

## **American Literature - *Modified from Unit 5 - Literary Essay***

### **Targeted Goals from Stage 1: Desired Results**

**Content Knowledge:** academic/analytical writing, analysis, synthesis

**Vocabulary:** evidence, thesis, academic language, MLA, quote integration, citation, conclusion

**Skills:**

- SWBAT draft an analytical/academic essay.
- SWBAT create a logical flow to their body paragraphs and thoughts.
- SWBAT elevate their language using specific word choice and academic language.
- SWBAT write, revise, edit, and revise again.
- SWBAT work with a peer to identify the strengths and weaknesses of their writing.
- SWBAT conclude their thinking in powerful ways.

**Expectation:** Students will complete the following tasks and assignments.

| <b>Description of Task (s):</b>   | <b>Resources and Materials:</b>  | <b>Daily Checks<br/>(Return to Google Classroom or snapshots<br/>from a cell phone)</b>   |
|---|--|---|
| Monday:<br>Body Paragraphs <ul style="list-style-type: none"><li>• Idea development, paragraph order.</li><li>• Does my evidence match my thesis?</li></ul><br><b>Independent work:</b><br>Draft the body of your essay |  | Submitted Item: <ul style="list-style-type: none"><li>• First body paragraph</li></ul>  |
| Tuesday:<br><b>LIVE:</b> Word choice, academic language, transitions<br>review: what, when, which one   | <b>Transitions:</b><br>using academic language<br><br>word choice lesson ideas<br><br>See this list of transitions | Submitted Item: <ul style="list-style-type: none"><li>• Nothing is submitted today</li><li>• Finish your body paragraphs by class time on <b>Thursday</b></li></ul> |



| Description of Task (s):  | Resources and Materials:   | Daily Checks<br>(Return to Google Classroom or snapshots from a cell phone)  |
|---|--|--|
| <p>Wednesday:<br/>Quote integration and citation (teachers might hold live conferences/small group sessions to address specific questions or issues)</p> <p><b>Independent work:</b><br/>Draft the body of your essay</p> |  | <p>Submitted Item:</p> <ul style="list-style-type: none"> <li>• Nothing is submitted today</li> <li>• Finish your essay (except for the conclusion) by <b>class time</b> tomorrow</li> </ul>                             |
| <p>Thursday:<br/>Conclusions</p> <ul style="list-style-type: none"> <li>• Watch video and read conclusion document</li> </ul> <p><b>Independent work:</b><br/>Draft your conclusion</p>                                   | Video and Referenced Document  | <p>Submitted Item:</p> <ul style="list-style-type: none"> <li>• Complete the body of your essay (revised introductions, body paragraphs) by <b>class time today</b></li> <li>• Essay due by Sunday at 11:59pm</li> </ul> |
| <p>Friday<br/>Peer-editing time</p> <p><b>LIVE:</b> drop-in Q&amp;A session for help on your essay</p>  | <p>Peer-Editing Worksheet/Protocol</p> <p>Synthesis Essay Rubric</p> | <p>Submitted Item:</p> <ul style="list-style-type: none"> <li>• Nothing is submitted today</li> <li>• Essay due by Sunday at 11:59pm</li> </ul>  |

**Week criteria for success** (attach student checklists or rubrics):

Body Paragraph Feedback Rubric

**Supportive resources and tutorials for the week** (plans for re-teaching):

Students will be given feedback on all of the work that they submit. Additional documents and video tutorials will be created as needed (based on student work). In addition, email, Google Hangouts, and/or Google Meet will be utilized for one-on-one and small-group support.

Purdue's OWL Writing Resources