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| Teacher: Shand | Course: English 3 | Block(s): 1st, 2nd & 4th | Week of: January 23, 2017 |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Strategies | What the teacher will do to ensure the student meets the goals: | Activities | The student will: | Homework & Assessment | Student achievement will be measured by: |
| **Monday** | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA #s 5.1; 6.1;  10.1; 11.2 | Identify and analyze the central ideas of a foundational text.  Anchor Text: *Historical Account by William Bradford from Of Plymouth Plantation* | | Close Reading and Evidence Tracking.  Close Read Screencasts  \*Modeled discussion 1 (Lines 47-56); Modeled discussion 2 (lines 178-185) Close Read application pdf (lines 323-345)  Scaffolding for ELL: Reading Support: Students will be guided to use a strategy to better understand complex sentence structures – Use whiteboard to project lines 33-39. They will \* change the semicolons to periods; Capitalize the first words of the new sentences; underline al of the subjects; Highlight all of the verbs; Analyze language- explain that pronouns are words that are used to replace nouns. Bradford uses the pronouns “they” and “their” often throughout his text. From lines 173-176 students are to highlight the pronouns they and their; replace the highlighted pronouns with their referents for easier understanding. | | Strategies for Annotation:  Determine Central ideas;  Archaic Vocabulary;  Writing as a Process; Participating in collaborative discussions; Audio: *from* *of Plymouth Plantation*; Video: History – *The Mayflower* | | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA #s 5.1; 6.1;  10.1; 11.2 | |
| **Tuesday** | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA #s | Visit Media Center for book tasting \* date not finalized  OR  Writing  Essay based on Summer reading | | Visit Media Center for book tasting \* date not finalized  OR  Writing  Essay based on Summer reading | | Visit Media Center for book tasting  \* date not finalized  OR  Writing  Essay based on Summer reading | | Visit Media Center for book tasting \* date not finalized  OR  Writing  Essay based on Summer reading | |
| **Wednesday** | **S**outh **C**arolina  **C**ollege-and **C**areer-**R**eadiness  **S**tandards for ELA #s 5.1; 6.1;  10.1; 11.2 | Identify and analyze the central ideas of a foundational text.  Anchor Text: *Historical Account by William Bradford from Of Plymouth Plantation* | | Close Reading and Evidence Tracking.  Close Read Screencasts  \*Modeled discussion 1 (Lines 47-56); Modeled discussion 2 (lines 178-185) Close Read application pdf (lines 323-345) Scaffolding for ELL: Reading Support: Students will be guided to use a strategy to better understand complex sentence structures – Use whiteboard to project lines 33-39. They will \* change the semicolons to periods; Capitalize the first words of the new sentences; underline al of the subjects; Highlight all of the verbs; Analyze language- explain that pronouns are words that are used to replace nouns. Bradford uses the pronouns “they” and “their” often throughout his text. From lines 173-176 students are to highlight the pronouns they and their; replace the highlighted pronouns with their referents for easier understanding. | | Strategies for Annotation:  Determine Central ideas;  Archaic Vocabulary;  Writing as a Process; Participating in collaborative discussions; Audio: *from* *of Plymouth Plantation*; Video: History – *The Mayflower* | | **S**outh **C**arolina  **C**ollege-and **C**areer-**R**eadiness  **S**tandards for ELA #s 5.1; 6.1;  10.1; 11.2 | |
| **Thursday** | **S**outh **C**arolina  **C**ollege-and **C**areer-**R**eadiness  **S**tandards for ELA #s 5.1; 6.1;  10.1; 11.2 | Identify and analyze the central ideas of a foundational text.  Anchor Text: *Historical Account by William Bradford from Of Plymouth Plantation* | | Close Reading and Evidence Tracking.  Close Read Screencasts  \*Modeled discussion 1 (Lines 47-56); Modeled discussion 2 (lines 178-185) Close Read application pdf (lines 323-345) Scaffolding for ELL: Reading Support: Students will be guided to use a strategy to better understand complex sentence structures – Use whiteboard to project lines 33-39. They will \* change the semicolons to periods; Capitalize the first words of the new sentences; underline al of the subjects; Highlight all of the verbs; Analyze language- explain that pronouns are words that are used to replace nouns. Bradford uses the pronouns “they” and “their” often throughout his text. From lines 173-176 students are to highlight the pronouns they and their; replace the highlighted pronouns with their referents for easier understanding. | | Strategies for Annotation:  Determine Central ideas;  Archaic Vocabulary;  Writing as a Process; Participating in collaborative discussions; Audio: *from* *of Plymouth Plantation*; Video: History – *The Mayflower* | | **S**outh **C**arolina  **C**ollege-and **C**areer-**R**eadiness  **S**tandards for ELA #s 5.1; 6.1;  10.1; 11.2 | |
| **Friday** | **S**outh **C**arolina  **C**ollege-and **C**areer-**R**eadiness  **S**tandards for ELA #s 5.1; 6.1;  10.1; 11.2 | from *Of Plymouth Plantation* online test | | from *Of Plymouth Plantation* online test | | from *Of Plymouth Plantation* online test | | from *Of Plymouth Plantation* online test | |

\* All plans are subject to change. Student progress will be monitored and adjustments will be made.