



LESSON PLAN CONTENTS

The contents of this packet were developed by teachers for your convenience. However, feel free to use at your discretion. **The only mandatory requirement is participating students must answer the three question listed on page two of this packet**

- **DISCUSSION SCENARIOS**
- **DAY 1-5 LESSON PLANS**
- **RESOURCE PAGES FOR FOLDABLES**
- **“HOW –TO” SIX TRAITS FOLDABLE VIDEO ON WEBSITE**
- **SCORING GUIDES**

SCENARIO CORRELATIONS TO THE TEXAS ESSENTIAL KNOWLEDGE AND SKILLS AND STARR TEST. THE ATTACHED LESSON PLANS CORRELATE TO THE TEKS AND ULTIMATELY THE GRADE STARR WRITING TEST.

ELAR 14A Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea,

ELAR 14 B, Develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare/contrast,) and building on ideas to create a focused, organized, and coherent piece of writing

ELAR 14C Revise drafts to ensure precise word choice and vivid images, consistent point of view, use of simple, compound and complex sentences, internal and external coherence, and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed

ELAR 17Aiii, Write a multi-paragraph essay to convey information about a topic that is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies.

DISCUSSION SCENARIOS

I. SCENARIO I

Tania is a tall, plus size, and talkative seventh grade student. She gets a lot of laughs, but they are not always harmless. More often than not, she is the brunt of the joke. She wants to be liked and the boys seem to give her a lot of attention she wants. The football team asks her to be their “mascot beauty queen” and meet them after practice to have some fun. The quarterback is smoking and asks her if she want to try it. They all take selfies, but one player pops the personal bubble, and she tells him to back off. The team taunts her and asks her why she bothered to show up if she didn’t want to have some fun. Isaiah, the quiet, non-partier on the team, tells her he’ll walk her home. When he gets to her house, he asks her to repay him. Tania is confused, but realizes that Isaiah wants something physical in return. She says she’ll take a selfie with him, but he gets mad and says that she won’t ever get protection from him, again. He asks her to pose topless just for him. Tania resists, but finally agrees to let him take the picture. It is all over social media the next day, and she is mortified with shame. Isaiah claims that his older brother posted everything.

Discussion Questions

- What expectations are broken here regarding sexting, peer pressure, and abuse of substances?
- How could Tania have made better choices to guard against these predators?
- What can parents and teachers do to help stop sexting?

Related article: June 30, 2014 - Research shows that risky behavior and sexting in middle school go hand in hand. <http://www.cbsnews.com/news/in-middle-school-sexting-linked-to-riskier-behavior/>

II. SCENARIO II

Jared is an eighth grade student. He and his girlfriend Katie started dating at the end of seventh grade, but after the summer ended, she wanted to go out with Emilio who had to repeat eighth grade. Jared had been lifting weights all summer and experimenting with his older brother’s supplements. He sends Katie a text telling her that she might not want to walk Emilio to the bus after school if she wants to stay out of the ER, Emilio says that he is happy to take that fool down any time, any place. Katie texts back to Jared to calm down, move on, and chill out with all the threats. He doesn’t reply. Katie overhears other students near her locker talking about “what he was packing for after school—totally legit.” Katie hopes that Jared left his father’s gun at home.

Discussion Questions

- What can Katie do to help everyone stay safe?
- Who could Katie involve at this point to discuss her issue?
- What adult leaders at school could support students who feel that they are in danger?

Related story: **June 10, 2014** - Reynolds High School - Troutdale, Oregon. Jared Padgett, 15, shoots and kills 14-year-old Emilio Hoffman in the school gym. He later takes his own life. <http://www.cnn.com/2014/06/13/us/oregon-high-school-shooting/index.html?iref=allsearch>

III. SCENARIO III

Even though their personalities are opposite, Theo and his cousin Kayla are close friends. Theo plays bass guitar at lunch with the kids that no one wants to sit by, and he cares more about downloading Minecraft updates than bulking up his biceps. In sharp contrast, Kayla is a cheerleader, social butterfly, and high achiever. While everything looked promising for Kayla in her seventh grade year, things looked grim for Theo. Luckily, Kayla and Theo have one class together. Kayla's friends, Ashley and Christie, are also there. Theo hardly notices them, or anyone, for that matter. Kayla and her friends are always having fun in class. Theo's isolation just gets worse. After weeks of depression, Theo confides in Kayla that he should just "go ahead and kill himself." The two other girls overhear him, too. Kayla sought advice after class. Another friend, Reagan, said other girls said they heard the same thing. Kayla and Reagan talk about what they should do about it.

