



Introduction to the Lesson Plan Organizer for Grade 7

The Lesson Plan Organizer is an **on-the-go printed version** of the lessons, and simplifies implementing the instruction in conjunction with the HUB. The lessons have been abbreviated in this printed version, like “cliff notes” for use within the classroom.

Each lesson plan follows the Empowering Writers *METHODOLOGY and includes:

- Clear **objectives**
- **Materials** needed for the lesson
- Reminders for the **HUB Key Digital Components** that support the lesson
- Concise **procedures**
- **Key vocabulary** where necessary
- **Application** opportunities across learning

*** METHODOLOGY**

1. **INTRODUCE** and define a specific skill through the use of published texts.
2. **MODEL** the skill for students, “thinking out loud” the thoughts and questions of an author.
3. **GUIDED PRACTICE** opportunities for students to practice the skill previously modeled.
4. **APPLICATION** of the skills across learning where students apply skills independently.

How to use your Lesson Plan Organizer:

- Sign into your **HUB resource**.
- Review the lesson plan for the complete procedure. *The Lesson Plan Organizer will prompt you to see the lesson plan for examples and modeled samples.*
- Familiarize yourself with the **Teacher Background** material, either video or printed.
- Using your Lesson Plan Organizer, jot down notes for implementation (sticky notes or write directly on the planner).
- With your Lesson Plan Organizer in your hand, you can freely move around the room, teach the lesson and utilize the HUB as needed for the digital assets.



Grade 7 Lesson Planning Musts

Graphic Organizers: Informational Pillar, Opinion Pillar, Argumentative Pillar, and Narrative Diamond either displayed or handy for students to refer to when writing AND reading.

Objective: Always be clear on the objective of the lesson. When in doubt about the direction of the lesson, review the objective. It provides the focus.

Teacher Background/Answer Keys: Have teacher background and answer pages handy to refer to the lesson.

For lesson planning purposes it will be assumed that you have and understand the lesson assets that may be supporting the delivery of the lesson.

Teacher Background: A short review of the skill being taught that will inform your instruction. This needs to be reviewed prior to teaching the lesson.

Modeled Lesson: An opportunity to see the skill in action, think of it as a “dress rehearsal” for the instruction.

SkillPower: A PowerPoint presentation for the introduction of a new skill. This can be presented with or without narration.

Virtual Field Trip: Build background knowledge for students and introduce important academic language before diving into text.

Digital Student Pages: All student pages can be either assigned digitally or printed depending on the preferred structure of the lesson.

Narrated Text: Text is broken into smaller chunks and read aloud. Useful for introducing the text, preview for students with IEP requirements, review or reinforcement. Use individually, in small groups or for homework.

Interactive Student Slides: Digital slides that you can customize to assign to students. Perfect for review, reinforcement or as a way to gauge student understanding.

DIVIDER PAGE

**LITERACY
LAUNCH**

DIVIDER PAGE

Section 1: Literacy Launch

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Introducing Graphic Organizers

Key Components: *Skill Power!*

Objective: <i>What do you want students to know or do as a result of this lesson?</i>	Students will learn that graphic organizers for narrative, informational and argument represent the shape and structure of genre.
Materials: <i>Include all literature and materials needed for teacher and student</i>	Skill Power! Introducing the Narrative Writing Diamond Skill Power! Introducing the Informational Pillar Skill Power! Introducing the Argument Pillar Teacher Background & Narrative Writing Diamond Defined - Pages 13-15 and 17 <u>Narrative Writing Diamond</u> , RP 1 <u>Informational Pillar</u> , RP 2 <u>Argumentative Pillar</u> , RP 4
Procedure	
INTRODUCE AND DEFINE	1. Explain that graphic organizers are used to represent the shape and structure of each genre and help authors plan their writing and summarize their reading.
MODEL/GUIDED PRACTICE	2. Project Skill Power! Introducing the Narrative Writing Diamond . Discuss the organization and salient skills of narrative writing as outlined. 3. Distribute RP 1. Use Teacher pages to discuss each section of the diamond and how narrative stories follow the pattern represented. 4. Project Skill Power! Introducing the Informational Pillar and then Skill Power! Introducing the Argument Pillar along with RP 2 and RP 4. Proceed in the same fashion. 5. Close the lesson by asking students the following: a. How are these graphic organizers helpful? b. How do authors use these graphic organizers? <i>See the HUB for Guiding Questions.</i>
APPLICATION <i>Anytime and Always</i>	How I will use this across learning. Leave each graphic organizer and related summarizing framework posted in the classroom, and refer to these every time you read or prepare to write.

