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| **Standard**:  **1.A** Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message.  **1.B** Explain how an argument demonstrates understanding of an audience’s beliefs, values, or needs.  **2.A** **Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation.**  **2.B**  Demonstrate an understanding of an audience’s beliefs, values, or needs.  **3.A** Identify and explain claims and evidence within an argument.  **3.B** Identify and describe the overarching thesis of an argument, and any indication it provides of the argument’s structure.  **3.C** Explain ways claims are qualified through modifiers, counterarguments, and alternative perspectives.  **4.A** **Develop a paragraph that includes a claim and evidence supporting the claim.**  **4.B** **Write a thesis statement that requires proof or defense and that may preview the structure of the argument.**  **4.C** Qualify a claim using modifiers, counterarguments, or alternative perspectives.  **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 use rhetorical situation in a writing prompt.  I can change my word choice to fit the audience. | What is the rhetorical situation? | Show rhetorical situation triangle/pass out paper copy of rhetorical situation. |  | After students write they will partner up and read each other’s essays to see how context and audience changes their diction and argument. | Students will receive a piece of paper with a prompt and audience. They will write to that audience about the prompt. | How would you explain to your parents or friends how audience impacts what you write? |
| **Thursday** | I am learning how to determine the connotation of words.  I can categorize words by their connotation.  I can identify words I might want to use in my future writing. | Look at the following words and decide if they have a positive or negative connotation.  sincere, request, blunt, demand, thrifty, stingy, vintage, old |  |  | Rhetorically accurate verb sort activity  -organize cards based on their connotation | Look up words that they might be unsure of to make sure they have the appropriate definition. | Make your own verb list of words you might want to use in essays this year. |
| **Friday** | I am learning how to find evidence to support a claim.  I can write a thesis based on a claim and evidence found in an article. | Read the following statement and decide if you agree or disagree and explain why.  \*High school students need to read novels. |  |  |  | Read the article, “The Elite College Students Who Can’t Read Books”  -annotate as they read  -find evidence that supports their answer to the warm up.  -place at least one piece of evidence on a sticky note and place it on the board for their supporting side. | Looking at the example of a three pronged thesis, write your own thesis based on the information you found in the article. |

*\*key literacy strategies*