

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																		
Dates:	January 16 & 17	Materials Needed: Computer, speaker, PowerPoint Presentations	Standard:	S.L.1.3 & S.L.2.4															
Grade Level:	10th		Text:	EDGE C Volume 2															
	Learning Target		Periods	1, 2 & 5															
Lesson 4	<p>S.L.1.3: Spartans will evaluate each speaker's claim from two selections in Unit 6 for rhetorical appeals and supporting evidence. S.L.2.4: Spartans will analyze two selections in Unit 6 and present their claim on which one better advances the point in balancing personal rights or human rights. 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.</p>		Essential Question																
Time	Opening Routine		Out of 2 similar selections in unit 6, which one better advances the point of balancing personal or human rights?																
5 Minutes	No Journal. Take 3 Speech/Debate rubrics.																		
20 Minutes	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">I DO (Modeling)</td> <td colspan="3" rowspan="4" style="font-size: 48pt; text-align: center; vertical-align: middle;">N/A</td> </tr> <tr> <td style="text-align: center;">WE DO (Practice)</td> </tr> <tr> <td style="text-align: center;">THEY DO (Additional Practice)</td> </tr> <tr> <td style="text-align: center;">YOU DO (Independent Practice)</td> <td colspan="3">Quietly and respectfully complete the rubric for each presenter.</td> </tr> </table>				I DO (Modeling)	N/A			WE DO (Practice)	THEY DO (Additional Practice)	YOU DO (Independent Practice)	Quietly and respectfully complete the rubric for each presenter.							
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	Review essential questions/exit slip.		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%; text-align: left;">Home Learning</th> <th style="width: 20%; text-align: center;">ODD</th> <th style="width: 20%; text-align: center;">EVEN</th> </tr> </thead> <tbody> <tr> <td>Reading Plus (4 SeeReaders)</td> <td style="text-align: center;">01/14</td> <td></td> </tr> <tr> <td>Key Vocabulary</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>(Revised) 5-Paragraph Essay</td> <td style="text-align: center;">01/12</td> <td style="text-align: center;">01/15</td> </tr> <tr> <td>Final Oral Presentation</td> <td style="text-align: center;">01/16 & 01/18</td> <td style="text-align: center;">01/17 & 1/19</td> </tr> </tbody> </table>		Home Learning	ODD	EVEN	Reading Plus (4 SeeReaders)	01/14		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
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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.