Recognizing Genre

Key Components: *Teacher Background* *Interactive Slides*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will recognize and identify narrative, informational, opinion paragraphs in terms of author’s purpose and salient features.</p>
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Narrative, Informational or Opinion?</u> SP 22 <u>Teacher Background - Recognizing Genre</u> - Pages 19-20 Interactive Slides: Genre Sort</p>
<p>Procedure</p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Review genre using these definitions: <u>Narrative:</u> Purpose – to entertain (focus on a main character in a setting with a problem, adventure or interesting experience). <u>Informational:</u> Purpose – to give information (focus on a TOPIC) <u>Opinion:</u> Purpose – to share a personal opinion (focus on a point of view)</p> <p>2. Chart these definitions as you complete the rest of the activity. You might want to use some magazine articles, editorials from your local newspaper, and non-fiction books in your classroom as examples.</p>
<p>MODEL/GUIDED PRACTICE</p>	<p>3. Distribute and project SP 22. 4. Read each paragraph together and identify as either Narrative, Informational or Opinion writing.</p> <div data-bbox="513 1270 1200 1430" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Key <u>Narrative, Informational or Opinion?</u>, SP 23 1. Informational 2. Opinion 3. Narrative</p> </div>
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning. Identify the genre of every text the students read based on the characteristics of the genre. Use the interactive slides for additional practice.</p>

DIVIDER PAGE

**INFORMATIONAL/
OPINION
WRITING**

DIVIDER PAGE

Informational Writing - Broad Yet Distinct Main Ideas/Reasons

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Sort and Categorize

Key Components: N/A

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Using a Venn Diagram, students will sort details into given main idea/reason categories and identify details that overlap.</p>																								
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Sort & Categorize</u>, SP 116</p> <p>Note: It is likely that students will need to conduct research in order to complete this sorting activity, especially the bonus.</p>																								
<p>Procedure</p>																									
<p>INTRODUCE AND DEFINE</p>	<ol style="list-style-type: none"> 1. Ask: Why is it important to sort details into distinct main ideas? How does this help the writer? How does it help the reader? (It helps the writer organize the ideas/details so they know which main idea they belong with to elaborate on them and it helps the reader understand the information because of the organization of the piece. <i>(This detail sorting activity is an opportunity to practice the critical thinking skills needed to effectively organize ideas for informational writing.)</i>) 2. Project/Read SP 116. 																								
<p>MODEL/GUIDED PRACTICE</p>	<ol style="list-style-type: none"> 3. Discuss the main ideas/details. 4. Sort details on the Venn Diagram. <div data-bbox="576 1197 1247 1543" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>KEY:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><u>Sort and Categorize</u></th> <th style="text-align: left; padding: 5px;">North America</th> <th style="text-align: left; padding: 5px;">South America</th> <th style="text-align: left; padding: 5px;">Both</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">Mexico</td> <td style="padding: 5px;">Patagonia</td> <td style="padding: 5px;">Atlantic Ocean</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">Rocky Mountains</td> <td style="padding: 5px;">Inca Trail</td> <td style="padding: 5px;">Pacific Ocean</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">Alaska</td> <td style="padding: 5px;">Amazon River</td> <td style="padding: 5px;">Western Hemisphere</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">Hawaiian Islands</td> <td style="padding: 5px;">Galapagos Islands</td> <td></td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;">Mississippi River</td> <td style="padding: 5px;">Andes Mountains</td> <td></td> </tr> </tbody> </table> </div>	<u>Sort and Categorize</u>	North America	South America	Both		Mexico	Patagonia	Atlantic Ocean		Rocky Mountains	Inca Trail	Pacific Ocean		Alaska	Amazon River	Western Hemisphere		Hawaiian Islands	Galapagos Islands			Mississippi River	Andes Mountains	
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<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning.</p> <p>Across content areas routinely prompt students to identify the topic, main ideas, and details to build awareness about the organization of informational text.</p>																								

Informational Writing - Elaboration - Detail-Generating Questions

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What Does it Look Like? Why is it Important?