Discussion Questions

- If this issue is left alone, what might the result be for the students involved?
- What options do Kayla and Reagan have? What about Ashley and Christie? Theo?
- Explain the factors that contribute to students feeling isolated, depressed, or alone.
- Why do young people say and do hurtful things to students who are different from them?

Related story – September 2010 – Cy-Fair ISD student commits suicide and parents fear for others.
<http://www.chron.com/life/mom-houston/article/Parents-Bullying-drove-Cy-Fair-8th-grader-to-1698827.php>

IV. SCENARIO IV

Daniel and Brandon have always been best friends. One Monday morning, Daniel came into science class a few minutes after the bell. He looked bad—bruises just barely showing at the edge of his t-shirt on his left arm, hair matted and uncombed, eyes red, and blotching skin on his face like he had been crying. He picked a seat next to Brandon and said nothing. Brandon gave him some space and then noticed that Daniel had sketched a picture on the desk of Mrs. Pierce with devil ears, goatee, and pitchfork in hand. The next day, Daniel looks worse with what looks like a cigarette burn on the palm of his hand. Mrs. Piece asks if he had an accident, and he doesn't even acknowledge her. She explains that she is concerned for him and encourages him to explain. He finally admits that his gang turned on him. In disbelief, she asks Daniel why he would make that decision to be in a gang when he has a friend like Brandon. Daniel says that there is nothing Brandon can do for him when the gang is all he needs.

Discussion Questions

- List the reasons that Daniel might use to justify membership in a gang.
- How does gang violence negatively impact friends, families, and neighborhoods in a community?
- What would it look like if gang violence stopped? Who should strive to do so? Why?

Related story –
<http://www.stophoustongangs.org/default.aspx?menuitemid=698&AspxAutoDetectCookieSupport=1>

SAMPLE LESSONPLAN- DAY 1

Texas Essential Knowledge and Skills: 6th, 7th and 8th grade Language Arts Writing/Writing Process

7.14-plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience determining the appropriate topic through a range of strategies (e.g. discussion, background reading, personal interest, and interviews) and developing a thesis or controlling idea.

Student Expectations:

Students will read and orally discuss the scenarios and questions in groups of three or four. Each student will then record their thoughts on the Prewriting Resource page to organize appropriate details to support the purpose or controlling idea, how to set up violence.

Resources:

- Class set of the scenarios and current newspapers or copies of current news stories involving violent acts
- Do the Write Thing Teacher Packet for the teacher
- Pre-writing Resource page

Focus:

Ask the class if violence is a problem in our country. Ask for volunteers to give examples of problems related to violence. Display or read the definition of violence.

Teach:

Explain the background of the Do the Write Thing Essay Program. Tell the students they will discuss and begin to organize their thoughts and personal experiences about violence.

Guided Practice:

If you do not have established rules and expectations for group work in you class then go over those guidelines now before doing this part of the lesson. Arrange the students in groups of three or four and distribute the scenarios to each student. Display and orally read directions for each student to silently read the scenario and allow two minutes.

When time is up, orally read and display directions for each student to share their answers to the discussion questions one at a time within their group. Allow five minutes for discussion. Follow the same procedure for the remaining three scenarios.

Independent Practice:

Tell students they will work independently to read current event news stories that are about violent acts. They should underline the violent acts and underline the cause of the violence if it is included in the article. Distribute the newspapers or copies of current event stories about violence. Allow ten minutes for this activity. Have the students write out the answers in complete sentences on the Prewriting Resource page.

