

A Typical Teaching Week

These guidelines are intended to help bring some predictability to lesson planning.

Although the elements of grammar are important aspects of this course, its primary focus is writing and rhetoric. We recommend that you teach a simple, but rich, grammar curriculum in parallel with the lessons in *Writing & Rhetoric: Thesis Part 1*. By simple, we mean to suggest that you avoid a grammar program with a writing component. Two different writing methods would most likely work against each other and cause an imbalance in the school day. Instead, look for a grammar program that focuses on grammatical concepts, provides plenty of practice sentences, and encourages diagramming.

You may want to provide same-day grammar instruction several days a week, preferably separating Writing & Rhetoric from grammar study by an hour or two. Or, you may want to alternate weeks between a grammar program and Writing & Rhetoric. This requires some negotiation in your language arts program for the year. If you aim to do two Writing & Rhetoric books per school year, that would equal approximately twenty lessons. The introductory lessons (1–6) each can be completed in a week. The essay-writing lessons (7–10) each may take two or three weeks to complete. You will have to choose a grammar program with this consideration in mind.

Please note that multiple opportunities for practice are built into the Writing & Rhetoric series. If you find that your students have mastered a particular form of writing, you should feel free to skip some lessons. In this case, some teachers choose to present the literature from skipped lessons as part of their history or English lessons. Some teachers may also provide their students with practice in summarizing, critical thinking, and sentence manipulation by doing only the Tell It Back, Talk About It, and Copiousness sections from skipped lessons.

The following table illustrates some possible options for scheduling lessons. As always with Writing & Rhetoric, teachers have the freedom to pick and choose the lesson elements, schedule, and pace that suits the needs of their classrooms. You can even schedule each lesson over two weeks if your students need the extra time.

Lessons 1–6, Option 1

Day 1 <ul style="list-style-type: none">● Read lesson introduction● Tell back (narrate or summarize) text (Tell It Back)● Engage in Talk About It discussions	Day 2 <ul style="list-style-type: none">● Work on Write & Discuss exercise● Begin Go Deeper if time allows
Day 3 <ul style="list-style-type: none">● Continue to work on Go Deeper	Day 4 (if needed) <ul style="list-style-type: none">● Finish Go Deeper

Lessons 1–6, Option 2

Day 1 <ul style="list-style-type: none"> ● Read part of lesson introduction, assign remainder for homework 	Day 2 <ul style="list-style-type: none"> ● Tell back (narrate or summarize) text (Tell It Back) ● Engage in Talk About It discussions ● Work on Write & Discuss exercise 	
Day 3 <ul style="list-style-type: none"> ● Begin Go Deeper 	Day 4 <ul style="list-style-type: none"> ● Continue to work on Go Deeper 	Day 5 (if needed) <ul style="list-style-type: none"> ● Finish Go Deeper

Lessons 7–10, Option 1^A

Day 1 <ul style="list-style-type: none"> ● Read lesson introduction ● Tell back (narrate or summarize) text (Tell It Back) ● Annotate text if time allows, or assign for homework (Tell It Back) ● Engage in Talk About It discussions 	Day 2 <ul style="list-style-type: none"> ● Work on readings and follow-up exercises (lesson 9) or Writing Time exercises (lessons 7–8, 10) 	
Day 3 <ul style="list-style-type: none"> ● Continue to work on readings and exercises or Writing Time exercises 	Day 4 <ul style="list-style-type: none"> ● Engage in Speak It exercises ● Continue to work on readings and exercises or Writing Time exercises 	Day 5 <ul style="list-style-type: none"> ● Work through Revise It section

Lessons 7–10, Option 2

Day 1 <ul style="list-style-type: none"> ● Read part of lesson introduction, assign remainder for homework ● Assign annotations for homework (Tell It Back) 	Day 2 <ul style="list-style-type: none"> ● Tell back (narrate or summarize) text (Tell It Back) ● Engage in Talk About It discussions ● Work on readings and follow-up exercises (lesson 9) or Writing Time exercises (lessons 7–8, 10) 	
Day 3 <ul style="list-style-type: none"> ● Continue to work on readings and exercises or Writing Time exercises 	Day 4 <ul style="list-style-type: none"> ● Engage in Speak It exercises ● Continue to work on readings and exercises or Writing Time exercises 	Day 5 <ul style="list-style-type: none"> ● Work through Revise It section

^AThere will be some exceptions to these schedules in lessons 9 and 10 based on variations in their format. Teachers will need to adjust the schedule accordingly for those lessons.

