

# 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. 284–287*

### FOCUS

**Objectives:** To assess the judgment criteria used by one movie reviewer in her work; to identify the writing process used by one movie reviewer in her work

**Skills:** writing persuasively; understanding how writers use the stages of the writing process to write persuasively

**Critical Thinking:** analyzing; synthesizing; evaluating information; identifying a main idea

**Listening and Speaking:** discussing; questioning; evaluating ideas

\_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 284

\_\_\_ Motivating Activity, TWE p. 284

### TEACH

\_\_\_ Reading Media, TWE p. 285

\_\_\_ Discussion Prompts, TWE pp. 285, 286

\_\_\_ Real World Connection, TWE pp. 285, 286

### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Writing Process Transparencies*, 12, 28–32

\_\_\_ *Research Paper and Report Writing*, p. 42

\_\_\_ *Writing in the Real World*, pp. 21–24

\_\_\_ *Cooperative Learning Activities*, pp. 25–28

\_\_\_ *Thinking and Study Skills*, pp. 13, 25

\_\_\_ *Writing Across the Curriculum*

### ASSESS

\_\_\_ Analyzing the Media Connection, TWE p. 287

\_\_\_ Analyzing a Writer's Process, TWE p. 287

\_\_\_ Grammar Link, TWE p. 287

\_\_\_ Enrichment activity, TWE p. 287

\_\_\_ *Writing Assessment and Evaluation Rubrics*

### CLOSE

\_\_\_ Close activity, TWE p. 287

### Homework Assignments

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### 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

# Lesson Plan

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## Lesson 6.1 Writing Persuasively *SE/TWE pp. 288–291*

### FOCUS

**Objectives:** To identify the components of a logical argument; to construct a logical argument that persuades others to accept an idea, adopt a point of view, or take an action

**Skills:** using persuasive writing; constructing a logical argument

**Critical Thinking:** synthesizing; categorizing; evaluating; summarizing; identifying

**Listening and Speaking:** note taking; discussing; listening to a persuasive speech; explaining a process

\_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 288

\_\_\_ Motivating Activity, TWE p. 288

### TEACH

\_\_\_ L2, Learning Cooperatively, TWE p. 289

\_\_\_ L1, Writing Persuasively, TWE p. 289

\_\_\_ Two-Minute Skill Drill, TWE p. 289

\_\_\_ Journal Writing Tip, TWE p. 289

\_\_\_ L2, Using the Model, TWE p. 290

\_\_\_ L3, Applying Logic, TWE p. 290

\_\_\_ English Language Learners, TWE p. 290

### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Fine Art Transparencies, 29–32*

\_\_\_ *Two-Minute Skill Drill Transparencies*

\_\_\_ *Writing Process Transparencies, 12, 28–32*

\_\_\_ *Writing Across the Curriculum*

\_\_\_ *Cooperative Learning Activities, pp. 25–28*

\_\_\_ *Thinking and Study Skills, pp. 5, 11, 13*

\_\_\_ *Sentence-Combining Practice, pp. 34–35*

\_\_\_ *Listening and Speaking Activities, pp. 17, 22–23*

\_\_\_ *Composition Practice, p. 46*

### Homework Assignments

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### ASSESS

\_\_\_ Writing Activities Evaluation Rubrics, TWE p. 291

\_\_\_ Cross-Curricular Activity, TWE p. 291

\_\_\_ Grammar Link, TWE p. 291

\_\_\_ *Writing Assessment and Evaluation Rubrics*

\_\_\_ *Composition Reteaching, p. 46*

\_\_\_ *Composition Enrichment, p. 46*

\_\_\_ *Fine Art Transparencies, 29–32*

\_\_\_ Viewing the Art, TWE p. 291

### CLOSE

\_\_\_ Close activity, TWE p. 291

# Lesson Plan

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## Lesson 6.2 Using Evidence Effectively *SE/TWE pp. 292–295*

### FOCUS

**Objectives:** To identify the most common kinds of evidence used in persuasive writing; to learn how to assess the accuracy and relevance of evidence

**Skills:** identifying and evaluating evidence; writing a review and a letter

**Critical Thinking:** establishing and evaluating criteria for a logical argument

**Listening and Speaking:** discussing; questioning; evaluating

- \_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 292
- \_\_\_ Motivating Activity, TWE p. 292

### TEACH

- \_\_\_ L2, Locating Experts, TWE p. 293
- \_\_\_ L3, Identifying the Evidence, TWE p. 293
- \_\_\_ Two-Minute Skill Drill, TWE p. 293
- \_\_\_ L2, Using the Model, TWE p. 294
- \_\_\_ L1, Identifying Opinions, TWE p. 294
- \_\_\_ English Language Learners, TWE p. 294

