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| Teacher: Pilkey | Course: English 3 | Period(s): 1, 2, 4, and 6 | Week of: 10/16 |

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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** | W 1.1h | * Develop and strengthen writing as needed by planning, revising, editing, rewriting | | * Project agenda * Distribute warm up * Facilitate warm up * Direct students to learning target * Monitor students’ progress | | * Type their rough drafts | | * A: rough draft | |
| **Tuesday** | W 1.1h | * Develop and strengthen writing by editing | | * Project agenda * Facilitate warm up * Distribute CUPS strategy * Facilitate individual edit (20 min) * Transition to pair edit (20 min) | | * Edit their rough drafts | | * A: editing | |
| **Wednesday** | W 1.1h | * Develop and strengthen writing by revising | | * Project agenda * Facilitate warm up * Distribute ARMS strategy * Facilitate individual revision (20 min) * Transition to peer revision (20 min) | | * Revise their rough drafts | | * A: revision | |
| **Thursday** | RL 9.1 | * Analyze and interpret the author’s use of diction, conventions, figurative language | | * Project agenda * Facilitate warm up * Project video * Distribute poems and TPCASTT * Model example | | * View “Too Late to Apologize (Declaration)” video * Read “The British Prison-Ship” and use TPCASTT strategy | | * A: Unit 1 essay DUE * A: TPCASTT | |
| **Friday** | W 6 | * Write for a determined amount of time and purpose | | * Project agenda * Facilitate warm up * Complete reading of poem * Distribute RAFT prompt | | * Finish reading “The British Prison-Ship” and use the TPCASTT strategy * RAFT prompt | | * A: TPCASTT * A: RAFT prompt | |

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

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| Teacher: Pilkey | Course: English I Honors | Period(s): 3 | Week of: 10/16 |

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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** | RI 10.1 | * Determine an author’s p.o.v. or purpose in a text in which the rhetoric is particularly effective | | * Project agenda * Distribute/facilitate warm up * Distribute notes * Play and pause video * Distribute text * Monitor students | | * Video notes for rhetorical devices * First read of “Letter from a Birmingham Jail”: focus on rhetorical devices | | * A: notes * A: annotation | |
| **Tuesday** | RI 10.1 | * Determine an author’s p.o.v. or purpose in a text in which the rhetoric is particularly effective | | * Project agenda * Facilitate warm up * Provide ethos/pathos/logos handout * Distribute exit ticket | | * 2nd read of “Letter from a Birmingham Jail”: focus on ethos/pathos/logos * Complete exit slip | | * A: 2nd read * A: exit slip | |
| **Wednesday** | W 2.1 | * Write an argument | | * Project agenda * Facilitate warm up * Distribute writing prompt * Monitor student progress | | * Write an argument determining purpose of “LBJ” and how rhetoric advances that purpose | | * A: writing prompt | |
| **Thursday** | RI 5.1  RI 10.1 | * Cite textual evidence * Determine an author’s p.o.v. or purpose in a text in which the rhetoric is particularly effective | | * Project agenda * Facilitate warm up * Distribute rhetorical device chart * Direct students to “I Have a Dream” speech; play audio * Facilitate discussion * Direct students to questions | | * Read “I Have a Dream” and complete rhetorical device chart * Complete analyzing the text questions | | * A: chart, questions * HW: critical vocab, parallel structure | |
| **Friday** | RI 5.1  RI 8.2 | * Cite textual evidence * Analyze and evaluate the effectiveness of text features | | * Project agenda * Facilitate warm up * Direct students to text * Direct to level up tutorial | | * Read “Nobody Turn me Around” * Level up tutorial | | * A: level up tutorial | |

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