

Lesson Plan

Teacher's Name Date

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

Unit 1

Media Connection: Writing in the Real World SE/TWE pp. 4–7

FOCUS

Objectives: To examine the use of personal writing in a real-life situation; to learn how to use personal writing to share thoughts, feelings, and experiences

Skills: discussing; analyzing; writing personal letters

Critical Thinking: recalling events; making inferences; relating details; analyzing reactions

Listening and Speaking: discussing; informal speaking; evaluating; questioning

___ Bellringer and Grammar Link to the Bellringer, TWE p. 4

___ Motivating Activity, TWE p. 4

TEACH

___ Reading Media, TWE p. 5

___ Discussion Prompts, TWE pp. 5, 6

___ Cultural Connections, TWE p. 5

___ Internet Connection, TWE p. 6

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Writing Process Transparencies 1*

___ *Writing in the Real World*, pp. 1–4

___ *Cooperative Learning Activities*, pp. 5–8

___ *Thinking and Study Skills*, p. 21

ASSESS

___ Analyzing the Media Connection, TWE p. 6

___ Analyzing a Writer's Process, TWE p. 7

___ Grammar Link, TWE p. 7

___ *Writing Assessment and Evaluation Rubrics*

___ Reteaching activity, TWE p. 7

___ Enrichment activity, TWE p. 7

CLOSE

___ Close activity, TWE p. 7

Homework Assignments

Assessment Options

- ___ *Tests with Answer Key & Rubrics*
Unit 1 Choice A Test, p. 1
Unit 1 Choice B Test, p. 2
Unit 1 Composition Objective Test, pp. 3–4
- ___ *Testmaker*
Unit 1 Choice A Test
Unit 1 Choice B Test
Unit 1 Composition Objective Test

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Lesson 1.1 Writing to Discover SE/TWE pp. 8–11

FOCUS

Objectives: To understand and appreciate how self-discovery can happen in many ways; to learn how to get started writing about yourself by asking personal questions; to generate personal writing using one's own experiences, feelings, memories, observations, and reactions

Skills: asking questions; learning by writing; writing about yourself

Critical Thinking: recalling; identifying; analyzing; summarizing; defining and clarifying

Listening and Speaking: note taking; discussing; questioning

- ___ Bellringer and Grammar Link to the Bellringer, TWE p. 8
- ___ Motivating Activity, TWE p. 8

TEACH

- ___ L2, Using the Model, TWE p. 9
- ___ L2, Cooperative Learning, TWE p. 9
- ___ Journal Writing Tip, TWE p. 9
- ___ L2, Using the Model, TWE p. 10
- ___ L3, Getting Started, TWE p. 10
- ___ Two-Minute Skill Drill, TWE p. 10
- ___ English Language Learners, TWE p. 10

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Fine Art Transparencies*, 1–6
- ___ *Two-Minute Skill Drill Transparencies*
- ___ *Writing Process Transparencies*, 1
- ___ *Writing Across the Curriculum*
- ___ *Cooperative Learning Activities*, pp. 5–8
- ___ *Thinking and Study Skills*, pp. 13, 21
- ___ *Listening and Speaking Activities*, pp. 9, 19, 20
- ___ *Composition Practice*, p. 1

Homework Assignments

ASSESS

- ___ Writing Activities Evaluation Rubrics, TWE p. 11
- ___ Cross-Curricular: Activity, TWE p. 11
- ___ Viewing and Representing, TWE p. 11
- ___ Grammar Link, TWE p. 11
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ *Composition Reteaching*, p. 1
- ___ *Composition Enrichment*, p. 1
- ___ Viewing the Art, TWE p. 11

CLOSE

- ___ Close activity, TWE p. 11

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Lesson 1.2 Keeping a Journal *SE/TWE pp. 12–15*

FOCUS

Objectives: To define the purpose of a writer's journal; to identify different kinds of journals such as diaries, learning logs, scrapbooks, or writer's journals; to learn how to keep a journal

Skills: generating ideas for journals; evaluating approaches

Critical Thinking: evaluating ideas; making inferences; analyzing experiences

Listening and Speaking: discussing; evaluating; questioning

- ___ Bellringer and Grammar Link to the Bellringer, TWE p. 12
- ___ Motivating Activity, TWE p. 12

