

Literacy Planning Overview

Teachers	Mrs. Stevens
Weeks	19 & 20
Dates:	January 8-19, 2018
Grade Level:	9th & 10 th
Standard & Description	LAFS.910.W.1.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. LAFS.910.RI.3.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. LAFS.910.W.1.1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 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. 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.
Texts Used	Edge C; Volume 2

Weeks Overview

Jan 8 & 9	Jan 10 & 11	Jan 12 & 15	Jan 16 & 17	Jan 18 & 19
Learning Target	Learning Target	Learning Target	Learning Target	Learning Target
LAFS. 910.W1.1 Spartans will analyze whether the reasoning used in an argument is valid.	LAFS.910.RI.3.8 I will structure arguments to present a claim, counterclaim and rebuttal using relevant details and strong and thorough evidence.	LAFS. 910.W1.1.a Spartans will clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims.	LAFS.910.W.2.6 Spartans will use technology to produce, publish, and update an individual or shared product. & LAFS.910.SL.1.3 Spartans evaluate each speaker's presentation for CERC & R and ethos, logos and pathos	LAFS.910.W.2.6 Spartans will use technology to produce, publish, and update an individual or shared product. & LAFS.910.SL.1.3 Spartans evaluate each speaker's presentation for CERC & R and ethos, logos and pathos
Active Learning Strategy: <u>Kahoot! quiz on Theme Text Annotation Worksheet</u>	Active Learning Strategy: <u>Evaluating Argument 2-Column Chart with Guiding Questions</u>	Active Learning Strategy: <u>CERC=Claim, Evidence, Reason, Counterclaim</u>	Active Learning Strategy: <u>Presentation Rubric</u>	Active Learning Strategy: <u>Presentation Rubric</u>
End Product	End Product	End Product	End Product	Culminating Writing Product
Use the given rubric to score your classmates' essay to determine if the reason & evidence supports the argument/claim.	Use your selection from Unit 6 and add the counterclaim and the rebuttal. (Homework: Add Counterclaim & Rebuttal to your PowerPoint.)	Resubmit your 5-paragraph essay complete with Claim, Evidence, Reason, Counterclaim & Rebuttal for Grading	Final Oral Presentations with PowerPoint On Rights	Final Oral Presentations with PowerPoint On Rights

Teacher:	Mrs. Stevens	Materials Needed: Printed Essays from Previous Class		Standard:	LAFS. 910.W1.1.a		
Dates:	January 12 & 15			Text:	EDGE C Volume 2		
Grade Level:	10th			Periods	1, 2 & 5		
	Learning Target			Essential Question			
Lesson(s) 3	Spartans will produce a final 5-paragraph essay on a selection from unit 6 with a claim, reasons, evidence, counterclaim and a rebuttal.			Does my evidence, reasons, counterclaims and rebuttal all support my claim?			
Time	Opening Routine						
5 Minutes	In your journals, write a counterclaim for the following statement: "To the slave, the fourth of July is a sham."						
20 Minutes							
	I DO (Modeling)	Review claim, counterclaim & rebuttal.					
	WE DO (Practice)	Student A: Present your claim for your opponent. Rebut your opponent's counterclaim.					
	THEY DO (Additional Practice)	Student B: Present your claim for your opponent. Rebut your opponent's counterclaim.					
	YOU DO (Independent Practice)	Share your final, 5-paragraph essay for unit six including your counterclaim and rebuttal to y Stevens1@dadeschools.net .					
60 Minutes	Differentiated Instruction						
	Teacher-Led (20 Minutes)	Novel & Student Journal (20 Minutes)		Reading Plus (20 Minutes)			
	Drawing Conclusions Grade/Review Monster Grade Key Vocabulary	Revise Essay and/or PowerPoint.		4 SeeReaders Due Jan 14, 2018			
5 Minutes	Closure: Review essential questions/exit slip.						
	Accommodations: SPED—Repeat and clarify directions. Allow extended time frames to complete tasks. ESOL— Provide visuals and/or auditory support of key vocabulary and new terms.			Home Learning			
				Reading Plus (4 SeeReaders)		ODD	EVEN
				Key Vocabulary		N/A	N/A
				(Revised) 5-Paragraph Essay		01/12	01/15
				Final Oral Presentation		01/16 & 01/18	01/17 & 1/19