



“Unwritten”

Theme

LEARNING TARGET:

- I can write a heading using the **MLA** format.

MLA Heading:

Modern

Language

Association

MLA Heading

Sarah Albright

Mrs. Looney

Social Studies 5

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LEARNING TARGET:

- I can annotate the lyrics of a song.

“Unwritten”

by Natasha Bedingfield

"Natasha Anne Bedingfield (born 26 November 1981) is a British singer and songwriter. Bedingfield received a Grammy Award nomination for Best Female Pop Vocal Performance for the title track 'Unwritten'..." Taken from Wikipedia.

YouTube Lyrics:

"Unwritten," by Natasha Bedingfield. <https://www.youtube.com/watch?v=TtGY4G7II6s>

"Unwritten"

By Natasha Bedingfield

I am unwritten, can't read my mind, I'm undefined
I'm just beginning, the pen's in my hand, ending unplanned
Staring at the blank page before you
Open up the dirty window
Let the sun illuminate the words that you could not find
Reaching for something in the distance
So close you can almost taste it
Release your inhibitions
Feel the rain on your skin
No one else can feel it for you
Only you can let it in
No one else, no one else
Can speak the words on your lips
Drench yourself in words unspoken
Live your life with arms wide open
Today is where your book begins
The rest is still unwritten

I break tradition, sometimes my tries are outside the lines
We've been conditioned to not make mistakes, but I can't live that way

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LEARNING TARGET:

- I can infer the theme of a song.

LEARNING TARGET:

- I can create a list of themes found within the song.

THEME

- “A theme is a lesson or message that an author wants readers to understand. Paying attention to main events and details- such as how characters act, treat others, or respond to challenges- can help you figure out the themes of stories and plays,” page 69, Curriculum Associates, 2014.

LEARNING TARGET:

○ I can write a **claim/thesis statement** to guide my essay.

THESIS STATEMENT

According to the Writing Center at University of North Carolina Chapel Hill:

A thesis statement

- is a road map for the paper; in other words, it tells the reader what to expect from the rest of the paper.
- directly answers the question asked of you.
- is usually a single sentence near the beginning of your paper (most often, at the end of the first paragraph) that presents your argument to the reader. The rest of the paper, the body of the essay, gathers and organizes evidence that will persuade the reader of the logic of your interpretation.

LEARNING TARGET:

- I can write an essay using the **RACE Organizer**.

Writing Prompt Question:	<ul style="list-style-type: none"> • I can write the Writing Prompt Question. 	
R	Restate the Question	<ul style="list-style-type: none"> • I can restate the question in my own words using the KEY WORDS?
A	Answer the Question	<ul style="list-style-type: none"> • I can answer the question accurately.
C	Cite Evidence	<ul style="list-style-type: none"> • I can use transition words by referring to the “What does the text SAY?” writing prompts. • I can use information from the text to prove my answer. • I can use one direct quote from the text to prove my answer. • I can use evidence that is related to the question and

E

**Explain
the
Evidence**

- I can use the “What does the author **MEAN?**” and/or the “Why does it **MATTER?**” writing prompts.
- I can explain the answer while using **KEY WORDS** from the text.
- I can explain the answer in ways that are relevant to the question.
- I can use **at least three sentences** in my explanation.

LEARNING TARGET:

- I can choose two **RELEVANT** quotes to support my claim/thesis statement.

LEARNING TARGET:

- I can plan an essay while creating an outline.

LEARNING TARGET:

- I can explain the meaning of "plagiarism."

LEARNING TARGET:

- I can explain why using quotes as evidence is not plagiarism.

LEARNING TARGET:

○ I can write an essay
using the **RACE**
Organizer.

○

LEARNING TARGET:

- I can write a heading using the **MLA** format.

LEARNING TARGET:

- I can assess “Luke's essay” using the adapted NYS rubric.

LEARNING TARGET:

- I can assess “Harry's essay” using the adapted NYS rubric.

LEARNING TARGET:

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○ I can

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○ I can

○

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