Link to the Bellringer, TWE p. 278
- ___ Motivating Activity, TWE p. 278

TEACH

- ___ L2, Using the Model, TWE p. 279
- ___ L2, Connecting and Combining Information, TWE p. 279
- ___ Two-Minute Skill Drill, TWE p. 279
- ___ Journal Writing Tip, TWE p. 279
- ___ L2, Using the Model, TWE p. 280
- ___ L1, Using Supporting Evidence, TWE p. 280
- ___ Less-Proficient Readers, TWE p. 280

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Two-Minute Skill Drill Transparencies*
- ___ *Fine Art Transparencies*, 26–30
- ___ *Writing Process Transparencies*, 20–22B
- ___ *Writing Across the Curriculum*
- ___ *Cooperative Learning Activities*, pp. 31–36
- ___ *Thinking and Study Skills*, pp. 10, 11, 14, 17–19
- ___ *Listening and Speaking Activities*, p. 22
- ___ *Composition Practice*, p. 48

Homework Assignments

ASSESS

- ___ Writing Activities Evaluation Rubrics, TWE p. 281
- ___ Listening and Speaking, TWE p. 281
- ___ Using Computers, TWE p. 281
- ___ Grammar Link, TWE p. 281
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ *Composition Reteaching*, p. 48
- ___ *Composition Enrichment*, p. 48

CLOSE

- ___ Close activity, TWE p. 281

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Lesson 6.5 Strengthening Your Argument *SE/TWE pp. 282–285*

FOCUS

Objective: To learn strategies for revising persuasive writing and to apply them

Skills: evaluating persuasive writing; peer reviewing

Critical Thinking: analyzing; contrasting; summarizing; establishing and evaluating criteria; decision making

Listening and Speaking: discussing; questioning

___ Bellringer and Grammar Link to the Bellringer, TWE p. 282

___ Motivating Activity, TWE p. 282

TEACH

___ L2, Using the Model, TWE p. 283

___ L1, Helping Peer Reviewers, TWE p. 283

___ Two-Minute Skill Drill, TWE p. 283

___ Journal Writing Tip, TWE p. 283

___ L2, Using the Model, TWE p. 284

___ L3, Writing Introductions, TWE p. 284

___ Enrichment and Extension, TWE p. 284

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Two-Minute Skill Drill Transparencies*

___ *Fine Art Transparencies*, 26–30

___ *Writing Process Transparencies*, 20–22B

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 31–36

___ *Thinking and Study Skills*, pp. 14, 19, 20

___ *Listening and Speaking Activities*, p. 22

___ *Composition Practice*, p. 49

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 285

___ Using Computers, TWE p. 285

___ Listening and Speaking, TWE p. 285

___ Grammar Link, TWE p. 285

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 49

___ *Composition Enrichment*, p. 49

CLOSE

___ Close activity, TWE p. 285

Lesson Plan

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Lesson 6.6 Creating an Ad *SE/TWE pp. 286–289*

FOCUS

Objectives: To identify the attributes of successful advertisements; to make a product advertisement

Skills: understanding attributes of advertising; distinguishing facts from an appeal to feelings; evaluating ads; writing persuasively

Critical Thinking: analyzing; comparing; synthesizing; contrasting; evaluating; making inferences; establishing and evaluating criteria; visualizing

Listening and Speaking: discussing

___ Bellringer and Grammar Link to the Bellringer, TWE p. 286

___ Motivating Activity, TWE p. 286

TEACH

___ L2, Analyzing Advertisements, TWE p. 287

___ L3, Researching Ad History, TWE p. 287

___ Two-Minute Skill Drill, TWE p. 287

___ Journal Writing Tip, TWE p. 287

___ L2, Using the Model, TWE p. 288

___ L1, Understanding Ad Appeal, TWE p. 288

___ English Language Learners, TWE p. 288

___ Viewing the Art, TWE p. 289

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Two-Minute Skill Drill Transparencies*

___ *Fine Art Transparencies*, 26–30

___ *Writing Process Transparencies*, 20–22B

___ *Cooperative Learning Activities*, pp. 31–36

___ *Thinking and Study Skills*, pp. 16, 21, 22

___ *Listening and Speaking Activities*, p. 22

___ *Composition Practice*, p. 50

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 289

___ Listening and Speaking, TWE p. 289

___ Cross-Curricular Activity: Science, TWE p. 289

___ Grammar Link, TWE p. 289

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 50

___ *Composition Enrichment*, p. 50

___ *Fine Art Transparencies*, 26–30

CLOSE

___ Close activity, TWE p. 289

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Lesson 6.7 Writing a Letter to the Editor SE/TWE pp. 290–293

FOCUS

Objectives: To learn about the importance of tone and supporting details; to express an opinion in a letter to the editor

Skills: supporting an argument; expressing a viewpoint; using a reasonable tone

Critical Thinking: establishing and evaluating criteria; identifying main idea and details; analyzing; summarizing

Listening and Speaking: discussing; evaluating; questioning

___ Bellringer and Grammar Link to the Bellringer, TWE p. 290

___ Motivating Activity, TWE p. 290

TEACH

___ L2, Using the Model, TWE p. 291

___ L2, Cooperative Learning, TWE p. 291

___ Journal Writing Tip, TWE p. 291

___ Enrichment and Extension, TWE p. 291

___ L2, Using the Model, TWE p. 292

___ Two-Minute Skill Drill, TWE p. 292

___ English Language Learners, TWE p. 292

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Two-Minute Skill Drill Transparencies*

