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|  | **Standard:**   * 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.) * ELAGSE9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. * 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 * LAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. * ELAGSE9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
|  | **Assessment: ☐ Quiz X 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 |

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| Monday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am reviewing key concepts from Unit 5 to prepare for the upcoming assessment. | Warm Up:  Look up the following words, what do they mean. Use them in a sentence.  -determined  -exhilarated  -ominous  -judgmental | Small Group: Unit 5 Re-Teach/Intervention | n/a | n/a | Canvas Assignment: Unit 5 Re-Assessment Practice  Canvas Assignment: Unit 5 Assessment Practice | Exit Ticker: *"I can't believe we did it—our team just won the championship, and the crowd is going wild!"  said Sarah.*  What tone is the above sentence, use the words from the warm up. |
|  | I can identify areas where I need additional support in Unit 5 concept and skills.  I can complete a targeted practice assignment to reinforce Unit 5 skills. |
| Tuesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am reviewing key concepts from Unit 5 to prepare for the upcoming assessment. | Do Now: Review the chart. Fill-in the Latin/Greek roots and affixes.  [Roots: rectus, ducere, candidus, prudens, crux, littera]  Affixes: -tude, in-, , im-, -al, ob- | Small Group: Unit 5 Re-Teach/Intervention | n/a | n/a | Canvas Assignment: Unit 5 Re-Assessment Practice  Canvas Assignment: Unit 5 Assessment Practice | What question of today’s assignment was most difficult? |
|  | I can identify areas where I need additional support in Unit 5 concept and skills.  I can complete a targeted practice assignment to reinforce Unit 5 skills. |

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| Wednesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am demonstrating my understanding of Unit 5 standards through an assessment. | Reflection: What strategies will you use today on your quiz? a) skimming the entire quiz to identify the questions you feel most confident about and the questions that will take the most time to answer. b) reading the passage carefully and taking notes as I read c) use the entire time to complete the test d) double-check my answers e) answer easy questions first f) eliminate wrong answers g) identify key words in the questions and possible answers | Instruction: Assessment and Expectations | n/a | n/a | Assessment: Unit 5 Assessment, Pt. 1 | Reflection: Which strategies did you find most helpful? |
|  | I can complete Part 1 of the Unit 5 assessment independently.  I can take notes, manage my times, and review my work for accuracy. |
| Thursday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am demonstrating my understanding of Unit 5 standards through an assessment. | Do Now: Read the passage and choices. What list the key words that will help you answer the question.  *"The small town bakery, once a bustling cornerstone of the community, now sat idle beneath layers of dust and fading paint. Forgotten by most, it stood as a quiet reminder of shifting times and abandoned traditions."*  Which statement best describes the author’s perspective, and how does word choice reveal it?  A) The author is supportive of the bakery’s current state, using positive language such as "quiet reminder" and "shifting times."  B) The author is critical of the town’s neglect, using words like "forgotten," "idle," and "abandoned" to suggest loss.  C) The author presents a neutral stance, using balanced language to describe both the past and present state of the bakery.  D) The author is admiring of the bakery’s resilience, highlighting its ability to stand as a "cornerstone" and a "reminder." | Instruction: Assessment and Expectations | n/a | n/a | Assessment: Unit 5 Assessment, Pt. 2 | Parking Lot: Post any lingering questions about Unit 5 concepts or the assessment. |
|  | I can complete Part 1 of the Unit 5 assessment independently.  I can take notes, manage my times, and review my work for accuracy. |
| Friday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am completing any outstanding assessments and re-assessing to demonstrate my mastery of key skills. | Reflection: What did you do to prepare for your re-assessment? | Instruction: Assessment and Expectations | n/a | n/a | Assessment: Unit 5 Assessment (Make-Up)  Assessment: Re-Assessment (Macbeth Quiz, “The Unthinkable” Quiz, or Unit 4 Assessment) | Reflection: What goal will you set for yourself after today’s reassessments? |
|  | I can complete missing assessments from Unit 5 or prior units.  I can reflect on areas of growth and areas needing improvement.  I can take notes, manage my times, and review my work for accuracy. |