TEACH

- ___ L2, Using the Models, TWE p. 13
- ___ L2, Generating Ideas, TWE p. 13
- ___ Two-Minute Skill Drill, TWE p. 13
- ___ Journal Writing Tip, TWE p. 13
- ___ L2, Keeping a Scrapbook, TWE p. 14
- ___ L3, Exploring Different Forms of Expression, TWE p. 14
- ___ English Language Learners, TWE p. 14

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Fine Art Transparencies*, 1–6
- ___ *Two-Minute Skill Drill Transparencies*
- ___ *Writing Process Transparencies*, 1
- ___ *Writing Across the Curriculum*
- ___ *Cooperative Learning Activities*, pp. 5–8
- ___ *Thinking and Study Skills*, pp. 10, 29–30
- ___ *Listening and Speaking Activities*, pp. 9, 19, 20
- ___ *Composition Practice*, p. 2

Homework Assignments

ASSESS

- ___ Writing Activities Evaluation Rubrics, TWE p. 15
- ___ Cross-Curricular Activity, TWE p. 15
- ___ Grammar Link, TWE p. 15
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ *Composition Reteaching*, p. 2
- ___ *Composition Enrichment*, p. 2

CLOSE

- ___ Close activity, TWE p. 15

Lesson Plan

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Lesson 1.3 Writing a Personal Essay *SE/TWE pp. 16–19*

FOCUS

Objectives: To define the purpose of a personal essay; to learn how to develop a personal essay by selecting an appropriate topic and composing a thesis statement; to learn how to make a personal essay come to life by using vivid details, effective word choice, and interesting examples

Skills: selecting a topic; developing a thesis statement; making an essay interesting

Critical Thinking: analyzing information; defining and clarifying ideas; stating a main idea

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

___ Bellringer and Grammar Link to the Bellringer, TWE p. 16

___ Motivating Activity, TWE p. 16

TEACH

___ L2, Using the Model, TWE p. 17

___ L2, Cooperative Learning, TWE p. 17

___ Two-Minute Skill Drill, TWE p. 17

___ Journal Writing Tip, TWE p. 17

___ L2, Using the Model, TWE p. 18

___ L2, Choosing a Topic, TWE p. 18

___ English Language Learners, TWE p. 18

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 1–6

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 1

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 5–8

___ *Thinking and Study Skills*, pp. 12, 21

___ *Listening and Speaking Activities*, pp. 9, 19, 20

___ *Composition Practice*, p. 3

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 19

___ Viewing and Representing, TWE p. 19

___ Grammar Link, TWE p. 19

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 3

___ *Composition Enrichment*, p. 3

___ *Fine Art Transparencies*, 1–6

___ Viewing the Art, TWE p. 19

CLOSE

___ Close activity, TWE p. 19

Lesson Plan

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Lesson 1.4 Writing Autobiography SE/TWE pp. 20–23

FOCUS

Objectives: To define the purpose of an autobiography; to learn how to obtain autobiographical material from various sources; to learn two methods for presenting autobiographical material; to write an autobiographical sketch

Skills: choosing topics; using details to convey the essence of a personal experience

Critical Thinking: recalling; classifying; relating

Listening and Speaking: discussing; listening to an autobiographical sketch

___ Bellringer and Grammar Link to the Bellringer, TWE p. 20

___ Motivating Activity, TWE p. 20

TEACH

___ L2, Using the Model, TWE p. 21

___ L1, Filing Ideas, TWE p. 21

___ Journal Writing Tip, TWE p. 21

___ L2, Using the Model, TWE p. 22

___ L3, Interviewing Family Members, TWE p. 22

___ Two-Minute Skill Drill, TWE p. 22

___ English Language Learners, TWE p. 22

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 1–6

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 1

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 5–8

___ *Thinking and Study Skills*, pp. 2, 5, 8

___ *Listening and Speaking Activities*, pp. 9, 19, 20

___ *Composition Practice*, p. 4

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 23

___ Using Computers, TWE p. 23

___ Grammar Link, TWE p. 23

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 4

___ *Composition Enrichment*, p. 4

CLOSE

___ Close activity, TWE p. 23

Lesson Plan

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Lesson 1.5 Writing a Poem *SE/TWE pp. 24–27*

FOCUS

Objectives: To define two forms of poetry; to identify and use five poetic devices; to write a poem that expresses personal feelings

Skills: writing traditional and free verse poetry; using poetic devices; comparing forms of poetry

Critical Thinking: analyzing; comparing; contrasting

Listening and Speaking: discussing; evaluating

- ___ Bellringer and Grammar Link to the Bellringer, TWE p. 24
- ___ Motivating Activity, TWE p. 24