Key Components: *Teacher Background* *Skill Power!*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students practice elaborating through the use of the two basic detail-generating questions: What Does it Look Like? and Why is it Important?</p>			
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p>Skill Power! Elaboration Using Detail Generating Questions (DGQs) <u>Detail-Generating Questions</u>, RP 20 Grab bag for items Compile a bag containing a collection of related items: school supplies, baseball equipment, hair care items, pet supplies, beach supplies, or another theme.</p>			
<p>Procedure</p>				
<p>INTRODUCE AND DEFINE</p>	<ol style="list-style-type: none"> 1. Distribute RP 22. Explain: This lesson focuses on the first two questions: What does it look like? Why is it important? Emphasize how these questions help authors “show” rather than “tell” in their writing. 2. Project Skill Power! DGQs to introduce the productive questions and see them in action. 3. Reveal or have students choose items from the grab bag one at a time. Discuss how the items are related. Ask: What is the main idea of the collection? (School Supplies). 			
<p>MODEL</p>	<ol style="list-style-type: none"> 4. Chart three columns with these headings: JUST THE FACTS , WHAT DOES IT LOOK LIKE?, & WHY IS IT IMPORTANT? Choose 1 item and model the activity <u>verbally</u>, as oral language precedes the written. <ul style="list-style-type: none"> • Choose the notebook, stand before the heading Just the Facts. Say: “<i>Here’s my notebook.</i>” • Move next to the WHAT DOES IT LOOK LIKE column. Say: “<i>Here is my spiral-bound notebook with a glossy green cover and three subject dividers.</i>” (Compare to the “Just the Facts” sentence.) • Move to the WHY IS IT IMPORTANT column. Say: “<i>Here is my spiral-bound notebook with a glossy green cover and three color-coded subject dividers. I use it to take notes in social studies, science and language arts classes.</i>” • Next, model writing the responses. Chart as: <table border="1" data-bbox="578 1667 1508 1953"> <tr> <td data-bbox="578 1667 878 1953"> <p>JUST THE FACTS <i>Here is my notebook.</i></p> </td> <td data-bbox="878 1667 1195 1953"> <p>WHAT DOES IT LOOK LIKE? <i>Here is my spiral-bound notebook with a glossy green cover and three color-coded subject dividers.</i></p> </td> <td data-bbox="1195 1667 1508 1953"> <p>WHY IS IT IMPORTANT? <i>I use it to take notes in my social studies, science and language arts classes.</i></p> </td> </tr> </table> 	<p>JUST THE FACTS <i>Here is my notebook.</i></p>	<p>WHAT DOES IT LOOK LIKE? <i>Here is my spiral-bound notebook with a glossy green cover and three color-coded subject dividers.</i></p>	<p>WHY IS IT IMPORTANT? <i>I use it to take notes in my social studies, science and language arts classes.</i></p>
<p>JUST THE FACTS <i>Here is my notebook.</i></p>	<p>WHAT DOES IT LOOK LIKE? <i>Here is my spiral-bound notebook with a glossy green cover and three color-coded subject dividers.</i></p>	<p>WHY IS IT IMPORTANT? <i>I use it to take notes in my social studies, science and language arts classes.</i></p>		

<p>GUIDED PRACTICE</p>	<p>5. Distribute items to individuals/partners/small groups and ask them to compose the three sentences orally (especially struggling students or English language learners) or ask students to write their sentences. Share strong examples aloud. Use these sentence starters (modify/create others as needed):</p> <div data-bbox="500 449 1386 749" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p><u>SENTENCE STARTERS:</u></p> <ul style="list-style-type: none"> • I have a _____ . • Notice this _____ . • This _____ is _____ . • I use this _____ . • A _____ is a necessity because _____ . • Having a _____ is useful when _____ . • It's important because _____ . • Without it, I'd never be able to ____ . • It's a necessity when _____ . • This essential tool helps me ____ . </div>
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning. Display a word/image/item each day (a fork, a pair of socks, an umbrella). Have students describe the item by composing sentences on sticky notes/ Smartboard.</p>

Informational Writing - Research

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Reading Strategically & Finding Information Within Text

Key Components: *N/A*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will review and identify text features in nonfiction books including: glossaries, indexes, tables of contents, sub-headings, and bold-faced words to locate specific information for research, test prep, and to inform their reading/writing.</p>
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Key Vocabulary - Finding Information within Text, RP 5</u> <u>The Book Detective, SP 279</u> Several nonfiction books (high-interest, age-appropriate topics) that contain: a glossary, index, table of contents, headings, chapter titles, keywords, diagrams, charts, sidebars, graphs, illustrations and/or photographs. A science/social studies textbook may also be used.</p>
<p>Procedure</p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Project/print RP 5. Review the vocabulary with students. Explain: These features aid locating the exact information needed. Remind students that they've encountered bold-faced and italicized text when analyzing and annotating informational pieces. This skill is also useful when conducting research. (While students are used to accessing "instant" information on the internet, being adept at locating information in books remains a critical skill.)</p>
<p>MODEL</p>	<p>2. Identify various features (such as the table of contents and the glossary) in a nonfiction book.</p>
<p>GUIDED PRACTICE</p>	<p>3. Divide students into groups and provide each one with a nonfiction book. Explain that they'll be taking on the role of detective to locate specific parts of each book.</p> <p>4. Groups will examine their nonfiction book using SP 279. Circulate, answer questions, & provide support as needed.</p> <p>5. Students present their completed work to the class.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning. Students can create an infographic, PowerPoint, video or other product about how the text features in their non-fiction book (or on any research topic they are studying in science or social studies) helps the reader/writer locate the information needed. Presentations or products could be shared with younger students.</p>

