## Week of: March 2-6

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| **Objective/Learning Intention:**  Determine a theme or central idea of a 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; initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  **ELO(s) Addressed:**  Analyze how a theme is advanced through elements of literature; construct an analysis of a literary text utilizing textual evidence.  **Success Criteria:**  Students can discuss, in small groups, the development of a novel and its central ideas.  **Agenda:**   * **Warm Up: Silent Reading (10 minutes)** * Discuss lit. circle roles (20 min) * Reflect on discussion (10 min) * **Exit:** **Silent Reading (10 minutes)**   **Reading Activity:**  Silent Reading  **Writing-to-Learn Activity:**  Journal Reflection  **Options for Differentiation:**  Students are placed into literature circle groups based on Lexile Measures and student interest.  **Notes:**  Reading schedules are to be determined by students. Students are responsible for following reading schedules and completing assignments in preparation for class discussion. | **Objective/Learning Intention:**  Determine a theme or central idea of a 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; initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  **ELO(s) Addressed:**  Analyze how a theme is advanced through elements of literature; construct an analysis of a literary text utilizing textual evidence.  **Success Criteria:**  **Agenda:**   * **Warm Up:** * **Exit:**   **Reading Activity:**  **Writing-to-Learn Activity:**  **Options for Differentiation:**  Students are placed into literature circle groups based on Lexile Measures and student interest.  **Notes:**  Reading schedules are to be determined by students. 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| English 10-Reading | English 10-Writing |
| **R10.1 Read Closely**   * Read closely to determine explicit meanings and to infer implicit meanings in complex texts   **R10.2 Theme**   * Analyze how a theme is advanced through elements of literature   **R10.3 Analyze Diction**   * Analyze the impact of specific word choices on meaning and tone, including connotative meanings   **R10.4 Author’s Reliability/Bias**   * Determine the reliability of the author and identify author’s bias   **R10.5 Effect of Purpose/Audience**   * Evaluate the effect of purpose and audience on a text   **R10.6 Compare Texts**   * Compare and contrast multiple texts   **R10.7 Evaluate Sources**   * Evaluate the credibility and validity of sources   **R10.8 Figurative Language**   * Understand the use of figurative language in a text   **R10.9 State/Evaluate Argument/Claims**   * Articulate and evaluate the argument and specific claims in a text | **W10.1 Compare Texts**   * Compare and contrast multiple texts   **W10.2 Voice**   * Demonstrate consistent use of authorial voice   **W10.3 Argument: Claims/Counterclaims**   * Write arguments to support claims and refute counterclaims while using valid reasoning and relevant evidence   **W10.4 Informative Essay**   * Create an organized informative/explanatory essay   **W10.5 Sentence Variation/Transitions**   * Produce writing which utilizes varied sentence structure and transitions   **W10.6 Citation**   * Apply academic conventions of citation and format   **W10.7 Analysis/Evidence**   * Construct an analysis of a literary text while utilizing textual evidence   **W10.8 Credible Sources**   * Employ credible sources in research |