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|  | **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** |

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|  |  | **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 Now  Quick Write\*  Think/Pair/Share  Polls  Notice/Wonder  Number Talks  Engaging Video  Open-Ended Question | Think Aloud  Visuals  Demonstration  Analogies\*  Worked Examples  Nearpod Activity  Mnemonic Devices\* | Socratic Seminar \*  Call/Response  Probing Questions  Graphic Organizer  Nearpod Activity  Digital Whiteboard | Jigsaw\*  Discussions\*  Expert Groups  Labs  Stations  Think/Pair/Share  Create Visuals  Gallery Walk | Written Response\*  Digital Portfolio  Presentation  Canvas Assignment  Choice Board  Independent Project  Portfolio | Group Discussion  Exit Ticket  3-2-1  Parking Lot  Journaling\*  Nearpod |
| Monday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | Students are learning about the ways an author develops characters and a plot over the course of a text to produce meaning. | Peer Coach Video: Analyze Character Motivations- Make Inferences (On Canvas) | PowerPoint: “Development: Characterization/Plot” | Guided Notes (handout provided in Canvas and in class) | n/a | n/a | Define “characterization” and “plot” in your own words. |
|  | Students can define: plot, 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.  Students can describe how plot and character development impact theme/big idea. |
| Tuesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | Students are learning how to identify characters with complex motivations.  Students are learning how a character’s development affects the overall story/plot. | Anticipation Guide: “Super Human” by Nicola Yoon | n/a | Review: Character(ization) and Plot | Humanity T-Chart: What’s great—and not so great—about humans? Make a T-chart listing our most positive qualities on one side, and negative qualities on the other. Discuss your overall conclusion about humanity with a partner. | n/a | Journal: Friend or Foe? – If a real-life superhero was introduced to the world tomorrow, how do you think the world would react? Discuss the possibilities in a journal activity. This must be at least one complete, well-developed paragraph with at least 5 sentences. Use at least one example and explain how and why that example supports your idea. |
|  | Students can explain how a character’s motivations influence their actions and decisions. |
| Wednesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | Students are learning how to analyze the connection between character development and plot.  Students are learning how a character’s actions and growth contribute to the development of theme.  Students are learning how internal and external conflicts shape a character’s decisions. | Infer Character Traits (Peer Coach Video) | Character Motivations Chart Explanation and Model (par. 3) | Close Reading w/ annotation for character motivations using different color highlighters (pg. 105-106, pars. 1-11) | Paired Reading and annotation and guided questions (pg. 106-111, pars. 12-75) | n/a | Exit Ticket: Refer to paragraphs 49-52, What is X’s attitude toward Syrita, based on what he sees? How might his own background and experiences affect his reaction to her? |
|  | I can analyze how a character’s development advances the plot of a story.  I can describe how a character’s interactions with others affect relationships in the text.  I can explain how a character’s growth or decline reveals key themes in the text.  I can evaluate how a character’s internal and external conflicts impact their development. |
| Thursday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | PSAT  Complete any missing work in your spare time. | | | | | | |
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| Friday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning to track the changes in a character's personality, goals, and motivations over time. | Quick Check (pars. 1-75): Using a scale of 1-5 (wherein 1 indicates strong disagreement and 5 is strong agreement), how much do you agree with the following statements: 1) X is a superhero who has decided to destroy the world. 2) Syrita is chosen to save humanity from X. 3) X stopped helping humanity after he was shot by a police officer.(PowerPoint/ Canvas) | n/a | Review: Character Motivation Chart, pars. 1-75 (textbook/Canvas) | Paired Reading and Annotation, pg. 111-113, pars. 76-109 (Textbook/Canvas) | Independent Reading and Annotation, pg. 113-115, pars. 109-142 (Textbook/ Canvas) | Assessment Practice, pg. 115 (textbook/Canvas) |
|  | I can track and explain the changes in a character’s personality and motivations throughout the story. |