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Leads and Topic Sentences

Key Components: *Teacher Background* *Skill Power!*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will identify: descriptive segments, amazing facts, questions, quotes, statistics and anecdotes in order to distinguish between topic sentences which clearly state each main idea and those that suggest or imply them.</p>
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>What Your Informational Introduction and Conclusion Paragraphs Need</u>, RP 31 Skill Power! Introduction Paragraphs <u>Leads and Topic Sentences (1-2)</u>, SP 335-336 * Note: SP 336 is a challenge activity that may require research.</p>
<p>Procedure</p>	
<p>INTRODUCE AND DEFINE</p>	<ol style="list-style-type: none"> 1. Introduce the purpose and characteristics of the introduction paragraph: to grab the reader’s attention, inspire them to read on, and tell what the piece will be about. It contains a lead and a topic sentence. Numerous techniques can be used to create an effective lead, including the “golden bricks” and asking a question. (*see teacher reference pages). 2. Project the Skill Power! to introduce the concepts with students.
<p>MODEL</p>	<ol style="list-style-type: none"> 3. Project/print RP 31. Read through, identifying the types of leads and topic sentences.
<p>GUIDED PRACTICE</p>	<ol style="list-style-type: none"> 4. Project/print/read SP 335. Ask students to identify the type of lead, using RP 31, if necessary. Some include a topic sentence that references each main idea while others are general. Referring to each main idea helps the author stay focused, and the reader by explaining the information to be presented. 5. After completing either SP 335 or SP 336 as a class, students work independently/groups to complete the other/ or assign as homework. Either way, students will need time for research. <div data-bbox="540 1312 1099 1822" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Key <u>Leads and Topic Sentences (1)</u> 1. Quote 2. Descriptive segment</p> <p><u>Leads and Topic Sentences (2)</u> Lead is a descriptive segment Possible main ideas: TOPIC: Greek Mythology MAIN IDEA #1: Zeus MAIN IDEA #2: Hera MAIN IDEA #3: Poseidon MAIN IDEA #4: Apollo MAIN IDEA #5: Athena</p> </div>
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning. Have students locate introduction paragraphs in articles and identify the types of leads or post these for class discussion and reference.</p>

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Analyzing Writing Assignments Givens and Variables

Key Components: *Skill Power!*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will analyze prompts to identify the given and variable elements and develop effective written responses for informational texts, how-to's, and compare/contrast essays. (NOTE: Given the objective, it's not necessary to write the full response. Follow the procedure with numerous prompts for analysis and planning practice.)</p>
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p>Skill Power! Recognizing Givens and Variables Analyzing Response to Text Prompts and Assignments for Givens and Variables - Teacher Pages 419-420 Analyzing Prompts for Givens and Variables (1-7)SP 412-418 *May require some time for research</p>
<p>Procedure</p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Project Skill Power! to introduce the concept of givens and variables and choose a prompt to serve as an example. (Prompt #1): <i>In ancient times, rivers were essential as transportation routes, sources of water, and much more. Write an informational piece about the importance of the Indus, the Amazon, and the Nile to early human civilizations.</i></p>
<p>MODEL/GUIDED PRACTICE</p>	<p>2. Project/print SP 412-418. Explain: When presented with an assessment prompt, there are elements that every student must include, and decisions that each author would need to make (givens and variables). This analysis is the process used to read a prompt and plan for the response.</p> <p>3. Read the prompt aloud. Ask: Is it a straight informational piece, a compare/contrast piece or a how-to? (All of the prompts are straight informational texts.)</p> <p>4. Discuss the GIVEN elements - those that must be included in the response. (The topic may be given and main ideas selected by the author OR the main ideas are given and the specific topic is the variable.) Using prompt #1, the GIVEN would be the topic (Rivers) and the three main ideas are:</p> <div data-bbox="570 1276 1052 1434" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>TOPIC: Rivers MAIN IDEA #1: The Indus MAIN IDEA #2: The Amazon MAIN IDEA #3: The Nile</p> </div> <p>In prompt #7, the topic and main ideas are variables. Sample summarizing framework:</p> <div data-bbox="570 1514 1052 1671" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>TOPIC: Franklin D. Roosevelt MAIN IDEA #1: The New Deal MAIN IDEA #2: The War Years MAIN IDEA #3: Fourth Term</p> </div> <p>5. Fill in the framework for the prompt. Identify the GIVENS, brainstorm possible VARIABLES, and generate main ideas. If this requires research (and it often does) give students time to do so.</p> <p>6. Ask the class to name all of the writing skills they've been taught in your class. Chart them and explain that you will be looking for evidence of these skills in their writing.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning. This analysis can be applied to all assignments and assessments.</p>

