

Name: Edward Bromke		Grading Quarter: 4	Week Beginning: 04/01/2024
School Year: 2023-2024		Subject: English	
Monday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> • After reading and discussing a model of student writing, students will develop their drafts by critiquing the research process at each step and identifying and implementing necessary changes, including modifying their major research question to refocus their research plan. • After reading and discussing a model of student writing, students will paraphrase select sources in order to integrate information into the text while maintaining the flow of ideas in their informational research papers. • After reading and discussing a model of student writing, students will develop their drafts by displaying academic citations, including paraphrased and quoted text, and using source materials ethically to avoid plagiarism. • After reading and discussing a model of student writing, students will develop their drafts by adding print and graphic features to their research papers. • After reviewing an example of a revised Student Model, students will use a revision guide to revise their research paper for clarity, development, organization, style, diction, and sentence effectiveness. <p>Lesson Overview:</p> <ul style="list-style-type: none"> • Bellwork - Compound/Complex Sentences 10-15 • Class Novel • From A to Z • NoRedInk • Citations Review • Skill: Critiquing Research • Skill: Paraphrasing • Skill: Sources and Citations • Skill: Print and Graphic Features • Research Writing Process: Revise 	<p>Academic Standards:</p> <p>W.9-10.2.C, W.9-10.2.D, W.9-10.2.E, W.9-10.5, W.9-10.6, W.9-10.10, SL.9-10.1.A</p>

Tuesday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> • After reading and discussing a model of student writing, students will develop their drafts by critiquing the research process at each step and identifying and implementing necessary changes, including modifying their major research question to refocus their research plan. • After reading and discussing a model of student writing, students will paraphrase select sources in order to integrate information into the text while maintaining the flow of ideas in their informational research papers. • After reading and discussing a model of student writing, students will develop their drafts by displaying academic citations, including paraphrased and quoted text, and using source materials ethically to avoid plagiarism. • After reading and discussing a model of student writing, students will develop their drafts by adding print and graphic features to their research papers. • After reviewing an example of a revised Student Model, students will use a revision guide to revise their research paper for clarity, development, organization, style, diction, and sentence effectiveness. <p>Lesson Overview:</p> <ul style="list-style-type: none"> • Bellwork - Lesson 32 – Run on Sentences Exercise A • Class Novel • From A to Z • NoRedInk • Skill: Critiquing Research • Skill: Paraphrasing • Skill: Sources and Citations • Skill: Print and Graphic Features • Research Writing Process: Revise 	<p>Academic Standards:</p> <p>W.9-10.2.C, W.9-10.2.D, W.9-10.2.E, W.9-10.5, W.9-10.6, W.9-10.10, SL.9-10.1.A</p>
Wednesday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> • After seeing an example of editing in the Student Model and reviewing an editing checklist, students will edit and publish the final draft of their research paper. • After reading “The City That Never Stops Giving” students will skillfully create a poem or short prose piece conveying the place where they live or grew up. <p>Lesson Overview:</p> <ul style="list-style-type: none"> • Bellwork - Lesson 32 – Run on Sentences Exercise B • Class Novel • From A to Z • NoRedInk • Research Writing Process: Edit and Publish • The City that Never Stops Giving 	<p>Academic Standards:</p> <p>W.9-10.5, W.9-10.6, W.9-10.10, SL.9-10.1.A, L.9-10.1.A, L.9-10.2.A, L.9-10.2.C, L.9-10.3.A</p>

Thursday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> After reading “The City That Never Stops Giving” students will skillfully create a poem or short prose piece conveying the place where they live or grew up. <p>Lesson Overview:</p> <ul style="list-style-type: none"> Bellwork - Vocabulary – Lesson 1 – Exercise A Class Novel From A to Z NoRedInk The City that Never Stops Giving 	<p>Academic Standards:</p> <p>W.9-10.5, W.9-10.6, W.9-10.10, SL.9-10.1.A, L.9-10.1.A, L.9-10.2.A, L.9-10.2.C, L.9-10.3.A</p>
Friday	Notes:	<p>Objective:</p> <ul style="list-style-type: none"> After an initial reading and discussion of the excerpt from the graphic novel, students will be able to identify and describe character traits and setting details as well as articulate the conflict that is integral to the plot. <p>Lesson Overview:</p> <ul style="list-style-type: none"> Bellwork - Vocabulary – Lesson 1 – Exercise B Class Novel From A to Z NoRedInk First Read: The Best We Could Do 	<p>Academic Standards:</p> <p>RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.6, RI.9-10.10; SL.9-10.1.A, SL.9-10.1.C, SL.9-10.1.D, SL.9-10.2; L.9-10.4.A, L.9-10.6</p>