

Daily Lessons and Materials

Unit Five transitions from fiction to persuasive texts through a blend of articles, speeches and book preview links. With the STAAR redesign, there appears to be a slightly larger focus on persuasive text than in the past. Therefore, instead of breezing over the topic, I have designed a more in-depth three-week unit. [Student Workbook](#)

<p>Week 19</p> <ul style="list-style-type: none"> • Cornell Notes • Pearl Harbor Speech 	<p>M-Persuasion and Author purpose</p> <p>T-Th- FDR & Pearl Harbor- Students will read and annotate FDR’s speech and “US Well Stocked with Far Eastern Commodities…” with the focus on author’s purpose and tone.</p> <p>F -Constructed Response: Compare the tone of the article by John O’Riley of the Wall Street Journal with the tone of FDR’s speech.</p>	<p>1.8B; 7E argumentative text elements</p>
<p>Week 20</p> <ul style="list-style-type: none"> • Sherpa Life • Memo 	<p>The Value of the Sherpa Life – Students will read and annotate The Value of the Sherpa Life with focus on how word choice creates tone. online link</p> <p>White House Memo – historical significance, informational text, humor in writing.</p>	<p>1.5G implicit/explicit meanings; 1.8B structure; 1.8F tone; 1.4F inference & evidence;</p>
<p>Week 21</p> <ul style="list-style-type: none"> • Skills PPT • Skills Text • Skills Questions • McRaven PPT • McRaven Text 	<p>M: Informational Text Stations</p> <p>Students will read and annotate 100 Deadly Skills and answer the following question: 23. Which sentence best expresses the article’s main idea?</p> <p>T: 100 deadly skills stations. Students will work through six stations using their text and the question packet. This packet was made using the most common non-fiction STAAR stems.</p> <p>W: Students will answer the remaining questions from the packet. T: Students will write a constructed response explaining the primary purpose of the text.</p> <p>F: Admiral McRaven UT Commencement Speech. Students will listen to the recording of Admiral McRaven’s speech. They will then write an essay answering the following question: In a well-written constructed response, analyze how Admiral McRaven builds his message to UT Austin’s graduating class.</p>	<p>1.8B</p>

Unit Six asks students to analyze short memoirs before writing one of their own.

<p>Week 22</p> <ul style="list-style-type: none"> • White House • PPT • Superman text 	<p>**both of these lessons will most likely take longer than planned.</p> <p>Consider what the students need to get out of this unit before planning. That will determine the focus and which pieces are more important.</p> <p>M- Literary Non-Fiction - Memoir</p> <p>T: Read and annotate The White House Diary excerpt and answer the questions.</p> <p>W: Constructed Response Day – we will discuss the idea of vivid words and students will apply it to A White House Diary Excerpt through a constructed response.</p> <p>In a well-developed Constructed Response, analyze how Lady Bird Johnson uses vivid words to illustrate the mood of November 23, 1963.</p> <p>T: Superman and Me</p> <p>Students will read and annotate Superman and Me. We will discuss the underlying message and apply it to the students' lives.</p> <p>F: Autobiographical Essay vs Memoir</p>	<p>1.8B text Structure</p>
<p>Week 23</p>	<p>M-Th Memoir Project – Students will use the memoirs read in class as Model texts to write their own memoirs.</p> <p>F- Illustrated Portrait. Students will draw an image of themselves on the left and an outline on the right filled with a collage of their likes and interests.</p> <p> </p> <p>**Additional Memoirs will be available for students to read as they write their own text. I have found that by allowing them to time to dig into other texts while working on their own, it helps to trigger ideas</p>	<p>1.7Dii</p>

Unit Seven is rooted in student choice. You have two options. One - Students can group themselves and choose a book amongst themselves, but they will have to provide their own copies. Two – Wander the school and collect four copies of each and every novel you can find. Again, there is no student packet. Read through the PowerPoint and create your calendar accordingly.

<p>Week 24</p>	<p>Book Clubs! All the documents needed are embedded in this PowerPoint.</p> <p>February 22 – Speed Dating</p> <p>February 23 – Groups & Roles Created</p> <p>February 24 – Pacing decided</p> <p>Week of Feb 27 – work week Read a bunch!! Work through RR's</p> <p>Week of Mar 6 – work week Read a bunch!! Work through RR's</p>	
<p>Week 25</p>		
<p>Week 26</p>		
<p>Week 27</p>		

	Week of Mar 21 – work week Write your essay Week of Mar 27 – project week Write your lesson plan Week of April 3 – Peer teaching	
Week 28	Literary Analysis Essays	