DIVIDER PAGE

**NARRATIVE
WRITING**

DIVIDER PAGE

Narrative Writing - Entertaining Beginnings

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Analyze the Beginning

Key Components: *N/A*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students review the techniques for creating engaging beginnings and identify them in examples from literature.</p>
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Menu for Beginnings</u>, RP 17 <u>Analyze this Beginning</u>, SP 52-54</p>
<p>Procedure</p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Discuss the function of the beginning of a story and review techniques for creating entertaining beginnings using RP 17.</p>
<p>MODEL/GUIDED PRACTICE</p>	<p>2. Project SP 52 or 53. Do the first example together and instruct students to work independently or with a partner to complete the page. Assign the SP as homework.</p> <div data-bbox="532 993 1539 1486" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>p. 52: <i>The Outsiders</i>, by S.E. Hinton — Technique: Thoughts/Questions <i>The Most Important Thing</i> by Avi — Technique: Dialogue <i>Starbird Murphy and the World Outside</i> by Karen Finneyfrock — Technique: A Sound <i>Four, A Divergent Collection</i> by Veronica Roth — Technique: An Action</p> <p>p. 53: <i>Ready Player One</i> by Ernest Cline — Technique: An Action <i>What's Left of Me</i> by Kat Zhang — Technique: A Sound <i>The Bungalow Mystery</i> by Carolyn Keen — Technique: Dialogue <i>If Only</i> by Jennifer Gilmore — Technique — Thoughts/Questions</p> </div> <p>3. Discuss the author's use of each technique in the excerpts presented. Can you think of a different technique the author could have used? How would that alter the beginning of the story? Use the responses to what they are wondering about to spark discussion.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning. As an optional, ongoing challenge activity, have students identify beginning techniques in their independent reading and present to the class. Allow them to take the lead as the class brainstorms ways of revising the beginning by using alternative techniques. Refer to SP 54.</p>

Narrative Writing - Elaborative Detail

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Literary Analysis Task - Beginnings

Key Components: *Teacher Background*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students read and analyze a source text and write an analysis of the main character’s motivation and the conflict he faces.</p>
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Annotation and Analysis Process for Narrative Stories</u>, RP 7 <u>The Quapaw Way</u> - Pages 159-161 Teacher Pages - The Quapaw Way - Pages 159-161 <u>Framing Questions for Narrative Stories</u>, RP 14 <u>Literary Analysis Task - Beginnings</u> - Pages 162-163 <u>Informational Pillar</u>, RP 2 Teacher Page - Sample Response - Page 164</p>
<p>Procedure</p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Read, analyze and annotate p. 159-161, using RP 7, pointing out the way the story follows the organizational structure of the Narrative Writing Diamond.</p>
<p>MODEL/GUIDED PRACTICE</p>	<p>2. Discuss the literary elements in the text. Have students refer to RP 14. Color code evidence from the text to identify <i>character, setting, motivation, and conflict, as well as examples of the use of figurative language, irony and foreshadowing.</i></p> <p>3. Project and discuss the task on p.162-163. Remind students that in the task there are elements to look for – the givens are what everyone needs to address and the variables are the decisions the writer needs to make.</p> <p>4. Ask the class to identify what they need to address. Highlight or color code the key words in the task. Show students the informational pillar to indicate the organizational structure of this response.</p> <div data-bbox="532 1293 1528 1539" style="border: 1px solid black; padding: 10px;"> <p>Givens: <i>Must identify the beginning techniques, the main character’s motivation and conflict.</i></p> <p>Variables: <i>The specific evidence from the text each student chooses as proof of the beginning techniques and specific evidence that points to motivation and conflict.</i></p> </div> <p>5. Guide students in filling out the summarizing framework.</p> <div data-bbox="540 1608 1156 1797" style="border: 1px solid black; padding: 10px;"> <p>TOPIC: <u>The Quapaw Way</u> MAIN IDEA #1: <u>Beginning Techniques</u> MAIN IDEA #2: <u>Motivation</u> MAIN IDEA #3: <u>Conflict</u></p> </div>

