**Writing in response to Julius Caesar by NO FEAR Shakespeare– 3-4 Weeks**

Week 1 – 2/24 – 2/28

Genre: Fiction

Vocabulary strategy: Context Clues

Comprehension Strategies: Character Change, Plot Development, Summarizing, Cause and Effect, Using Evidence, Identifying Theme.

Writing Style: Argumentative

2/24 – YWBAT use your understanding of the Latin roots, ‘grad’ and ‘gress’ to determine meaning of unfamiliar words

Success is: being able to define, spell and illustrate your vocabulary words

* Frontload this week’s vocabulary: graduate, progressive, degrade, regress, and gradual
* Read NewsELA article, “Global Currents” and complete RACE response

2/25 – YWBAT understand the fundamental components and purpose of argumentative writing

YWBAT Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics

Success is: write arguments to support claims with clear reasons and relevant evidence

Success is: identifying main idea of text and support your answer with evidence

* Writing: collaborative argumentative color coded writing on poster paper
	+ Should we be rewarded for our grades?
	+ Should we send people to Mars?
* Read and annotate, “The Roman Empire”
	+ color code positives and negatives about Caesar’s role as a class
* Comparing and contrasting how a novel and a poem approach the topic of race relations
	+ novel first read: silently (just to understand)
		- class discussion: what do you already know/think you know about race relations?
	+ 2nd read: read as a class (identifying how/where the topic of race relations is woven in)

2/26 – YWBAT understand the fundamental components and purpose of argumentative writing

YWBAT Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics

Success is: write arguments to support claims with clear reasons and relevant evidence

Success is: identifying main idea of text and support your answer with evidence

* Writing: collaborative argumentative color coded writing on poster paper
	+ Present posters
* Book Clubs
	+ Flush, Zach’s Lie and Phantom Tollbooth
* Comparing and contrasting how a novel and a poem approach the topic of race relations
	+ poem first read: silently (just to understand)
	+ 2nd read: read as a class (identifying how/where the topic of race relations is woven in)

2/27 – YWBAT determine a theme or central idea of a text and how it is conveyed through particular details

 YWBAT understand the fundamental components and purpose of argumentative writing

Success is: identifying main idea of text and support your answer with evidence

Success is: write arguments to support claims with clear reasons and relevant evidence

* Writing: Writing: frontload argumentative essay – Was Caesar’s death ultimately good or bad for Rome?
	+ Read and annotate encyclopedia excerpt
* Book Club
	+ One Crazy Summer and Hoot
* Comparing and contrasting how a novel and a poem approach the topic of race relations
	+ writing: comparing and contrasting each author’s approach to race relations

2/28 - YWBAT use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

 Success is: demonstrating mastery on the vocabulary assessment.

* Vocabulary assessment