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| Teacher: Shand | Course: English 3 | Block(s): 2nd, 3rd & 4th | Week of: November 27, 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 | Analyze and respond to literary elements.  Literary Analysis: To Kill a Mockingbird  Read, analyze, and critique the class novel.  Reading Strategy – individual reading; listen to audio and respond to questions | | * Provide opportunities for individual reading * Provide audio version of chapters in *To Kill a Mockingbird* | | * complete the study guide questions * respond to and participate in discussion of the background, structure, setting and atmosphere, as well as Point of View | | * Chapter 12 study guide completion. | |
| **Tuesday** | **SCCCRS** for ELA #s 5.1; 6.1;  10.1; 11.2 | Determining Central Ideas of a text.  Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall meaning as well as its aesthetic impact.  Initiate and participate in arrange of collaborative discussions  Make strategic use of **digital media** | | Administer Daily Oral Language; Channel One sentences; Introduce *From Walden* Essay by Henry David Thoreau; Determining Central Ideas of a text. | | Students will read the essay and summarize the central ideas of selected sections; Students will determine author’s purpose: style; | | In *My WriteSmart* – Performance Task = Writing Activity – page 218. | |
| **Wednesday** | **SCCCRS** for ELA #s 5.1; 6.1;  10.1; 11.2 | Determining Central Ideas of a text.  Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall meaning as well as its aesthetic impact.  Initiate and participate in arrange of collaborative discussions  Make strategic use of **digital media** | | Administer Daily Oral Language; Channel One sentences; Introduce *From Walden* Essay by Henry David Thoreau; Determining Central Ideas of a text. | | Students will read the essay and summarize the central ideas of selected sections; Students will determine author’s purpose: style; | | In *My WriteSmart* – Performance Task = Writing Activity – page 218. | |
| **Thursday** | **SCCCRS** for ELA #s 5.1; 6.1;  10.1; 11.2 | Analyze and respond to literary elements.  Literary Analysis: To Kill a Mockingbird  Read, analyze, and critique the class novel.  Reading Strategy – individual reading; listen to audio and respond to questions | | * Provide opportunities for individual reading * Provide audio version of chapters in *To Kill a Mockingbird* | | * complete the study guide questions * respond to and participate in discussion of the background, structure, setting and atmosphere, as well as Point of View | | * Chapter 13 study guide completion. | |
| **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 | Analyze and respond to literary elements.  Literary Analysis: To Kill a Mockingbird  Read, analyze, and critique the class novel.  Reading Strategy – individual reading; listen to audio and respond to questions | | * Provide opportunities for individual reading * Provide audio version of chapters in *To Kill a Mockingbird* | | * complete the study guide questions * respond to and participate in discussion of the background, structure, setting and atmosphere, as well as Point of View | | * Chapter 14 study guide completion. * Test Vocabulary | |

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