Close:

Tell the students they have formulated their thoughts about violence around three ideas:

- **What are the causes of violence?**
- **How has violence affected my life?**
- **What can I do about violence?**

These three main idea sentences will be developed into three body paragraphs for an expository essay about stopping violence in today's world. In our next class you will use a graphic organizer to add a purpose or controlling idea in an introduction to come before your three body paragraphs. You will also create an effective wrap up sentence to convince your reader of the importance of your thesis and follow some of your solutions.

SAMPLE LESSON PLAN - DAY 2

Texas Essential Knowledge and Skills: 6th, 7th and 8th grade Writing /Expository (and Procedural)

Texts. 17 A Write a multi-paragraph essay to convey information about a topic that

- (i) presents effective introductions and concluding paragraphs
- (ii) contains clearly stated purpose or controlling idea
- (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies

Student Expectations:

Students will extend their Prewriting Resource Page to write complete sentences on a Rough Draft Organizer Page resulting in a first draft of a five paragraph essay on How to Stop Violence.

Resources:

- 24x18 sheet of construction paper for each student
- copy of Do The Write Thing cover sheet, Expository Transitions Resource Page, and Rough Draft Organizer Resource Page for each student
- Scissors and glue sticks for each student
- Students' Prewriting Resource Page from previous lesson

Focus:

Display and discuss the Do the Write Thing folder that students will make to house their writing process steps to create a final draft for the expository essay contest.

Guided Practice:

Distribute the construction paper to each student.

1. Demonstrate at the front of the room on the board by laying the construction paper length wise (hot dog).
2. Fold paper upward so that comers meet and the fold is at the bottom.
3. Crease the bottom fold and fold both sides into the middle. (Each side fold should be about 4 1/2 inches.
4. Cut the bottom fold line of each side to the middle fold line (about 4 1/2 inches on each side).
5. Fold the Do the Write Thing cover page in half and cut along the fold line.
6. With the sides folded to the middle, glue the left side of the cover sheet so that the middle edge of cover lines up with the left middle side.
7. Match up the right side of the cover sheet on the right side of folder with the left side and glue it down so that when the folder is shut the two sides resemble one page.
8. Open the front flap of the left side of folder and glue in the Prewriting Resource Page folded in half. Make sure to glue down the back of left side so the page will open out to be read.
9. Fold the Expository Transition Resource Page in half and glue the back of the right side down on the inside left flap of the folder.

10. Orally review the Expository Transition Page. Explain that transitions can be used from paragraph to paragraph as well as sentences within paragraphs.
11. Distribute the Rough Draft Organizer and orally review the directions. Ask for volunteers to orally complete the introduction paragraph. Ask for volunteers to suggest transitions from the list that could move the reader from the introduction to the first body paragraph. Explain that the rough draft organizer will be kept in the inside of the middle pocket of the folder. Explain to the students where you want them to write their names.

Independent Practice:

Students will follow directions and write complete sentences to complete the Rough Draft Organizer. Ask students to circle their transitions.

Close:

Ask for volunteers to orally discuss their introduction and conclusion. Orally discuss how the two strengthen the focus or purpose of the essay. Orally say that the revising process of writing is used to improve the flow of information for the readers.

Explain that tomorrow students will use a thesaurus page to make their word choice more vivid and clear to the reader. Students will also review compound and complex sentences to revise their rough drafts so they have a variety of sentences to enhance the progression of their focus or purpose throughout their essay.

SAMPLE LESSON PLAN - DAY 3

Texas Educational Knowledge and Skills: 6th, 7th and 8th grade Language Arts Writing/Expository Texts 17 A (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs

Student Expectations:

Students will review and practice compound and complex sentences and revise their rough drafts for a variety of sentence structures.

Students will use a thesaurus page to replace tired over used words with more specific nouns and verbs and vivid adjectives and adverbs.

Resources:

-Do the Write Thing folders for each student.

-Word Choice Resource Page, and Revising for Sentence Fluency Resource Page for each student

-Glue sticks for each student

Focus:

Orally remind the students that today they will be revising their rough drafts from the previous lesson, Note (Some students may not have finished rough draft, however they should focus on this lesson and then complete rough draft and revision).

