**English II – Unit 4 – Analyzing Fiction & STAAR Prep**  
Team: Brooks, Priestly, Thurmond & Woodward

**UNIT OVERVIEW**  
**Unit 4: Identity in Fiction**

This unit consists of two parts, Part 1: Reading Fiction and Part 2: Analyzing Fiction, focusing on the theme of identity as students explore short stories and a full-length novel. Students analyze plot structure, conflict, characterization, theme, tone, mood, setting, and other elements of fiction. In Part 1, students create a full-length analytical essay, examining the historical environment of the novel and explain how this influenced the meaning. Students focus on Sentence Fluency and Presentation with a review of pronoun forms. In Part 2, students review the elements of an effective 26-line persuasive essay and craft an example in preparation for the STAAR exam.

**Part One**

**Vocabulary**

Ⓡ ELA 10.1B Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.

Ⓢ ELA.10.1C Infer word meaning through the identification and analysis of analogies and other word relationships.

Ⓢ ELA.10.1D Show and explain the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d’etat).

**Reading**

Ⓡ ELA.10.Fig19B Make complex inferences about text and use textual evidence to support understanding.

Ⓢ ELA.10.2B Analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature.

Ⓡ ELA.10.5A Analyze isolated scenes or chapters and their contribution to the success of the plot as a whole in a variety of works of fiction.

Ⓢ ELA.10.5B Analyze differences in the characters’ moral dilemmas in works of fiction across different countries or cultures.

Ⓢ ELA.10.5C Evaluate the connection between forms of narration/point of view (e.g., unreliable, omniscient) and tone in works of fiction.

Ⓢ ELA.10.7A Analyze and explain the function of symbolism, allegory, and allusions in literary works.

**Writing**

Ⓡ ELA.10.13C Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.

Ⓡ ELA.10.13D Edit drafts for grammar, mechanics, and spelling.

ELA.10.14A Write an engaging story with a well-developed conflict and resolution, interesting and believable characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone.

Ⓡ ELA.10.15A.i Write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures.

Ⓡ ELA.10.15A.ii Write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs.

Ⓡ ELA.10.15A.iii Write an analytical essay of sufficient length that includes a thesis or controlling idea.

Ⓡ ELA.10.15A.iv Write an analytical essay of sufficient length that includes an organizing structure (e.g. inductive/deductive, compare/contrast) appropriate to purpose, audience, and context.

- Aligned to Upcoming State Readiness Standard - State Process Standard Ⓡ - State

Ⓡ ELA.10.15A.v Write an analytical essay of sufficient length that includes relevant evidence and well-chosen details.

Ⓡ ELA.10.15A.vi Write an analytical essay of sufficient length that includes distinctions about the relative value of specific data, facts, and ideas that support the thesis statement.

Ⓡ ELA.10.17A.iii Use and understand the function of reciprocal pronouns (e.g., each other, one another)) in the context of reading, writing, and speaking.

ELA.10.17B Identify and use the subjunctive mood to express doubts, wishes, and possibilities.

Ⓡ ELA.10.18A Use conventions of capitalization and punctuation correctly and consistently.

Ⓢ ELA.10.18B.ii Use correct punctuation marks including: quotation marks to indicate sarcasm or irony.

**Listening and Speaking**

ELA.10.26A Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision-making.  
  
Part Two

**Vocabulary**

Ⓡ ELA 10.1B Analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words.

Ⓢ ELA.10.1C Infer word meaning through the identification and analysis of analogies and other word relationships.

Ⓢ ELA.10.1D Show and explain the relationship between the origins and meaning of foreign words or phrases used frequently in written English and historical events or developments (e.g., glasnost, avant-garde, coup d’etat).

**Reading**

Ⓡ ELA.10.Fig19B Make complex inferences about text and use textual evidence to support understanding.

Ⓢ ELA.10.2B Analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature.

Ⓡ ELA.10.5A Analyze isolated scenes or chapters and their contribution to the success of the plot as a whole in a variety of works of fiction.

Ⓢ ELA.10.5B Analyze differences in the characters’ moral dilemmas in works of fiction across different countries or cultures.

Ⓢ ELA.10.5C Evaluate the connection between forms of narration/point of view (e.g., unreliable, omniscient) and tone in works of fiction.

