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| Teacher: Shand | Course: English 3 | Block(s): 1st, 3rd & 4th | Week of: November 28, 2016 |

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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 MockingbirdRead, 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 10 study guide completion.
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| **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 discussionsMake 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. | Have 15 minutes of **Self-selected Reading**. A handful will use their cell phones (*Wattpad*) with permission from Administration.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 discussionsMake 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. | Have 15 minutes of **Self-selected Reading**. A handful will use their cell phones (*Wattpad*) with permission from Administration.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 MockingbirdRead, 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 11 study guide completion.
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| **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 MockingbirdRead, 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.
* Test Vocabulary
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\* All plans are subject to change. Student progress will be monitored and adjustments will be made.