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| **Date:** | **8/29/16**  **C-Day** | **8/30/16**  **A-Day\*** | **8/31/2016**  **B-Day** | **9/1/2016**  **C-Day** | **9/2/2016**  **A-Day\*** |
| **Objective:** | Students will complete the writing assessment for ELA 9 that asks students to analyze strengths of multiple writing pieces. | Students will complete the writing assessment for ELA 9 that asks students to analyze strengths of multiple writing pieces. | Given a plot diagram, and a formative worksheet matching stages of plot, students will be able to match 4 out of 5 correctly after reading for information, watching a video, and completing an example as a class. | (1) After reviewing the definition of conflict, and multiple examples of conflict in literature and pop culture, students will complete an independent worksheet identifying types of conflict with 8 out of 10 correct. | (1) Given a worksheet with multiple point-of-view examples, students will answer 8 out of 10 correctly after taking notes and reviewing workshop examples as a class.  (2) After reading for information, and taking notes, students will be able to successfully complete the “before” column in a sequencing chart for the exposition of a short story, and accurately identify flashback and foreshadowing in 8 out of 10 examples. |
| **Essential**  **Question(s):** | In what areas of writing do students need to focus on improving in ELA 9? | In what areas of writing do students need to focus on improving in ELA 9? | How can you determine the stages of plot in a short story? | What are the different types of conflict and how can you determine them? | (1) How does an author’s choice in structuring a text affect the reader’s experience?  (2) What are the different types of point-of-view and how can you identify them? |
| **Standards:** | Not applicable for first week of school activities. | Not applicable for first week of school activities. | RL 5 | RL 5, RL 6 | RL 5 |
| **Warm-Up:** | What are the components of a good essay? How should you organize your thoughts? | Vocabulary Word: Astrained | Vocabulary Word: Exultant | Vocabulary Word: Forsake | Vocabulary Word: Hummock |
| **Agenda:** | (1) Discussion of essay components.  (2) Begin reading to complete writing diagnostic.  (3) Students to complete their own organizer prior to writing their essay. | (1) Students will complete their writing diagnostic.  (2) Wrap textbooks  (3) Set up ELA binder  (4) Receive vocabulary packet | (1) Unit 1 Workshop Notes 1, taking notes on plot.  (2) Video on Stages of Plot  (3) Read Check Outs  (4) Complete plot diagram | (1) Notes on conflict  (2) Review Workshop examples  (3) Conflict examples  (4) Conflict worksheet | (1) POV Workshop Notes  (2) Workshop examples  (3) POV Worksheet  (4) Unit1 Workshop Notes p2  (5) Workshop examples  (6) Flashback & Foreshadowing worksheet.  (7) Begin reading “A Sound of Thunder”  (8) Column 1 Worksheet 23 |
| **Student Assignments:** | Writing Diagnostic  Organizer (F) | Writing Diagnostic | Stages of Plot formative worksheet (F) | Conflict Worksheet (F) | F & F Worksheet (F)  POV Worksheet (F) |

**English Honors I – 1 & 3**