Orally review the purpose of revision is to make changes in their rough drafts to improve the flow and meaning for the readers.

Guided Practice:

Distribute the Word Choice Resource Pages (stapled) and instruct the students to fold in half and glue the back right side to the inside of the first flap on the right side. Be sure the pages open so they can be read. Orally review the pages and have students circle the subtitles. Display some sentences with "tired or vague "words and ask for volunteers to those words with words from the list. Discuss how the sub headings help to find a word.

Next, distribute the Revising for Sentence Fluency Resource Page (stapled). Orally review pages and answer number 1 for compound sentences as a class and write a complex sentence together as a class. Students copy examples on their papers.

Independent Practice:

Students write answers to 2-4 for compound sentences.

Students will revise Introduction and First Body Paragraph for sentence structure and word choice. Students should under line one compound one complex sentence in first two paragraphs and circle two or more words they changed to be more vivid.

Close:

Call on volunteers to give examples of revisions of word choice and sentence structure.

SAMPLE LESSON PLANS - DAYS 4 AND 5

Texas Essential Knowledge and Skills 6th, 7th and 8th grade 17A (i) (ii)(iii) (v)
Write a multi-paragraph essay to convey information about a topic that presents effective introductions and concluding paragraphs; contains a clearly stated purpose or controlling idea; a logically organized with appropriate facts and details and includes no extraneous information or inconsistencies; uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs.

TEKS 7th Grade 20 A and B

Students will use conventions of capitalization and recognize and use punctuation marks.

Resources:

- Revising and Editing Checklist Resource Page for each student
- Do the Write Thing folder for each student
- Glue sticks for each student
- Dictionaries

Focus:

Distribute Revising and Editing Checklist and orally review the traits of writing.

Guided Practice:

Glue the unfolded Revising and Editing Checklist to the middle inside of folder. Explain that their essays will be scored based on those traits so it is important that they complete the revision and editing of their rough draft. Teacher monitors and adjusts students' progress.

Independent Practice:

Next they will write or type their final draft with all revision and editing. They should use the Checklist and dictionaries again to make sure their final draft has no all the revision and editing they made in the rough draft. This lesson will take two days. Have assignments ready for students as they finish. All students will not finish at the same time. Students should print two copies of final draft if they type so you have the two copies for contest. If they write by hand, your aide can make a copy for you.

Close:

Remind students their essays will be scored based on their use of the six traits. Ask volunteers to discuss any changes they made to their essays.

Assessment:

Use the scoring rubrics to score the essays. You can create your own numerical grade for 2, 3, or 4. I would not accept a 1. Also, a grade could be given on the Prewriting, Rough Draft, and Revising for Sentence Fluency.

EXPOSITORY TRANSITIONS

Make sure to connect your ideas with transition words and phrases like those shown below. Transition words show that your supporting ideas are organized in a way that leads to your wrap-up statement in the conclusion.

WORDS THAT COMPARE (SHOW SIMILARITIES):

also in the same way likewise while as like similar

Example:

Like last year's activities, this year's events had many of the same themes.

WORDS THAT CONTRAST (SHOW DIFFERENCES):

although even though on the other hand still but however
otherwise yet

Example:

Be sure to eat a balanced breakfast. **Otherwise**, you won't get enough energy for the morning.

WORDS THAT EMPHASIZE A POINT:

again for this reason to emphasize truly
especially in fact to repeat

Example: In fact of all the ways you can protect yourself while biking, the most important way is wearing a helmet.

WORDS THAT ADD INFORMATION:

again and besides for instance along with for
finally in addition also as well example
next

Example: In addition to the items that were lost in the hurricane, flooding damaged many of their belongings.

WORDS THAT INDICATE A CONCLUSION:

as a result finally lastly because in conclusion therefore

Example: Finally you will write your name at the bottom of the page and turn in your test.

REVISING FOR SENTENCE FLUENCY

When you revise for *sentence fluency*, you combine short, choppy sentences into compound or complex sentences.

How can I write compound sentences?

You can write a compound sentence by joining two choppy sentences using a comma and a coordinating conjunction.