TEACH

- ___ L2, Using the Models, TWE p. 25
- ___ L2, Promoting Discussion, TWE p. 25
- ___ L2, Prewriting Poetry, TWE p. 25
- ___ Journal Writing Tip, TWE p. 25
- ___ L2, Using the Model, TWE p. 26
- ___ Two-Minute Skill Drill, TWE p. 26
- ___ Less-Proficient Readers TWE p. 26

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Fine Art Transparencies*, 1–6
- ___ *Two-Minute Skill Drill Transparencies*
- ___ *Writing Process Transparencies*, 1
- ___ *Writing Across the Curriculum*
- ___ *Cooperative Learning Activities*, pp. 5–8
- ___ *Listening and Speaking Activities*, pp. 9, 19, 20
- ___ *Thinking and Study Skills*, pp. 16, 31–32
- ___ *Composition Practice*, p. 5

Homework Assignments

ASSESS

- ___ Writing Activities Evaluation Rubrics, TWE p. 27
- ___ Cross-Curricular Activity, TWE p. 27
- ___ Grammar Link, TWE p. 27
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ *Composition Reteaching*, p. 5
- ___ *Composition Enrichment*, p. 5
- ___ *Fine Art Transparencies*, 1–6
- ___ Viewing the Art, TWE p. 27

CLOSE

- ___ Close activity, TWE p. 27

Lesson Plan

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Lesson 1.6 Keeping a Reader-Response Journal *SE/TWE pp. 28–31*

FOCUS

Objectives: To define the purpose of a reader-response journal; to develop new ways of responding to reading; to record creative personal responses to literature in a reader-response journal

Skills: writing descriptive details; discussing; specifying details

Critical Thinking: predicting; analyzing; recalling; evaluating

Listening and Speaking: note taking; interviewing; evaluating

___ Bellringer and Grammar Link to the Bellringer, TWE p. 28

___ Motivating Activity, TWE p. 28

TEACH

___ L1, Using the Model, TWE p. 29

___ L1, Cooperative Learning, TWE p. 29

___ Journal Writing Tip, TWE p. 29

___ L1, Making Predictions, TWE p. 30

___ L1, Listening and Speaking, TWE p. 30

___ Two-Minute Skill Drill, TWE p. 30

___ English Language Learners, TWE p. 30

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Fine Art Transparencies*, 1–6

___ *Two-Minute Skill Drill Transparencies*

___ *Writing Process Transparencies*, 1

___ *Writing Across the Curriculum*

___ *Cooperative Learning Activities*, pp. 5–8

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

___ *Listening and Speaking Activities*, pp. 9, 19, 20

___ *Composition Practice*, p. 6

Homework Assignments

ASSESS

___ Writing Activities Evaluation Rubrics, TWE p. 31

___ Viewing and Representing, TWE p. 31

___ Grammar Link, TWE p. 31

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 6

___ *Composition Enrichment*, p. 6

CLOSE

___ Close activity, TWE p. 31

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Lesson 1.7 Writing About Biography *SE/TWE pp. 32–35*

FOCUS

Objectives: To learn how to respond personally to biographical material by relating events in the subject's life to one's own life; to identify different formats for responding personally to a biography; to learn how to know the subject of a biography by conducting an imaginary interview

Skills: relating events to one's personal experiences

Critical Thinking: classifying; relating; comparing; identifying

Listening and Speaking: discussing; interviewing; informal speaking

- ___ Bellringer and Grammar Link to the Bellringer, TWE p. 32
- ___ Motivating Activity, TWE p. 32

TEACH

- ___ L2, Using the Model, TWE p. 33
- ___ L3, Creating a Biography Listing, TWE p. 33
- ___ Two-Minute Skill Drill, TWE p. 33
- ___ Journal Writing Tip, TWE p. 33
- ___ L2, Cooperative Learning, TWE p. 34
- ___ L1, Classifying Characters, TWE p. 34
- ___ English Language Learners, TWE p. 34

Additional Resources

- ___ *Bellringer Activities Transparencies*
- ___ *Daily Language Practice Transparencies*
- ___ *Fine Art Transparencies*, 1–6
- ___ *Two-Minute Skill Drill Transparencies*
- ___ *Writing Process Transparencies*, 1
- ___ *Cooperative Learning Activities*, pp. 5–8
- ___ *Thinking and Study Skills*, pp. 11, 24, 31–32
- ___ *Listening and Speaking Activities*, pp. 9, 19, 20
- ___ *Composition Practice*, p. 7

