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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standards:**  **Standards: Is Survival Selfish**  9.P.EICC.2.c Explain and learn concepts and processes by interpreting and constructing texts.  9.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.  9.L.V.3.c Analyze the nuances in connotative meaning of words that share a similar denotation.  9.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas.  9.T.RA.1.a Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.  9.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.  **9.T.SS.1.a Analyze the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience.**  9.P.ST.1.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.  9.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.  9.L.V.3.b Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts.  **9.T.T.3.b Recognize and analyze the use of rhetorical appeals (ethos, logos, and pathos) in a variety of texts.**  9.P.ST.1.b Consider how context impacts the purposes of the author and the audience.  9.P.ST.2.c Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.  9.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text’s accessibility, and support the text’s purpose.  **9.T.C.2.d Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.**  9.P.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.  9.P.ST.2.b Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.  9.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.  9.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.  **9.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.**  **9.T.SS.1.d Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion.**  **9.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.**  9.P.ST.2.a Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.  **Standards: Night and Maus**  9.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.  9.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience.  9.P.CP.2.a Communicate clearly to present ideas, information, and texts.  9.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories.  9.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.  **9.T.SS.1.a Analyze the effectiveness of a text’s organizational structure to meet the needs and expectations of the target audience.**  **9.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.**  9.P.ST.1.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.  9.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.  **9.T.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.**  9.P.ST.2.c Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.  9.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text’s accessibility, and support the text’s purpose.  9.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.  9.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.  **9.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.**  **9.T.SS.1.d Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion.**  9.T.T.1.e Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. | | | | | | | |
|  | **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 |
| **Monday** | I am learning how to identify claim, evidence, reason, and rhetorical devices in an article.  I can analyze an author’s purpose for the text.  I can analyze why an author structured their article the way they do. | Imagine you and your friend are rock climbing and the line snaps. You’re both in danger of plummeting to the ground far below. You’re an experienced climber who might be able to reach the ledge and save yourself, but you know your friend won’t be able to hang onto the side of the cliff much longer. Discuss the following: Do you save yourself and head toward safety, or risk your life in trying to save your friend? Why did you choose one action over the other? (Engage your brain page 20) |  | Read: Is Survival Selfish by Lane Wallace (pages 23-36)  Highlight the following in different colors:  Claim (red)  Reasons (Blue)  Evidence (green)  Conclusion (yellow)  Rhetorical Devices (purple) |  |  | Why might have the author started with a series of questions and comments before stating the claim? |
| **Tuesday** | I am learning how to identify counterclaims.  I can analyze and author’s claim and use of counterclaim.  I can identify and explain the difference between claim, reason, and evidence. | Complete the Assessment Practice Questions on page 27 | Is Survival Selfish? Page 23-26  \*Reminder look back at what we highlighted yesterday. |  | Page 23:  **Annotate:** In paragraph 1, mark the topic the author introduces with an anecdote  **Analyze:** Consider the title of this selection. Why might the author have chosen to begin her argument with this example?  Page 24  **Annotate:** In paragraph 3, mark a statement the author can build on to create a full claim.  **Analyze:**  How do the rhetorical questions in this paragraph set up the author’s claim? | Complete the **Identifying Opposing Claims and Counterclaims Graphic Organizer** | Wallace writes that “the number one determining factor for survival is simply whether people hold it together in a crisis or fall apart.” Is this an example of a claim, a reason, or evidence? Explain with an example from the text? |
| **Wednesday** | I am learning how to use commas with sentence interrupters.  I can use commas correctly in sentence with interrupters.  I can write and identify claims. | In your own words, explain what a claim is. |  |  |  | **Commas with Other Sentence Interrupters**  [Commas with Other Sentence Interrupters - HMH-ELA NGLit 2020 NA 10 GS E M11](https://www.hmhco.com/content/literature/grammar_studio/g10/student/epub/hmh_nglit_na_10_gse_m11/#cards--10le_03_gs_punctuation_i_ml7/)  **What is a Claim?**  [Writing Arguments: What Is a Claim? - HMH-ELA NGLit 2020 NA 10 WS E](https://www.hmhco.com/content/literature/writing_studio/g10/student/epub/hmh_nglit_na_10_wse_student/#cards--10le_03_ws_arguments_ml2/) | Correcting the following sentence by adding a comma.  On the contrary I believe you would be perfect for that role Julia. |
| **Thursday** | I am learning how to use evidence to support a claim.  I can write a claim.  I can use at least two pieces of textual evidence to support my claim. | Watch video and take notes on when it is an appropriate time to use ellipses within a quote.  <https://www.youtube.com/embed/XkD53kEF5vE?cc_load_policy=1&rel=0> | Mini lesson on how to introduce and cite quotes. |  | With a partner help find evidence that supports your side of the argument. | Write a C.E.R. paragraph about is survival selfish? You will need to use two pieces of evidence. One from *Night* and one from *Maus*. | When writing your paragraph, did you think about rhetorical appeals? What one would help you convince a classmate on your opinion? |
| **Friday** | I am learning how to use evidence to support a claim.  I can write a claim.  I can use at least two pieces of textual evidence to support my claim. | Think about the claim you wrote for your paragraph. What would be the counterargument? Think about your specific evidence. |  |  | Using the checklist, switch papers with a partner and check that their paragraph hits all the required parts.  **Checklist:**  **Look at your partner’s paragraph and make sure it has the following before they submit it:**   * **The claim clearly mentions their position on is survival selfish.** * **Your textual evidence from *Night* is word for word.** * **You introduce your textual evidence from *Night*.** * **You have quotation marks around your textual evidence from *Night*.** * **You have a citation in parentheses for *Night*.** * **Your textual evidence from *Maus* is word for word.** * **You introduce your textual evidence from *Maus*.** * **You have quotation marks around your textual evidence from *Maus*.** * **You have a citation in parentheses for *Maus*.** * **Your reasoning is the longest part of your paragraph and fully explains your claim and how your evidence is an example of that.** | Write a C.E.R. paragraph about is survival selfish? You will need to use two pieces of evidence. One from *Night* and one from *Maus*. | Look back at your paragraph, what rhetorical appeal did you use in your argument? Why do you think it’s effective? |

*cabulary\*key literacy strategies*