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| Scope of lesson plan: Week 1 | | Teacher name: | Grade: 9-12 | Subject: ELA | Period(s) this lesson will be taught: |
| MONDAY | | | | | |
| Science/SS LCC Unit # / Activity # / Activity title | ELA/math Unit # Unit title | LTF Understanding Text Complexity Characterization of the Protagonist | | | |
| Science/SS Focus GLE: | ELA/math (CCSS #) | CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | | | |
| Non-Core Courses Unit title/Activity title: | | N/A | | | |
| Non-Core Courses Standards addressed: | | N/A | | | |
| Daily Objectives(s) (What will students know and be able to do as a result of this lesson?) | | I can read and respond to text. I can engage with a partner to discuss text-based questions. | | | |
| Lesson Agenda (Activities): | | | | | |
| • Bellringer: | | Quickwrite: What is the benefit of taking notes as one reads? | | | |
| • Introduction: | | TSW perform a cold read on the teacher-provided excerpt from <i>The Shipping News</i> . | | | |
| • Modeling/Guided Practice: | | 1. TTW guide students through second reading of passage in which students record observations, thoughts, and questions. 2. TTW will present students with three discussion questions. 3. TTW lead the discussion of the first question. | | | |
| • Independent Practice: | | 1. Students will work with a partner to discuss the two remaining questions. 2. Students will report thoughts on the two questions. | | | |

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| • Closure: | | TLW review the process of interacting with text |
| • Daily Assessment: | | Guided questions. Exit ticket. |
| Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?) | | LTF Handouts |
| Relevance/Rationale: (How do the strategies employed meet students' needs?) | | A student's ability to make inferences about and to analyze characterization is a skill that indicates his or her ability to read closely, independently, and proficiently, which is a key college readiness skill. |
| Formal Assessment: (Provide descriptions of the informal and formal assessments that will be used within the scope of this lesson plan.) | | These lessons will culminate in a student performance activity in which they write a thesis statement to answer questions and list three pieces of textual evidence as support. |
| TUESDAY | | |
| Science/SS LCC Unit # / Activity # / Activity title | ELA/math Unit # Unit title | LTF Understanding Text Complexity Characterization of the Protagonist |
| Science/SS Focus GLE: | ELA/math (CCSS #) | CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| Non-Core Courses Unit title/Activity title: | | N/A |
| Non-Core Courses | | N/A |

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| Standards addressed: | | |
| Daily Objectives(s) (What will students know and be able to do as a result of this lesson?) | | I can make annotations of selected text. |
| Lesson Agenda (Activities): | | |
| • Bellringer: | | Quickwrite: In your own words, describe an abstract and concrete element; include an example of each. |
| • Introduction: | | TTW introduce the writing prompt to clarify the understanding of the tasks of the prompt. |
| • Modeling/Guided Practice: | | 1. TTW guide students through writing prompt to identify abstract characterization and concrete elements to lead students in analyzing the text for the use of diction, figurative language, and details. |
| • Independent Practice: | | TLW in small groups annotate passages for diction, figurative language, and details. |
| • Closure: | | TLW review ways annotation is used to gather text based evidence. |
| • Assessment: | | Guided questions. Exit tickets. |
| Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?) | | LTF Handouts |
| Relevance/Rationale: (How do the strategies employed meet students' needs?) | | A student's ability to make inferences about and to analyze characterization is a skill that indicates his or her ability to read closely, independently, and proficiently, which is a key college readiness skill. |
| Formal Assessment: (Provide descriptions of the informal and formal assessments that will be used within the scope of this lesson plan.) | | These lessons will culminate in a student performance activity in which they write a thesis statement to answer questions and list three pieces of textual evidence as support. |
| WEDNESDAY | | |
| Science/SS LCC Unit # / Activity # / Activity title | ELA/math Unit # Unit title | LTF Understanding Text Complexity Characterization of the Protagonist |

