Name: Edward Bromke	Grading Quarter: 4	Week Beginning: 04/01/2024
School Year: 2023-2024	Subject: English	

Monday	Notes:	Objective: • After reading and discussing a model of student writing, students will use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. • After reading and discussing a model of student writing, students will provide a conclusion that follows from and reflects on the narrated experiences or events. • Students will use a revision guide to revise the draft of their narrative for clarity, development, organization, style, diction, and sentence variety. • After reading and discussing a model of student writing, students will develop their drafts by improving their story beginning. • After reading and discussing a model of student writing, students will develop their drafts by using narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • After reading and discussing a model of student writing, students will develop their drafts by using relevant descriptive details to capture the action and convey experiences and events. Lesson Overview: • Bellwork - Compound/Complex Sentences 10-15 • Class Novel • From A to Z • NoRedInk • Skill: Story Beginnings • Skill: Narrative Techniques • Skill: Descriptive Details • Skill: Transitions • Skill: Conclusions • Narrative Writing Process: Revise	Academic Standards: W.8.3.B, W. 8.3.C, W. 8.3.D, W.8.5, W.8.6, W.8.10, SL.8.1.A

Tuesday	Notes:	Objective: • After reading and discussing a model of student writing, students will use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. • After reading and discussing a model of student writing, students will provide a conclusion that follows from and reflects on the narrated experiences or events. • Students will use a revision guide to revise the draft of their narrative for clarity, development, organization, style, diction, and sentence variety. • After reading and discussing a model of student writing, students will develop their drafts by improving their story beginning. • After reading and discussing a model of student writing, students will develop their drafts by using narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • After reading and discussing a model of student writing, students will develop their drafts by using relevant descriptive details to capture the action and convey experiences and events. Lesson Overview: • Bellwork - Lesson 32 – Run on Sentences Exercise A • Class Novel • From A to Z • NoRedInk • Skill: Story Beginnings • Skill: Narrative Techniques • Skill: Descriptive Details • Skill: Transitions • Skill: Conclusions • Narrative Writing Process: Revise	Academic Standards: W.8.3.B, W. 8.3.C, W. 8.3.D, W.8.5, W.8.6, W.8.10, SL.8.1.A

Wednesday	Notes:	Objective: • 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 narrative. • After an initial reading and discussion of 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 graphic novel's plot. Lesson Overview: • Bellwork - Lesson 32 – Run on Sentences Exercise B • Class Novel • From A to Z • NoRedInk • Submit Good Copy of the Essay • Lumberjanes	Academic Standards: W.8.5, W.8.6, W.8.10, SL.8.1.A, L.8.2, L.8.2.A, L.8.2.C RL.9-10.1, RL.9-10.4, RL.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.9-10.4.C, L.9-10.6
Thursday	Notes:	Objective: • After an initial reading and discussion of 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 graphic novel's plot. Lesson Overview: • Bellwork - Vocabulary – Lesson 1 – Exercise A • Class Novel • From A to Z • NoRedInk • Lumberjanes	Academic Standards: RL.9-10.1, RL.9-10.4, RL.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.9-10.4.C, L.9-10.6
Friday	Notes:	Objective: • After reading "Ode to the Selfie," students will write a short response that demonstrates their understanding of how the poets use word choice and tone to convey their attitude toward and messages about the selfie. Lesson Overview: • Bellwork - Vocabulary – Lesson 1 – Exercise B • Class Novel • From A to Z • NoRedInk • Independent Read: Ode to the Selfie	Academic Standards: RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.6, RL.9-10.10, W.9-10.1, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9, W.9-10.10, SL.9-10.1.A, SL.9-10.1.B, SL.9-10.1.C, SL.9-10.1.D, SL.9-10.2, SL.9-10.3, SL.9-10.6, L.9-10.6