

Standards		Essential Question(s):		Assessments Used to Measure Learning:
RL2 RL3 RL4				Essay on goals for the year. Argumentative essay on a topic we will discuss and plan out during class.
Strategies Incorporated with Lesson:		Academic Vocabulary		Resources Included with Lesson:
Strategies: (1) Reading a visual image. (2) Pair Reading. (3). Turn and Talk		Character/Plot/Idea Development Words in Context Narrative Writing Theme/Central Ideas Summarizing Text Informative/Explanatory Writing Writing Process Bonanza, Churlish, Collaborate		Resources: PowerPoint
AVID Strategies:				
	Lesson Focus: (Daily Learning Targets)	Learning Experiences: (Instructional Expectations)	Response to Data: (Differentiation of lesson and student groupings based on various assessment data and classroom observations)	Homework: (aligned with the learning target)
Mon	I CAN define each term in the five-paragraph essay process.	<p><b>Activating Strategy:</b> Show me what you know! Students will compete to be the first student to submit the terms and definitions of the five-paragraph writing process.</p> <p><b>Mini-Lesson:</b> PowerPoint presentation (The writing process)</p> <p><b>Work Session (Stations/Collaborative Groups):</b> Students will work on their vision boards.</p> <p><b>Closing:</b> Students will rate "How comfortable are you in writing a thesis statement?" 1 being the lowest, 10 being the highest.</p>	<p><b>Intervention:</b> Remedial Reading, sight words, and grammar practices.</p> <p><b>On-Level:</b> iReady reading Diagnostic</p> <p><b>Advanced:</b> iReady reading Diagnostic</p>	Write (3) sentences with vocab. Words using past, present, and future tenses.
Tues	I CAN develop a strong thesis statement.	<p><b>Activating Strategy:</b> Blow off the steam! I will allow students to make noise to release any negative vibes, then we will dive into our lesson.</p> <p><b>Mini-Lesson:</b> Thesis statements above everything else!</p> <p><b>Work Session (Stations/Collaborative Groups):</b> Students will work on their vision boards.</p>	<p><b>Intervention:</b> Remedial Reading, sight words, and grammar practices.</p> <p><b>On-Level:</b> I will monitor students progress as they draft their thesis statements.</p>	Write (3) sentences with vocab. Words using past, present, and future tenses.

		<p><b>Closing:</b> How did you enjoy today's class?</p>	<p><b>Advanced:</b> Perfect what we already have. Checking for grammatical mistakes and spelling.</p>	
<p><b>Wed</b></p>	<p>I CAN write an introduction that will persuade anyone to read more of my essay.</p>	<p><b>Activating Strategy:</b> Name the stages of the writing process  <b>Mini-Lesson:</b> Let's draft an introduction together!</p> <p><b>Work Session (Stations/Collaborative Groups):</b> Students will work on their vision boards.</p> <p><b>Closing:</b> How did you enjoy today's class?</p>	<p><b>Intervention:</b> Remedial Reading, sight words, and grammar practices.</p> <p><b>On-Level:</b> I will work alongside those students who are needing extra support in drafting their introductions.</p> <p><b>Advanced:</b> Perfect what we already have. Checking for grammatical mistakes and spelling.</p>	<p>Write (3) sentences with vocab. Words using past, present, and future tenses.</p>
<p><b>Thur</b></p>	<p>I CAN use my three points as topic sentences for my body paragraphs.</p>	<p><b>Activating Strategy:</b> Quotation Mingle/ Check to see if your classmates' introductions are propelling.  <b>Mini-Lesson:</b> Writing topic sentences and supporting details</p> <p><b>Work Session (Stations/Collaborative Groups):</b> Students will work on their vision boards.                      five-paragraph essay roadmap</p> <p><b>Closing:</b> How did you enjoy today's class?</p>	<p><b>Intervention:</b> Remedial Reading, sight words, and grammar practices.</p> <p><b>On-Level:</b> I will give extra support to students in developing their main ideas, following supporting details.</p> <p><b>Advanced:</b> Perfect what we already have. Checking for grammatical mistakes and spelling.</p>	<p>Write (3) sentences with vocab. Words using past, present, and future tenses.</p>
<p><b>Fri</b></p>	<p>I CAN restate my thesis to conclude my essay.</p>	<p><b>Activating Strategy:</b> Turn and Talk. How has the writing process been? Is it difficult to manage or are you getting acclimated to it?  <b>Mini-Lesson:</b> Developing a strong conclusion</p> <p><b>Work Session (Stations/Collaborative Groups):</b> Students will work on their vision boards.                      My five-paragraph essay roadmap.</p> <p><b>Closing:</b> How did you enjoy today's class?</p>	<p><b>Intervention:</b> Remedial Reading, sight words, and grammar practices.</p> <p><b>On-Level:</b> I will work with students to restate their thesis statements to conclude their essay.</p> <p><b>Advanced:</b> Perfect what we already have. Checking for grammatical mistakes and spelling.</p>	<p>No HW! Enjoy your weekend!</p>