|  |  |
| --- | --- |
|  | **Standard:** * ELAGSE9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
* ELAGSE9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
* ELAGSE9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
* ELAGSE9-10RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
* ELAGSE9-10RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
 |
|  | **Assessment: X 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* | I am preparing to read “How Do You See Your Self(ie)?” | Preview: Do you find selfies annoying or useful? Provide examples. | Modeling: How to Use an Online Search Engine and Encyclopedia | n/a | Expand Your Vocabulary (pg. 122) | Expand Your Vocabulary (pg. 130) and Watch Your Language (pg. 131) | Complete the following sentences: * People often take selfies (when/where) because \_\_\_\_\_\_\_\_.
* Never would I ever take a selfie (where/when) because \_\_\_\_\_\_\_\_.
 |
|  | I can define words found in the text. I can use online reference material. I can articulate how I feel about selfies.  |
| Tuesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning to identify main ideas. | Peer Coach Video: Identify Main Ideas (HMH / Canvas) | Central Idea/ Notes Chart: As you read “How Do You See Your Self(ie)?”, complete the chart with examples from the text to help you identify the author’s central idea.(HMH pg. 121) | Model: Read “How Do You See Your Self(ie)” (pars. 1-14). Annotate/ record notes.  | With a partner, read “How Do You See Your Self(ie)” (pars. 15-25). Complete the central idea chart as you go. | n/a | Assessment Practice (pg. 127) |
|  | I can define thesis, key idea, evidence, and conclusion. I can identify the thesis, key ideas, evidence, and the conclusion to identify the central idea.  |
| Wednesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning how to define words in context. I am learning to analyze an informative text.  | Define the following words without looking them up. Explain how you derived your answers. * Introspective
* Eviscerate
* Narcosis
* Catharsis
 | Peer Coach Video: Identify Author’s Purpose (HMH/Canvas)OR Peer Coach Video: Big Question (HMH/Canvas) | Probing Questions: Understanding Author’s Purpose and Point of View1. What negatives of selfie-taking does the author explain in paragraphs 5-6? In paragraph 14, what are some reasons that people take selfies? What do you think about each reason?
2. What positive examples does the author describe in paragraphs 18-19? Why do you think the author gives both negative and positive examples?
3. What does this evidence tell you about the author’s point of view on selfies?
4. Which purpose of writing best fits this selection? Why do you think so?
 | n/a | Written Response: Complete the “Analyze the Text” questions that correspond to your assigned number. Submit your work on Canvas.* Summary: \* See Canvas\*
* Central Idea: 4,5, &6
* Author’s Purpose/Perspective: 2, 3, & 4
* Development/Structure: 3, 4, & 5
 | “In Canada, a sunflower farm barred visitors last year after selfie-seekers destroyed flowers and left the land looking like a ‘zombie apocalypse.” (par. 5). * Does this example that the author provides spark your emotions about the topic? In what way?
* What kinds of people are quoted, and what viewpoints, if any, do they express of the topic?
* Could this sentence have been expressed in a more neutral way? If so, how might loaded language affect your viewpoint?

(Complete on Canvas) |
|  | I can infer the meaning of unfamiliar words using my prior knowledge. I can state the big question in a text. I can analyze the “How Do You See Your Self(ie)?” to determine the central idea and the author’s purpose and point of view.I can explain how the structure and word choice of the author help develop the central idea.  |
| Thursday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning to analyze ideas, structure, purpose, and author’s point of view.  | * Quick Write: Why did S. Mervosh start her informational text with the example of the earthquakes in paragraphs 1-3 instead of using a more typical approach, with an introductory paragraph and a thesis statement? (Complete on Canvas)
 | n/a | n/a | Expert Groups: Gather with the people who share your assigned number. Discuss the answers you got for the designated questions. Then, compare answers. Submit the group form on Canvas.  | n/a | Exit Ticket: Choose one example from the article that helps you answer this **Big Question**: What challenged, changed, or confirmed what I already knew or believed about selfies? Explain how the text you quoted fits with your previous knowledge.  |
|  | I can summarize “How Do You See Your Self(ie)?”I can infer the author’s point of view and purpose using evidence from the text. |
| Friday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am assessing my ability to analyze ideas, structure, purpose, and author’s point of view. | Fact vs. Opinion: Which statement is fact and which is opinion? Remember to ask yourself if the statement can be proven, and if it can be, be ready to explain *how*. * People take selfies with their phones.
* The best way to take a selfie is with a selfie stick.
* More selfies are posted online each day than any other type of image.

Only self-absorbed people take selfies.  | n/a | n/a | n/a | Informal Assessment: “How Do You See Your Self(ie)? | 2 Start and a Wish: What are two things you understand well about central idea, author’s purpose and perspective, and author’s choices? What’s one thing you wish you understood better? |
|  | I can summarize “How Do You See Your Self(ie)?”I can infer the author’s point of view and purpose using evidence from the text. |