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| Standards:9.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience. 9.P.EICC.2.c Explain and learn concepts and processes by interpreting and constructing texts. 9.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts. 9.L.V.3.d Use available print and/or digital resources, including reference materials, style guides, digital tools (e.g., online searches, embedded word processing features) to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases. 9.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas. **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.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.e Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuanced meanings of closely related words or phrases using available print and/or digital resources. **9.T.SS.2.a Analyze how the use of figurative, connotative, and/or rhetorical language contributes to the development of meaning, tone, or mood in a wide variety of texts.** **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.L.GC.2.e Recognize and use parallel structure within a sentence to create symmetry and convey a congruence of ideas. 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.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text’s purpose. 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.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. 9.T.T.2.a Analyze and evaluate the use and effect of expository techniques and organizational patterns. 9.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience. 9.T.RA.1.c Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately.9.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories. 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.dWork with others to discuss topics, investigate questions, solve problems, and explore and create texts. 9.T.RA.2.b Analyze information from a variety of sources by identifying misconceptions; conflicting information or perspectives; and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered. 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.P.ST.1.b Consider how context impacts the purposes of the author and the audience. 9.T.RA.1.b Use analytical findings to support a research question or thesis, citing the sources of quoted, paraphrased, and summarized ideas in Modern Language Association (MLA) format.**9.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension.****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.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.RA.2.c Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page.**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.RA.2.a Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question.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. 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. |
|  | **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
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| **Monday** |  No School | No School | No School | No School | No School | No School | No School |
| **Tuesday** | No School | No School | No School | No School | No School | No School | No School |
| **Wednesday** | I am learning how to analyze MLK’s “I Have a Dream” speech.I can identify the author’s purpose.I can use evidence from the speech to support my answers. | Mini lesson: difference between identifying vs. analyzing.Which word is an antonym for swelteringas it is used in the last sentence of paragraph 6? -exciting-painful-refreshing-uncomfortable“This sweltering summer of the Negro’s legitimate discontent will not pass until there is an invigorating autumn of freedom and equality.” |  |  | With a group of four, go around the room and complete the questions on MLK’s “I Have a Dream” speech.The group that has the most correct answers at the end of class will get a prize.  |  | Which word in an antonym for discords as it is used in paragraph 16?“With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.”1. Compatibility
2. Harmony
3. Dissonance
4. Disunity
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| **Thursday** | **I am learning how to analyze a multi-model source.****I can determine the purpose of the podcast.****I can determine the topic of the podcast.** | You’re about to listen to a podcast about a group of people who stood up for themselves and others in order to enact change. Think of a time you had to stand up for yourself. What fears or obstacles did you have to overcome in order to do so?  |  | Listen (and read transcript) for Interview with John Lewis (HMH 478)Read page 479-Analyze a Podcast and Analyze Author’s Purpose |  |  As you listen to the podcast, answer the following questions:-How does the interviewer introduce John Lewis?-How do the interviewer’s questions guide John Lewis to reveal important details about the topic?-How do the tone and emotion in John Lewis’s voice affect the listener’s understanding of his experiences?-What does John Lewis want to convey to his audience? (purpose)  | What do you think was one of the purposes for John Lewis to be on the podcast? |
| **Friday** | **I am learning how to do a collaborative discussion.****I can take notes to bring to a discussion.****I can write a summary of our groups discussion.**  | What is important when working in a group and completing a discussion?  |  |  | Collaborative Discussion: Four corners (paper diagram from discussion PD)Each group will be assigned a section of the podcast to listen to again. As they listen to their section, they are going to take notes on what is said that show the author’s purpose.Students will take turns to share what they found and at the end students will write a summary in the middle of their paper of their groups discussion.  | -Individual notes and part of the discussion. Individual summary.  | How did your group do (A-F scale)? Explain your grade.  |

*cabulary\*key literacy strategies*