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|  | **Standard:**   * ELAGSE9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. * 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.) * ELAGSE9-10RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. * ELAGSE9-10RI5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). * 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. * **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: X 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* | I am learning how to conclude my narrative in a way that makes sense and/or that reflects on what is experiences, observed, or resolved in the narrative.  I can utilize precise words and phrases, telling details, and sensory language.  I can provide a conclusion. | Read the following prompt. What is it asking you to do? What kind of writing is this called?  Think about the conversation between Anne, Marilla, and Matthew. Then, write a scene that could be added to the end of the passage that shows how Marilla and Mathew help Anne decide who should be the subject of her school composition. | Go over prompt and expectations of the narrative.  Narrative due Wednesday, February 5 |  |  | Work on Narrative Prompt (due Wednesday) | According to the checklist, you should “Use information from the passage so that your essay includes important details”.  What important details should you add to your narrative based on the excerpt? |
|  | I can |
| Tuesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning how to conclude my narrative in a way that makes sense and/or that reflects on what is experiences, observed, or resolved in the narrative.  I can utilize precise words and phrases, telling details, and sensory language.  I can provide a conclusion. | What is needed in the conclusion of a narrative? |  |  |  | Work on Narrative Prompt (due Wednesday) | What do you need to complete for homework to be able to turn in your narrative tomorrow or what do you need to do for homework to have your grade be passing by Friday? |
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| Wednesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning how to determine the main purpose of an article. | He felt **remorse**, akin to strong guilt, for his actions.  Based on the above sentence ( and without looking it up) what does the word **remorse** mean? What words in the sentence tell us what it means?  This would be an example of using synonym context clues.  Other ways to figure out a word in context is:   * + - Definition/explanation     - Antonym     - Inference     - Example |  |  | Read: Holocaust Holograms Complete: Comprehension Questions | Read: Holocaust Holograms Complete: Comprehension Questions  Turn in Narrative Prompt | What part was the hardest or the easiest part to write about in your narrative? |
|  | I can practice close and critical reading.  I can use evidence to support my answer. |

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| Thursday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning how to demonstrate my knowledge of Unit 4 standards via a unit exam.  I can complete the exam in the specific time frame.  I can do my best work to receive a 70% or higher on the exam. |  |  |  |  | Complete Unit 4 Post Assessment Part A |  |
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| Friday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am learning how to demonstrate my knowledge of Unit 4 standards via a unit exam.  I can complete the exam in the specific time frame.  I can do my best work to receive a 70% or higher on the exam. |  |  |  |  | Complete Unit 4 Post Assessment Part B |  |
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