



Subject:

Grade Range:

## **Intro to Composition: The Essay Vol. 5**

**9<sup>th</sup> - 12<sup>th</sup>**

**Write the Persuasive Essay!**

### **Welcome to Blackbird & Company's English Language Arts program!**

*Intermediate Composition: The Essay - Volume 5* is one of the application elements of our ELA program.

As your students work through this unit, they will be guided through the process of learning how to translate a BIG idea, tied to a little story, into an essay. Through 5 lessons, over the course of 10 weeks, students will compose 5 singularly original literary essays tied to great writers—Gwendolyn Brooks, Flannery O'Connor, Ernest Hemingway, and more. Following a 30- sentence form, your students will craft their essays through the process of brainstorming, story mapping, paced pre-writing activities, and self-editing, all leading to their final, polished literary essay.

*This planning Schedule is provided to help YOU as you plan and prepare to mentor your student on this journey of growth and discovery.*

*Are you ready? Let's go!*

*The following guidelines assume you are planning for the start of a typical school year beginning the last week of August and ending the first week of June. This equals about 40 calendar weeks, and allows for 175-180 days of instruction when accounting for breaks and holidays. If you are starting mid-year, or are following a different schedule, simply adjust the dates as needed.*

### **Integrated Literature & Writing - Planning**

*June – August (Overall subject preparation)*

- Familiarize yourself with the material by reading For The Teacher and For The Student introductory pages 5-17 in the Student Workbook. Spend some time look through student pages 18-75 to familiarize yourself with the process and nature of the lessons, paying close attention to the 30-sentence scaffolding model (pages 13-16) that will be followed throughout this unit.
- Now look over the the Table of Contents and the Note for Teachers included in the companion text, Thinking In Threes. The activities in this workbook will be utilized throughout this Essay Unit to explore writing strategies and techniques that will assist your students as they move toward crafting expanded paragraphs.

### **Integrated Literature & Writing - Mapping**

*July – August (Scheduling and preparation for individual literature titles)*

**Things to consider as you plan:**

- This Essay Unit Workbook is best employed three days per week but can be accomplished in larger, once-per-week blocks. Your students will need approximately 90 minutes per session, depending on the developmental stage of your budding writers and how many sessions you choose per week.
- This unit requires 10 weeks to complete.
- Each two-week lesson can stand on its own and is not dependent on work previously completed. Weekly work does not need to be assigned on consecutive days.
- Guide corrections need to be done weekly to insure that your students receive all input, corrections, and encouragement needed to be successful. Student Self-Edit and Teacher Evaluation Forms are built into this Writing Discovery Guide.
- Due to the subjective nature of the ideas and writing being produced by individual students, there is no answer key for this unit.
- Map out your intended Essay Unit schedule on your academic calendar in pencil, leaving room for possible adjustments along the way. Pay attention to other assignments and work load to avoid overwhelming your student.



## SAMPLE MAPPING GUIDE

**Now you have decisions to make about holidays, activities, and interruptions in scheduling.**  
**Plan carefully to avoid overload or a lapse in student recall due to long down periods with holidays.**  
**A typical schedule will work around the following breaks:** 1 week in November for Fall Break,  
 3 weeks in December/January for Winter Break, 1 week in April for Spring Break.

**By the time students are working in Essay Volume 3, they should have a solid enough writing background to start this in the first week of school. This material can be easily staggered with other application elements to keep it interesting and inviting.**

**We will map out a twice-per-week offering, but you can roll all elements into once-per-week assignments if desired.**

**Duration: 10 weeks**

### **Week 1: Lesson 1** (week 6 of school)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
1	2	3	4	5	6	7	8	9	10																																	

DAY	ASSIGNMENT	NOTES/ MARK COMPLETE
Day 1	• Essay Unit Introduction: Read through For The Student pages 10-17 in the Discovery Guide and thoroughly discuss the constrained essay format.	
Day 2	• Complete all planning/brainstorming work on pages 18-20	
Day 3	• Complete Thesis, Hook, and Body Paragraph work on pages 20-23	

### **Week 2: Lesson 1** (week 7 of school)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
1	2	3	4	5	6	7	8	9	10																																	

DAY	ASSIGNMENT	NOTES/ MARK COMPLETE
Day 1	• Rough Draft Essay using pages 23-25 in the Writing Discovery Guide	
Day 2	• Complete Student Self Evaluation on pages 26-27 in Discovery Guide and make personal edits to your essay before submitting to your teacher for conferencing	
Day 3	• Conference with a teacher and write the final draft of your essay incorporating revisions and refinements that have been made through the self-editing and conferencing process. (Teacher uses pages 28-29 in the Discovery Guide to evaluate the Final Draft.)	

**Mapping for all 5 lessons will continue in this pattern.**

**Select the days of the week that best fit your schedule.**