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| **Standard**: ELAGSE9-10RL2 Determine a theme and/or central idea of text and closely 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.  ELAGSE9-10RL4 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.)  ELAGSE9-10RL5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  ELAGSE9-10RL6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  **Assessment: Quiz x Unit Pre-Test Project Lab Writing None** | | | | | | | |
|  | Pre-Teaching  *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  Learning Target    Success Criteria 1    Success Criteria 2 | **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)* |
| * 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 |
| **Mon** | Student will be able to complete a pre-test for unit 1.  -I can answer all questions.  -I can answer all written questions with more than a sentence. | What is an objective summary? What information might you find in an objective summary? |  |  |  | Pre-Test for Unit 1 | Turn in pre-test |
| **Tues** | Students will be able to use new vocabulary words in a sentence.  -I can change the ending of a word to make it fit into a sentence.  -I can use vocabulary words to tell a story. | Even the best of friends or closest of family members don’t always see eye to eye. What’s a conflict you’ve been able to resolve? Has a conflict ever ended one of your close relationships? | Discuss essential question | Set up vocab chart and write down definitions of vocab words. Do a sample word together. (Not one of the ones they have to do.) | Vocabulary assignment (partner paragraph) | Vocabulary assignment (Chart) | Say one sentence that you wrote down. |
| **Wed** | Students will be able to annotate for cultural significance.  -I can highlight examples of cultural differences.  -I can analyze and explain how those moments impact the story. | If you were granted three wishes , what-other than more wishes-would you wish for? Would you use your wishes right away or save them? | Reading from “What, of this Goldfish, Would you Wish?” | Annotating story | Annotating story | Annotating story | Consider how Sergei reacts when Yoni knocks on his door. Does his response seem reasonable? How does Sergei’s cultural experience help explain his reaction? |
| **Thurs** | Students will be able to annotate for character motivation.  -I can highlight examples of character interactions.  -I can explain how those interactions are impacted by characters motivation. | Summarize what we have read so far in  “What, of this Goldfish, Would you Wish?” Use your books to help you write the summary. Remember to have who, what, where, when, why in your summary. | Reading from “What, of this Goldfish, Would you Wish?” | Annotating story | Annotating story | Annotating story | Why does Sergei save his third wish for so long? Think about how his experiences and personality drive this delay. Share your ideas with a partner. |
| **Fri** | Students will be able to write an objective summary of the text.  -I can include all the w’s in a summary of the text.  -I can check my writing to make sure events are told in chronological order. | Why does Yoni believe his documentary could be “a poignant piece of social commentary”? | Go over what is needed for an objective summary. | Have students share the who and where. | Have students with an elbow partner answer when. | Students will write an objective summary of the whole story. | What is a theme of the story “What, of this Goldfish, Would you Wish?” |

*\*key literacy strategies*