Week at a Glance

English Language Arts Teachers

What Students Will Do This Week

Students will be reading and writing various types of EXPOSITORY texts throughout this unit. It's like combining elements of informational, non-fiction, explanatory reading and writing writing all into one unit! This week begins with students learning about what is considered to be "expository" texts while also learning about text structures, text features, and author's purposes as they uniquely apply to expository styles. If you've never felt comfortable teaching expository reading and writing skills, this week is perfect because the interactive Power Point is laid out so you can teach these skills while learning, too!

What to Print, Copy, and Prepare

- Ppt Notes handout for students to write on as they go through the Ppt; Matching Passages handout; Exit Ticket (Day 1)
- Expository Purpose handout; Writing with Purpose handout (Day 2)
- Sorting activity (one set per group); Interest Survey; Exit Ticket (Day 3)
- Interest Survey 2; Sample Descriptive Passages; Paragraph Writing instructional handout (Day 4)
- Interest Survey 3; "With & Without" 2 sample passages with analysis questions; Explanatory Paragraphs handout (Save the Interest Survey #3 for Week 3!!!) (Day 5)

DO LESS GRADING

You don't have to read every. single. thing. your students write. For instance, look at the "Writing with a Purpose" activity on the second day of this week. You don't need to sit down at home and read through all that. Ain't nobody got time for that. And if you do, then you need a new hobby!! So think of ways to hold students accountable for their work even if you're not grading it all! Could they read something aloud that they wrote, even if it's just to a small group? Could they post something they wrote on a special place on a wall in your room? Could they turn in a few closely-related assignments at one time by stapling them together (with the one you'll actually grade on top so they at least feel like you'll be looking at everything even if you're not)? Give yourself permission to NOT NOT NOT grade or read it all!

Struggling Learners, Extension, & Differentiation

You'll notice that many of the Exit Tickets in this 9 week unit are differentiated for you already. There are typically three questions on a page (like on day 1) and they're all written at varying levels for your different learners. Do you have a wide range of abilities all in one class? Then assign certain Exit Tickets to certain students. Do you have a Pre-AP or Honors class? Then choose the best one for them while using another Exit Ticket question for your other class later in the day, for example. Do you have to show/prove/justify HOW you're differentiating for your principal? Then strategically leave these leveled Exit Ticket questions in a noticeable spot in your room to allow that conversation to happen should it arise suddenly.

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