	<p>6. Highlight the first main idea paragraph.</p> <p>7. Have the class discuss their ideas in response to the first main idea. <i>What beginning techniques does the author use to hook the reader in?</i> Underline or highlight the evidence in the text as students respond.</p> <p>8. MODEL the use of sentence starters to turn their verbal responses into writing. <i>See lesson plan for modeled sample.</i></p> <p>9. Direct students to write their first paragraph while you circulate throughout the room, answering questions and making suggestions.</p> <p>10. Continue on to Main Idea #2-Motivation and discuss how to find the evidence for the main character’s motivation and conflict. Underline or highlight the evidence as students respond.</p> <p>11. Continue on to Main Idea #3 - Conflict.</p> <p>12. Direct students to work independently to write their paragraph, citing evidence and their own explanations. Remember, this can be done on another day. <i>See lesson plan modeled sample.</i></p> <p>13. Discuss the use of sentence starters if needed because these phrases help the writer to smoothly and fluently express ideas and cite evidence.</p> <p>14. Close the lesson by reiterating the steps necessary for a well-supported written response.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning. Students can analyze source text and generate an analysis of the author’s craft for beginnings. Discuss and review the steps necessary for a well-supported written response.</p>

DIVIDER PAGE

**ARGUMENT
WRITING**

DIVIDER PAGE

Argument Writing: Annotation and Analysis

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Informative or Argument?

Key Components: *Teacher Background*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will compare informational, persuasive, and argument essays on similar topics in order to distinguish between genres.</p>
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Informational or Persuasive or Argument?</u>, RP 8 <u>The Elephant</u>, SP 9 The Elephant - Teacher Page (TP) 10 <u>Save The Elephant</u>, SP 12-13 Save The Elephant - Teacher Pages (TP) 14-15 <u>The Vulnerable Elephant</u>, SP 17-18 The Vulnerable Elephant - Teacher Pages (TP) 19-20 *Additional resources (Music) are also available (pp. 22-34)</p>
<p>Procedure</p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Project/print/reference RP 8. Explain: students will compare three pieces of writing- one informational, one persuasive, and one argument that are all written about similar topics, for different purposes.</p> <p><i>(Informational writing provides information to inform the reader. Persuasive writing involves selecting compelling information to persuade or convince the audience by appealing to their emotions and sometimes “spinning or slanting” the chosen facts. Argument writing supports a claim, draws upon research and reason, and appeals to the reader’s intellect and logic rather than their emotions in a balanced, nonjudgmental way.)</i></p>
<p>MODEL/GUIDED PRACTICE</p>	<p>2. Read/discuss SP 9 pointing out that this piece contains straight-forward information. The purpose is clearly to inform rather than persuade or convince the audience of a particular point of view.</p> <p>3. Next, print/project SP 12-13 (persuasive) and SP 17-18 (argument). Identify/annotate the emotional language and judgment statements found in the persuasive piece. Compare it to the balanced language and powerful supporting detail in the argument piece. Refer to (TP) 10, 14-15, & 19-20 to guide the discussion. Students should annotate their copies, highlighting the important differences. (Note: You may also divide this lesson over several shorter sessions.)</p> <p>4. Use the questions that follow each piece to guide the discussion.</p> <p>5. Summarize: Informative, persuasive, and argument essays each present well-organized information for different purposes. Informational writing shares information to inform the reader. Persuasive writing selects targeted information to persuade or convince, while argument writing supports a claim using reasons and logic in a balanced, nonjudgmental way.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning.</p> <p>Apply the same procedure to pp. 22-34, Music in School (informational), Music is a Must (persuasive), and The Benefits of Music in Our Schools (argument).</p>

