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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Standards:**  9.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.  9.T.T.1.b Analyze how plot structures, conflict, narrative devices, word choice, and other craft techniques impact an author’s purpose.  9.L.V.3.c Analyze the nuances in connotative meaning of words that share a similar denotation.  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.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.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.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.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.  **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.L.V.3.b Analyze relationships between words to determine connotative and denotative meanings for words and/or phrases across a variety of contexts.  **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.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.  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.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.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.  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.RA.2.a Navigate and use a variety of credible print and digital sources, including academic databases, to locate relevant information about a central argument, topic, or question.  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.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.T.3.c Apply argumentative techniques strategically to enhance writing and engage audiences.**  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.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.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. | | | | | | | |
|  | **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** | I am learning how to develop my own test questions based on poetry standards.  I can create questions around priority standards.  I can work with a group to complete questions. | Tomorrow is the last day of unit 1. All unit 1 missing assignments are due tomorrow and will not be accepted after that date.  Check Infinite Campus and check to see that you have everything turned in. |  |  | With a group of four create two question that you might see on a test. They need to connect to one of the priority standards for poetry, have multiple choice answers, and be based on the poem “Booker T. and W.E.B.” |  | Question 5 on page 500.  Complete missing assignments |
| **Tuesday** | **I am learning how to show my knowledge of poetic techniques.**  **I can get a 70% or higher on the post assessment for Unit 1.** | Get logged into Canvas to complete the post assessment for unit 1. |  |  |  | Unit 1 Post-Assessment  If you finish early, complete missing assignments. Today is the last day for missing assignments for Unit 1. |  |
| **Wednesday** | I am learning how to show my knowledge of argumentative techniques.  I can pass the pre-assessment with a 70% or higher. | Get logged into Canvas to complete the pre assessment for unit 2. |  |  |  | Unit 2 Pre-Assessment |  |
| **Thursday** | **I am learning how to analyze an author’s structure and language choices.**  **I can understand why the author chose specific words.**  **I can explain the structure of the memoir.** | **Background to *Night***  You probably know a lot about the general history of World War II through school, movies, and books. In the chart (page 57), take notes on what you know about the plight of Jewish communities in Europe shortly before and during the war. In the second column, note questions or topics sparked by the discussion that you would like to learn about. | Summary of *Night*.  <https://www.youtube.com/watch?v=03EuxsOxcT4> | Page 60- A young man waits to hear whether he and his father will be selected to live another day or be killed.  What is the denotative and connotative meaning of the word selected?  What does the idea of being selected suggest about who or what controls a person’s fate or destiny?  Page 61-**Analyze Memoirs** Read the last sentence of paragraph 26. Wiesel describing himself when he was younger. | Read Night page 60-63  Page 61- **Vocabulary in Context**  Why do you think Wiesel used the word reprieve instead of a word like salvation?  Page 63-**Vocabulary in Context**  Make an inference on why being **emaciated** was dangerous for the prisoners. |  | How do you think the prisoners were able to **sustain** themselves-not only physically, but also mentally and emotionally?  Use the vocabulary word **sustain** in your answer. |
| **Friday** | **I am learning how to determine mood and tone of an excerpt from *Night*.**  **I can analyze vocabulary to help me determine tone and mood.**  **I can use textual evidence to support my answers.** | <https://www.youtube.com/watch?v=449ZOWbUkf0&list=PLkBjJG5KNnRLs2u7NlOJSRogmO4blbfgk>  After watching the video, how does it make you feel? What did you see that made you feel that way?  That is an example of mood. How what we watch or read makes us feel. |  |  | Read *Night* page 64-66  Page 64-  **Vocabulary in Context**  What does the word **execute** tell you about life in the camp?  Page 65- **Vocabulary in Context**  The first selection was not **decisive**. It was not final; another selection is going to take place.  Why does a second selection stir both hope and dread in Wiesel and his father? | Page 64-After reading paragraphs 56-64 what is the mood and what is the tone? What evidence supports your answer?  Page 65-  After reading paragraphs 65-70, highlight words that contribute to the tone of the text. How are the tone and mood similar based on the words you chose? How does the word *inheritance* in line 67 communicated the author’s tone? | Complete the Assessment Practice questions on page 67. |

*cabulary\*key literacy strategies*