Ⓢ ELA.10.7A Analyze and explain the function of symbolism, allegory, and allusions in literary works.

**Writing**

Ⓡ ELA.10.13B Structure ideas in a sustained and persuasive (logical) way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices used to convey meaning.  
Ⓡ ELA.10.13C Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.  
Ⓡ ELA.10.13D Edit drafts for grammar, mechanics, and spelling.  
Ⓡ ELA.10.16A Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs.

Ⓢ ELA.10.16C Write an argumentative essay (e.g., evaluative essays, proposals) to counterarguments based on evidence to anticipate and address objections.

Ⓡ ELA.10.16D Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes an organizing structure appropriate to the purpose, audience, and context.

Ⓡ ELA.10.16E Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes an analysis of the relative value of specific data, facts, and ideas.

Ⓢ ELA.10.16F Write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes a range of appropriate appeals (e.g., descriptions, anecdotes, case studies, analogies, illustrations).

**Speaking and Listening**

ELA.10.26A Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.

**UNIT CALENDAR - OVERVIEW**

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| 5 Jan  **Teacher Work Day** | 6 Jan  **DAY ONE** Revising & Editing 1 Non-fiction Article 1 SOAPStone  6 Ws Deep Questions ACES OER Independent Novel Dialog Journal 1 | 7 Jan  **STAAR Benchmark** | 8 Jan  **DAY ONE** Revising & Editing 1 Non-fiction Article 1 SOAPStone  6 Ws Deep Questions ACES OER Independent Novel Dialog Journal 1 | 9 Jan   **DAY TWO** Revising & Editing 2 Non-fiction Article 2 SOAPStone  Graphic Organizer 1 Persuasive Essay 1 Independent Novel Dialog Journal 2 |
| 12 Jan  **DAY TWO**  Revising & Editing 2 Non-fiction Article 2 SOAPStone  Graphic Organizer 1 Persuasive Essay 1 Independent Novel Dialog Journal 2 | 13 Jan  **STAAR Benchmark** | 14 Jan  **STAAR Benchmark  Early Dismissal** | 15 Jan  **DAY THREE**  Revising & Editing 3 Fiction Story 1 SOAPStone  Literary Elements 1 Discussion  Academic Vocabulary Independent Novel Dialog Journal 3 | 22 Nov  **DAY THREE**  Revising & Editing 3 Fiction Story 1 SOAPStone  Literary Elements 1 Discussion Academic Vocabulary Independent Novel Dialog Journal 3 |
| 19 Jan  **NO SCHOOL** | 20 Jan  **DAY FOUR**  Revising & Editing 4 Fiction Story 2 SOAPStone  Literary Elements 2 ACES OER 2 Independent Novel Dialog Journal 4 | 21 Jan  **DAY FOUR**  Revising & Editing 4 Fiction Story 2 SOAPStone  Literary Elements 2 ACES OER 2 Independent Novel Dialog Journal 4 | 22 Jan  **DAY FIVE**  Revising & Editing 4 Poem 1 & 2 SOAPStone  DIDLS Poetry Elements 1  Original Poem 1  Independent Novel Dialog Journal 5 | 23 Jan  **DAY FIVE**  Revising & Editing 4 Poems 1 & 2 SOAPStone  DIDLS Poetry Elements 1  Original Poem 1  Independent Novel Dialog Journal 5 |
| 26 Jan  **DAY SIX**  Revising & Editing 5 Poems 3 & 4 SOAPStone  Poetry Elements 2  Original Poem 2  Independent Novel Dialog Journal 6 | 27 Jan  **DAY SIX**  Revising & Editing 5 Poems 3 & 4 SOAPStone  Poetry Elements 2  Original Poem 2  Independent Novel Dialog Journal 6 | 28 Jan  **DAY SEVEN** DLA Snapshot 4  Classroom Poetry Slam | 29 Jan  **DAY SEVEN** DLA Snapshot 4  Classroom Poetry Slam | 30 Jan  **DAY EIGHT**   Revising & Editing 6 Non-fiction Article 3 SOAPStone  Graphic Organizer 2 Persuasive Essay 2 Independent Novel Dialog Journal 7 |
| 9 Feb  **DAY EIGHT** Revising & Editing 6 Non-fiction Article 3 SOAPStone  Graphic Organizer 2 Persuasive Essay 2 Independent Novel Dialog Journal 7 | 10 Feb  **DAY NINE** | 11 Feb   **DAY NINE  Early Dismissal** | 12 Feb   **DAY TEN** | 13 Feb  **DAY TEN** |
| 16 Feb  **DAY ELEVEN** | 17 Feb  **DAY ELEVEN** | 18 Feb  **DAY THIRTEEN** | 19 Feb   **DAY THIRTEEN** | 20 Feb   **DAY FOURTEEN** |