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Ask, List, Link, Choose

Key Components: *Modeled Lesson*

Objective: <i>What do you want students to know or do as a result of this lesson?</i>	Students analyze an issue, evaluate the pros and cons, choose a claim and specific, distinct supporting reasons.
Materials: <i>Include all literature and materials needed for teacher and student</i>	<u>Ask, List, Link, Choose</u> , SP 109 <u>Adopt a Kitten?</u> , SP 110-111
Procedure	
INTRODUCE AND DEFINE	<ol style="list-style-type: none">1. Project SP 109 or chart the steps students will use to evaluate several issues, identify the pros and cons, and choose both their claim and main supporting reasons.2. Print/project SP 110-111. Raise the issue of adopting a kitten. Ask students to place the pages side by side so they can view both simultaneously.
MODEL/GUIDED PRACTICE	<ol style="list-style-type: none">3. Discuss the pros and cons. Prompt students to add additional advantages or disadvantages to the list.4. MODEL the way each pro/con can be linked with a “yes, but...” statement. Explain that this “linking” phrase allows the reader to consider and weigh both claims.5. After reading both pages, poll the class to see which claim they’ve chosen.6. Ask students to identify the main reasons included in each of the two claim statements found on the bottom of SP 111 and then brainstorm additional supporting reasons.
APPLICATION <i>Anytime and Always</i>	How I will use this across learning. Practice using “Yes, but...” statements across content areas when exploring opposing perspectives: “Yes, but you can also solve the problem this way...” “Yes, but another way to address the concern of overfishing sharks for delicacies like shark fin soup is...” Yes, but revealing campaign finance donations provides voters with more transparency” etc.

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Pro/Con - Know Both Sides of the Issue

Key Components: *Teacher Background*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will examine a number of issues and identify opposing points of view.</p>
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Pro/Con Activity</u>, Page 148 <u>Should Dogs Be Allowed on Public Beaches</u>, SP 149 <u>Pro/Con Activities</u>, SP 150-156</p>
<p>Procedure</p>	
<p>INTRODUCE AND DEFINE</p>	<ol style="list-style-type: none"> 1. Discuss the concept of “point of view” as it relates to argument writing- as two (or more) perspectives (or positions) on a given issue. Chart the following issue: Should soda be available in the school cafeteria? Also list the following: Students, Parents, and Soda Company Executives. Discuss how each group might feel about this issue and the supporting reasons why. Ask students, “If you were writing an essay to reveal your point of view on selling soda in the cafeteria, why would it be important to consider the opinions and beliefs reflected on all sides? (To anticipate, address, and refute the opposing claims and build a more compelling argument.)”
<p>MODEL/GUIDED PRACTICE</p>	<ol style="list-style-type: none"> 2. Print/distribute SP 148. Read the introduction aloud and introduce the concept of “PRO” and “CON.” 3. Based on the pros and cons listed on SP 148, ask students to take a stand on this issue. Poll the class and discuss how students arrived at their position. 4. On another day, reproduce SP 149. As a class, discuss/ list three pro arguments and three con arguments. Be sure to caution students about including overly general statements such as: “Dogs are fun on the beach.” or “Having dogs on the beach is bad.”
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning. Use SP 150-156 in similar fashion. Choose the issues that are most engaging for students or pertinent in the community. These can be completed as a class, in small groups, or independently and then discussed.</p>

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Detail Generating Questions

Key Components: *Skill Power!* *Modeled Lesson*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will review the Detail Generating Questions and analyze how the answers to those questions promote powerful elaboration and convincing detail in argument writing.</p>
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Detail-Generating Questions</u>, SP 195 Skill Power! Argument - Elaboration Using Detail Generating Questions <u>How Do the Detail-Generating Questions Improve Paragraphs</u>, SP 196-197 <u>Find the Elaboration (1-3)</u>, SP 198-200 Find the Elaboration (1-3) - Color-Coded Teacher Pages (SP 198-200) Markers/colored pencils for color-coding the text</p>
<p>Procedure</p>	
<p>INTRODUCE AND DEFINE</p>	<ol style="list-style-type: none"> 1. Explain: there are questions authors ask in order to elaborate upon their arguments. Review the detail generating questions. 2. Print/distribute SP 195. Project Skill Power! and work through the examples. <i>(Note: The examples are based on the issue: Should dilapidated town buildings be restored or demolished? The author's claim is: Yes, dilapidated town buildings should be demolished. Discuss how the examples might be revised if the author chose the opposing viewpoint.)</i>
<p>MODEL</p>	<ol style="list-style-type: none"> 3. If time permits, move on to SP 196. 4. On SP 196, project and annotate each example of the detail generating questions/answers highlighted in the “Think About It” section.
<p>GUIDED PRACTICE</p>	<ol style="list-style-type: none"> 5. Following the discussion, students may complete the analysis on SP 198-200 in small groups, independently, or as homework. (Underscore the importance of identifying the issue as well as the author’s claim. What does the author want the reader to consider? <i>*See HUB lesson plan for color-coded examples, found on the teacher pages for SP 198-200.</i> 6. Consider projecting the responses to SP 198-200 to allow students to explain their analysis process in a class discussion, enabling students to clarify their thinking and share examples of different approaches with peers.
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning. Find examples in published text and read/color-code.</p>

