

# Writing and Composition

Unit Plan: Grade 11 English

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# Writing and Composition

Grade Level: 11

Subject: English

Number of Lessons: 12

Duration of Lessons: 80 minutes

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## Global Rationale

I am responsible for teaching a unit on writing and composition. During this unit, I think it is important to provide students with the opportunity to write in as many mediums as possible. Therefore, at the beginning of each lesson, students will be asked to keep a journal, in response to some media that I bring to class. It is my hope that the students will be inspired by the variety of media that I make available to them. I also hope to introduce them to a variety of journal writing techniques.

In addition to journal writing, I will also introduce the five-paragraph essay. Although students may be somewhat familiar with this model, I will be focusing, in-depth, on the various elements of the essay: audience, voice, thesis statement, introduction, topic sentences, transitions and conclusion. Students should have a solid understanding of all of these elements so that they may apply these elements to their future essays. I will also introduce different essay genres: narrative, expository, argumentative and persuasive. Once they know the purpose behind each genre, they will be able to use these genres effectively in their upcoming essays. To demonstrate their understanding, students will write a five-paragraph, persuasive essay. By doing so, students will be able to demonstrate their ability to write effectively, for a specific audience.

Finally, students will be responsible for keeping a "Learning Log." At the end of each lesson, students will reflect on what they have learned and any questions they still might have.

The following are prescribed learning outcomes, taken from the BC Ministry of Education, pertaining to this unit of study.

*It is expected that students will:*

- make connections between the ideas and information presented to them in literary and mass media works and their own experiences.
- use a variety of planning strategies to generate and access ideas
- demonstrate a willingness to take a tentative stance, tolerate ambiguity, explore multiple perspectives and consider more than one interpretation.
- support their opinions.
- use appropriate formats.
- adjust their form, style, tone and language to suit specific audiences.
- clarify and focus their topics to suit their purposes and audiences
- synthesize information and ideas that are appropriate to their purpose, media and audiences
- apply various strategies to generate and shape ideas
- assess their own and others' work for sentence clarity, precision of language use, and variety and artistry of expression
- use appropriate criteria to critique and appraise their own and others' ideas, use of language, and presentation forms, taking into consideration the purposes of the communications
- demonstrate a willingness to accept and provide constructive criticism and feedback to improve the clarity, meaning and style of their communications.
- demonstrate pride and satisfaction in using language to create and express ideas and personal viewpoints
- create a variety of academic, technical and personal communications, including multi-genre presentations, articles, formal reports, advertising and persuasive materials, resumes and research papers.

# Appendices

Appendix A	Grammar Rules
Appendix B	Tuxedo Writing
Appendix C	Upside-Down T Activity
Appendix D	"I'm Just a Girl" Song Lyrics
Appendix E	Essay Patterns
Appendix F	Diagram of the five-paragraph essay
Appendix G	The Keyhole
Appendix H	Five-Paragraph Essay Outline on Poverty
Appendix I	Transitional Words & Phrases
Appendix J	Rubric for Writing Essays
Appendix K	Proposal Outline
Appendix L	Essay Writing Process
Appendix M	Writing Thesis Statements

# Lesson Plan

CLASS: Grade 11 English

LESSON #: 1

TOPIC: Writing & Composition: WORD CHOICE

OBJECTIVES: To create an environment wherein students will be able to write fluidly.

To have students think critically about word choice

SWBAT: Determine the difference between connotation and denotation

Provide examples of denotative and connotative language

Change words into emotionally laden or neutral language

ACTIVITY	TEACHER WILL...	TIME	STUDENTS WILL...
JOURNAL WRITING	➤ Talk to the students about my expectations for journal writing.	10 min	➤ Have the opportunity to add or, possibly, veto any expectations.
	➤ First Topic: Tell me about yourself. Think of something that means something to you (e.g.: sports/music) and write about the images it conjures up, the mood it puts you in and the thoughts you have about it.	20 min	➤ Write their first journal entry ➤ On a voluntary basis, students will share their thoughts and opinions
CONNOTATION & DENOTATION	➤ Discuss the difference between “connotation” and “denotation” (e.g.: <i>nervous</i> and <i>terrified</i> , <i>thin</i> and <i>skinny</i> ). Refer to <u>The Little Brown Handbook</u> )	10 min	➤ Record definitions: connotation and denotation
	➤ Connotation practice: provide students with a word or phrase that has a number of synonyms, list the synonyms, and have students place them on a chart.	15 min	➤ Draw a chart with columns for words ranging from weakest to neutral to the most powerful ➤ Make a class chart & compare with own
SYNONYMS	➤ Divide the students into partners. ➤ Assign students the task of writing a descriptive paragraph about a person, either using emotionally laden or neutral language.	20 min	➤ “Partner A” writes a description of a person, using emotionally laden words. ➤ “Partner B” writes a description of a person using more neutral language. ➤ Swap descriptions with his/her partner and edit it to neutralize it or make it emotionally charged.

