## Week of: May 11-15

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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 peer edit Historical Short Fiction pieces.  **Agenda:**   * **Warm Up: Film Viewing (15 min)** * Kite Runner - Redemption Discuss * Transition into Peer Editing * **Exit:** Peer Edits   **Reading Activity:**  Silent Reading  **Writing-to-Learn Activity:**  Peer Editing  **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:**  Article Links:  <http://www.rferl.org/content/interview-kite-runner-afghan-emigre-writer-khaled-hosseini/24621078.html> | **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:**  **Agenda:**   * **Warm Up:** * **Exit:**   **Reading Activity:**  **Writing-to-Learn Activity:**  **Options for Differentiation:**  Audiobooks are available for students who struggle with reading higher-level novels. 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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 edit and turn in their Historical Short Fiction pieces.  **Agenda:**   * **Warm Up: Silent Reading (10 min)** * Make Final Peer Edits * Edit Own Piece Using Standards-Based Rubric * **Exit:** Turn in Final Draft   **Reading Activity:**  Silent Reading  **Writing-to-Learn Activity:**  Editing  **Options for Differentiation:**  Audiobooks are available for students who struggle with reading higher-level novels. 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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 |