## Week of: April 27-May 1

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| **Objective/Learning Intention:**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; analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**ELO(s) Addressed:**Analyze how an author’s choice concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**Success Criteria:**Students can determine the themes present in The Kite Runner.**Agenda:*** **Warm Up: Silent Reading (10 min)**
* Theme Notes and Discussion (15 min)
* Question Packet (10 min)
* Class Discussion (5 min)
* **Exit:** Silent Reading (10 min)

**Reading Activity:**Silent Reading**Writing-to-Learn Activity:**Theme Identification**Options for Differentiation:** Audiobooks are available for students who struggle with reading higher-level novels. The film will be shown weekly to make sure students don’t fall behind in the plot of the book.**Notes:** | **Objective/Learning Intention:**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; analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**ELO(s) Addressed:**Analyze how an author’s choice concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**Success Criteria:**Students can generate plot development maps for The Kite Runner.**Agenda:*** **Warm Up: Silent Reading (10 min)**
* Plot Development Maps (15 min)
* Question Packet (10 min)
* Class Discussion (5 min)
* **Exit:** Silent Reading (10 min)

**Reading Activity:**Silent Reading**Writing-to-Learn Activity:**Plot Development**Options for Differentiation:** Audiobooks are available for students who struggle with reading higher-level novels. The film will be shown weekly to make sure students don’t fall behind in the plot of the book.**Notes:** | **Objective/Learning Intention:**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; analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**ELO(s) Addressed:**Analyze how an author’s choice concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**Success Criteria:**Students can develop Historical Fiction short stories.**Agenda:*** **Warm Up: Silent Reading (15 min)**
* Watch Film (50 min)
* Group Discussion (5 min)
* Break (5 min)
* Individual Work (35 min)
* **Exit:** Progress Check-In

**Reading Activity:**Silent Reading**Writing-to-Learn Activity:**Historical Fiction Writing**Options for Differentiation:** Audiobooks are available for students who struggle with reading higher-level novels. The film will be shown weekly to make sure students don’t fall behind in the plot of the book.**Notes:** | **Objective/Learning Intention:**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; analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**ELO(s) Addressed:**Analyze how an author’s choice concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.**Success Criteria:**Students can develop Historical Fiction short stories.**Agenda:*** **Warm Up: Silent Reading (15 min)**
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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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