**Literacy Planning**

**Narrative – Writing 3 Weeks**

**Concept Question:**

Week 2 – 9/9 – 9/13

9/9 - YWBAT use your understanding of the Latin root, ‘rot’ to determine the meaning of unfamiliar words

 YWBAT analyze what a text says explicitly

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

 Success is: providing evidence from the text for analysis and inferences drawn

* Frontload this week’s vocabulary: rotate, rotisserie, rotund, rotunda
* “Good News for Grizzlies?”
	+ Read and annotate the article
	+ Collect evidence activity

9/10 - YWBAT Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

 YWBAT analyze what a text says explicitly

Success Criteria: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Success is: providing evidence from the text for analysis and inferences drawn

* Vocabulary: brainstorm this week’s word’s in their different parts of speech
	+ Students record in journals
* Writing: choose a personal narrative topic and graph the polot
	+ model
	+ students try
	+ share?
* “Good News for Grizzlies?”
	+ Introduce anchor chart for RACE
		- R – restate the question
		- A – answer
		- C – cite (how do you know you are correct?)
		- E – elaborate/explain; tie your evidence to your claim or answer
	+ Close read RACE
		- I do, we do, you do
* Word choice: choosing specific nouns and adjectives to make your descriptions more precise

9/11 - YWBAT Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

 YWBAT analyze what a text says explicitly

Success Criteria: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

Success is: providing evidence from the text for analysis and inferences drawn

* Writing: begin drafting on computers
	+ Save to network file
	+ conferences with plot graphs
* Responding to text using evidence; RACE
	+ Peer Pressure article
		- Why do teens have a stronger emotional reaction to their peers than adults or children do?
	+ Shared write
* Word choice: choosing specific nouns and adjectives to make your descriptions more precise

9/12- YWBAT Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Success Criteria: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

* Writing: begin drafting on computers
	+ Save to network file
	+ conferences with plot graphs
* Responding to text using evidence; RACE
	+ Independent write
		- Peer pressure
			* What evidence is there that suggests that teens make riskier decisions when they are with friend than when they are alone?
		- Hand transplant
			* What are the special considerations and challenges involved in a transplant for a child? Why?
* Word choice: choosing strong, specific verbs to show exactly what is happening; avoid using tire, overused verbs.

9/13 - 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