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

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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 5.1RI 6RI 11.1 | * Cite textual evidence
* Provide objective summaries
* Identify significant elements of text features
 | * Project the agenda
* Facilitate warm up
* Distribute copies of the article and close read strategies
* Go over directions; demonstrate steps
* Monitor group progress
 | * Read the article “How I Became a Southern Fried Nigerian”
* Annotate the article using close read strategies
 | * A: annotation
 |
| **Tuesday** | RI 11.1 | * Evaluate effectiveness of text features
 | * Project the agenda
* Facilitate warm up
* Distribute editorial
* Model annotation on the first page
* Monitor student progress
 | * Annotate an example editorial for elements/structures of an editorial
 | * A: identifying elements of editorial
 |
| **Wednesday** | RL 5.1RL 9.1 | * Cite textual evidence
* Analyze and interpret author’s use of language
 | * Project agenda
* Distribute copies of the poem and TPCASTT
* Monitor student progress
 | * Read the poem “Immigration” and complete TPCASTT
 | * A: TPCASTT
 |
| **Thursday** | W 1.1h | * Plan for writing
 | * Project agenda
* Distribute copies of outline
* Model example
* Monitor student progress
 | * Complete outline for editorial
 | * A: outline
 |
| **Friday** | W 1.1a | * introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;
 | * Project agenda
* Review intro paragraph
* Make an anchor chart identifying effective elements of intro
* Distribute intro organizer
* Monitor progress
 | * Review introduction to example editorial
* Identify what makes the introduction effective
* Write introduction
 | * A: introduction
 |

\* 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: 10/2 |

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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** | C 1.2 | * Participate in a range of discussions
 | * Project agenda
* Distribute questions
* Go over rules for discussion
* Facilitate seminar; allow room for reflection/writing
 | * Participate in a Socratic seminar to discuss their rough drafts
 | * A: Socratic seminar
 |
| **Tuesday** | W 2.1h | * Strengthen writing by editing
 | * Project agenda
* Direct students to laptops and Google classroom
* Pair students together
* Give directions
* Monitor student progress
 | * Editing for transition
* Students will share their hook, thesis, topic sentences, and transition sentences with a peer
 | * A: peer editing
 |
| **Wednesday** | W 1.1 | * Write an argument
 | * Read over agenda
* Distribute TDA and SOAPSTone organizer
* Monitor student progress
* If finished early, distribute a revision checklist
 | * Respond to a TDA prompt
 | * A: TDA prompt
 |
| **Thursday** | W 2.1h | * Strengthen writing by editing
 | * Project agenda
* Distribute editing checklist
* Facilitate small group writing conferences
 | * Participate in writing conferences and editing
 | * A: editing
 |
| **Friday** | W 2.1h | * Strengthen writing by revising
 | * Project agenda
* Distribute revision sheet
* Facilitate small group writing conferences
 | * Participate in writing conferences and revision
 | * A: revision
* HW: final revision and turn in final draft via turnitin.com
 |

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

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

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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 5.1RI 6RI 11.1 | * Cite textual evidence
* Provide objective summaries
* Identify significant elements of text features
 | * Project the agenda
* Facilitate warm up
* Distribute copies of the article and close read strategies
* Go over directions; demonstrate steps
* Monitor group progress
 | * Complete pre-assessment on introductions (CCU intern-led)
* Read the article “How I Became a Southern Fried Nigerian”
* Annotate the article using close read strategies
 | * A: annotation
 |
| **Tuesday** | RL 11.1 | * Evaluate effectiveness of text features
 | * Project the agenda
* Facilitate warm up
* Distribute editorial
* Model annotation on the first page
* Monitor student progress
 | * Annotate an example editorial for elements/structures of an editorial
 | * A: identifying elements of an editorial
 |
| **Wednesday** | RL 5.1RL 9.1 | * Cite textual evidence
* Analyze and interpret author’s use of language
 | * Project agenda
* Distribute copies of poem and TPCASTT
* Monitor student progress
 | * Read the poem “Immigration” and complete TPCASTT
 | * A: TPCASTT
 |
| **Thursday** | W 1.1h | * Plan for writing
 | * Project agenda
* Distribute copies of outline
* Model example
* Monitor student progress
 | * Complete outline for editorial
 | * A: outline
 |
| **Friday** | W 1.1a | * introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims;
 | * Project agenda (facilitated by CCU intern)
* Distribute magazines and handout
* Monitor group progress
 | * Complete lesson on introduction writing
 | * A: introduction lesson
 |

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