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| Science/SS Focus GLE: | ELA/math (CCSS #) | CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| Non-Core Courses Unit title/Activity title: | | N/A |
| Non-Core Courses Standards addressed: | | N/A |
| Daily Objectives(s) (What will students know and be able to do as a result of this lesson?) | | I can analyze annotations to answer a series of guided questions based on textual evidence. |
| Lesson Agenda (Activities): | | |
| • Bellringer: | | Quickwrite: Explain the difference between connotation and denotation. |
| • Introduction: | | TTW review the process of annotation for previous lesson. |
| • Modeling/Guided Practice: | | 1.TTW guide students through writing prompt to identify abstract characterization and concrete elements to lead students in analyzing the text for the use of diction, figurative language, and details. |
| • Independent Practice: | | TLW in small groups annotate passages for diction, figurative language, and details. |
| • Closure: | | Students will review textual evidence that is used to create a complex character. |
| • Assessment: | | Exit tickets. Guided questions. |
| Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?) | | LTF Handouts |
| Relevance/Rationale: (How do the strategies employed meet students' needs?) | | A student's ability to make inferences about and to analyze characterization is a skill that indicates his or her ability to read closely, independently, and proficiently, which is a key college readiness skill. |
| Formal Assessment: (Provide descriptions of the informal and formal assessments that will be used within the | | These lessons will culminate in a student performance activity in which they write a thesis statement to answer questions and list three pieces of textual evidence as support. |

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| scope of this lesson plan.) | | |
| THURSDAY | | |
| Science/SS LCC Unit # / Activity # / Activity title | ELA/math Unit # Unit title | LTF Understanding Text Complexity Characterization of the Protagonist |
| Science/SS Focus GLE: | ELA/math (CCSS #) | <p>CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them</p> <p>CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> |
| Non-Core Courses Unit title/Activity title: | | N/A |
| Non-Core Courses Standards addressed: | | N/A |
| Daily Objectives(s) (What will students know and be able to do as a result of this lesson?) | | I can make inferences about character traits by underlining textual evidence in a reading passage. |
| Lesson Agenda (Activities): | | |
| • Bellringer: | | Quickwrite: What is the purpose of annotating text? |
| • Introduction: | | TTW introduce direct and indirect characterization and review annotation. |
| • Modeling/Guided Practice: | | TTW/TLW review annotations in paragraph one and two; make inferences revealed about character traits in the passages. Teacher and students will work together to annotate paragraph three. |
| • Independent Practice: | | 1. TLW annotate paragraphs 4-11. 2. TLW complete graphic organizer using annotations. 3. Groups will respond to writing prompt. |

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| • Closure: | | TLW report out on responses to writing prompt. |
| • Assessment: | | Exit tickets. Guided questions. Graphic organizers. |
| Resources/ Materials: (Why are the outcomes of this lesson important in the real world?) | | LTF Handouts |
| Relevance/Rationale: (How do the strategies employed meet students' needs?) | | A student's ability to make inferences about and to analyze characterization is a skill that indicates his or her ability to read closely, independently, and proficiently, which is a key college readiness skill. |
| Formal Assessment: (Provide descriptions of the informal and formal assessments that will be used within the scope of this lesson plan.) | | These lessons will culminate in a student performance activity in which they write a thesis statement to answer questions and list three pieces of textual evidence as support. |
| FRIDAY | | |
| Science/SS LCC Unit # / Activity # / Activity title | ELA/math Unit # Unit title | LTF Understanding Text Complexity Characterization of the Protagonist |
| Science/SS Focus GLE: | ELA/math (CCSS #) | CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| Non-Core Courses Unit title/Activity title: | | N/A |
| Non-Core Courses | | N/A |

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| Standards addressed: | |
| Daily Objectives(s) (What will students know and be able to do as a result of this lesson?) | <p>I can write a thesis statement.</p> <p>I can locate and list three pieces of textual evidence.</p> <p>I can write an introductory paragraph that includes a thesis statement and textual evidence.</p> |
| Lesson Agenda (Activities): | |
| • Bellringer: | List at least two negative and positive character traits of the protagonist in the passage. |
| • Introduction: | TTW review graphic organizer and writing prompt from previous day. |
| • Modeling/Guided Practice: | <p>1. TTW/TLW reread the passage.</p> <p>2. TTW model writing a thesis statement.</p> |
| • Independent Practice: | <p>1. TLW write thesis statement.</p> <p>2. TLW locate and list three pieces of textual evidence.</p> <p>3. TLW write an introductory paragraph that includes a thesis statement and textual evidence.</p> |
| • Closure: | TLW review the steps of writing an opening paragraph. |
| • Assessment: | Writing assessments. |
| Resources/ Materials: (What texts, digital resources, & materials will be used in this lesson?) | <p>LTF</p> <p>Handouts</p> |
| Relevance/Rationale: (How do the strategies employed meet students' needs?) | A student's ability to make inferences about and to analyze characterization is a skill that indicates his or her ability to read closely, independently, and proficiently, which is a key college readiness skill. |
| Formal Assessment: (Provide descriptions of the informal and formal assessments that will be used within the scope of this lesson plan.) | These lessons will culminate in a student performance activity in which they write a thesis statement to answer questions and list three pieces of textual evidence as support. |