

## 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"> <li>• <a href="#">Cornell Notes</a></li> <li>• <a href="#">Pearl Harbor Speech</a></li> </ul>	<p>M-Persuasion and Author purpose</p> <p>T-Th- FDR &amp; 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><b>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.</b></p>	<p>1.8B; 7E argumentative text elements</p>
<p>Week 20</p> <ul style="list-style-type: none"> <li>• <a href="#">Sherpa Life</a></li> <li>• Memo</li> </ul>	<p>The Value of the Sherpa Life –</p> <p>Students will read and annotate The Value of the Sherpa Life with focus on how word choice creates tone.</p> <p>online <a href="#">link</a></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 &amp; evidence;</p>
<p>Week 21</p> <ul style="list-style-type: none"> <li>• <a href="#">Skills PPT</a></li> <li>• <a href="#">Skills Text</a></li> <li>• <a href="#">Skills Questions</a></li> <li>• <a href="#">McRaven PPT</a></li> <li>• <a href="#">McRaven Text</a></li> </ul>	<p>M: Informational Text Stations</p> <p>Students will read and annotate 100 Deadly Skills and answer the following question:</p> <p><b>23. Which sentence best expresses the article's main idea?</b></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.</p> <p>T: Students will write a constructed response explaining the primary purpose of the text.</p> <p>F: Admiral McRaven UT Commencement Speech.</p> <p>Students will listen to the recording of Admiral McRaven's speech. They will then write an essay answering the following question:</p> <p><b>In a well-written constructed response, analyze how Admiral McRaven builds his message to UT Austin's graduating class.</b></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"> <li>• <a href="#">White House</a></li> <li>• <a href="#">PPT</a></li> <li>• <a href="#">Superman text</a></li> </ul>	<p>**both of these lessons will most likely take longer than planned. 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><b>In a well-developed Constructed Response, analyze how Lady Bird Johnson uses vivid words to illustrate the mood of November 23, 1963.</b></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>**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 <a href="#">PowerPoint</a>.</p>	
<p>Week 25</p>		
<p>Week 26</p>	<p>February 22 – Speed Dating</p>	
<p>Week 27</p>	<p>February 23 – Groups &amp; 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>	

	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	