Coordinating conjunctions and, but, or, nor, for, so, yet

SHORT CHOPPY SENTENCES:

I like hot-air balloons. Someday I'll fly one.

COMPOUND SENTENCE:

I like hot-air balloons, and someday I'll fly one.

Practice:

Combine each set of sentences using a comma and a coordinating conjunction : and, but, or, nor, for, so, or yet.

1. Hot-air balloons are huge. The baskets can carry 10 people.

2. The pilot controls altitude. Direction depends on the wind.

3. The pilot can make the balloon rise with heat. He can release weights.

4. People like the gentle ride. Balloon rides are very quiet.

How can I write complex sentences?

Another way to combine short, choppy sentences is to write complex sentence. You can do this by adding a subordinating conjunction to one sentence. Use a comma after the clause with the conjunction if it begins the new sentence.

Some Subordinating Conjunctions after, although, because, before, if, since, though, unless, until, when, while

SHORT, CHOPPY SENTENCES:

Hot-air balloon pilots enter festivals. They fly with many balloons.

COMPLEX SENTENCES:

When hot-air balloon pilots enter festivals, they fly with many balloons.
Hot-air balloon pilots fly with many balloons when they enter festivals.

REVISING AND EDITING CHECKLIST

Ideas

- ___ 1. Do I have a clear focus statement?
- ___ 2. Do I include topic sentences in my middle paragraphs?
- ___ 3. Do I use explanations and examples?

Organizations

- ___ 4. Have I checked my overall organization?
- ___ 5. Do I put my most important explanation first (or last)?

Voice

- ___ 6. Does my voice sound knowledgeable and interested?

Word Choice

- ___ 7. Have I used specific nouns and verbs?
- ___ 8. Have I chosen the best adjectives and adverbs?

Sentence Fluency

- ___ 9. Have I included some compound sentences?
- ___ 10. Have I included some complex sentences?

Conventions

- ___ 11. Do my sentences begin with a capital letter and have correct end punctuation marks? Do I have a comma after an introductory clause?
- ___ 12. Have I checked for common spelling errors with homophones? Examples: their, there, they're, your, you're, to, two, and too?

WORD CHOICE

WHAT KIND WORDS

ancient
baggy
beady
blazing
blushing
bright
bushy
chipped
chopped
curious
enchanted
faded
friendly
innocent
juicy
mischievous
narrow
rusty
scrawny
scruffy
sharp
slick
smelly
smug
sneaky
torn
uncombed
warm
wilted

HOW WORDS

angrily
barely
bravely
calmly
carefully
cheerfully
completely
delightfully
excitedly
gently
gladly
gloomily
happily

mischievously
neatly
noisily
proudly
quickly
quietly
silently
sweetly
thoughtfully
tightly
willingly
wisely
worriedly

TO MOVE

advance
arrive
crawl
creep
dance
depart
descend
evacuate
explore
glide
haul
journey
jump
leave
lift
maneuver
prance
proceed
pull
push
scoot
search
sink
skip
slide
slither
stoop
transfer
travel

WHERE WORDS

above
across
after
against
among
around
before
below
beside
between
beyond
down
during
in
near
on
over
through
toward
under
up
within

TO PLAY

amuse
behave
entertain
perform
pretend

TIME WORDS

afternoon
ancient
brief
dawn
dusk
early
eternal
evening
late
mid-morning
midnight
morning
noon

TO LOOK

anticipate
appear
discover
examine
gaze
glance
glare
ignore
inquire
inspect
perceive
recall
recognize
search
stare
watch

TO MAKE

assemble
build
compose
construct
create
develop
generate
invent
manufacture
produce

SIZE-BIG

bulky
enormous
giant
gigantic
heavy
huge
immense
important
massive
monstrous
stout
tremendous
wide

hurriedly

recent

WORD CHOICE

SIZE-SMALL

little
microscopic
miniature
minute
narrow
petite
slender
slight
thin
tiny

HAPPY

cheerful
content
delighted
enthusiastic
excited
glad
hilarious
jolly
joyful
joyous
lively
pleasant
pleased
proud
satisfied
smiling
thrilled