<b>LEARNING LOG</b>	➤ <b>Ask students to record what they have learned, at the end of the lesson.</b>	<b>5 min</b>	➤ <b>Evaluate what they have learned, at the end of the lesson.</b>
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**EVALUATION:**     **Students' Learning Log**

**HOMEWORK:**     **None**

**MATERIALS:**     **Journal article/ List of vocabulary & synonyms**

# Lesson Plan

CLASS: Grade 11 English

LESSON #: 2

TOPIC: Writing & Composition: GRAMMAR & CLICHES

OBJECTIVES: To expose the students to a variety of a clichés  
To review the rules of grammar

SWBAT: Identify a cliché and rewrite it, using synonyms & literal meanings  
Edit a paragraph for grammatical errors

ACTIVITY	TEACHER WILL...	TIME	STUDENTS WILL...
JOURNAL WRITING	➤ Read “Jabberwocky”	20 min	➤ Write four to eight sentences that contain at least 10 made-up words which appear to make sense.
CLICHÉS	➤ Address the question, “What is a cliché?” ➤ Advise when to use clichés and when not to. ➤ Provide a list of 20 clichés.	30 min	➤ Re-write the clichés, using both synonyms and literal meanings. ➤ Compare answers, as a class.
GRAMMAR	➤ Provide students with a paragraph to edit.	15 min	➤ Edit and submit paragraph.
GRAMMAR	➤ OH: “Grammar Rules” (Appendix A)	10 min	➤ Correct the mistakes, as a class
LEARNING LOG	➤ Ask students to record what they have learned, at the end of the lesson.	5 min	➤ Evaluate what they have learned, at the end of the lesson.

EVALUATION: Paragraph, Students’ Learning Log

HOMEWORK: None

MATERIALS: Jabberwocky, list of clichés, paragraphs to edit, OH: Grammar Rules

# Lesson Plan

CLASS: Grade 11 English

LESSON #: 3

TOPIC: Writing & Composition: PARAGRAPHING

OBJECTIVES: To have students think critically about the organization of a paragraph

To have students recognize various types of writing

SWBAT: Organize a paragraph

Determine the different types of paragraphs and apply one type to their own paragraph

Explain how a paragraph is organized

ACTIVITY	TEACHER WILL...	TIME	STUDENTS WILL...
JOURNAL WRITING	➤ Provide the students with a famous Chinese proverb: <i>“A journey of a thousand miles begins with a single step.”</i>	20 min	➤ Four-columned journal (quote/ response/ another student’s response/ final response)
		10 min	➤ Discuss the denotative and connotative word choice and its effectiveness or ineffectiveness
TUXEDO WRITING	<ul style="list-style-type: none"> <li>➤ Introduce “Tuxedo Writing,” presented by June James at the BCTELA Conference. (Appendix B)</li> <li>➤ Split students into groups of three or four.</li> <li>➤ Provide students with a set of sentences, which they must arrange into a paragraph.</li> </ul>	20 min	<ul style="list-style-type: none"> <li>➤ In small groups, students will arrange a set of sentences into a paragraph.</li> <li>➤ Compare their paragraph with another group’s paragraph</li> </ul>
TYPES OF PARAGRAPHS	<ul style="list-style-type: none"> <li>➤ Define different types of paragraphs (e.g.: narrative, descriptive, expository, persuasive)</li> <li>➤ Give students the paragraphs in their original form with analysis</li> </ul>	20 min	➤ Determine what kind of paragraph their paragraph is and why
LEARNING LOG	➤ Ask students to record what they have learned, at the end of the lesson.	5 min	➤ Evaluate what they have learned, at the end of the lesson.

EVALUATION: Each group will hand in their paragraph & analysis

HOMEWORK: None

MATERIALS: Quote, sentences to be arranged into paragraphs, OH: types of paragraphs, OH: organizational methods



# Lesson Plan

CLASS: Grade 11 English

LESSON #: 4

TOPIC: Writing & Composition: AUDIENCE & VOICE

OBJECTIVES: To introduce voice & audience

SWBAT: Write a paragraph in a narrative, descriptive or expository style

Identify and choose audience and voice for their own writing.

