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| Teacher: Shand | Course: English 3 | Block: 1st , 2nd and 4th  | Week of: April 24 |

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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** | **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 8 study guide completion.
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| **Tuesday** | **SCCCRS** for ELA #s 5.1; 6.1; 10.1; 11.2 | Cite textual evidence; determine the meaning of words and phrases; determine the author’s point of view and analyze style and content; delineate and evaluate the reasoning in Whitman’s poems make strategic use of **digital media**  | Students will read from Emily Dickinson poems; Cite evidence; determine theme; analyze author’s choices; determine figurative and connotative meanings; purpose and premises of an argument; logical reasoning; rhetorical devices; structure of an argument; reasons and evidence for an argument | Have 15 minutes of **Self-selected Reading**. A handful will use their cell phones (*Wattpad*) with permission from Administration.Present information findings and supporting evidence; adapt speech to a variety of contexts and tasks; vary syntax for effect; interpret figures of speech. | Complete the Analyzing the Text questions in the Dickinson Poems. |
| **Wednesday** | **SCCCRS** for ELA #s 5.1; 6.1; 10.1; 11.2 | Cite textual evidence; determine the meaning of words and phrases; determine the author’s point of view and analyze style and content; delineate and evaluate the reasoning in Whitman’s poems make strategic use of **digital media**  | Students will read from Emily Dickinson poems; Cite evidence; determine theme; analyze author’s choices; determine figurative and connotative meanings; purpose and premises of an argument; logical reasoning; rhetorical devices; structure of an argument; reasons and evidence for an argument | Have 15 minutes of **Self-selected Reading**. A handful will use their cell phones (*Wattpad*) with permission from Administration.Present information findings and supporting evidence; adapt speech to a variety of contexts and tasks; vary syntax for effect; interpret figures of speech. | Complete the Analyzing the Text questions in the Dickinson Poems. |
| **Thursday** | **SCCCRS** for ELA #s 5.1; 6.1; 10.1; 11.2 | Read closely to determine what the text says specifically; make logical inferences; cite textual evidence; determine central ideas or themes; | Continue the study of “*To Kill a Mockingbird*” Chapter 8  | Engage in discussion of characters and themes; make character inferences and plot predictionsRead Chapter 6 | -Share and speculate about characters they will encounter;-become an expert in certain chosen aspects of the story.Class participation grade. |
| **Friday** | **SCCCRS** for ELA #s 5.1; 6.1; 10.1; 11.2 | . See Common Core Curriculum Standards for grade 11 with corresponding numbers | Continue the study of “*To Kill a Mockingbird*” Chapter 8 | Engage in discussion of characters and themes; make character inferences and plot predictionsRead Chapter 9 | -Share and speculate about characters they will encounter;-become an expert in certain chosen aspects of the story.Class participation grade.Chapter 9Study Guide |

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