|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standards**  9.P.EICC.2.c Explain and learn concepts and processes by interpreting and constructing texts.  9.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text.  9.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories.  9.P.EICC.2.d Interpret and construct texts to aid the analysis and evaluation of texts and ideas.  9.T.RA.1.a Generate questions to guide research, make connections between complex topics, explore creative solutions, narrow focus, and/or refine text creation.  9.P.ST.1.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.  9.P.AC.1.a Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.  **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.  **9.T.C.2.d Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest.**  9.P.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.  9.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.  9.T.SS.1.d Apply knowledge of text structure and organization to create coherent and cohesive texts with an introduction that guides the focus and captures the audience; purposefully organized and developed supporting facts, reasons, explanations, details, descriptions, and/or events; and a memorable conclusion.  9.T.T.1.e Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing.  **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.** | | | | | | | |
|  | **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** | Labor Day-No School | Labor Day-No School | Labor Day-No School | Labor Day-No School | Labor Day-No School | Labor Day-No School | Labor Day-No School |
| **Tuesday** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** |
| **Wednesday** | I am learning how to paraphrase a text for meaning and theme.  I can make inferences about the theme. | Test Tip Tuesday (on Wednesday)  Slide #4-5 provided by district | Peer Coach Video: Analyze Themes  Read Page 251-fill in graphic organizer as we read.  Read page 252 | Read: “Gift Wrapped Fathers” pg.253-255  Lines 3-6: Describe what the speaker is saying about the father/son relationship. What does it mean to fall “like timber”? Add to your inference graphic organizer.  Identify alliteration and consonance in lines 15-18. | What is the alliteration in line 11?  What is the word play in lines 38-39? | Annotate: Read lines 26-30. Mark the words that suggest the father in prison is thinking about his own childhood and father.  Analyze: Paraphrase lines 26-30. Why is the speaker mentioning his father at this point in the poem?  Annotate: Mark the words in lines 45-50 that refer to the passage of time.  Infer:  What is the significance of these references to time? | When did you figure out the speaker is a father in prison? Use evidence. |
| **Thursday** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** | **MAPS Testing** |
| **Friday** | I am learning how to paraphrase a text for meaning and theme.  I can write a theme statement.  I can analyze an author’s figurative language for meaning. | Re-read lines 1-6.  Who do the pronouns “you” and “his/him” refer to in the poem?  What is the impact of the speaker on the poem? |  |  | With your group re-read the following lines and come to a consensus on how to paraphrase/rephrase that section to share with the class. (Canvas discussion)  Groups:  Lines 1-14  Lines 15-27  Lines 28-50  Lines 51-62  Lines 63-79  Remember:  \*use your own words to rephrase every few lines  \*translate the poem’s imagery into meaning  \*include key ideas and details | Question 1: Reread lines 1-6. How does the poet use imagery to describe the father’s attitude toward his baby?  Question 6:  Review the notes you took in the chart on the Get Ready page. Use your inferences to create two or more theme statements-messages from the poem about life or human nature. Write at least one theme statement in the chart. | Complete the Assessment Practice Questions on page 255 |

*\*key literacy strategies*