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| **Standard:** ELAGSE9-10RL9: ANALYZE  how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).  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.)  ELAGSE9-10RI9: ANALYZE seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.  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).   Priority Writing:  ELAGSE9-10W3: WRITE narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  ELAGSE9-10W5: DEVELOP and STRENGTHEN writing as needed by PLANNING, REVISING, EDITING, REWRITING, or TRYING a new approach, FOCUSING on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)  **Assessment: Quiz 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 | No School | No School | No School | No School | No School | No School | No School |
| **Tues** | I am learning how to analyze the overall impact of specific word choices on meaning and tone.  I can practice close and critical reading.  I can use context clues to determine word meaning. | Before break we learned about Greek Mythology and Common Bible stories that you might find an allusion for.  Look at the below example and tell me what is be alluding to and what it means.  “Well,” said Beatty, “Now you *did* it. Old Montag wanted to fly near the sun and now that he’s burnt his damn wings, he wonders why. Didn’t I hint enough when I sent the Hound around your place?” (Bradbury 107) | <https://www.youtube.com/watch?v=8E8EhD70gDE> | Read “Siren Song” by Margaret Atwood  -Go through words students don’t know.  -Make connections to the video.  -Break down the poem. |  |  | How does the structure of “Siren Song” most clearly reflect its contents?  A The strict pattern of rhythm reflects the tuneful harmony of the Sirens’ song.  B The abrupt free-verse line breaks reflect the speaker’s jarring modern attitude.  C The lines of equal lengths reflect the smooth appearance of the Sirens’ feathers.  D The repeated three-line stanzas reflect the speaker’s completeness. |
| **Wed** | I am learning how to analyze the overall impact of specific word choices on meaning and tone.  I can practice close and critical reading.  I can use context clues to determine word meaning. | In line 6 of “Siren Song,” what do the beached skulls signify?  A The dissatisfaction from the speaker due to being a Siren  B The ships that have been wrecked because of the Sirens  C The sailors who have died because of the Sirens  D The fellow Sirens who have been less successful in their role | Go over the answer for yesterday’s closing.  How does the structure of “Siren Song” most clearly reflect its contents?  A The strict pattern of rhythm reflects the tuneful harmony of the Sirens’ song.  B The abrupt free-verse line breaks reflect the speaker’s jarring modern attitude.  C The lines of equal lengths reflect the smooth appearance of the Sirens’ feathers.  D The repeated three-line stanzas reflect the speaker’s completeness. | Finish going over “Siren Song” by Margaret Atwood. | With a partner complete the questions for “Siren Song”. |  | What does the speaker reveal about the nature of the Siren's song and its effect on those who hear it? |
| **Thurs** | I am learning how to develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotation, or other information and examples in my writing that are appropriate to the audience.  I can identify words and phrases which indicate the tone of the passage.  I can explain my answer using textual evidence. | Write down the following definition and then answer the following question:  Diction- the choice and use of words and phrases in speech or writing.  What diction does Margaret Atwood use in “Siren Song” to show us that the Siren is not happy with her situation? (two examples). |  |  |  | How does the speaker describe their feelings about their role as a Siren, and what textual evidence supports this description?  Use P.E.A.S. to answer the question. You will have every part checked by Mrs. Dunn before you move on to the next part.  **Extra Credit Opportunity:**  Change Margaret Atwood’s “Siren Song” poem to be about a Siren who loves what she does to sailors. Change the rhyme scheme or poem structure as needed to show this new Siren’s thoughts. | How does diction impact the readers understanding of mood and tone? |
| **Fri** | No School | No School | No School | No School | No School | No School | No School |