ACTIVITY	TEACHER WILL...	TIME	STUDENTS WILL...
JOURNAL WRITING	➤ Bring a photograph and ask the students to respond to the photograph in a narrative, descriptive, expository, or persuasive style	20 min	➤ Use the photograph as their subject and apply one of the previously learned paragraph styles to their writing.
AUDIENCE	➤ Facilitate “Upside-Down T” activity, taken from Kathryn Klintworth. (Appendix C)	15 min	➤ Two students participate in the “Upside-Down T” activity. The rest of the class will watch.
	➤ Talk about different kinds of audiences.	5 min	➤ Take notes
VOICE	➤ Talk about voice (1 <sup>st</sup> , 2 <sup>nd</sup> , & 3 <sup>rd</sup> person) ➤ Read Jayne Anne Phillips’ one-page story “Mamasita” from <u>The Secret Self 1</u> , an anthology of short stories edited by Hermione Lee.	20 min	➤ Try writing an anecdote/episode in a distinctive voice. They will model their writing on Jayne Anne Phillips’ one-page story. (Complete for homework)
SONG	➤ Play “I’m Just a Girl” by No Doubt & provide the students with the song lyrics. (Appendix D)	15 min	➤ Determine the song’s audience and voice. ➤ Discuss whether the song is effective.
LEARNING LOG	➤ Ask students to record what they have learned, at the end of the lesson.	5 min	➤ Evaluate what they have learned, at the end of the lesson.

EVALUATION: Participation, Students’ Learning Log

HOMEWORK: Complete anecdote

MATERIALS: Photograph, “I’m Just a Girl” by No Doubt/ Diagram of the Five-Paragraph Essay

# Lesson Plan

CLASS: Grade 11 English

LESSON #: 5

TOPIC: Writing & Composition: ESSAY STRUCTURE & PATTERNS

OBJECTIVES: To outline the basic structure of an essay  
To illustrate the differences between narrative, expository, argumentative & persuasive essays

SWBAT: Identify the parts of an essay  
Identify the patterns of essays

ACTIVITY	TEACHER WILL...	TIME	STUDENTS WILL...
JOURNAL WRITING	➤ Ask students to become a typical schoolhouse object (e.g.: locker, an English teacher's red pen, a basketball, etc.) and write a page or so describing a day in the life of that object.	20 min	➤ Take a point of view and write from it.
ESSAY PATTERNS	➤ Handout: Essay Patterns (Appendix E) ➤ Explain the difference between narrative, expository, argumentative and persuasive essays	15 min	➤ Follow along; take notes
JIGSAW	➤ Facilitate Jigsaw activity, using the various essay patterns as materials.	20 min	➤ Divide into groups ➤ Each become an expert in one of the essay patterns and teach it to the other members of the group
FIVE-PARAGRAPH ESSAY	➤ Will provide students with a diagram of the five-paragraph essay. (Appendix F) and "The Keyhole" (Appendix G)	15 min	➤ Follow along; take notes
LEARNING LOG	➤ Ask students to record what they have learned, at the end of the lesson.	5 min	➤ Evaluate what they have learned, at the end of the lesson.

EVALUATION: Monitoring/Students' Learning Logs

HOMEWORK: None

**MATERIALS:**     **Handouts: Essay Patterns/Diagram of the Five-Paragraph Essay/The Keyhole.**

# Lesson Plan

CLASS: Grade 11 English

LESSON #: 6

TOPIC: Writing & Composition: CLASS ESSAY

OBJECTIVES: To introduce an effective method (brainstorming) for generating topic ideas

To teach, in detail, the various components of an essay

SWBAT: Use the brainstorming technique to generate ideas

Tell the difference between a topic sentence and a thesis statement

ACTIVITY	TEACHER WILL...	TIME	STUDENTS WILL...
JOURNAL WRITING	➤ Give the journal topic	20 min	➤ Will write an advertisement for “Ads, Classified” to sell something old or promote themselves for a date, in 30 words or less.
BRAINSTORMING	➤ Have the class brainstorm ideas around a topic, using the whiteboard.	10 min	➤ Brainstorm around the topic in order to generate ideas for a persuasive essay.
THESIS STATEMENT	➤ Review the elements of a thesis statement	15 min	➤ Choose a topic from the whiteboard & create a thesis statement for that topic. Every student should be creating a thesis statement for the same topic. ➤ Collectively decide on an appropriate thesis statement for that topic.
INTRODUCTION	➤ Have the students write the introduction to the essay.	20 min	➤ Write an introduction to the essay.
OUTLINE	➤ Provide students with the five-paragraph essay outline on poverty (Appendix H)	10 min	➤ Students can compare their work with the sample five-paragraph essay outline ➤
LEARNING LOG	➤ Ask students to record what they have learned, at the end of the lesson.	5 min	➤ Evaluate what they have learned, at the end of the lesson.

