|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard**: 9.T.T.1.b Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques impact an author’s purpose.  **9.T.T.4.a Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present and design content and their associated implications on meaning and/or theme.**  **9.T.T.4.b Apply knowledge of various poetic techniques and conventions to create poetic text for an intended purpose.**  9.P.CP.2.a Communicate clearly to present ideas, information, and 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.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.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.  **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** | No School | No school | No School | No School | No School | No School | No School |
| **Tuesday** | I am learning how to use evidence to support my inferences.  I can collect “evidence” about my teacher.  I can analyze the “evidence” to write a conclusion about my teacher. | If you are having an argument with a friend, how do you prove that you are right? |  |  | Investigative Challenge: Today you will be investigating your teacher. Your first task is to **observe** the suspect (your teacher) and the scene (classroom). What evidence do you notice, and what does it say about your teacher? Use the post-it notes below to **record** each piece of evidence. Then, **analyze** each piece of evidence to determine what it reveals about the suspect. Find at least one fellow investigator and compare/contrast your evidence and analysis. | Finally, **summarize** your conclusions in the “Suspect Bio” section. Your goal is to describe your teacher as thoroughly as possible. (Consider things like personality, teaching style, attitude, hobbies, etc.) | Complete the reflection section on the bottom of the worksheet:  How do you think this activity connects to what we will learn and do in this class? Consider the skills you used in this activity and explain thoroughly in the space below. |
| **Wednesday** | I am learning how to show my previous knowledge on poetic techniques.  I can complete a pre-assessment on poetic techniques. | What is the best definition of *diction*?   1. Inappropriate word choice 2. The choice and use of words and phrases in speech or writing. 3. The choice and use of words and phrases in writing. 4. A way to look up words and their meanings. |  |  |  | Unit 1: Pre-Assessment | Before turning in your test, which question do you think you got wrong and what about the question was a struggle for you?  Once you finish, turn in your test. |
| **Thursday** | I am learning how to analyze the use of connotative language contributes to the development of tone.  I can identify words/phrases that contribute to the tone of the poem.  I can identify the tone/tones in the poem. | **Tone** is the writer’s attitude toward the subject of a poem. Author’s create tone through their word choice and how those words evoke a sense of time and place. One way to classify tone is as a formal or informal. A **formal** tone is more serious, while an **informal** tone is more lighthearted.  Look at the following list of tone words and decide if they are formal or informal words: believe, guess, frightening, creepy, furious, mad |  | Listen to the poem: “Theme in English B” by Langston Hughes.  A poet’s choice of words affects the tone of the poem. What does the repetition of the word *guess* suggest about the speaker’s attitude toward the assignment? | With a partner, read the poem again. Identify words and phrases in the poem that help create the tone.  (Tone Wheel) |  | Which set of lines creates a shift in tone? |
| **Friday** | I am learning how to evaluate poetic techniques used in a poem to develop a theme.  I can identify a theme.  I can evaluate what poetic techniques were used to develop the theme. | Reread lines 37-40. What could the speaker and his teacher learn from each other? Could that be a theme? | A **theme** is a message about life or human nature that an author wants to convey. A theme can be specific to a poem or story, or it can be a **universal theme**, such as “Jealousy can ultimately destroy love”. Writers rarely state a theme directly; instead, readers must make inferences, or logical guesses, about the themes expressed in a text.   * A theme is different from the topic of a poem. A topic refers to general subjects that a poem is about—for example, nature. Theme refers to a message the author wants to convey about nature. * Poets use their own experiences, as well as events in the outside world, to inspire their poetry and develop their themes. * Understanding a poet’s background can help you determine the messages and insights the poet wants to share. * A poem may contain more than one theme. Analyzing the language, tone, and imagery will help you understand theme in a poem. * Be alert for ideas or symbols that are repeated. |  | With a different partner from yesterday, reread “Theme for English B” by Langston Hughes.  Answer the following questions:  -After re-reading lines 25-36, what lines would support the message about people in America?  -What inference can you make about a universal message, or theme, expressed in lines 25-36?  (-What repeated phrases in lines 30-41 help you infer the theme of the poem?) |  | Select **two** sentences that best describe themes developed in this poem?  **A**It takes time and experience to truly understand who we are.  **B**There is only one version of any truth.  **C**Race has little to do with opportunity.  **D**Being American is about having one joint identity.  **E**We can all learn something from one another. |

*\*key literacy strategies*