Homework Assignments

ASSESS

- ___ Writing Activities Evaluation Rubrics, TWE p. 35
- ___ Grammar Link, TWE p. 35
- ___ Listening and Speaking, TWE p. 35
- ___ *Writing Assessment and Evaluation Rubrics*
- ___ *Composition Reteaching*, p. 7
- ___ *Composition Enrichment*, p. 7
- ___ *Fine Art Transparencies*, 1–6

CLOSE

- ___ Close activity, TWE p. 35

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Unit 1

Writing Process in Action SE/TWE pp. 36–39

FOCUS

Objective: To compose an account about an important personal incident or interaction

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

Critical Thinking: recalling and evaluating; defining and clarifying

Listening and Speaking: discussing; evaluating; questioning; presenting

___ Bellringer and Grammar Link to the Bellringer, TWE p. 36

___ Motivating Activity, TWE p. 36

TEACH

Prewriting

___ L2, Developing Ideas for Autobiographical Writing, TWE p. 37

Drafting

___ L2, Using the Model, TWE p. 38

Revising

___ L2, Peer Editing, TWE p. 38

___ L2, Cooperative Learning, TWE p. 38

Editing/Proofreading

___ L2, Peer Editing, TWE p. 38

Publishing/Presenting

___ Enrichment and Extension, TWE p. 38

___ Presenting activity, TWE p. 39

___ Journal Writing Tip, TWE p. 39

___ Listening and Speaking, TWE p. 39

Additional Resources

___ *Bellringer Activities Transparencies*

___ *Daily Language Practice Transparencies*

___ *Writing Process Transparencies*, 1

___ *Thinking and Study Skills*, pp. 1, 5

___ *Sentence-Combining Practice*, pp. 30–31

___ *Composition Practice*, p. 8

___ *Grammar Workbook*, Lessons 98–102

ASSESS

___ Evaluation Rubrics, TWE p. 39

___ *Writing Assessment and Evaluation Rubrics*

___ *Composition Reteaching*, p. 8

___ *Composition Enrichment*, p. 8

CLOSE

___ Close activity, TWE p. 39

Homework Assignments

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Unit 1

Literature: from *I Know Why the Caged Bird Sings*, Maya Angelou SE/TWE pp. 40–50

FOCUS

Objectives: To analyze a literature passage that illustrates effective autobiographical writing; to use the literature passage as a model for writing an autobiographical piece

Skills: reading comprehension

Critical Thinking: analyzing; synthesizing information; summarizing

Listening and Speaking: discussing; oral reading; questioning

_____ Bellringer and Motivating Activity, TWE p. 40

TEACH

- _____ L2, Guided Reading, TWE pp. 41–49
- _____ Viewing the Art, TWE p. 41
- _____ Writing in the Real World, TWE p. 42
- _____ Viewing the Art, TWE p. 43
- _____ Writing in the Real World, TWE p. 44
- _____ Viewing the Art, TWE p. 45
- _____ Writing in the Real World, TWE p. 46
- _____ Viewing the Art, TWE p. 47
- _____ Writing in the Real World, TWE p. 48

Additional Resources

- _____ *Bellringer Activities Transparencies*
- _____ *Daily Language Practice Transparencies*
- _____ *Fine Art Transparencies*, 1–6
- _____ *Listening and Speaking Activities*, pp. 9, 19, 20
- _____ *Thinking and Study Skills*, pp. 5, 19, 24

ASSESS

- _____ Evaluation Rubrics, TWE p. 50
- _____ *Writing Assessment and Evaluation Rubrics*

CLOSE

- _____ Close activity, TWE p. 50

Homework Assignments

Assessment Options

- _____ *Tests with Answer Key & Rubrics*
 - Unit 1 Choice A Test, p. 1
 - Unit 1 Choice B Test, p. 2
 - Unit 1 Composition Objective Test, pp. 3–4
- _____ *Testmaker*
 - Unit 1 Choice A Test
 - Unit 1 Choice B Test
 - Unit 1 Composition Objective Test
- _____ *MindJogger Videoquizzes*
- _____ *Interactive Tutor: Self-Assessment, Unit 1*

Unit 1

Review SE/TWE p. 51

- _____ Reflecting on the Unit, TWE p. 51
- _____ Writing Across the Curriculum, TWE p. 51
- _____ Adding to Your Portfolio, TWE p. 51
- _____ Portfolio Evaluation, TWE p. 51