## Week of: March 9-13

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| **Objective/Learning Intention:**Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.**ELO(s) Addressed:****Success Criteria:**Students can present an informational speech.**Agenda:*** Warm Up: Speech Reading (10 min)
* Presentations (15 min)
* Discussion/Reflection (10 min)
* Games/Activities (15 min)
* Exit: Reflections

**Reading Activity:**Speech Reading**Writing-to-Learn Activity:**Speech Reading**Options for Differentiation:** Topics for speeches are chosen by students; speech utilizes varied learning styles**Notes:**Speech Reading:<https://www.youtube.com/watch?v=jQ95xlZeHo8>  | **Objective/Learning Intention:**Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.**ELO(s) Addressed:****Success Criteria:**Students can explain the appeals of persuasion.**Agenda:*** Warm Up: Speech Reading (10 min)
* Appealing to Your Audience - Worksheet (20 min)
* Mini Speech - Pet Peeve (20 min)
* Exit: Worksheets

**Reading Activity:**Speech Reading**Writing-to-Learn Activity:**Speech Reading**Options for Differentiation:** Topics for speeches are chosen by students; speech utilizes varied learning styles**Notes:** | **Objective/Learning Intention:**.Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.**ELO(s) Addressed:****Success Criteria:**Students can produce a pet peeve speech.**Agenda:*** Warm Up: Speech Reading (10 min)
* Mini Speech - Pet Peeve (30 min)
* Rehearsing out loud (10 min)
* Exit: Outlines

**Reading Activity:**Speech Reading**Writing-to-Learn Activity:**Speech Reading**Options for Differentiation:** Topics for speeches are chosen by students; speech utilizes varied learning styles**Notes:** | **Objective/Learning Intention:**Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.**ELO(s) Addressed:****Success Criteria:**Students can present a pet peeve speech.**Agenda:*** Warm Up: Speech Reading (10 min)
* Quick rehearsal (10 min)
* Presentations (30 min)
* Exit: Outlines

**Reading Activity:**Speech Reading**Writing-to-Learn Activity:**Speech Reading**Options for Differentiation:** Topics for speeches are chosen by students; speech utilizes varied learning styles**Notes:** | **Objective/Learning Intention:**Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.**ELO(s) Addressed:****Success Criteria:**Students can produce a persuasive speech.**Agenda:*** Warm Up: Speech Reading (10 min)
* Persuasive Speech - An Introduction (10 min)
* Individual work (30 min)
* Exit: Outlines

**Reading Activity:**Speech Reading**Writing-to-Learn Activity:**Speech Reading**Options for Differentiation:** Topics for speeches are chosen by students; speech utilizes varied learning styles**Notes:** |

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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
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