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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standard**: 10.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. 10.T.RA.1.b Use analytical findings to support a research question or thesis, citing the sources of quoted, paraphrased, and summarized ideas in Modern Language Association (MLA) format. 10.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience. 10.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. **10.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.** 10.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness. **10.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.** 10.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience. 10.P.EICC.4.e Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience. 10.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. **10.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.** 10.T.RA.2.b Analyze information from a variety of sources by identifying misconceptions; conflicting information or perspectives; and/or author bias and verifying the validity, relevancy, and accuracy of the information being considered. 10.T.RA.2.c Follow Modern Language Association (MLA) guidelines when responding to inferential questions about texts or when integrating and citing textual evidence, ensuring each source is accompanied by a basic entry on a works cited page. **10.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.** 10.P.EICC.4.f Evaluate the text’s effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing. 10.T.RA.1.c Integrate paraphrased, summarized, and quoted material into original texts in various ways for intended purposes that strengthen the writing, citing appropriately. 10.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.  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | | | |
|  | **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** | No School | No School | No School | No School | No School | No School | No School |
| **Tuesday** | I am learning how to use evidence to support my inferences.  I can collect “evidence” about my teacher.  I can analyze the “evidence” to write a conclusion about my teacher. | If you are having an argument with a friend, how do you prove that you are right? |  |  | Investigative Challenge: Today you will be investigating your teacher. Your first task is to **observe** the suspect (your teacher) and the scene (classroom). What evidence do you notice, and what does it say about your teacher? Use the post-it notes below to **record** each piece of evidence. Then, **analyze** each piece of evidence to determine what it reveals about the suspect. Find at least one fellow investigator and compare/contrast your evidence and analysis. | Finally, **summarize** your conclusions in the “Suspect Bio” section. Your goal is to describe your teacher as thoroughly as possible. (Consider things like personality, teaching style, attitude, hobbies, etc.) | Complete the reflection section on the bottom of the worksheet:  How do you think this activity connects to what we will learn and do in this class? Consider the skills you used in this activity and explain thoroughly in the space below. |
| **Wednesday** | I am learning how to show my previous knowledge on poetic techniques.  I can complete a pre-assessment on poetic techniques. | What is the best definition of *diction*?   1. Inappropriate word choice 2. The choice and use of words and phrases in speech or writing. 3. The choice and use of words and phrases in writing.   A way to look up words and their meanings. |  |  |  | Unit 1: Pre-Assessment | Before turning in your test, which question do you think you got wrong and what about the question was a struggle for you?  Once you finish, turn in your test. |
| **Thursday** | I am learning how to analyze setting and its impact on tone.  I can identify parts of the setting and analyze its impact on tone.  I can identify the tone of the poem. | Imagine being suddenly uprooted from your current life and moving to a new, unfamiliar, place. Food, clothing, customs, and the people around you are all different from what you’re used to. What aspects of your current life mean the most to you? What would you fear losing because of this move? |  | Analyze Setting and tone worksheet (page 39)  -Setting includes  where and when a story happens as well as the culture of that place and time—how people  live, the language they speak, the food they eat, what they believe, and so on.  - As students work on the chart, you may want to suggest that they refer to the settings as either  “Native American past” or “modern American city”  and pay special attention to the speaker’s tone. | Re-read “Without Title” by Diane Glancy.  Work with a partner to answer the following question:  -Mark details in lines 1-4 that reveal the historical and cultural background of the speaker’s father. Why does the speaker begin by sharing details that no longer apply to her father’s life? | Read “Without Title” by Diane Glancy  -take notes on setting your Analyze Setting and Tone worksheet (page 39) | Based on what you read today, what is the tone and what might be the theme? |
| **Friday** | I am learning how to determine the tone/meaning of a poem.  I can look at word choice to help determine theme.  I can identify a theme in the poem. | Which **two** inferences can you make about the speaker’s father?   1. He has adjusted well to life in the city. 2. He agrees with his wife’s wish to keep the house tidy. 3. He holds on to thoughts of his past every day. 4. He makes it clear that he prefers his current life to the old one. 5. He places his family’s needs above his own preferences.   (Assessment Question #1, page 43) | Peer Coach Video: Analyzing Themes in Literary Works  (Analyze Theme Poster-HMH) | Look at the title: “Without Title”  What meaning does the word *title* have?  What title might the speaker’s father have had to describe his occupation or authority? | Re-read “Without Title” lines 1-8. What is repeated in those lines? How do these references tell us about her father’s heritage?  Or  Question #2 from Assessment Practice (page 43) | Re-read lines 18-22.  What details make a connection between the father’s past and present?  What theme do these connections point toward?  Or  Question #3 from Assessment Practice (page 43) | What is the meaning of the subtitle, “for my Father who lived without ceremony”?  What is missing from the father’s life? |

*\*key literacy strategies*