### Additional Resources

- \_\_\_ *Bellringer Activities Transparencies*
- \_\_\_ *Daily Language Practice Transparencies*
- \_\_\_ *Fine Art Transparencies*, 29–32
- \_\_\_ *Two-Minute Skill Drill Transparencies*
- \_\_\_ *Writing Process Transparencies*, 12, 28–32
- \_\_\_ *Writing Across the Curriculum*
- \_\_\_ *Cooperative Learning Activities*, pp. 25–28
- \_\_\_ *Thinking and Study Skills*, p. 25
- \_\_\_ *Listening and Speaking Activities*, pp. 17, 22–23
- \_\_\_ *Sentence-Combining Practice*, pp. 34–35
- \_\_\_ *Composition Practice*, p. 47

### Homework Assignments

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### ASSESS

- \_\_\_ Writing Activities Evaluation Rubrics, TWE p. 295
- \_\_\_ Grammar Link, TWE p. 295
- \_\_\_ Viewing and Representing, TWE p. 295
- \_\_\_ *Writing Assessment and Evaluation Rubrics*
- \_\_\_ *Composition Reteaching*, p. 47
- \_\_\_ *Composition Enrichment*, p. 47

### CLOSE

- \_\_\_ Close activity, TWE p. 295

# Lesson Plan

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## Lesson 6.3 Checking Reasoning *SE/TWE pp. 296–299*

### FOCUS

**Objectives:** To identify three types of faulty logic; to evaluate the logic of the arguments presented in a piece of persuasive writing

**Skills:** analyzing the logic of arguments; recognizing faulty logic; recognizing convincing arguments

**Critical Thinking:** analyzing; evaluating; identifying logical errors; using cause-and-effect relationships

**Listening and Speaking:** discussing

\_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 296

\_\_\_ Motivating Activity, TWE p. 296

### TEACH

\_\_\_ L2, Identifying Logical Errors, TWE p. 297

\_\_\_ L2, Cooperative Learning, TWE p. 297

\_\_\_ Journal Writing Tip, TWE p. 297

\_\_\_ L2, Using the Model, TWE p. 298

\_\_\_ Two-Minute Skill Drill, TWE p. 298

\_\_\_ English Language Learners, TWE p. 298

### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Fine Art Transparencies*, 29–32

\_\_\_ *Two-Minute Skill Drill Transparencies*

\_\_\_ *Writing Process Transparencies*, 12, 28–32

\_\_\_ *Writing Across the Curriculum*

\_\_\_ *Cooperative Learning Activities*, pp. 25–28

\_\_\_ *Thinking and Study Skills*, pp. 14, 17–18

\_\_\_ *Sentence-Combining Practice*, pp. 34–35

\_\_\_ *Listening and Speaking Activities*, pp. 17, 22–23

\_\_\_ *Composition Practice*, p. 48

### Homework Assignments

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### ASSESS

\_\_\_ Writing Activities Evaluation Rubrics, TWE p. 299

\_\_\_ Using Computers, TWE p. 299

\_\_\_ Grammar Link, TWE p. 299

\_\_\_ *Writing Assessment and Evaluation Rubrics*

\_\_\_ *Composition Reteaching*, p. 48

\_\_\_ *Composition Enrichment*, p. 48

### CLOSE

\_\_\_ Close activity, TWE p. 299

# Lesson Plan

Teacher's Name ..... Date .....

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## Lesson 6.4 Using Language to Advantage *SE/TWE pp. 300–303*

### FOCUS

**Objectives:** To identify three criteria for making writing more precise and effective; to define and use limiting words to avoid glittering generalities and oversimplifications; to learn how to replace general words with more specific ones; to improve word choice by selecting words with the right connotations

**Skills:** using limiting words; using specific words; choosing connotations

**Critical Thinking:** analyzing; categorizing; classifying; contrasting; evaluating; summarizing; identifying

**Listening and Speaking:** introducing; evaluating; questioning

\_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 300

\_\_\_ Motivating Activity, TWE p. 300

### TEACH

\_\_\_ L1, Using Specific Words, TWE p. 301

\_\_\_ Two-Minute Skill Drill, TWE p. 301

\_\_\_ Journal Writing Tip, TWE p. 301

\_\_\_ L2, Using the Model, TWE p. 302

\_\_\_ L1, Promoting Discussion, TWE p. 302

\_\_\_ English Language Learners, TWE p. 302

\_\_\_ Viewing the Art, TWE p. 302

### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Fine Art Transparencies*, 29–32

