

Name: Shannon Wright		Grading Quarter: 1	Week Beginning: 9/18
School Year: 23-24		Subject: ELA11	
Monday	Notes:	<p>Objective: After an initial reading and discussion of the chapter, students will be able to identify, describe, and make inferences about the narrator and setting of the book.</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> -introduce unit and informational writing prompt to be completed at end of unit -watch huck finn video -begin reading huck finn 	<p>Academic Standards:</p> <p>11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
Tuesday	Notes:	<p>Objective: After rereading and discussing a model of close reading, students will be able to evaluate how Mark Twain's use of language and style affects the audience in Adventures of Huckleberry Finn.</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> -direct instruction on syntax in Huck Finn -Complete StudySync Assignment 	<p>Academic Standards:</p> <p>11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning, as well as its aesthetic impact.</p>
Wednesday	Notes:	<p>Objective: After learning about quotation marks and seeing how they are used in text examples, students will practice using quotation marks correctly. Then, students will be able to catch up on work from the week and work on their semester-long project</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> -Students will complete Quotation Marks lesson in StudySync -Work time, open office hours via zoom, conferences for students with failing grades 	<p>Academic Standards:</p> <p>11-12.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>
Thursday	Notes:	<p>Objective: After reading "Walden," students will demonstrate their understanding of describing personal connections and supporting an opinion in a short, written response.</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> -direct instruction on Thoreau and Transcendentalism -Read Walden -assign StudySync assignment 	<p>Academic Standards:</p> <p>11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text</p>

Friday	Notes:	<p>Objective: After reading "Mississippi Solo," students will demonstrate, in a discussion, their understanding of how Thoreau and Harris each weigh the pros and cons of undergoing a journey versus settling down.</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> -read Mississippi -create venn diagram (Padlet) on the similarities and differences between Walden and Mississippi Solo -assign studysync assignment 	<p>Academic Standards:</p> <p>11-12.RL.6 Using a variety of genres, analyze how the narrative point of view impacts the implicit and explicit meanings in a text</p>
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