Day One

1. The teacher models fluency by reading the introductory text aloud while students follow along silently. If the lesson introduction contains a longer reading, such as a short story or a biography, teachers may read part of the selection in class as a “teaser” and assign the remainder for homework, or simply assign the entire reading for homework.
2. Tell It Back and Talk About It should immediately follow the reading of the text, while the text is still fresh in the students’ minds. (In lesson 9 there are multiple Tell It Back and Talk About It sections that follow each reading. They should be completed at whatever pace the class goes through the readings. There is no Tell It Back or Talk About It work for lesson 10.) Annotation can be an important aid to memory for longer readings, and it is included under Tell It Back in certain lessons in this book as part of the reading process. If time allows, students can complete their annotations in class, or annotation can be assigned for homework. If the lesson reading is assigned as homework (see previous step), annotation also can be assigned for homework and teachers can engage students with Tell It Back and Talk About It the following day.

Narration, the process of “telling back,” can be done in a variety of ways. Pairs of students can retell the text to each other, or selected individuals can narrate orally to the entire class. Solo students can tell back the text into a recording device or to an instructor. Students in middle or high school are capable of written summary narrations, which is the focus in this book. Summary writing should be completed individually and then can be shared with the class as desired. At this age, narrative summaries, outlines, and dramatic reenactments can be done with skill.

The process of narration is intended to improve comprehension and long-term memory. Please note that oral narration, often emphasized for younger students, can still be useful for older students, particularly those who struggle with writing. If you prefer longer, in-depth oral narration to the written summary narrations in this book, please consider these tips:

- Avoid rereading a passage to students. Let them rely on the strength of their memories. Students will pay more attention if they know they will hear a passage only once and be expected to tell it back.
- Remember that oral narrations are typically detailed retellings in chronological order, complete with names, events, and rich vocabulary words.
- Ask other students to assist if the narrator falters in his or her retelling. Be sure, however, to give enough quiet space for the narrator to think clearly about what he or she has just heard. Don’t be hasty to jump in and “rescue” a narrator.

Annotation can help a student easily locate vocabulary words, proper nouns, and important concepts for drafting essays.

Talk About It is designed to help students analyze the meaning of their reading and to see analogous situations, both in the world and in their own lives. This book also includes several opportunities for picture analysis.

Days Two and Three

1. If some or all of the lesson reading was assigned for homework on day 1, Tell It Back and Talk About It can be completed on day 2. If only annotations were completed as homework, the teacher might engage students in conversations about the important ideas they underlined or the questions they jotted down in the margins.
2. In lessons 1–6, students will encounter the Write & Discuss exercise in which short writing assignments precede class discussions. Writing is always an excellent way to improve the quality of participation in any academic conversation. By giving students time to consider their answers on paper, teachers will find that even quiet and reticent students are more likely to engage in the discussion. Following Write & Discuss, students work with the text through the Go Deeper exercises. Go Deeper is all about practicing important skills essential to each lesson.

In lessons 7, 8, and 10, students will work through the Writing Time section, which includes copiousness and the thesis exercises themselves. You will probably want to take multiple days for this step.

Lesson 9 contains readings and comprehension exercises that will help students complete the thesis essay in lesson 10.

Day Four

1. Students may need the fourth day (or more) to complete the Go Deeper and Writing Time exercises (or the readings and exercises in lesson 9).

In lessons 7, 8, and 10, if students complete the first draft of their thesis essays by day 3, we recommend that they take a breather from writing while they work on their speaking skills. Keeping a day between essay completion and revision helps students to look at their work with fresh eyes. However, teachers may find it valuable to pair students together to read their essays out loud and give each other ideas for revision. A rubric is included at the back of the book as an aid to partner feedback or grading by teachers.

2. The Speak It section creates opportunities for students to memorize, recite, discuss and debate, and read dramatically. Please consider using a recording device whenever it suits the situation. When using electronics, students should listen to their recordings to get an idea of what sounds right and what needs to be improved. Have students read the elocution instructions at the back of the book to help them work on skill in delivery. Speak It does not appear in lessons 1–6 and 9, and no work is required on day 4 for those lessons.

Day Five

At this level, students will continue to work toward a foundation in revision. The Revise It section provides basic exercises that develop students' skills in revision and proofreading. Revise It also provides a list that covers some of the most important steps toward improving an essay. Most students can do moderate self-editing at this age and provide thoughtful feedback to each other. However, teachers are still the best source for giving editorial feedback and requesting rewrites. Revise It does not appear in lessons 1–6 and 9, and no work is required on day 5 for those lessons.