EVALUATION: Monitoring/Students’ Learning Log

HOMEWORK: Outline

MATERIALS: Handout: five-paragraph essay outline

# The 5 Paragraph Essay - Outline

Topic:

Poverty \*\*\*\*

## NARROW THE TOPIC

- a. Homeless people in Vancouver
- b. Sponsoring a child \*\*\*\*
- c. Welfare
- d. Tax cuts for poor people
- e. The B.C. economy

## INTRODUCTION

**General Statements:** Hundreds of millions of children live in desperate poverty worldwide. Without help, these children have no hope for the future. Present natural disasters and wars are making the situation worse.

**Thesis Statement:** Sponsoring a child in a third world country is an easy way to help stop the tragedy of poverty.

(everything relates back to thesis)

## BODY OF ESSAY

(everything relates back to thesis)

### Subtopics (Topic Sentences):

Sponsorship helps a child in many different ways.

You receive letters and school progress reports from your child.

It is very cheap to sponsor a child.

### Details:

Clean drinking water;  
system of agriculture for small villages; education;  
health care

The sponsor organization sends you its tax report;  
the child's school sends you letters and report cards;  
you get news reports from your child's village

Costs fifteen dollars Canadian a month; the price of one meal in a restaurant or several trips to the 7-11;  
most people do not even notice the difference

## CONCLUSION

**Concluding Statements:** In conclusion, sponsoring a child in Guatemala has given me a lot of joy, and it has helped give my sponsor child and his family a better life and hope for the future.

**Final Thoughts:** I do not even miss the very small amount of money that it costs to give so much help to my sponsor child.

# Lesson Plan

CLASS: Grade 11 English

LESSON #: 7

TOPIC: Writing & Composition: TRANSITIONS, CONCLUSION, RUBRIC

OBJECTIVES: To introduce the components of a conclusion

To review all of the components of an essay

SWBAT: Write a conclusion

Identify the various components of an essay

ACTIVITY	TEACHER WILL...	TIME	STUDENTS WILL...
JOURNAL WRITING	➤ Provide the students with a comic strips, from which the captions have been removed	20 min	➤ Create new captions.
TRANSITIONAL WORDS & PHASES	➤ Give the students a handout on transitional words & phrases (Appendix I)	15 min	➤ Write three topic sentences with transitional words/phrases
CONCLUSION	<ul style="list-style-type: none"> <li>➤ Ask students, "What is a conclusion; what should it do?"</li> <li>➤ Provide students with a clear definition.</li> <li>➤ Have students write a conclusion, as a class, for a sample essay</li> </ul>	15 min	➤ Will write a conclusion, as a class, for a sample essay.
RUBRIC	<ul style="list-style-type: none"> <li>➤ Will provide students with a rubric for essays (Appendix J)</li> <li>➤ Will discuss them, after students have had a chance to evaluate them</li> </ul>	20 min	<ul style="list-style-type: none"> <li>➤ Will mark sample essays according to the rubric.</li> <li>➤ Will compare their evaluations with mine.</li> </ul>
LEARNING LOG	➤ Ask students to record what they have learned, at the end of the lesson.	5 min	➤ Evaluate what they have learned, at the end of the lesson.

