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| **Standard**:**1.A** Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.  **1.B** Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.  **2.A** **Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.**  **2.B**  Demonstrate an understanding of an audience’s beliefs, values, or needs.  **3.A** Identify and explain claims and evidence within an argument.  **3.B** Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.  **3.C** Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.  **4.A** **Develop a paragraph that includes a claim and evidence supporting the claim.**  **4.B** **Write a thesis statement that requires proof or defense and that may preview the structure of the argument.**  **4.C** Qualify a claim using modifiers, counterarguments, or alternative perspectives.  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ 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 |
| **Monday** | I am learning how to find evidence to support a claim.  I can write a thesis based on a claim and evidence found in an article. | Read the following statement and decide if you agree or disagree and explain why.  \*High school students need to read novels that they choose. |  |  |  | Read the article, “The Elite College Students Who Can’t Read Books”  -annotate as they read  -find evidence that supports their answer to the warm up.  -place at least one piece of evidence on a sticky note and place it on the board for their supporting side. | Place at least one piece of evidence on a sticky note and place it on the sheet of paper next to the white board for your supporting side. |
| **Tuesday** | I am learning how to identify components of the rhetorical situation.  I can change my thesis to better suit the audience.  I can identify the rhetorical situation. | Looking at the example of a three-pronged thesis, write your own thesis based on the information you found in the article from yesterday.  Example: Regular exercise improves physical health, boosts mental well-being, and increases energy levels. | Using the same article from the previous class period we are going to go through the article and identify/explain what the rhetorical situation is.  \*exigence, audience, writer, purpose, message (definitions) |  | Work with a partner to determine the rhetorical situation of the “The Elite College Students Who Can’t Read Books” article. |  | Take your thesis from the warm up and adapt it to convince one of the following audiences to agree with you.  \*School Board  \*Parents  \*Students |
| **Wednesday** | I am learning how to identify components of the rhetorical situation.  I can describe the purpose and the message of the speech. | Brainstorm a list of abstract nouns: something you cannot touch.  Example: Love  After brainstorming read pages 4-6 in the textbook. |  | Watch the video of Queen Elizabeth II “History will remember your actions” Speech  Get logged in and troubleshoot online textbook. |  | Glance back at speech and try to answer the rhetorical situation. | The purpose and the message are critical to the effect of this speech.  What is the purpose? What is the message? How are they different. |
| **Thursday** | I am learning how to identify components of the rhetorical situation.  I can explain the relationship between the speaker, purpose, and audience. | Who is the writer of “History Will Remember Your Actions” (what we read yesterday), and what is her role or position? How does this position give her speech credibility. |  |  | Go back and read the speech and work on completing the graphic organizer. |  | Who is the audience? What is Queen Elizabeth’s message for this specific audience? How does the message of the speech communicate a relationship between writer/speaker, purpose, and audience? |
| **Friday** | I am learning how to analyze rhetorical situation and support my claim with textual evidence.  I can support my claim with textual evidence.  I can analyze the relationship between speaker, audience, and exigence. | Based on our reading yesterday, answer the following question. Write out the entire answer, not just the letter.  The speaker says that although the country has faced challenges before, this one is different. How is it different?   1. It requires families to be separated from one another. 2. It resulted in the loss of many loved ones. 3. It necessitates that the citizens must work together for the good of the nation. 4. There is a guaranteed victory in this challenge. 5. It required joining with all nations across the globe. |  |  |  | Queen Elizabeth C.E.R. Paragraph   * Answer the following question using C.E.R. * How does the writer’s relationship with her audience affect her exigence? | What does the speaker say will offer comfort when better days return?   1. Seeing family and friends again 2. The inner fulfillment of doing what is right 3. Heart-warming stories of community aid 4. Taking pride in the spirit of the nation 5. The understanding that success belongs to all. |

*\*key literacy strategies*