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# Day 5 - SAGE BOOT CAMP

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## Standards

- **CCSS.ELA-LITERACY.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-LITERACY.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **CCSS.ELA-LITERACY.W.9-10.1.D** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **CCSS.ELA-LITERACY.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **CCSS.ELA-LITERACY.W.9-10.2.E** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **CCSS.ELA-LITERACY.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- **CCSS.ELA-LITERACY.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)
- **CCSS.ELA-LITERACY.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **CCSS.ELA-LITERACY.W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Objectives

- **Content Objectives:**
  - 1) Students will be able to interpret what they are supposed to answer from a writing prompt and create a thesis statement that directly answers the prompt by practicing with several writing prompts as a class, in groups, and individually.
  - 2) Students will be able to outline essays using prewriting strategies learned as a class by individually responding to writing prompts.
- **Learning Objectives:**
  - 1) Students will be able to engage in prewriting strategies before they begin to write essays in class and individually during SAGE testing.
- **Language Objectives:**
  - 1) Students will be able to write a clear, concise thesis statement that directly answers a writing prompt by working in groups and individually to break down the process of writing a thesis statement.

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English 10

10th Grade

March 14th & March 17th

## Announcements:

- Final Projects Due: March 24th-25th
- We will have time at the end of next week to work on our Level A papers, be prepared with your research materials and your research materials for citations (we will log into Noodle Tools as well). Everyone but 1A will get time to type them out.
- Sage Testing 24th-27th
- Last day for late work coming close March 25th - come meet before or after school to see what you are missing.
- I won't be here the 18th - let them know Mrs. Parks will be teaching that day.

## Materials:

- A Quilt of a Country Powerpoint
- A Raisin in the Sun Book
- Day 1.1 Powerpoint
- Name Envelopes
- Posters
- 7 Markers (diff. colors)
- Cell Phone Alarm

## Vocabulary Words:

- Thesis Statement
- Prewriting

## Starter - 20 mins

Silent Reading for 15 mins - Ask students to raise their hands if they have checked out a book for their culture projects. Let them know that they should have done this already and it will be expected for the Level B assignment. Send students down (in 5s) to the library who have not yet checked out a book about their cultures. Try to only have one student per group go down and look for these books. Tell students that they would be wise to begin reading their culture books if they haven't already.

**Journal #7 - A Raisin in the Sun Powerpoint (slide 21)** Students will write down what book they are using for their research and they will be asked to complete a citation for that book (I'll put the a template for them on the powerpoint). Walk them through the citation for **A Raisin in the Sun**.

## Instructional Procedures

Procedure	Time	Adaptions for ELLs
<p>■ <b>Thesis Statement Powerpoint Game</b></p> <ol style="list-style-type: none"> <li>1) Load Day 1.1 SAGE Boot Camp Powerpoint.</li> <li>2) While going through this powerpoint, explain the importance of a thesis statement and the types of information that should be included in thesis statements.</li> <li>3) Thesis Statement Practice - Students will be asked to distinguish between two statements that are examples and non-examples of thesis statements. They will go through and answer and will be told why one answer is correct and why one is not. After a couple of examples, the students are asked to write their own examples and non-examples of a thesis statement in response to a writing prompt.</li> <li>4) Students will then be given a prompt that we will respond to together. We will break down the steps to creating a thesis statement in response to a writing prompt together and the students will be asked to share their thesis statements with the class.</li> </ol>	30 min	<ul style="list-style-type: none"> <li>- The goal is, I do, we do, you do.</li> <li>- The writing prompt is something the students in my class are passionate about but will argue with you about it.</li> </ul>
<p>■ <b>Prewriting Activity</b></p> <ol style="list-style-type: none"> <li>5) Have 7 posters around the room that have different writing prompts on them. Explain to students that they will be going to posters and outlining an entire essay on the posters. We will switch posters every step, so you need to make sure your step is clear and makes sense for the next group.             <ul style="list-style-type: none"> <li>• Count students off by 7. Ask them to remember their numbers. Let them know you are writing their group numbers down by their names - being with the right group (no switching) is a part of their participation points for the day. I'll be watching the group to see who is helping and who is not.</li> <li>• Hand each group a marker and have them go stand by the poster that is labeled with their number. Ask the class if they know what the first step is. Instruct them that they should <b>turn the prompt into a question</b>. Give the groups 2 minutes to come up with a question. Put a timer on your cell phone.</li> <li>• <b>Step 2</b> - Have the students go clockwise (may need to show) to the next poster. 1-2,2-3,7-1. Instruct students to take 1 minute to read the prompt and step one from the first group. Set cell phone timer. Now have students do step #2 - <b>Brainstorm 5 Possible Answers</b> Give them 2 minutes. Cell phone.</li> </ul> </li> </ol>	30 mins	

<ul style="list-style-type: none"> <li>• <b>Step 3</b> - Have the students move to the next poster, have them take 90 seconds (cell phone) to read through the previous groups' work. Have them do step #3 and star <b>the three best possible answers</b>. (30 seconds)</li> <li>• <b>Step 4</b> - Have students move to the next poster and give them 90 seconds to read through the other groups' work. Then have them do step #4 - <b>Write the thesis using the three best possible answers</b>. Give them 3 minutes.</li> <li>• <b>Step 5</b> - Have students go to the next poster. Give them 2 minutes to read through what is on the poster. Now have them <b>write a hook</b> to introduce the topic and then have them rewrite the thesis underneath the hook. Give them 2 minutes.</li> <li>• <b>Step 6</b> - Have students go to next poster. Give them 2 minutes to read through the poster. Have them write a topic sentence for each of the main points (look back at the best possible answers) for the essay. (3 minutes).</li> <li>• <b>Step 7</b> - Have students read through the posters (2.5 minutes). Have them write a concluding statement for the essay. Make sure they refer back to the initial question. (1 minute).</li> </ul>	
<p>■ <b>Pop Quiz - with notes</b></p> <p>3) Tell students they will have a pop quiz. Have them use the same paper they were using their notes on (therefore an open note quiz)and have them list the steps for prewriting a thesis statement and an essay. The steps we just did with the poster assignment.</p>	<p>- Open Note</p> <p>10 mins</p>

## Assessment Plans

- **Summative Notes and Answers** -Students will turn in their notes for the day with answers and their own examples of thesis statements.
- **Formative Poster Assignment** - Students will show me that they understand the different prewriting steps by completing the posters.
- **Summative Quiz** - The quiz serves as a summative assessment of their knowledge of the prewriting steps but also serves as a good follow-up for the day's work.

## If Students are done early

- Talk about research projects and hand out rubrics. Allow students time to think about what they want and how they are going to do it
- <http://store.scholastic.com/content/stores/media/products/samples/51/9780545267151.pdf>

## Reflection

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