\_\_\_ *Two-Minute Skill Drill Transparencies*

\_\_\_ *Writing Process Transparencies*, 12, 28–32

\_\_\_ *Cooperative Learning Activities*, pp. 25–28

\_\_\_ *Listening and Speaking*, pp. 17, 22–23

\_\_\_ *Writing Across the Curriculum*

\_\_\_ *Composition Practice*, p. 49

\_\_\_ *Thinking and Study Skills*, pp. 15, 18, 25

\_\_\_ *Sentence-Combining Practice*, pp. 34–35

### Homework Assignments

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### ASSESS

\_\_\_ Writing Activities Evaluation Rubrics, TWE p. 303

\_\_\_ Cross-Curricular Activity, TWE p. 303

\_\_\_ Grammar Link, TWE p. 303

\_\_\_ *Writing Assessment and Evaluation Rubrics*

\_\_\_ *Composition Reteaching*, p. 49

\_\_\_ *Composition Enrichment*, p. 49

\_\_\_ *Fine Art Transparencies*, 29–32

\_\_\_ Viewing the Art, TWE p. 303

### CLOSE

\_\_\_ Close activity, TWE p. 303

# Lesson Plan

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## Lesson 6.5 Writing an Editorial *SE/TWE pp. 304–307*

### FOCUS

**Objectives:** To identify criteria that make an editorial effective; to select a contemporary issue as the topic of an editorial; to learn how to craft a persuasive appeal by using striking images and humor; to learn how to end an editorial by using a strong conclusion

**Skills:** choosing an issue; appealing to one's audience; drawing a conclusion

**Critical Thinking:** analyzing; synthesizing; categorizing; classifying; contrasting; identifying main idea; evaluating; summarizing; comparing; making inferences; establishing and evaluating criteria; defining and clarifying

**Listening and Speaking:** discussing

\_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 304

\_\_\_ Motivating Activity, TWE p. 304

### TEACH

\_\_\_ L2, Using the Model, TWE p. 305

\_\_\_ L1, Choosing an Issue, TWE p. 305

\_\_\_ Two-Minute Skill Drill, TWE p. 305

\_\_\_ Journal Writing Tip, TWE p. 305

\_\_\_ L2, Using the Model, TWE p. 306

\_\_\_ L3, Writing to an Official, TWE p. 306

\_\_\_ Exploring Language, TWE p. 306

### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Fine Art Transparencies*, 29–32

\_\_\_ *Two-Minute Skill Drill Transparencies*

\_\_\_ *Writing Process Transparencies*, 12, 28–32

\_\_\_ *Writing Across the Curriculum*

\_\_\_ *Cooperative Learning Activities*, pp. 25–28

\_\_\_ *Thinking and Study Skills*, pp. 1, 5–7

\_\_\_ *Sentence-Combining Practice*, pp. 34–35

\_\_\_ *Listening and Speaking Activities*, pp. 17, 22–23

\_\_\_ *Composition Practice*, p. 50

### ASSESS

\_\_\_ Writing Activities Evaluation Rubrics, TWE p. 307

\_\_\_ Using Computers, TWE p. 307

\_\_\_ Grammar Link, TWE p. 307

\_\_\_ *Writing Assessment and Evaluation Rubrics*

\_\_\_ *Composition Reteaching*, p. 50

\_\_\_ *Composition Enrichment*, p. 50

### CLOSE

\_\_\_ Close activity, TWE p. 307

### Homework Assignments

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# Lesson Plan

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## Lesson 6.6 Writing a Movie Review *SE/TWE pp. 308–311*

### FOCUS

**Objectives:** To identify six elements of a movie; to learn how to evaluate a movie critically and write an effective review

**Skills:** evaluating critically; writing a review

**Critical Thinking:** providing background; developing criteria; comparing and contrasting

**Listening and Speaking:** discussing movies in comparison to real life; listening to opinions of movies

\_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 308

\_\_\_ Motivating Activity, TWE p. 308

### TEACH

\_\_\_ L2, Understanding Movies, TWE p. 309

\_\_\_ L3, Developing Movie Criteria, TWE p. 309

\_\_\_ Two-Minute Skill Drill, TWE p. 309

\_\_\_ Journal Writing Tip, TWE p. 309

\_\_\_ L2, Using the Model, TWE p. 310

\_\_\_ L3, Conducting a Joint Review, TWE p. 310

\_\_\_ English Language Learners, TWE p. 310

### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Fine Art Transparencies*, 29–32