EVALUATION: Students' Learning Log

HOMEWORK: None

MATERIALS: Article, sample rubric for essays

# Writing - Marking Criteria

*All assignments will be marked using this scale.*

## Part 1 - Ideas and Content - Unity, Coherence and Development

<b>B to A Quality</b>	<b>C to C+ Quality</b>	<b>C- to Incomplete</b>
<p style="text-align: center;"><b>My writing is clear and rich in details</b></p> <ul style="list-style-type: none"> <li>• I have a clear thesis and/ or topic sentences</li> <li>• my ideas are fresh and clearly expressed with lots relevant of examples</li> <li>• I show knowledge, experience, and/or insight</li> <li>• my quality details go beyond the obvious or predictable</li> <li>• my writing clearly has purpose, makes a point, or tells a story</li> <li>• every piece of my writing adds something to the whole</li> <li>• my paragraph /essay is well organized, coherent and unified</li> </ul>	<p style="text-align: center;"><b>My writing is beginning to define the topic, but still pretty basic</b></p> <ul style="list-style-type: none"> <li>• my thesis and/or topic sentences are not always clear</li> <li>• it's easy to see where I'm headed, but there are gaps</li> <li>• my ideas are clear, but I need to get specific with more relevant /concrete examples</li> <li>• I don't go far enough to make my point</li> <li>• some of my details are original, but some are predictable</li> <li>• parts of my paragraph /essay are not well organized, coherent or unified</li> </ul>	<p style="text-align: center;"><b>My writing has no clear purpose or central theme</b></p> <ul style="list-style-type: none"> <li>• Yikes! What's my topic?</li> <li>• thesis and/or topic sentences are unclear</li> <li>• information is limited or unclear</li> <li>• I don't provide relevant or concrete examples to back up my ideas</li> <li>• I repeat myself! Totally random!</li> <li>• it's hard to figure out what's important here</li> <li>• paragraph /essay not very organized, coherent or unified</li> </ul>

## Part 2 - Word Choice

<b>B to A Quality</b>	<b>C to C+ Quality</b>	<b>C- to Incomplete</b>
<p style="text-align: center;"><b>Extremely Clear, Visual, and Accurate</b></p> <ul style="list-style-type: none"> <li>• all the words in my writing fit; each one seems just right</li> <li>• my words are colourful, snappy, vital, brisk, and fresh. You won't find overdone, vague, or flowery language</li> <li>• look at all my energetic verbs!</li> <li>• some of the words and phrases are so vivid that the reader won't be able to forget them</li> <li>• all of my subjects and verbs agree in number, and by verbs agree in tense</li> <li>• no misplaced modifiers</li> </ul>	<p style="text-align: center;"><b>Correct But Not Striking</b></p> <ul style="list-style-type: none"> <li>• I used every day words pretty well, but I didn't stretch for a new or better way to say things</li> <li>• most of the time, the reader will figure out what I mean even if a few words are goofed up</li> <li>• occasionally, I may have gone a bit overboard with words that tried to impress the reader, but I did not use them effectively</li> <li>• I used many tired out clichés</li> <li>• I have some problems with subject-verb agreement or verb tense agreement</li> <li>• some misplaced modifiers</li> </ul>	<p style="text-align: center;"><b>Confusing, Misused Words and Phrases Abound</b></p> <ul style="list-style-type: none"> <li>• my reader is often asking, "What did you mean by this?"</li> <li>• my words don't make pictures in the reader's mind yet</li> <li>• some of my words are misused</li> <li>• over and over I used the same words, over and over, and then over and over again until my writing was over...</li> <li>• very often, my subject and verbs and/or verb tenses do not agree</li> <li>• several misplaced modifiers</li> </ul>

### Part 3 – Paragraph / Sentence Fluency (FLOW!)

<b>B to A Quality</b>	<b>C to C+ Quality</b>	<b>C- to Incomplete</b>
<p><b>Varied, Natural and Clear Writing</b></p> <ul style="list-style-type: none"> <li>the sentences in my writing are clear and delightful to read aloud</li> <li>sentence variety: some sentences are long and stretchy, while some are short and snappy</li> <li>Sentence beginnings vary; they show ideas connect</li> <li>you can tell that I have good sentence sense because my writing just flows</li> <li>all excess baggage has been cut. I've economized with words</li> </ul>	<p><b>Routine and Functional Writing</b></p> <ul style="list-style-type: none"> <li>some of my sentences are smooth and natural, but others are halting</li> <li>sentence beginnings are more alike than different</li> <li>I need to add linking words to show how sentences connect</li> <li>some sentences should merge (fragments), while others need to be cut in two (run-ons)</li> <li>I have used more words than necessary – I still need to trim some deadwood</li> </ul>	<p><b>Sentences / Paragraphs Need Work</b></p> <ul style="list-style-type: none"> <li>because there isn't enough sentence sense yet, this paper is difficult to read aloud, even with practice</li> <li>I have to go back, stop and read over my paper, just to figure out the sentences</li> <li>I'm having a hard time telling where one sentence stops and another begins</li> <li>the sentence patterns in my paper are so repetitive they might put my reader to sleep!</li> <li>I have to do lots of oral editing (leaving some words out, putting some others in) just to help the listener get the meaning</li> </ul>

