

WARM-UP

(Skills: Demonstrating Command of the Standards of English ~ Point of View)

DIRECTIONS: Submit this individual assignment by the time posted for your class below. Review the notes you compiled while reading the “Points of View in Writing” website in Tuesday’s class to respond to each of the numbered questions below. Respond on notebook paper. **REMEMBER:** You must always justify your answers, and you must *always* respond in sentences. Move to today’s introductory activity next.

3B - 11:25

4B - 1:35

1. Thoroughly explain why third-person is the preferred point of view in the majority of academic writing.
2. Explain when first-person point of view should be used.
3. Explain why second-person point of view must be avoided.

INTRODUCTORY ACTIVITY

(Skills: Demonstrating Command of the Standards of English ~ Point of View)

DIRECTIONS: This is an individual assignment. Access and copy the complete list of pronouns listed at the bottom of the first sheet at the highlighted URL below. Copy everything starting with the word **CASE**. As you copy, perform the bulleted tasks below. When you finish, proceed to today’s first guided practice / class work.

http://pillsbury.mpls.k12.mn.us/uploads/pronouns_in_first_second_third_person.pdf

- Your chart must clearly illustrate all first-person, second-person, and third-person pronouns under the correct columns: *subjective, objective, and possessive*.
- Under subjective, objective, and possessive, be sure to clearly distinguish the pronouns that are *singular* and the ones that are *plural*.

GUIDED PRACTICE / CLASS WORK

(Skills: Demonstrating Command of the Standards of English ~ Point of View)

DIRECTIONS: This is an individual and a total-class assignment. Can you identify the three point of view errors in the featured passage below? Your grammar text conveys that “writers who are having difficulty settling on an appropriate point of view sometimes shift confusingly from one to another” (Hacker 179). How sharp is your eye? Make all corrections on this sheet. When you finish, proceed to today’s second guided practice / class work that follows this assignment.

One week our class met in a junkyard to practice rescuing a victim trapped in a wrecked car. We learned to dismantle the car with the essential tools. You were graded on your speed and your skill in extricating the victim.

GUIDED PRACTICE / CLASS WORK

(Skills: Demonstrating Command of the Standards of English ~ Point of View)

DIRECTIONS: This is an individual assignment. Google **shifts in point of view ppt**. Then choose the second site on the list, and view the presentation. When you finish, proceed to today’s third guided practice / class work that follows this assignment.

GUIDED PRACTICE / CLASS WORK

(Skills: Demonstrating Command of the Standards of English ~ Point of View)

DIRECTIONS: Individually read the first part of this assignment, and submit the second part by the end of today’s class. In our grammar text, read “Eliminate distracting shifts” (Hacker 178). I will circulate to see the notes you’re taking. After reading, submit **EXERCISE 13-1** (179-80). Complete this assignment on notebook paper.

SUMMARY

(Skills: Demonstrating Command of the Standards of English ~ Point of View)

DIRECTIONS: This is an individual and a total-class assignment. Can you identify the point of view error in the featured passage below? How sharp is your eye? Make all corrections on this sheet.

Ron refuses to eat pepperoni pizza because he says it gives you indigestion.

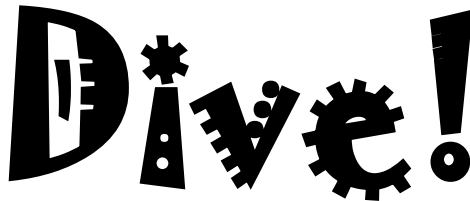
HOMEWORK

(Skills: Reviewing and Readyng Homework Assignments)

DIRECTIONS: Review the checklist below for your homework assignments' due dates. For specific assignment details, revisit the assignment sheets for the date the task was originally assigned.

- Our oral reviews will continue next class. When you read, I'll grade on the strength of your argument---in other words, how well you support your claim and how well you present to your audience---organization, projection, eye contact, and poise.

- Your proofreading symbols and abbreviations are due Tuesday, September 15.



- ❑ Capital letters at the beginnings of sentences
- ❑ Missing End punctuation
- ❑ Misspellings
- ❑ Fragments (Sentences are required.)
- ❑ Incorrectly divided words
- ❑ Symbols versus words
- ❑ Abbreviated words
- ❑ Sloppiness (scratch outs and traced over letters)
- ❑ Ragged edges
- ❑ Writing outside the margin
- ❑ Missing steps/information
- ❑ Awkwardly worded sentences (missing words)
- ❑ Crooked underlining
- ❑ Failing to write on notebook paper
- ❑ Failure to complete all portions of the assignment (justification)
- ❑ Wrong words
 - You're/your
 - write/right
 - a/an
- ❑ Ambiguous and vague references

UNIT: The First Days: Ensuring Academic, Attendance, and Behavioral Success

OBJECTIVES: Students will --

- ❑ demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-12.1)
- ❑ orally read and critique reviews of hot topic teen interest articles. (I and TG ~ 3B)
- ❑ discuss hot topic lists of teen interests, closely read informational texts, and justify claims orally and in writing with MLA parenthetically cited quotes as textual evidence. (I ~ 4B)
- ❑ critique a student-written review and make suggestions for improvement. (SG and TG ~ 4B)
- ❑ review class procedures, expectations, and rubrics for paragraphs and essays in order to ensure academic, attendance, and behavioral success. (TG)