|  |  |
| --- | --- |
|  | **Standard:** * ELAGSE9-10RL3: ANALYZE how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
* ELAGSE9-10RL4: DETERMINE the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; ANALYZE the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)
 |
|  | **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Essay Response ☐ None** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Pre-Teaching** | **Activation of Learning***(5 min)* | **Focused Instruction***(10 min)****\*I DO*** | **Guided Instruction***(10 min)****\*WE DO*** | **Collaborative****Learning***(10 min)****\*Y’ALL DO*** | **Independent Learning***(10 min)****\*YOU DO*** | **Closing***(5 min)* |
|  |  | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **Learning Target** **Success Criteria 1** **Success Criteria 2** | Do NowQuick Write\*Think/Pair/SharePollsNotice/WonderNumber TalksEngaging VideoOpen-Ended Question | Think AloudVisualsDemonstrationAnalogies\*Worked ExamplesNearpod ActivityMnemonic Devices\* | Socratic Seminar \*Call/ResponseProbing QuestionsGraphic OrganizerNearpod ActivityDigital Whiteboard | Jigsaw\*Discussions\*Expert GroupsLabsStationsThink/Pair/ShareCreate VisualsGallery Walk | Written Response\*Digital PortfolioPresentationCanvas AssignmentChoice BoardIndependent ProjectPortfolio | Group DiscussionExit Ticket3-2-1Parking LotJournaling\*Nearpod |
| Monday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | Students are assessing their knowledge of character/characterization,  | Knowledge Splash: Write down everything you already know about how characters are made in stories. (Canvas) | n/a | n/a | n/a | Pre-Assessment (Canvas) | Self-Assessment Checklist: Complete the checklist to evaluate what you already know about character/characterization and defining words in context. (Canvas) |
|  | Students can determine their areas of strength and weakness. |
| Tuesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | Students are learning about how an author develops a plot over the course of a text |  | PowerPoint: Characterization/Plot | Guided Notes (handout provided in Canvas and in class)  | n/a | n/a | Answer the following: Which statement most concisely demonstrates the connection between plot, character, and development? |
|  | Students can define: character(ization), antagonist, protagonist, static character, dynamic character, round character, flat character, conflict, and plot. ; Students can explain the ways that author’s develop ideas over the course of a story. |
| Wednesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | Students are exploring the character/speaker’s point of view and author’s point of view.  |  | Demonstration: Analyzing Speaker  | Annotation: Annotate the poem/excerpt for clues about the Perspective of the Speaker | n/a | n/a |  |
|  | Student can describe the ways perspective shapes a story. |
| Thursday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | Students are exploring the character/speaker’s point of view and author’s point of view. |  | n/a |  | Dialectical Learning: Choose a few examples of figurative language, and interpret them using the chart provided. In the right-hand column, explain what comparison is being made by the figurative language you list in the left-handed column, and note how that comparison affects you as a reader. (Handout provided in Canvas and in class) | n/a | Synthesis: What is the theme, or message, of this text? Explain your answer using evidence from the text as support? |
|  | Students can describe the ways perspective shapes a story. |
| +Friday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | Students are exploring the connection between characterization and the development of themes. |  | n/a | n/a | n/a | Choices (pg. 139)1. Write a poem
2. Poetry/Story Poster
3. New Speaker, New Perspective (pg. 139)
4. Poetry Wall

\*\*\* Due by Monday, September 30th |  |
|  | Students can exemplify how characterization supports the development of themes. |