\_\_\_ *Two-Minute Skill Drill Transparencies*

\_\_\_ *Writing Process Transparencies*, 12, 28–32

\_\_\_ *Thinking and Study Skills*, pp. 21, 24

\_\_\_ *Sentence-Combining Practice*, pp. 34–35

\_\_\_ *Listening and Speaking Activities*, pp. 17, 22–23

\_\_\_ *Composition Practice*, p. 51

\_\_\_ *Cooperative Learning Activities*, pp. 25–28

### Homework Assignments

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### ASSESS

\_\_\_ Writing Activities Evaluation Rubrics, TWE p. 311

\_\_\_ Cross-Curricular Activity, TWE p. 311

\_\_\_ Grammar Link, TWE p. 311

\_\_\_ *Writing Assessment and Evaluation Rubrics*

\_\_\_ *Composition Reteaching*, p. 51

\_\_\_ *Composition Enrichment*, p. 51

### CLOSE

\_\_\_ Close activity, TWE p. 311

# Lesson Plan

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## Unit 6 Writing Process in Action SE/TWE pp. 312–315

### FOCUS

**Objective:** To use persuasive writing techniques in a short editorial  
**Skills:** using the five stages of the writing process: prewriting, drafting, revising, editing/proofreading, and publishing/presenting; using supporting evidence; stating a central claim; using limited words, specific words, and connotations  
**Critical Thinking:** establishing and evaluating criteria; defining and clarifying; analyzing; summarizing  
**Listening and Speaking:** discussing; evaluating, questioning; interviewing; listening to a persuasive argument

- \_\_\_ Bellringer and Grammar Link to the Bellringer, TWE p. 312
- \_\_\_ Motivating Activity, TWE p. 312

### TEACH

- Prewriting**
- \_\_\_ L2, Choosing an Issue, TWE p. 313
  - \_\_\_ L1, Developing Ideas for Persuasive Writing, TWE p. 313

- Drafting**
- \_\_\_ L2, Using the Model, TWE p. 313

- Revising**
- \_\_\_ L2, Peer Editing, TWE p. 314
  - \_\_\_ L2, Cooperative Learning, TWE p. 314
  - \_\_\_ Enrichment and Extension, TWE p. 314

- Editing/Proofreading**
- \_\_\_ L2, Peer Editing, TWE p. 315

- Publishing/Presenting**
- \_\_\_ Presenting activity, TWE p. 315
  - \_\_\_ Journal Writing Tip, TWE p. 315

- Additional Resources**
- \_\_\_ *Bellringer Activities Transparencies*
  - \_\_\_ *Daily Language Practice Transparencies*
  - \_\_\_ *Writing Process Transparencies*, 12, 28–32
  - \_\_\_ *Thinking and Study Skills*, pp. 5, 23

- \_\_\_ *Sentence-Combining Practice*, pp. 34–35
- \_\_\_ *Composition Practice*, p. 52
- \_\_\_ *Grammar Workbook*, Lessons 98–105

**Homework Assignments**

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### ASSESS

- \_\_\_ Evaluation Rubrics, TWE p. 315
- \_\_\_ *Writing Assessment and Evaluation Rubrics*
- \_\_\_ *Composition Reteaching*, p. 52
- \_\_\_ *Composition Enrichment*, p. 52

### CLOSE

- \_\_\_ Close activity, TWE p. 315

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# Lesson Plan

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## Unit 6

### Literature: "Skeletons in the Attic," Clara Spotted Elk

SE/TWE pp. 316–320

#### FOCUS

**Objective:** To evaluate the use of persuasive evidence by a published author whose work effected change

**Skills:** reading comprehension

**Critical Thinking:** analyzing arguments; evaluating arguments; establishing criteria for judging

**Listening and Speaking:** discussing ideas; questioning; listening to persuasion

\_\_\_ Bellringer and Motivating Activity, TWE p. 316

#### TEACH

\_\_\_ L2, Guided Reading, TWE pp. 317, 318, 319

\_\_\_ Viewing the Art, TWE p. 318

\_\_\_ Critical Thinking, TWE p. 319

#### Additional Resources

\_\_\_ *Bellringer Activities Transparencies*

\_\_\_ *Daily Language Practice Transparencies*

\_\_\_ *Fine Art Transparencies*, 29–32

\_\_\_ *Listening and Speaking Activities*, pp. 17, 22–23

\_\_\_ *Thinking and Study Skills*, p. 25

#### ASSESS

\_\_\_ Evaluation Rubrics, TWE p. 320

\_\_\_ *Writing Assessment and Evaluation Rubrics*

#### CLOSE

\_\_\_ Close activity, TWE p. 320

#### Homework Assignments

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## Unit 6

### Review SE/TWE p. 321

\_\_\_ Reflecting on the Unit, TWE p. 321

\_\_\_ Adding to Your Portfolio, TWE p. 321

\_\_\_ Portfolio Evaluation, TWE p. 321

\_\_\_ Writing Across the Curriculum, TWE p. 321

#### 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*