**Weekly Lesson Plans**

Teacher: **Recia Smith** Course: **English 1/English 1 Honors** Week: Oct. 31- Nov. 4

Key Learning Concepts: Word Choice, presentation medium, rhetoric, reasoning, and tone contribute to the significance of an argument.

Unit Essential Question: How do I better understand the factors that contribute to a strong argument?

Benchmark Standards Addressed**:** LAFS.910.RL.2.6 Analyze a particular point of view or culture experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (Level 3) Reading: Informational Text LAFS.910.RI.2.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or la Whole group: Context Clue Prezi and handout- discusses the types, and strategies.Small group: Use the context clues in Jabberwocky to discover the meaning of the excerpt. Groups will share when completed.rger portions of a text (e.g., a section or chapter). (Level 3) LAFS.910.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Level 3) LAFS.910.RI.3.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. (Level 2) Writing LAFS.910.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (Level 3) LAFS.910.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (Level 4) LAFS.910.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Level 4) Speaking and Listening LAFS.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (Level 3) LAFS.910.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (Level 3) LAFS.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (Level 3) Language LAFS.910.L.1.2a Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. (Level 2) LAFS.910.L.1.2b Use a colon to introduce a list or quotation.

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| **A Day 1,3,5** | **B Day 2,4,6** | **A Day 1,3,5** | **B Day 2,4,6** | **A Day 1,3,5** | **B Day 2,4,6** |
| **Bell Work:**Agenda; MUG 8 | **Bell Work:** Agenda; Lit term 8 | **Bell Work:** Agenda; Lit term 8 | **Bell Work:**Agenda; Grammar Bk pgs. 397-398 Notes on conjunctions and interjections | **Bell Work:**Agenda; Grammar Bk pgs. 397-398 Notes on conjunctions and interjections | **Bell Work:**Agenda;  |
| **Essential Question:** We will present and support a claim and counterclaim in an argument in writing.I will write an argument essay addressing both the claim and counterclaim according to the MCPS writing rubric. | **Essential Question:** We will analyze and synthesize information from various texts to write an argumentative essayI will analyze the articles and write an argument essay and provide specific text evidence from multiple sources. | **Essential Question**We will analyze and synthesize information from various texts to write an argumentative essayI will analyze the articles and write an argument essay and provide specific text evidence from multiple sources. | **Essential Question:**We will analyze and synthesize information from various texts to write an argumentative essayI will analyze the articles and write an argument essay and provide specific text evidence from multiple sources. | **Essential Question:**We will analyze and synthesize information from various texts to write an argumentative essayI will analyze the articles and write an argument essay and provide specific text evidence from multiple sources. | **Essential Question:** |
| **Activating Strategy:** Quotation Marks Ex. A (Google) | **Activating Strategy:** Video present. - Answer question: Free write a reflection response to the video. How did it make you feel? Can you relate to it in any way? What facts or images were shocking and why? What would you be willing to fight for? | **Activating Strategy:** Video present. - Answer question: Free write a reflection response to the video. How did it make you feel? Can you relate to it in any way? What facts or images were shocking and why? What would you be willing to fight for? | **Activating Strategy:** | **Activating Strategy:** | **Activating Strategy:** |
| **Teaching Strategy:****Begin writing essay:*****Compose an argument that describes the mood Poe is able to create and sustain in “The Cask of Amontillado” through his use of dialogue and sensory details. Your claims should be supported with specific evidence from the text, as well as clear reasoning that explains and connects your evidence to your argument.*** | **Teaching Strategy:****The Cask of Amontillado Test****Qtr. 2 CRL***Complete AS after test.***Overarching question:** Are men and women treated equally in society?Highlight and define bold and unfamiliar words. | **Teaching Strategy:** **The Cask of Amontillado Test****Qtr. 2 CRL***Complete AS after test.***Overarching question:** Are men and women treated equally in society?Highlight and define bold and unfamiliar words. | **Teaching Strategy:** **Whole Group:**Read aloud, class discussion of the stories **Cooperative Pairs:**document analysis sheet-find 3 pieces of evidence from each story that supports the overarching question. | **Teaching Strategy:****Whole Group:**Read aloud, class discussion of the stories **Cooperative Pairs:**document analysis sheet-find 3 pieces of evidence from each story that supports the overarching question. | **Teaching Strategy:** |
| **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** | **Summarizing Strategy:** |
| **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** | **Assessment:** |
| **Key Vocabulary:** | **Key Vocabulary:** Various vocabulary, depending on the text. | **Key Vocabulary:** Various vocabulary, depending on the text. | **Key Vocabulary:**Various vocabulary, depending on the text. | **Key Vocabulary:** Various vocabulary, depending on the text. | **Key Vocabulary:**Various vocabulary, depending on the text. |