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| Teacher: Shand | Course: English 3 | Block(s): 1st, 3rd & 4th | Week of: October 26, 2015 |

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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** | ELACC 11-12RL 1.1; 3.1RI 10.1 | Based on Collection 1 – Students will be able to identify and analyze the central ideas of a foundational text. | *Coming of Age in the Dawnland from 1491.* Teach analyzing foundational texts; determining central ideas; understanding usage, analyzing key terms. | Students will analyze foundational texts; determine central ideas; understand usage, analyze key terms.Close Read Screencasts – class viewing and discussion of at least one of the videos.  | Students will determine central ideas and analyze foundational texts. |
| **Tuesday** | ELACC 11-12RL 1.1; 3.1RI 10.1 | Based on Collection 1 – Students will be able to identify and analyze the central ideas of a foundational text. | *Coming of Age in the Dawnland from 1491.* Teach analyzing foundational texts; determining central ideas; understanding usage, analyzing key terms. | Students will determine author’s purpose; determine meaning of words and phrases, analyze key terms.Close Read Screencasts – class viewing and discussion of at least one of the videos.  | Students will determine author’s purpose and meaning of words and phrases. |
| **Wednesday** | ELACC 11-12RL 1.1; 3.1RI 10.1 | Determine themes of a text; impact of the author’s choice | *Balboa* – a short story by Sabina Murray; explain theme; assist in making inferences; narrative devices - foreshadowing | Write down any questions they generate during reading; determine themes; analyze structure – flashback, flash forward | Completing the Practice and Apply questions. |
| **Thursday** | ELACC 11-12RL 1.1; 3.1RI 10.1 | Determine themes of a text; impact of the author’s choice | *Balboa* – a short story by Sabina Murray; explain theme; assist in making inferences; narrative devices - foreshadowing | Write down any questions they generate during reading; determine themes; analyze structure – flashback, flash forward | Completing the Practice and Apply questions. |
| **Friday** | ELACC11-12RL 1,2ELACC11-12W 1c, 1d, 2b, 3 | Revise aspects of pre-assessment questions with special emphasis on poetry – comparing two poems. | Provide students with the poetry that formed part of the pre-assessment; teach aspects, set and review questions with a view to establishing knowledge of certain concepts. | Analyze aspects of poetry similar to the pre-assessment so as to familiarize students with terms, the way questions are posed, and generally eliminating fears that accompany extensive examination question papers. | Participation graded. |

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