# MS DYO Data Analysis and Plan: Overview

<table>
<thead>
<tr>
<th>Grade</th>
<th>DYO Strengths</th>
<th>DYO Weaknesses</th>
<th>Next Unit Focus</th>
<th>Next DYO</th>
</tr>
</thead>
</table>
| 6th   | Ideas and Elaboration: 3.6  
      | Voice, Tone and Fluency: 3.6 | Conventions: 3.2  
      | Organization:  
      | Alan’s class: 3.3  
      | Elaboration:  
      | Sarah’s class: 3.2 | Essay Organization  
      | Conventions in sentence structure, commonly misspelled words, paragraphing | Personal Essay  
      | Late Nov/Early Dec |
| 7th   | Cooley and Wolfe | DYO 1:  
      | Organization  
      | DYO REVISION:  
      | Organization  
      | Voice, Tone and Fluency  
      | Ideas and Elaboration  
      | Conventions | AFTER DYO 1 PACTS REVIEW  
      | Essay organization  
      | Developing thesis statements  
      | Using strong evidence to back up our points  
      | The burger | AFTER DYO REVISION  
      | Developing more thoughtful, less obvious thesis statements based on themes they track.  
      | Collecting and using evidence across texts (myths, research books, film) | DYO #2:  
      | Students write a literary essay in which they link three different texts by finding a common theme. Students turn this theme into a thesis statement. |
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<td></td>
<td><strong>DYO 1:</strong> Ideas and Elaboration: Average 2.98</td>
<td><strong>DYO 1:</strong> Organization: Average 2.60</td>
<td>- Essay Organization - Finding strong evidence - Giving background - Elaborating on evidence - Choosing a tone to fit the purpose - Grammar review</td>
<td>Same essay prompt early November</td>
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<td>Voice, Tone and Fluency: Average 2.90</td>
<td>Conventions: Average 2.55</td>
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Next UNIT: - Punctuation