### Part 4 – Proofreading

<b>B to A Quality</b>	<b>C to C+ Quality</b>	<b>C- to Incomplete</b>
<p><b>Mostly Correct</b></p> <ul style="list-style-type: none"> <li>there are very few errors in my paper, it wouldn't take long to get this ready to publish</li> <li>I have used capitals correctly</li> <li>punctuation such as periods, commas, exclamation points, question marks, and quotation marks are in the right places</li> <li>my spelling is accurate</li> <li>every paragraph is indented to show where a new idea begins</li> <li>my grammar/usage is consistent and shows control</li> </ul>	<p><b>About Halfway Home</b></p> <ul style="list-style-type: none"> <li>a number of bothersome mistakes in my paper need to be cleaned up before I am ready to publish</li> <li>spelling is correct on simple words, but not always right on the harder words</li> <li>most sentences and proper nouns begin with capitals but a few have been overlooked</li> <li>paragraphs are present but not all begin in the right spots</li> <li>a few problems with grammar and punctuation might make a reader stumble or pause</li> <li>my paper reads like a first draft; I was more concerned with getting my ideas down than making sure all the editing was taken care of</li> </ul>	<p><b>Editing Not Under Control Yet</b></p> <ul style="list-style-type: none"> <li>It would take a 1<sup>st</sup> reading to decode, and then a 2<sup>nd</sup> reading to get the meaning of my writing</li> <li>spelling error our commun, evin on simpl werdz</li> <li>my paper have errors in punctuation? And grammar that send the reader back two the beginning from a sentence to sort thing out</li> <li>I've got caPital lEttErs scattered All Over the plaCe or NOT aT all</li> <li>I haven't got the hang of paragraphs yet</li> <li>The truth is, I haven't spent much time editing this paper</li> </ul>



## ESSAY-WRITING PROCESS

The key to a good essay is CLARITY and FOCUS. To achieve this, you need to:

Say What You Are Going to Say (*Thesis*);  
Say It (*Body, with Topic Sentences and supporting information*);  
Then Say It Again (*Conclusion*).

### 1) ANALYZE THE QUESTION

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- a) Read the question and break down its parts - what is it asking of you?  
(Is it asking HOW? WHY? WHAT? to DESCRIBE? to EXPLAIN? to COMPARE? Etc.)
- b) What are the Key / Important words?  
(Is it asking you to compare and contrast two things? What are these two things? What are their similarities (to compare them) and differences (to contrast them)?)
- c) What do you need or want to prove?  
For example - “To what extent are dogs better pets than cats?” can be approached by arguing for dogs as better pets (OR) cats as better pets. If you choose dogs as better pets, you should provide examples / evidence of why you hold this opinion (i.e. they are more friendly, they are more loyal, etc.) and how your evidence relates back to your thesis. However, in a “to what extent” question, there should also be some mention of reasons why people might choose the opposite opinion.

### 2) BRAINSTORM

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- a) Once you have determined what the question is asking - BRAINSTORM EXAMPLES/IDEAS from the text (story).
- b) Brainstorm examples for both sides of question (i.e. positives and negatives, all of the possible angles to the question)
  - evidence: events; what characters said, did, did not do, observations of the narrator

### 3) EVIDENCE

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- a) Once you have your brainstormed list, make sure you have specific examples from the story to back up your ideas
  - go through book, find quotes, page numbers for specific examples of scenes

#### 4) THESIS - CENTRAL, CONTROLLING IDEA

- a) What do you want to argue as the main point/ idea of your essay?
- i.e. - do you want to argue that there are more negatives than positives, or that there are an equal amount of both, etc.

#### 5) OUTLINE

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- a) INTRODUCTION - Includes Thesis, opening remarks.
- b) BODY - 3-4 paragraphs
- Choose 3-4 examples from the novel to back up your thesis - 1 paragraph each.
  - Explain WHY/HOW these scenes /quotes from the book relate to your argument / prove your case (point).
  - Write TOPIC SENTENCES for each paragraph - main point of the paragraph.
  - Don't forget to devote a paragraph to the other side of the argument/issue if it is called for in the question (To what extent).
- c) CONCLUSION
- Summarize the main points from the body of the essay and how they support your thesis.

#### 6) ROUGH DRAFT

- a) Write your rough draft based on your outline.