___ *Fine Art Transparencies*, 26–30

___ *Writing Process Transparencies*, 20–22B

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 31–36

___ *Thinking and Study Skills*, pp. 1, 2, 5–7, 10–12, 17

___ *Listening and Speaking Activities*, p. 22

___ *Composition Practice*, p. 51

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 293

___ Cooperative Learning, TWE p. 293

___ Viewing and Representing, TWE p. 293

___ Grammar Link, TWE p. 293

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 51

___ *Composition Enrichment*, p. 51

CLOSE

___ Close activity, TWE p. 293

Lesson Plan

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Grade Class(es) Date(s)..... M Tu W Th F

Lesson 6.8 Writing a Book Review *SE/TWE pp. 294–297*

FOCUS

Objectives: To identify criteria to use when reviewing a book; to write a book review

Skills: writing a book review; personalizing a book review

Critical Thinking: defining; clarifying; identifying main idea and details

Listening and Speaking: speaking to persuade; discussing; explaining a process

___ Bellringer and Grammar Link to the Bellringer, TWE p. 294

___ Motivating Activity, TWE p. 294

TEACH

- ___ L2, Using the Model, TWE p. 295
- ___ L2, Analyzing Book Reviews, TWE p. 295
- ___ L2, Comparing Books, TWE p. 295
- ___ Two-Minute Skill Drill, TWE p. 295
- ___ Journal Writing Tip, TWE p. 295
- ___ L2, Using the Model, TWE p. 296
- ___ L1, Promoting a Book, TWE p. 296
- ___ Cultural Connections, TWE p. 296
- ___ Viewing the Art, TWE p. 297

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Two-Minute Skill Drill Transparencies*
- ___ *Fine Art Transparencies*, 26–30
- ___ *Writing Process Transparencies*, 20–22B
- ___ *Writing Across the Curriculum*
- ___ *Cooperative Learning Activities*, pp. 31–36
- ___ *Thinking and Study Skills*, pp. 2–7, 19–20
- ___ *Listening and Speaking Activities*, p. 22
- ___ *Composition Practice*, p. 52

Homework Assignments

ASSESS

- ___ Writing Activities Evaluation Rubrics, TWE p. 297
- ___ Cross-Curricular Activity: Art, TWE p. 297
- ___ Listening and Speaking, TWE p. 297
- ___ Grammar Link, TWE p. 297
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ *Composition Reteaching*, p. 52
- ___ *Composition Enrichment*, p. 52
- ___ *Fine Art Transparencies*, 26–30

CLOSE

- ___ Close activity, TWE p. 297

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Unit 6

Writing Process in Action SE/TWE pp. 298–301

FOCUS

Objectives: To understand the stages of the writing process; to use the writing process to produce a sustained piece of persuasive writing

Skills: using the five stages of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing/presenting

Critical Thinking: recalling; synthesizing; summarizing; analyzing

Listening and Speaking: reading aloud and listening to a draft; discussing

___ Bellringer and Grammar Link to the Bellringer, TWE p. 298

___ Motivating Activity, TWE p. 298

TEACH

Prewriting

___ L2, Developing Ideas for Persuasive Writing, TWE p. 299

___ L2, Cooperative Learning, TWE p. 299

___ *Thinking and Study Skills*, pp. 6, 9, 13–14, 35, 37

Drafting

___ L1, Using a Diagram, TWE p. 299

Revising

___ L2, Peer Editing, TWE p. 300

Editing/Proofreading

___ L2, Peer Editing, TWE p. 300

Publishing/Presenting

___ Presenting activity, TWE p. 300

___ Enrichment and Extension, TWE p. 300

___ Writing in the Real World, TWE p. 301

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Writing Process Transparencies*, 20–22B

___ *Thinking and Study Skills*, pp. 6, 9, 13, 14, 35, 37

___ *Composition Practice*, p. 53

___ *Grammar Workbook*, Lessons 96–100

ASSESS

___ Evaluation Rubrics, TWE p. 301

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 53

___ *Composition Enrichment*, p. 53

___ Journal Writing Tip, TWE p. 301

CLOSE

___ Close activity, TWE p. 301

Homework Assignments

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Unit 6

Literature: from *Silent Spring*, Rachel Carson SE/TWE pp. 302–306

FOCUS

Objectives: To learn about the imaginative use of persuasive writing; to use a published piece as a model for persuasive writing

Skills: reading comprehension

Critical Thinking: analyzing; contrasting; comparing

Listening and Speaking: discussing

___ Bellringer and Motivating Activity, TWE p. 302

TEACH

___ L2, Guided Reading, TWE pp. 303–305

___ Viewing the Art, TWE p. 303

___ Writing in the Real World, TWE p. 304

___ Real World Connection, TWE p. 306

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 26–30

___ *Listening and Speaking Activities*, pp. 22, 24

___ *Thinking and Study Skills*, pp. 6, 12, 13, 24–25

ASSESS

___ Evaluation Rubrics, TWE p. 306

CLOSE

___ Close activity, TWE p. 306

Homework Assignments

Assessment Options

- ___ *Tests with Answer Key & Rubrics*
 - Unit 6 Choice A Test, p. 21
 - Unit 6 Choice B Test, p. 22
 - Unit 6 Composition Objective Test, pp. 23–24
- ___ *Testmaker*
 - Unit 6 Choice A Test
 - Unit 6 Choice B Test
 - Unit 6 Composition Objective Test
- ___ *MindJogger Videoquizzes*
- ___ *Interactive Tutor: Self-Assessment, Unit 6*

Unit 6

Review SE/TWE p. 307

___ Reflecting on the Unit, TWE p. 307

___ Writing Across the Curriculum, TWE p. 307

___ Adding to Your Portfolio, TWE p. 307

___ Portfolio Evaluation, TWE p. 307