**UNIT OBJECTIVES**  
Part One   
  
Vocabulary

Ⓢ **ELA 10.1A** Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.

Ⓢ **ELA.10.1C** Infer word meaning through the identification and analysis of analogies and other word relationships.   
  
Reading   
**ELA.10.Fig19A** Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).   
Ⓢ **ELA.10.Fig19B** Make complex inferences about text and use textual evidence to support understanding.   
Ⓢ **ELA.10.2A** Compare and contrast differences in similar themes expressed in different time periods.   
Ⓢ **ELA.10.2B** Analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature.   
Ⓢ **ELA.10.2C** Relate *(compare/contrast)* the figurative language of a literary work to its historical and cultural setting.   
Ⓢ **ELA.10.4A** Analyze how archetypes and motifs in drama affect the plot of plays.   
Ⓢ **ELA.10.7A** *Analyze and* explain the function of symbolism, allegory, and allusions in literary works.   
  
Writing   
**ELA.10.14C** Write a script with an explicit or implicit theme and details that contribute to a definite mood or tone. Ⓡ **ELA.10.15A.i** Write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures.   
Ⓡ **ELA.10.15A.ii** Write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs.   
Ⓡ **ELA.10.15A.iii** Write an analytical essay of sufficient length that includes a thesis or controlling idea.   
Ⓡ **ELA.10.15A.iv** Write an analytical essay of sufficient length that includes an organizing structure *(e.g. inductive/deductive, compare/contrast)* appropriate to purpose, audience, and context.   
Ⓡ **ELA.10.15A.v** Write an analytical essay of sufficient length that includes relevant evidence and well-chosen details.   
Ⓡ **ELA.10.15A.vi** Write an analytical essay of sufficient length that includes distinctions about the relative value of specific data, facts, and ideas that support the thesis statement.   
Ⓢ **ELA.10.17C** Use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).

Listening and Speaking   
**ELA.10.24B** Follow and give complex oral instructions to perform specific tasks, answer questions, solve problems, and complete processes.   
**ELA.10.26A** Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision-making.   
  
Part Two   
Vocabulary   
Ⓢ **ELA 10.1A** Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes.   
Ⓢ **ELA.10.1C** Infer word meaning through the identification and analysis of analogies and other word relationships. Reading   
**ELA.10.Fig19A** Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing and synthesizing, making connections, creating sensory images).   
Ⓢ **ELA.10.Fig19B** Make complex inferences about text and use textual evidence to support understanding.   
Ⓢ **ELA.10.2B** Analyze archetypes (e.g., journey of a hero, tragic flaw) in mythic, traditional and classical literature.   
Ⓢ **ELA.10.2C** Relate *(compare/contrast)* the figurative language of a literary work to its historical and cultural setting.   
Ⓢ **ELA.10.4A** Analyze how archetypes and motifs in drama affect the plot of plays.   
Ⓢ **ELA.10.7A** *Analyze and* explain the function of symbolism, allegory, and allusions in literary works.   
  
Writing   
Ⓡ **ELA.10.13C** Revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.   
Ⓡ **ELA.10.13D** Edit drafts for grammar, mechanics, and spelling.   
Ⓡ **ELA.10.15A.i** Write an analytical essay of sufficient length that includes effective introductory and concluding paragraphs and a variety of sentence structures.   
Ⓡ **ELA.10.15A.ii** Write an analytical essay of sufficient length that includes rhetorical devices, and transitions between paragraphs. Ⓡ **ELA.10.15A.iii** Write an analytical essay of sufficient length that includes a thesis or controlling idea. Ⓡ **ELA.10.15A.iv** Write an analytical essay of sufficient length that includes an organizing structure *(e.g. inductive/deductive, compare/contrast)* appropriate to purpose, audience, and context.   
Ⓡ **ELA.10.15A.v** Write an analytical essay of sufficient length that includes relevant evidence and well-chosen details.