#### 7) EDIT

*Questions to keep in mind while editing:*

- a) Correct spelling and grammar? (i.e. Verb Tense agreement? Active Voice?)
- b) Did I answer all elements of the question? (Key words, showed both sides of issue/opinion?)
- c) Do I have a clear thesis?
- d) Do I have clear topic sentences?
- e) Do I have good examples to back up my argument?
- f) Have I explained my points/ argued my point of view effectively and clearly?
- g) Have I gone off topic (digressed)?
- h) Are my quotes directly relevant to my points? Have I included page numbers after quotes?
- i) Do I have any short sentences that have ideas that go with another sentence? (Then combine them!)
- j) Have I used several words to describe something when one or two words will do? (Then try to use more precise / concise words).
- k) Does my essay follow some sort of logical order? Do I jump back and forth between ideas?

#### 8) GOOD DRAFT - FINAL COPY

- a) Write your good copy with revisions!!

# Lesson Plan

CLASS: Grade 11 English

LESSON #: 8

TOPIC: Writing & Composition: PERSUASIVE ESSAY WRITING

OBJECTIVES: To have students apply their knowledge of essays to their own essays

SWBAT: Brainstorm, support their ideas with hard evidence, choose an audience & submit a proposal

ACTIVITY	TEACHER WILL...	TIME	STUDENTS WILL...
JOURNAL WRITING	➤ Provide students with half an article and ask them to write the conclusion.	20 min	➤ Will write a conclusion. Volunteers will share their conclusions with their classmates.
GALLERY WALK	➤ Post images, sayings, excerpts from literature, concepts, etc. around the room.	30 min	➤ Move around the room in small groups. At each posting, students are expected to respond to the item on display on chart paper. The groups rotate through so that each group visits each posting. The last groups at each spot shares the class responses with the entire class.
INTRODUCTION	➤ Ask students to choose one of the topics, choose an audience and write an introduction.	10 min	➤ Choose a topic and an audience for their persuasive essay (eg. students, parents, teachers, politicians, Oprah, etc.)
PROPOSAL	➤ Provide a <i>proposal</i> outline (Appendix K)	15 min	➤ Write a proposal and submit it to me, at the end of the period or the following day
LEARNING LOG	➤ Ask students to record what they have learned, at the end of the lesson.	5 min	➤ Evaluate what they have learned, at the end of the lesson.

EVALUATION: Check proposals/Students' Learning Log

HOMEWORK: Proposal

MATERIALS: Newspapers, magazines, MLA style sheet, and handout re: proposal

Name: \_\_\_\_\_

# Proposal

**Please summarize your topic in 50 words or less:**

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**Who is the audience for your essay?**

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**At this point, I have the following evidence to support my topic:**

1. \_\_\_\_\_
2. \_\_\_\_\_

**Please supply a bibliographic reference for the article you have chosen:**

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# Lesson Plan

CLASS: Grade 11 English

LESSON #: 9

TOPIC: Writing & Composition: THESIS, EDITING & BODY

OBJECTIVES: To provide adequate information on thesis statements

To introduce a new editing strategy

SWBAT: Form a thesis statement

Use the Praise, Question, Polish editing strategy

ACTIVITY	TEACHER WILL...	TIME	STUDENTS WILL...
JOURNAL WRITING	<ul style="list-style-type: none"> <li>➤ Ask the students to make up several book titles, as a class</li> <li>➤ Ask students to write two or three sentence that summarize or describe each book, in their journals</li> </ul>	20 min	<ul style="list-style-type: none"> <li>➤ Brainstorm several book titles</li> <li>➤ Write two or three sentences that summarize or describe each book.</li> </ul>
THESIS	<ul style="list-style-type: none"> <li>➤ Provide students with the “Essay – Writing Process” (Appendix L) and “Writing Thesis Statements” (Appendix M)</li> </ul>	15 min	<ul style="list-style-type: none"> <li>➤ Work on their essays, beginning with a thesis statement.</li> </ul>
PRAISE, QUESTION, POLISH	<ul style="list-style-type: none"> <li>➤ Instruct students to exchange their thesis statements with a partner.</li> </ul>	20 min	<ul style="list-style-type: none"> <li>➤ Examine partner’s thesis and give suggestions, using the praise, question, polish model. <i>Praise:</i> Say something good about the writing. <i>Question:</i> What don’t you understand? <i>Polish:</i> What specific suggestions for improvement can you make?</li> </ul>
INTRODUCTION	<ul style="list-style-type: none"> <li>➤ Will allow the students time to work on their introductory paragraphs and outline</li> </ul>	20 min	<ul style="list-style-type: none"> <li>➤ Write an introduction to their essay and form an outline.</li> </ul>
LEARNING LOG	<ul style="list-style-type: none"> <li>➤ Ask students to record what they have learned, at the end of the lesson.</li> </ul>	5 min	<ul style="list-style-type: none"> <li>➤ Evaluate what they have learned, at the end of the lesson.</li> </ul>

