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| **Standards:**9.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and ofacademic vocabulary and word parts.9.T.T.1.b Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques impact anauthor’s purpose.**9.T.T.4.a Read, discuss, evaluate, and critique a variety of texts, considering poetic techniques used to present anddesign 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 intendedpurpose.**9.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques toinfluence target audiences and achieve specific purposes.9.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience.9.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories.9.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.**9.T.SS.1.a Analyze the effectiveness of a text’s organizational structure to meet the needs and expectations of thetarget audience.9.T.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purposeand target a specific audience using multiple, clearly identifiable features of incorporated modes.**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’spurpose.9.L.V.3.e Make strategic language decisions when writing or speaking by determining, clarifying, or verifying the nuancedmeanings of closely related words or phrases using available print and/or digital resources.**9.T.SS.2.a Analyze how the use of figurative, connotative, and/or rhetorical language contributes to thedevelopment of meaning, tone, or mood in a wide variety of texts.**9.T.SS.2.c Use formal or informal style, as appropriate to audience, purpose, and context.9.P.AC.1.b Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating howspecific word choices affect the target audience and support the text’s purpose.9.P.AC.2.a Integrate literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements to appeal to targetaudiences and achieve specific purposes.9.T.T.1.e Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting tocreate mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhancewriting.9.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text. 9.T.T.1.b Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques impact an author’s purpose.9.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. 9.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience. 9.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience. 9.P.CP.2.a Communicate clearly to present ideas, information, and texts. 9.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories. 9.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create 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.C.1.c Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose and target a specific audience using multiple, clearly identifiable features of incorporated modes.** 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.ST.1.b Consider how context impacts the purposes of the author and the audience. 9.P.ST.2.c Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful. 9.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text’s accessibility, and support the text’s purpose. 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.P.ST.2.b Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts. 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.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback. 9.T.T.3.a Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea.**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.T.C.1.a Use knowledge of texts’ distinct disciplinary, personal, or technical purposes to aid comprehension. 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.P.ST.2.a Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes. 9.P.EICC.1.f Develop independence and autonomy as a reader and writer. 9.T.T.2.a Analyze and evaluate the use and effect of expository techniques and organizational patterns. |
|  | **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
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| **Monday** | I am learning how to make connections between multimodal texts. I can compare The Odyssey to a song.I can analyze figurative language. | Which phrase from Book 1 best identifies Odysseus as an epic hero?1. That man skilled in all ways of contending (line 2)
2. He plundered the stronghold (line 4)
3. He fought only/to save his life (lines 8-9)
4. He who moves all day through heaven (line 14)
 | After finishing the section of the Odyssey, go over the Siren Song Playlist Assignment.**Siren Song Playlist Assignment:** What kind of songs would the Sirens have sung? What songs might be so bewitching as to lure people?\*Find three songs that are representative of the Siren Song and how it is described in The Odyssey. DO NOT merely pick your favorite songs.\*Write an explanation for why you chose the song/how does it connect to the siren song.\*Find an example of figurative language in each song. Label it/identify it and explain its meaning. \*Look at lines 4-10 and 36-39 | Read The Odyssey: Book 12: Sea Perils and Defeat (page 558-560) | Complete the Assessment Practice Questions on page 561 with a partner. When finished, have Mrs. Dunn check for correctness. If any are wrong, go back and find evidence to support your new answer before being checked again. | **Siren Song Playlist Assignment due Wednesday.** Will have time after assessment on Tuesday to work on project. | How does Odysseus avoid the Sirens’ song? Use evidence from the text to support your answer. |
| **Tuesday** | I am learning how to identify figurative language.I can analyze figurative language.I can identify theme. | **TEST TIP TUESDAY**Slides 2-3 from district PPT (on Literature I District Canvas Page) |  |  |  | Complete The Odyssey Quiz.When finished continue to work on **Siren Song Playlist**  | Read the following example of figurative language; what kind is it and what does it mean?“…like squirming puppies…” (page 550 line 138) |
| **Wednesday** | I am learning how to identify a theme.I can identify a theme.I can use textual evidence to support my thought. | Which example below is NOT an example of theme?1. There is no escaping fate.
2. Cunning will trump brute strength.
3. Odysseus is courageous in the face of adversity.
4. Have unwavering loyalty when tested.
 |  Explain C.E.R. format for short answer questions. |  |  | Hospitality was greatly esteemed by the ancient Greeks. How does Homer use hospitality as an epic theme in this excerpt from the Odyssey? Cite text evidence from the passage in your answer. Use C.E.R. | Change the following sentence into a theme statement:Odysseus shows courage in the face of adversity.  |
| **Thursday** | **I am learning how to analyze poetry/figurative language.****I can use academic vocabulary in answering questions.****I can annotate a poem to understand theme.** | Journeys can involve physical travel, or they can be more metaphorical. During the course of their lives, many people pursue emotional journeys that lead to great change in their lives. Think about a period of time when you have changed. Describe your journey. |  Make Connections (page 595)What is the difference between “she *can* change her life” and “she *must* change her life”. Which one sounds more exciting or challenging to you? Why? | Read: The Journey by Mary Oliver (page 597-598) | What motivates the person in the poem to undertake the journey, even in the face of so many obstacles?What does the poem say or imply about the pursuit of happiness? |  | What do you think the speaker “began” in line 2? |
| **Friday** | **I am learning how to analyze poetry/figurative language.****I can use academic vocabulary in answering questions.****I can annotate a poem to understand theme.** | The first two words of the poem are “One day”. What do these two words suggest the theme of the poem might be about? |  |  Look at lines 19-22 (page 598). What is the metaphor?What is the speaker comparing in this metaphor?What thoughts does that image evoke?How is the image of a road important to the speaker of the poem?Why is the road described as cluttered but not impassable? |  | Complete the assessment practice on page 599. | Reread the last two lines of the poem. Whose life is the speaker referring to? Do you agree that it’s the only life she can save? |

*\*key literacy strategies*