**Lesson/Unit Plan: Week 2 10 Language Arts Dangerous Destinies Short Stories and Poetry\_**

**Date: Nov. 16-20 Teacher: \_Crandall \_\_ Class: 10th Subject/\_Language Arts**

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| Plan:Standard, Benchmarks, Objective(s):  Students will  Standard: **Benchmark I-D: Use meta-cognitive strategies to increase comprehension.**  Grade Performance Indicators  9-12 1. Use multiple strategies to monitor one’s pace and comprehension.  2. Draw conclusions from information in texts to arrive at new knowledge.  3. Evaluate texts by determining the value to oneself.  4. Analyze texts to determine how much prior and specialized knowledge is needed.  **Benchmark IV-B: Plan writing by taking notes, writing informal outlines, and researching.**  Grade Performance Indicators  9-10 1. Use a variety of pre-writing strategies to guide the generation of content by activating prior knowledge (e.g. brainstorming,  idea-mapping, free-writing, outlining, keeping a journal, asking journalist’s questions such as *who, what, when, where, why*  and *how*).  2. Select major ideas and develop them with relevant reasons, supporting examples, and details.  **Benchmark IV-D: Organize ideas in writing, with a thesis statement in the introduction, well-constructed paragraphs, a conclusion and**  **transition sentences that connect paragraphs into a coherent whole.**  2. Select and use appropriate structures and organizational patterns (e.g., problem-solution, compare-contrast, cause-effect)  to represent ideas, make connections, and generate new insights.  3. Construct focused paragraphs with topic sentences leading toward a logical conclusion.  4. Provide supporting evidence from texts and other outside sources (e.g., direct quotations, paraphrasing and examples). |
| Do: Specific Instructional: Activities / Strategies / Assessment   * 1. Activity/Objective Think Aloud: What kind of courage does it take to live in an uncertain world?  1. Strategy: Think Aloud/ Web and Writing Prompt. 2. Assessment:    1. Activity/Objective Imagery: Sensory- mental pictures 3. Strategy: 4. Assessment:   3.Activity/Objective : Compare and Contrast “Fear” and “The Street”   * Strategy: One page written response over c/c submit to smarthing.com * Assessment: Web, outline, Essay   1. Activity/Objective Introduce compare and contrast vocabulary  1. Strategy: Wordle 2. Assessment: Printouts    1. Activity/Objective Semi-colons and colons 3. Strategy: Bell Work 4. Assessment: Test culminating commas, semicolons, and colons   6. Activity/Objective Ticket out the door: Trifold over the three authors: Mistral, Paz, and Williams  B. Strategy: Ticket out the door- knowledge builder   1. Assessment: |
| Study: Specific Assessments and strategies to be annualized and revised.(What worked and what didn’t) |
| Act: Specific actions to be taken to improve instruction as indicated by weekly classroom PDSA data.  Things to do differently: |