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

Week 2 – 3/2 – 3/6

Genre: Fiction

Vocabulary strategy: Context Clues

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

Writing Style: Argumentative

3/2 – YWBAT use your understanding of the Latin root, ‘cor’ to determine meaning of unfamiliar words

YWBAT determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

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

* Frontload this week’s vocabulary: courage, discord, cordial, accord, concord
* Library
* Daily 5: Reciprocal teaching
  + Harlem Renaissance

3/3 – YWBAT understand the fundamental components and purpose of argumentative writing

YWBAT determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

YWBAT compare and contrast one author’s presentation of events with that of another

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

Success is: convey written ideas, concepts, and information through the selection, organization, and analysis of relevant content

* Writing: argumentative essay – Was Caesar’s death ultimately good or bad for Rome?
  + finish annotating Caesar encyclopedia entry
  + read and annotate text book chapter in pairs
* Reciprocal teaching
  + Harlem Renaissance
* Comparing and contrasting how a story and a poem approach the topic of Autism
  + “Rain Reign” first read: silently (just to understand)
    - Ask: who are the characters? what is going on?
  + 2nd read (out loud), highlight evidence that Rose is unlike other kids her age
    - Discuss
  + class discussion: what is the author saying about Autism? identify how/where Autism is woven in)
  + What is the theme?

3/4 – YWBAT understand the fundamental components and purpose of argumentative writing

YWBAT determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

YWBAT compare and contrast one author’s presentation of events with that of another

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

Success is: convey written ideas, concepts, and information through the selection, organization, and analysis of relevant content

* Writing: argumentative essay
  + organization lesson: what are the overarching reasons?
    - Venn diagram?
* Book clubs
  + Flush, Zach’s Lie and Phantom Tollbooth
* Comparing and contrasting how a story and a poem approach the topic of Autism
  + “Misfit” first read: silently (just to understand)
    - Ask: who are the characters? what is going on?
  + 2nd read (out loud), highlight evidence that the main character is unlike other people
    - Discuss
  + 3rd read: discuss repetition in the poem; why is it there? What does it mean? (if the world can turn and turn, why can’t I?)
  + Final read (silently): students read specifically to underline evidence about how the other characters feel about and react to her differences
    - Discuss
  + class discussion: what is the author saying about Autism? identify how/where Autism is woven in)
  + What is the theme?

3/5 – YWBAT understand the fundamental components and purpose of argumentative writing

YWBAT determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

YWBAT compare and contrast one author’s presentation of events with that of another

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

Success is: convey written ideas, concepts, and information through the selection, organization, and analysis of relevant content

* Writing: argumentative essay
  + anchor chart outline and graphic organizer
* Book clubs
  + One Crazy Summer and Hoot
* Comparing and contrasting how a story and a poem approach the topic of Autism
  + writing: comparing and contrasting each author’s approach to Autism

3/6 - 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