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|  | **Standard: 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).**  **ELAGSE9-10RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.** |
|  | **Assessment: ☐Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Essay Response ☐ None** |

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|  |  | **Pre-Teaching** | **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)* |
|  |  | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp*  **Learning Target**    **Success Criteria 1**    **Success Criteria 2** | 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 | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | No School | No School | No School | No School | No School | No School | No School |
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| Tuesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | **Asynchronous Day**  I am learning how to apply research skills.  I can analyze nonfiction sources on September 11.  I can integrate evidence into a structured research-based paragraph. | **Asynchronous Day**  Which statement is fact? Which one is an argument that could be supported with research? Explain your answer.   1. "The September 11th attacks led to the creation of the Department of Homeland Security." 2. "The U.S. government’s response to 9/11 significantly altered Americans’ privacy rights." | **Asynchronous Day** | **Asynchronous Day** | **Asynchronous Day** | **Asynchronous Day**  Read the sample research paper.  Identify the main argument of the paper (found in the introduction).  Write a body paragraph that includes: a claim about 9/11’s impact on national security, foreign policy, or American society, a piece of evidence from the assigned sources, an explanation of how the evidence supports the claim  Use graphic organizer if you need help to plan your paragraph.  Revise and check for clarity using the provided self-review checklist | **Asynchronous Day**  Self-Assessment:  Does your paragraph include a clear claim?  Did I introduce and integrate my evidence using complete sentences and transitions?  Did I explain and/or analyze the evidence clearly? |
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| Wednesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning how an author's use of language can advance an author's purpose.  I can identify rhetorical devices in informational texts.  I can explain how Amanda Ripley's use of language advances her purpose.  I can describe Amanda Ripley's point of view in "The Unthinkable." | Skim ["The Unthinkable" by Amanda RipleyLinks to an external site.](https://www.hmhco.com/content/literature/into_lit/g10/student/epub/ilnl21en_ese_g10u05_student/#cards--10le_13_ese_unthinkable_rd/). Then, respond to the following: What do you think the author's purpose might be in writing about disaster survival? | **Mrs. Dunn Out Sick** | Guided Close Reading (paragraphs 1-3) | Collaborative Close Reading (paragraphs 4-9)  What metaphor does Ripley use in paragraph 4? What does this do to the reader?  What sentences help support the implicit thesis?  On which appeals does Ridley rely in paragraph 8?  Where does Ridley use cause and effect in paragraph 9?  What does the simile "like they need shelter and water" do? (par. 9) | Independent Learning  What structural pattern is the phrase "Finally, Zedeno headed into the stairwell. She was taking action, the last stage in the process" (par. 11)?  On which rhetorical appeal does Riley rely at the end of paragraph 14? | In one sentence, summarize the author's purpose. |
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| Thursday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning how an author's use of language can advance an author's purpose.  I can identify rhetorical devices in informational texts.  I can explain how Amanda Ripley's use of language advances her purpose.  I can describe Amanda Ripley's point of view in "The Unthinkable." | How do authors use rhetorical devices to inform readers? Provide an example of how someone might use a rhetorical device to help them inform an audience. |  | Guided Close Reading (paragraphs 1-3) | Collaborative Close Reading (paragraphs 4-9)  What metaphor does Ripley use in paragraph 4? What does this do to the reader?  What sentences help support the implicit thesis?  On which appeals does Ridley rely in paragraph 8?  Where does Ridley use cause and effect in paragraph 9?  What does the simile "like they need shelter and water" do? (par. 9) | Independent Learning  What structural pattern is the phrase "Finally, Zedeno headed into the stairwell. She was taking action, the last stage in the process" (par. 11)? | Which rhetorical appeal does Ripley use at the end of paragraph 14? Explain. |
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| Friday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning to identify an author's purpose when the main idea is implicit.  I am learning how rhetorical devices can advance an idea outside of persuasive writing.  I can identify the thesis of "The Unthinkable" by Amanda Ripley.  I can examine the structure and language of "The Unthinkable" to explain how Ripley's ideas are developed. | Read the following excerpt and decide if it is an example of Sequential, Cause and Effect, or Compare and Contrast.  “*The attacks took place on the same day as the mayoral election in New York City. Many people had stopped at the polls to vote and were late to work.”* (paragraph 13) |  | Guided Close Reading  What is the point in including the historical reference to the first skyscraper? (par. 15)  What can we infer about the woman who was reacting hysterically? Why was she behaving that way? (par. 16)  Paragraph 17 highlights an ironic situation. What is it? How this contrary to what we might believe? |  | How can we infer what the word "oscillate" means in paragraph 22? What phrase suggests the word's meaning?  What word do you know that could replace the word "pragmatic"? What do you think it means? (par. 25)  What's the author's purpose for writing? List as many possible answers as you can.  Outline a paragraph that would analyze how Ripley develops her central idea, and identify specific ways she supports her idea(s). Be sure the locate specific examples from the text. | Write one question you still have about the text or the use of rhetoric. |
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