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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Plan | Activities (aligned, sequenced, build, time) | Student Work | (Thinking & Problem Solving, Real World) | Assessment | (aligned, rubrics, >2, written) | Grouping Method | Materials | Accommodations (IEP, 504, ESOL) |
| **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* | | Class participation; asking and answering questions based on the text; | | Individualized | Collections Texts; SmartBoard; Student notebooks (3-ring binders; pencils; pens |  |
| **Tuesday** | **S**outh **C**arolina  **C**ollege-and **C**areer-Readiness  **S**tandards for ELA #s 5.1; 6.1; 10.1;11.2 | Visit Media Center \* date not finalized  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. | | Visit Media Center  \* date not finalized  Strategies for Annotation:  Determine Central ideas;  Archaic Vocabulary;  Writing as a Process; Participating in collaborative discussions; | | Visit Media Center \* date not finalized  OR  Class participation; asking and answering questions based on the text; | | Whole group for media center book check-out | Novels for self-selected reading check-out at library. | Not available as yet … TBD |
| **Wednesday** | **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; | | Class participation; asking and answering questions based on the text; | | Individualized | Collections Texts; SmartBoard; Student notebooks (3-ring binders; pencils; pens | TBD |
| **Thursday** | **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; | | Class participation; asking and answering questions based on the text; | | Individualized | Collections Texts; SmartBoard; Student notebooks (3-ring binders; pencils; pens | TBD |
| **Friday** | **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; | | Online Test on the *Historical Account by William Bradford from Of Plymouth Plantation* | | Individualized | Laptops;; SmartBoard; Student notebooks (3-ring binders; pencils; pens | TBD |

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| Teacher: Franklin Shand | Course: English III | Period(s): 2,3,&4 | Week of: / Dates: August 28 |
| Unit Title: Coming to America | |  |  |
| State Standards: ELA Priority Standards: I3.2; RL12.1; RI5.1 | |  |  |

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