Ⓡ **ELA.10.15A.vi** Write an analytical essay of sufficient length that includes distinctions about the relative value of specific data, facts, and ideas that support the thesis statement.   
Ⓡ **ELA.10.17A.iii** Use and understand the function of reciprocal pronouns (e.g., each other, one another) in the context of reading, writing, and speaking.   
Ⓢ **ELA.10.18B.i** Use correct punctuation marks including: comma placement in nonrestrictive phrases, clauses, and contrasting expressions.   
**ELA.10.18B.iii** Use correct punctuation marks, including: dashes to emphasize parenthetical information. Listening and Speaking   
**ELA.10.26A** Participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making.

**English II – UNIT IV – Analyzing Fiction & STAAR Review  
   
Day 1 – Mon 6 & Thurs 8 Jan 2014**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting non-fiction articles. Scholars will write open-ended response essays. Scholars will read independent novels and write dialog journals. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing |
| **Direct Teaching (30 minutes)** | Non-fiction article.  SOAPSTONE  6Ws Deep Questions |
| **Independent Practice (30 minutes)** | ACES OER |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 2 – Fri 9 & Mon 12 Jan 2014**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting non-fiction articles. Scholars will create a graphic organizer and write a persuasive STAAR Essay. Scholars will read independent novels and write dialog journals. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing |
| **Direct Teaching (30 minutes)** | Non-fiction article.  SOAPSTONE  Graphic Organizer |
| **Independent Practice (30 minutes)** | Persuasive Essay |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 3 – Thurs 15 & Fri 16 Jan 2014**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting non-fiction articles. Scholars will read a short story and interpret, analyze, and evaluate its literary elements. Scholars will discuss the literary elements. Scholars will create an Academic Vocabulary reference in their journals Scholars will read independent novels and write dialog journals. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing |
| **Direct Teaching (30 minutes)** | Short Story 1  Literary Terms 1  Discussion |
| **Independent Practice (30 minutes)** | Academic Vocabulary Set 1 |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 4 – Tues 20 & Wed 21 Jan 2014**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting short stories for their literary value.  Scholars will read a short story and interpret, analyze, and evaluate its literary elements. Scholars will discuss the literary elements. Scholars will write open-ended response essays. Scholars will read independent novels and write dialog journals.. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing |
| **Direct Teaching (30 minutes)** | Short Story 2  SOAPSTONE  Literary Elements 2 |
| **Independent Practice (30 minutes)** | ACES OER |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 5 – Thu 22 & Fri 23 Jan 2014**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting poems for their artistic value.  Scholars will evaluate and analyze poems. Scholars will write original poems.  Scholars will read independent novels and write dialog journals. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing |
| **Direct Teaching (30 minutes)** | Poems 1 & 2  SOASPStone  DIDLS |
| **Independent Practice (30 minutes)** | Poetry Elements 1  Original Poem 1 |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 6 – Mon 26 & Tues 27 Jan 2014**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting poems for their artistic value.  Scholars will evaluate and analyze poems. Scholars will write original poems.  Scholars will read independent novels and write dialog journals. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing |
| **Direct Teaching (30 minutes)** | Poems 3 & 4  SOASPStone  DIDLS |
| **Independent Practice (30 minutes)** | Poetry Elements 2  Original Poem 2 |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

**Day 7 – Wed 28 & Thurs 29 Jan 2014**

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| **Objectives** | Scholars will practice revising and editing for grammar, punctuation, capitalization, and style.  Scholars will read for deep meaning, interpreting poems for their artistic value.  Scholars will evaluate and analyze poems. Scholars will write original poems.  Scholars will read independent novels and write dialog journals. |
| **Materials** | Non-fiction articles, English 2 Literature text book, Independent Novels, Journals, SOAPStone, DIDLS, ACES, Graph Paper, Loose Leaf Paper, Pens, Pencils, Highlighters. |
| **Do Now (20 minutes)** | Scholars will practice revising and editing |
| **Direct Teaching (30 minutes)** | SNAPSHOT 4 - LA |
| **Independent Practice (30 minutes)** | Classroom Poetry Slam |
| **SSR & Independent Novel**  **(20 minutes)** | Independent Novel  Dialog Journal |