EVALUATION: Outline/Students’ Learning Log

HOMEWORK: Finish introductory paragraph & outline

MATERIALS: Handouts: “Essay – Writing Process” & “Writing Thesis Statements”

# Lesson Plan

CLASS: Grade 11 English

LESSON #: 10

TOPIC: Writing & Composition: EDITING

OBJECTIVES: To provide the students with an effective editing strategy

SWBAT: Reflect on their own writing and provide feedback on other people's writings

ACTIVITY	TEACHER WILL...	TIME	STUDENTS WILL...
JOURNAL WRITING	➤ Provide the students with the same opening line	20 min	➤ Write for two minutes on the same topic and then passes their papers to the person behind them who adds to their story.
BODY	➤ Give students time to write the body of their essays	15 min	➤ Write the body of their essays.
STOP LIGHT EDIT	➤ Explain the "Stop Light Edit" procedure.	30 min	➤ Highlight their own writing with red, yellow and green. Red indicates to the editor that this is an area the writer feels s/he needs help; yellow indicates areas s/he feels unsure; and green tells the editor this is an area s/he feels confident. Piece is then submitted to the editor.
REVISIONS	➤ Give students time to start on their revisions	10 min	➤ Clarify and start revisions
LEARNING LOG	➤ Ask students to record what they have learned, at the end of the lesson.	5 min	➤ Evaluate what they have learned, at the end of the lesson.

EVALUATION: Peer evaluation, Students' Learning Logs

HOMEWORK: Persuasive essays

MATERIALS: Opening line for journal

# Lesson Plan

CLASS: Grade 11 English

LESSON #: 11

TOPIC: Writing & Composition: ADVERTISEMENT

OBJECTIVES: To give the students an opportunity to *do* something with their essays

To give the students an opportunity to work in another medium

SWBAT: Create a visual for their persuasive essays

ACTIVITY	TEACHER WILL...	TIME	STUDENTS WILL...
JOURNAL WRITING	<ul style="list-style-type: none"><li>➤ Give the journal topic</li></ul>	20 min	<ul style="list-style-type: none"><li>➤ Write why they like _____ in 25 words or less.</li></ul>
ADVERTISEMENT	<ul style="list-style-type: none"><li>➤ Assign the students the task of creating an advertisement/poster for their essays.</li><li>➤ Give them the basic criteria to be met.</li></ul>	50 min	<ul style="list-style-type: none"><li>➤ Make a advertisement/poster for their essays. Students can use pictures, quotes, etc. to persuade their audience.</li><li>➤ Hang their posters outside the classroom.</li></ul>
LEARNING LOG	<ul style="list-style-type: none"><li>➤ Ask students to record what they have learned, at the end of the lesson.</li></ul>	5 min	<ul style="list-style-type: none"><li>➤ Evaluate what they have learned, at the end of the lesson.</li></ul>

EVALUATION: Advertisement/Students' Learning Log

HOMEWORK: Advertisement

MATERIALS: Poster paper, markers

# Lesson Plan

CLASS: Grade 11 English

LESSON #: 12

TOPIC: Writing & Composition: IN-CLASS ESSAY

OBJECTIVES: To give the students an opportunity to write a timed five-paragraph essay

SWBAT: Write a five-paragraph essay in a timely fashion

ACTIVITY	TEACHER WILL...	TIME	STUDENTS WILL...
JOURNAL WRITING	➤ Provide journal topic	20 min	➤ Have one wish and write their justification for it (credit is deducted from those who immediately wish for three more wishes!) ➤ Hand in their journals
IN-CLASS ESSAY	➤ Administer in-class essay	50 min	➤ Write in-class essay
LEARNING LOG	➤ Ask students to record what they have learned, at the end of the lesson.	5 min	➤ Evaluate what they have learned, at the end of the lesson. ➤ Hand in their Learning Logs

EVALUATION: Journals/ in-class essay/ Students' Learning Log

HOMEWORK: None

MATERIALS: Essay topics