Argument Writing: Introductions and Conclusions

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Analyzing Introduction Paragraphs

Key Components: *Skill Power!*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students will explain the purpose of an introduction, identify various leads, and distinguish between the lead, issue statement, and the author's claim.</p>
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p>Skill Power! Argument - Introduction Paragraphs <u>Introductions</u>, SP 262-263 <u>Powerful Leads for Argument Writing</u>, SP 264-265 <u>Identify the Lead and the Claim</u>, SP 266-268</p>
<p>Procedure</p>	
<p>INTRODUCE AND DEFINE</p>	<ol style="list-style-type: none"> 1. Project Skill Power! Then print/distribute/discuss SP 262-263. 2. Print/project SP 264-265 Read about each type of lead. Explain: the lead introduces the issue in an engaging way, but does NOT include the claim. Remember, alienating audience members that support an opposing or alternate viewpoint right away is not a good strategy, so the claim is made after sparking the readers' interest in the issue.
<p>MODEL</p>	<ol style="list-style-type: none"> 3. Continue with SP 266-268. Project each page as you work through it. As you work through SP 266 with the class, ask students to determine the type of lead used in each example. Highlight the language and characteristics specific to each type of lead. After completing SP 266, move to guided practice.
<p>GUIDED PRACTICE</p>	<ol style="list-style-type: none"> 4. Students complete SP 267-268 independently or in small groups. Discuss the responses. <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Key</p> <p><u>SP 266</u> Martha King – type of lead: expert quote Decorating your room – type of lead: survey College education for all – type of lead: embracing a high ideal</p> <p><u>SP 267</u> Sanibel – type of lead: descriptive segment Highway safety – type of lead: statement of concern Individual fashion – type of lead: anecdote</p> <p><u>SP 268</u> Transient school population – type of lead: statistic Dance – type of lead: personal experience</p> </div>
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning.</p>

Argument Writing: Prompts

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Finding Reliable Sources of Online Information

Key Components: *Teacher Background*

<p>Objective: <i>What do you want students to know or do as a result of this lesson?</i></p>	<p>Students recognize and identify first and second hand evidence and other essential components in a finished argument essay. Students also give examples of how information from charts can be brought to argument writing.</p>
<p>Materials: <i>Include all literature and materials needed for teacher and student</i></p>	<p><u>Year-Round Schools: The Time Has Come</u> - Pages 326-327 Teacher Pages Year-Round Schools: The Time Has Come - Pages 328-329 <u>Save Summer: The Case Against Year-Round Schools</u> - Pages 330-331 Teacher Pages Save Summer: The Case Against Year-Round Schools - Pages 332-333 <u>Citing Sources</u> - Pages 334-335 <u>Finding Reliable Sources of Online Information</u> - Pages 336-337</p>
<p>Procedure</p>	
<p>INTRODUCE AND DEFINE</p>	<p>1. Introduce students to the concept of reliable online sources and ways to cite evidence from those sources. Use pp. 334-335 for discussion.</p>
<p>MODEL/GUIDED PRACTICE</p>	<p>2. Project and annotate pp. 326-327, identifying the first and second hand evidence, the claim, the issue statement, the three main reasons and the restatement of the three main reasons in the conclusion.</p> <p>3. Break students into small cooperative groups and have them annotate pp. 330-331, pinpointing the first and second hand evidence, the claim, the issue statement, the three main reasons and the restatement of the three main reasons in the conclusion. They should also identify where the information from the chart was used in the finished essay.</p> <p>4. Choose one group to present their annotated version of the essay to the class. While the annotated version is projected, highlight all the sources of information cited within the body of the essay. Discuss why these would be considered credible sources. If you have time, you might want to have students do a keyword search of the advantages of year-round schooling and weed out the questionable information it exposes.</p> <p><i>These are the sources cited in the essay Year Round Schools: The Time Has Come: National Summer Learning Association, Food Research and Action Center, District Administration Magazine and the Center for Problem Oriented Policing.</i></p> <p>5. Project and review pp. 336-337. Direct students to complete keyword searches and the accompanying questions independently. Discuss findings.</p>
<p>APPLICATION <i>Anytime and Always</i></p>	<p>How I will use this across learning. When doing research for content area topics, use these procedures to guide the process of citing evidence.</p>