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|  | **Standard:** * ELAGSE9-10RL2: Determine a theme and/or central idea of text and analyze in detail 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.
* ELAGSE9-10RL3: 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.)
* 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).
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|  | **Assessment: ☐ Quiz XUnit Test ☐ Project ☐ Lab ☐ Essay Response ☐ Other (Mini Project) ☐ 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 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 practicing the skills for the re-assessment.  | Practice Quiz: “Super Human” (Canvas) | n/a | n/a | Peer Review: After writing your objective summary on “Super Human,” switch papers with a neighbor. Grade your partner’s paper according to the rubric and the checklist provided. (2) | Written Response: Using the provided checklist and rubric, write an objective summary over “Super Human.” (1) | 2 Stars and Wish: What are 2 things you do well with an objective summary? What is one thing you need to do better? (Canvas)Homework: Read “ How Ghetto Lost It’s Meaning” (Canvas) |
|  | Students can write an objective summary. Students can successfully write an objective summary. |
| Tuesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | Students are reviewing the process for writing an objective summary.  | Practice Quiz: “How Ghetto Lost Its Meaning” (Canvas) | n/a | n/a | Written Response: With a partner and using the provided graphic organizer, outline an objective summary for the article "How Ghetto Lost Its Meaning").  | Written Response: On your own, write an objective summary of the article using the checklist and rubric provided.  | List: Without looking, list the important features of an objective summary. (Canvas) |
|  | Students can write an objective summary. Students can identify the parts of an objective summary. Students can successfully write an objective summary. |
| Wednesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | Students are learning testing strategies.  | Discussion: What are some strategies you already use when taking assessments? | Modeling: Test Strategies  | n/a | Expert Groups: In groups, analyze short passages and answer the multiple-choice questions based on it. After selecting the correct answers, prepare a brief explanation that includes textual evidence, reference to an assessment strategy.  | n/a | Survey: How prepared do you feel for your re-assessment?1. I’m ready!
2. I think I’m ready.
3. I don’t know.
4. I’m cooked.
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|  | Students can select and validate their answers for a test using textual evidence and reason.  |

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| Thursday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | Students are re-taking their Unit 1 assessment. | Discussion: What questions do you have about theme/big idea, words in context, or writing objective summaries?  | n/a | n/a | n/a | Students not re-testing: Work on the “Character Analysis Portfolio.” Read one of the posted stories. Then, create a “Character Profile,” a motivation map, character interaction analysis, and scene analysis, and reflection. (Canvas)Students who are re-testing: take out 2 sheets of paper. | n/a |
|  | Students can identify themes/big ideas, determine the meaning of words in context, and objectively summarize literary and informative texts. |
| Friday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | Students are re-taking their Unit 1 assessment. | Discussion: What questions do you have about theme/big idea, words in context, or writing objective summaries? | n/a | n/a | n/a | Students not re-testing: Work on the “Character Analysis Portfolio.” (Canvas)Students who are re-testing: take out 2 sheets of paper. | Reflection: What is one thing about theme/big idea, words in context, or objective summaries are you still struggling with? |
|  | Students can identify themes/big ideas, determine the meaning of words in context, and objectively summarize texts. |