OBJECTIVES – Highlight from this list

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| Vocabulary Ⓢ **ELA 10.1A**  Ⓢ **ELA.10.1C** | Reading **ELA.10.Fig19A**  Ⓢ **ELA.10.Fig19B**  Ⓢ **ELA.10.2A** Ⓢ **ELA.10.2B** Ⓢ **ELA.10.2C**  Ⓢ **ELA.10.4A**  Ⓢ **ELA.10.7A** | Writing  Ⓡ **ELA.10.13C**  Ⓡ **ELA.10.13D**  Ⓡ **ELA.10.15A.i**  Ⓡ **ELA.10.15A.ii** . Ⓡ **ELA.10.15A.iii**  Ⓡ **ELA.10.15A.iv**  Ⓡ **ELA.10.15A.v**  Ⓡ **ELA.10.15A.vi**  Ⓡ **ELA.10.17A.iii**  **ELA.10.18B.iii** | Listening and Speaking  **ELA.10.24B**  **ELA.10.26A** |

|  |  |
| --- | --- |
|  | **SOAPStone Mon 15 Dec 2014** |
|  |  |
| Doc Title | “Loss of smell could predict death” |
| Author | Lauren Raab |
| Publisher | Los Angeles Times |
|  |  |
| Speaker |  |
|  |  |
| Occasion |  |
|  |  |
| Audience |  |
|  |  |
| Purpose |  |
|  |  |
| Subject |  |
|  |  |
| Tone(mood) |  |
|  |  |

|  |  |
| --- | --- |
|  | DIDLS **Mon 15 Dec 2014** |
|  |  |
| Diction |  |
| 1 word |  |
|  |  |
| Imagery |  |
| 3+ words |  |
|  |  |
|  |  |
| Details |  |
| 2 words |  |
|  |  |
| Language |  |
|  |  |
| Sentence |  |
| Structure |  |
|  |  |
| Tone |  |
|  |  |
| Mood |  |

|  |  |
| --- | --- |
|  | **Tone & Mood – “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”** |
|  |  |
| Intro | 222222In the article, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,” the |
|  | overall tone is \_\_\_\_\_\_\_\_\_\_\_\_ and the mood is \_\_\_\_\_\_\_\_\_. To |
|  | create this tone and mood, the writer uses diction, images, |
|  | details, language and sentence structure. The diction or words in this |
| Diction | article include \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_\_. A |
| Image | major image used in this article is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | \_\_\_\_\_\_\_. Details used in this article include \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_ |
| Details | \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. The author uses |
| Language | \_\_\_\_\_\_\_\_\_\_\_ language and \_\_\_\_\_\_\_\_\_\_ sentence structure. |
| Sent. Struct. | All of these details, diction, and images combine for |
|  | the overall tone of \_\_\_\_\_\_\_\_\_\_ and mood of \_\_\_\_\_\_\_\_\_. |
|  |  |

|  |  |
| --- | --- |
| Answer | The author uses the following details to foreshadow |
|  | the ending: \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and |
| Cite | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. In “A Nightmare in Yellow,” Frederic |
|  | Brown writes, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Explain | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” What this quote shows is that |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. In summary, Frederic Brown |
| Summarize | uses the details of \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_ |
|  | to foreshadow the ending of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |
|  |  |

**What’s better: small town or big city?**

Intro –

**Reason 2**

**Reason 1**

**Reason 3**

**Example 1**

**Example 1**

**Example 1**

**Example 2**

**Example 2**

**Example 2**

Conclusion –

|  |  |
| --- | --- |
|  | Persuasive Essay – **What’s better: small town or big city?** |
|  |  |
| Intro |  |
|  |  |
|  |  |
| Reason 1 |  |
| Example 1 |  |
| Example 2 |  |
|  |  |
| Reason 2 |  |
| Example 1 |  |
| Example 2 |  |
|  |  |
| Reason 3 |  |
| Example 1 |  |
| Example 2 |  |
|  |  |
| Conclusion |  |
|  |  |
|  |  |
|  |  |