APPEARANCE

adorable
beautiful
bright
brilliant
chubby
clean
clear
cloudy
colorful
crinkled
crooked
crowded
cute

deep
dull
elegant
fancy
filthy
flat
fluffy
foggy
glamorous
gleaming
glistening
graceful
light
misty
muddy
pale
round
shady
shiny
skinny
smoggy
sparkling
spotless
square
steep
stormy
straight
strange
ugly
unusual
weird
wide

SAD

blue depressed
discouraged
downcast
downhearted
gloomy
glum
hopeless
lonely
lonesome
miserable
mistreated

pitiful
sorrowful
tearful
unhappy

FEAR

afraid
alarmed
confused
displeased
doubtful
embarrassed
fearful
frantic
frightened
helpless
panicky
puzzled
scared
shivering
terrified
troubled
uneasy
unsure
upset
weak
weary
worried

SMELL-TASTE

bitter
clean
delicious
fragrant
fresh
juicy
nutty
peppery
ripe
rotten
salty
smoky
sour
spicy
stale

strong
stuffy
sweet
tangy
tart
tasteless
tasty

ANGER

aggravated
angry
enraged
fierce
furious
hateful
impatient
irritated
mad
mean
nasty
rude
vicious
violent

NICE, GOOD

admired
caring
charming
cheerful
comforting
considerate
cooperative
courteous
fair
faithful
friendly
generous
gentle
happy
helpful
honest
kind
lovable
loving
patient

ROUGH DRAFT ORGANIZER I

Organize your topic or purpose with your ideas to create a rough draft for your expository essay.

Topic or purpose statement should include why you think violence is wrong or hurtful. Use one or two of your ideas from your list to support that statement for your introduction paragraph.

INTRODUCTION:

Follow the directions above.

FIRST BODY PARAGRAPH

First main idea sentence is the answer to one the questions on the prewriting page.
Example: Violence has affected my life by:

Write a specific example in the next sentence that describes your main ideas sentence.

Elaborate on the above sentence by explaining how you felt when it happened.

Write a detail sentence to explain what you could do now to avoid the situation from happening again.

SECOND BODY PARAGRAPH

Begin with another main idea sentence to support your purpose statement.

Example: One cause of violence is:

Write a specific example of violence related to the cause above as a detail sentence. Write an elaboration to explain how the specific example is harmful to others:

Write a detailed sentence to explain what could be done to stop the cause of the violence you wrote about in this paragraph:

THIRD BODY PARAGRAPH

Write a main idea sentence that supports your purpose statement in the introduction. Example-I could help stop violence:

Write three detail sentences that explain what you could do and how it would help stop violence:

CONCLUSION

Write a sentence to restate your purpose statement from the introduction using stronger words. Then write one or two sentences to explain why the reader should agree with you.

SCORE POINT 2

Organization /Progression

The writer's progression of ideas is in not always logical and controlled.

Repetition or wordiness causes minor disruptions in the flow of the essay.

Development of Ideas

The writer uses details and examples that are only partially presented.

Use of Language /Conventions

Word choice may be too general.

Sentences are awkward or somewhat controlled.

Some distracting errors in spelling, punctuation, grammar, and capitalization create minor disruption to the fluency or meaning.

SCORE POINT 3

Organization /Progression

The essay is coherent, though it may not always be unified due to minor lapses in focus.

Development of Ideas

The writer's response to the prompt is original and the examples and details add substance.

Use of Language and Conventions

The word choice usually contributes to the quality of the essay.

Sentences are varied and adequately controlled.

Some errors in spelling, punctuation, and grammar may be evident, but they create few if any disruptions in fluency or meaning.

SCORE POINT 4

Organization / Development

All ideas are strongly related to the controlling idea and are focused on the topic. Strong sentence-to-sentence connections enhance the flow of the essay by establishing relationships among ideas.

Development of Ideas

The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in an interesting way.

Use of Language / Conventions

The overall strength of spelling, capitalization, punctuation, and grammar contributes to the effectiveness of the essay. Although minor errors may be evident, they do not detract from the fluency of the writing.