

Weekly Standards (inc. description)	<p>ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE9-10RL2: Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>ELAGSE9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>ELAGSE9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)</p> <p>ELAGSE9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Standards (Numbers)	ELAGSE9-10RL1 ELAGSE9-10RL2 ELAGSE9-10RL4	ELAGSE9-10W3b ELAGSE9-10W3d	ELAGSE9-10RL1 ELAGSE9-10RL2 ELAGSE9-10RL3 ELAGSE9-10RL4	ELAGSE9-10RL1 ELAGSE9-10RL2 ELAGSE9-10RL3 ELAGSE9-10RL4	ELAGSE9-10SL1d
Learning Target/Essential Question	I can analyze how complex characters develop over the course of a text.	I can use precise words and phrases, details, and sensory language consistently to convey a vivid picture of internal conflict.	I can analyze how complex characters develop over the course of a text.	I can analyze how complex characters develop over the course of a text.	I can analyze how complex characters develop and interact with other characters over the course of a text. I can analyze the development of theme over the course of a text, including how it emerges and is refined by specific details.
Warm-Up	<i>F451</i> Review -Part II Think Notes due	5 Sentence Story: From the point of view of the tiger in Blake's poem, write a 5 sentence story where the tiger replaces the Mechanical Hound in <i>Fahrenheit 451</i> .	<i>F451</i> Review	<i>F451</i> Review	Fishbowl discussion preparation with Book Clubs (Part III of novel)
Mini-Lesson(s)/ Focused Note-Taking		Review Internal Dialogue/Conflict and Narrative Writing techniques			Review Fishbowl discussion norms
Work Session (What are the students doing?)	Book Clubs: "The Tyger" by William Blake TPCASTT	Book Clubs: Finish TPCASTT Narrative Writing Task: Beatty's POV	Teacher-Directed: Provide feedback on narratives. Independent/Collaborative Reading: Students will read until Page 138. They will work on their Interactive Bookmark and be provided with reading questions to guide them.	Teacher-Directed: Continue to feedback on narratives. Independent/Collaborative Reading: Students will read until Page 158, the end of the novel. They will work on their Interactive Bookmark and be provided with reading questions to guide them.	Fishbowl Discussion: Using Think Notes and Interactive Bookmark (if completed), students will compile their thoughts and questions onto an index card. This will be a preparation card for students who are a part of the fish bowl discussion. Students who are not a part of the actual fish bowl discussion will take notes in their Think Notes and write any comments or questions on the whiteboard.
Close	Thumbs Up/Thumbs Down: How do we feel about poetry and the TPCASTT format?	Pair-Share: Peer review	Close: Work on Think Notes	Comments, Questions, Concerns?: Brief Book Club discussions (last 10 minutes of class)	Reflect: Based off the period's discussion, add to Think Notes

Homework		Reading: Page 115-123 Vocabulary: Word Maps Extra Credit: Part III Interactive Bookmark	Reading: Page 138-147 Vocabulary: Word Maps Extra Credit: Part III Interactive Bookmark		
Differentiation (content, process, product, environment)	Environment: Book Club groups have been determined by teacher based off of iReady grade placement and Milestones writing data. Grouping is mixed so that each book club has students at varying levels of Lexile and writing abilities.		Process: Choice and Voice Reading Stations	Process: Choice and Voice Reading Stations	Process: Fish bowl discussion differentiates way for students to participate (written and verbal).
Mastery Check	Formative: TPCASTT	Formative: Narrative writing task			Formative: Fishbowl Discussion
Aggressive Monitoring Look-For	TPCASTT (A/attitude and T3/theme)				