

Monday 01/24/2022	Tuesday 01/25/2022	Wednesday 01/26/2022	Thursday 01/27/2022	Friday 01/28/2022
<p>English I 7:50am - 8:40am</p> <p><b>Reading Lesson: "Marigolds"</b> Common Lit Unit 1 Coming of Age</p> <p>In this lesson, students will focus on the way an author develops characters through specific details and symbols.</p> <p><b>Anticipatory Set</b> ACT Reading Practice</p> <p><b>Direct Instruction</b> Teacher will explain that students will be taking turns answering and justifying answers to assessment questions on "Marigolds".</p> <p><b>Guided Practice</b> Students will take turns answering assessment questions with follow-up questions from the teacher to more fully demonstrate their understanding.</p> <p><b>Independent Practice</b> Students will finish the final assessment question (a short essay response) on their own.</p> <p><b>Homework</b> Students will finish independent work if not finished in class.</p> <p><b>Standards</b></p>	<p>English I 7:50am - 8:40am</p> <p><b>Writing Lesson: End of Unit Essay</b> Common Lit Unit 1 Coming of Age</p> <p>Students will plan an essay that combines at least three sources and addresses the following prompt: Write an essay in which you explain your perspective on what it means to come of age and how we become adults. Use evidence from multiple unit texts and your own experiences to support your argument.</p> <p><b>Direct Instruction</b> Teacher will preview a common lit worksheet for the students to use as they work on their essay planning.</p> <p><b>Guided Practice</b> Students will draft thesis statements in response to the questions. Students will collect evidence from different texts from the unit in order use it in their essays.</p> <p><b>Independent Practice</b> Students will begin to draft essays.</p> <p><b>Homework</b> Students will complete essays.</p> <p><b>Standards</b></p>	<p>English I 7:50am - 8:35am</p> <p><b>Writing Intro to "Things Fall Apart"</b> Common Lit Unit 1 Things Fall Apart</p> <p>Students will practice writing essays expressing their personal viewpoints on a philosophical topic.</p> <p><b>Anticipatory Set 5 minutes</b> Students will complete a brief survey using the Common Lit Writing Diagnostic Goal-Setting Tool</p> <p><b>Direct Instruction</b> In the last <b>10 minutes</b> of class, teacher will present a slide deck providing a very brief introduction to the novel we are about to study.</p> <p><b>Independent Practice 20-25 minutes</b> Students will write a personal response to the following prompt:  In your opinion, what are the characteristics of a "good" man? Answer the question in the form of a</p>	<p>English I 7:50am - 8:35am</p> <p><b>Shooting An Elephant</b> Common Lit Unit 1 Things Fall Apart</p> <p>Students will read George Orwell's personal essay "Shooting an Elephant" with the learning goal of recognizing and discussing how characters wrestle with conflicting motivations. (This text will also be used as a point of comparison at a certain point in <i>Things Fall Apart</i>)</p> <p><b>Anticipatory Set 5 minutes</b> Self-grade Vocabulary Activity 1 based on quizlet list provided by teacher.</p> <p><b>Direct Instruction 5 minutes</b> Teacher will direct students to read aloud the grey 'background information' box above the text and will explain that one word in the text has been censored. After a few minutes discussion, students will decide if they would like to listen to an audio recording of the text while they read it, knowing that they will hear the censored word as they read.</p> <p><b>Guided Practice</b></p>	<p>English I 7:50am - 8:35am</p> <p><b>Reading: Things Fall Apart Chapter 1</b> Common Lit Unit 1 Things Fall Apart</p> <p>Students will begin to read Chapter 1 of <i>Things Fall Apart</i> with a focus on discussion of setting, and establishing a character list.</p> <p><b>Anticipatory Set</b> Vocabulary Practice for Friday quiz</p> <p><b>Direct Instruction</b> As a whole class, we will read <i>Things Fall Apart</i> Chapter 1 paragraphs 1 - 10. Students will create a google doc of notes on setting and create a "cast list" of the characters in the story with photographs of people to help students visualize the characters. Students will also answer questions about the chapter in a common lit assignment.</p> <p><b>Guided Practice</b> Students will "partner read" paragraphs 11-15 and work to complete the cast list and notes on setting.</p> <p><b>Independent Practice</b> Each student will finish reading the chapter and finish</p>

**9-10.RL.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**9-10.RL.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**9-10.RL.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

**CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite

**9-10.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**9-10.W.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**9-10.W.1e** Provide a concluding statement or section that follows from and supports the argument presented.

**9-10.W.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**9-10.W.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**9-10.W.2d** Use precise language and domain-specific vocabulary to

full-length essay. Be sure to support your response with evidence from stories, movies, real world events, or experiences from your life.

#### Homework

Vocabulary Unit #1 Activity 1, Quiz on Friday

Due Friday: students will watch and answer questions on three different videos (links in Google classroom) all to do with African colonialism in order to deepen their background knowledge of the story.

#### Standards

**9-10.RL.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**9-10.RL.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

#### 25 minutes

As a class, we will read the entire text and respond to the in-text questions.

#### Independent Practice

#### 15 minutes

Students will respond to the assessment questions

#### Homework

Vocabulary activity 2, 3. Quiz Friday

Due Friday: students will watch and answer questions on three different videos (links in Google classroom) all to do with African colonialism in order to deepen their background knowledge of the story.

#### Standards

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answering the questions in the common lit assignment.

#### Homework

Vocabulary activities 4, 5. Quiz Friday

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**9-10.RL.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**9-10.RI.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

manage the complexity of the topic.

**9-10.W.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**9-10.RI.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**9-10.W.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**9-10.L.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**9-10.L.1b** Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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