



## 2025-2026 Lesson Plans

**Semester 1**

ENG11

**Grading Quarter 1****Week One: August 7-8**

|                    | <b>Thursday</b><br>7           | <b>Friday</b><br>8                 |
|--------------------|--------------------------------|------------------------------------|
| <b>Bell Ringer</b> | Student Interest Survey        | Shoe Design                        |
| <b>Before</b>      | Class Introduction pt. 1       | Class Introduction pt. 2           |
| <b>During</b>      | Student Handbook               | Lion Mentality                     |
| <b>After</b>       | Team Building Exercise: Puzzle | Team Building Activity: Whodunnit? |

**Week Two: August 11-15**

|                    | <b>Monday</b><br>11             | <b>Tuesday</b><br>12   | <b>Wednesday</b><br>13                    | <b>Thursday</b><br>14   | <b>Friday</b><br>15                 |
|--------------------|---------------------------------|--|---|---|-------------------------------------|
| <b>Bell Ringer</b> | Reflection                      | Personal Bank Account  | 7 Habits: Be Proactive                    | Poetic Devices  | Reflection: Habits 1-3              |
| <b>Before</b>      | Lion Mentality                  | 7 Habits: Habit #1-Be Proactive  | Writing Wednesday                         | 7 Habits: Habit #3-Put First Things First                         | Poetic Devices Review: HotSeat      |
| <b>During</b>      | 7 Habits: Personal Bank Account | Poetic Devices Pre-Assessment<br><br>Poetry Packet:<br>-Know the Lingo | 7 Habits: Habit #2-Begin with End in Mind | “Nothing Gold Can Stay”<br><br>Poetry Packet:<br>Analyzing Poetry | Poetry Packet:<br>“My Papa’s Waltz” |
| <b>After</b>       | Writing Challenge:              | -Defining Poetic   | Poetry Packet:                            | Poetic Devices  | “Mean” by Taylor                    |

|  |                          |         |   |        |       |
|--|--------------------------|---------|---|--------|-------|
|  | 10-Sentence Time Capsule | Devices | -Poetic Device Practice<br>Poetic Devices in Disney Songs | Review | Swift |
|--|--------------------------|---------|---|--------|-------|

## Week Three: August 18-22

|                    | Monday<br>18                        | Tuesday<br>19                     | Wednesday<br>20    | Thursday<br>21     | Friday<br>22                                      |
|--------------------|-------------------------------------|-----------------------------------|--------------------|--------------------|---|
| <b>Bell Ringer</b> | Poetic Devices                      | Poetic Devices                    | Poetic Devices     | Poetic Devices     | Poetic Devices                                    |
| <b>Before</b>      | Poetic Device Review: Carousel      | -7 Habits: PBA<br>“Banking on Me” | Writing Wednesday  | Blackout Poetry    | <b>-Poetic Device Test<br/>-Poetry Packet Due</b> |
| <b>During</b>      | Poetry Packet:<br>“My Papa’s Waltz” | Poetry Book                       | 7 Habits: Habit #1 | 7 Habits: Habit #2 | Library Day                                       |
| <b>After</b>       | Poetry Book Project<br>Intro        | Book Talk                         | Poetry Book        | Poetry Book        | Poetry Book/Book Talk                             |

## Week Four: August 25-29

|                    | Monday<br>25                      | Tuesday<br>26                            | Wednesday<br>27  | Thursday<br>28                              | Friday<br>29                             |
|--------------------|-----------------------------------|--|--|---|--|
| <b>Bell Ringer</b> | Wordle                            | Grammar                                  | Nouns  | Pronouns                                    | Nouns/Pronouns                           |
| <b>Before</b>      | -7 Habits: PBA<br>“Banking on Me” | 7 Habits: Habit #1                       | 7 Habits: Habit #2   | 7 Habits: Habit #3                          | 7 Habits: Habit #4                       |
| <b>During</b>      | Grammar:<br>Pretest/Review        | Grammar:<br>Parts of Speech<br>NOUNS pt1 | Writing Wednesday<br><br>Grammar:<br>Parts of Speech<br>PRONOUNS pt1 | Grammar:<br>Parts of Speech<br>PRONOUNS pt2 | Grammar:<br>Nouns and Pronouns<br>Review |

|       |                       |           |           |           |           |
|-------|-----------------------|-----------|-----------|-----------|-----------|
| After | Book Talk/Poetry Book | Book Talk | Book Talk | Book Talk | Book Talk |
|-------|-----------------------|-----------|-----------|-----------|-----------|

## Week Five: September 2-5

|                    | Monday<br>2 | Tuesday<br>3                                 | Wednesday<br>4        | Thursday<br>5                         | Friday<br>6                                |
|--------------------|-------------|--|-----------------------|---------------------------------------|--|
| <b>Bell Ringer</b> | Labor Day   | Nouns/Pronouns                               | Pronouns              | Blooket                               | Reflection                                 |
| <b>Before</b>      | No School   | 7 Habits: Habit #5                           | 7 Habits: Habit #6    | 7 Habits: Habit #7                    | 7 Habits: Small Group Recap                |
| <b>During</b>      |             | Grammar:<br>Parts of Speech<br>PRONOUNS pt 2 | Writing Wednesday     | Noun/Pronoun Quiz                     | Literature:<br>Intro to Short Stories pt 2 |
| <b>After</b>       |             | Pronoun Practice                             | Noun/Pronoun Practice | Literature:<br>Intro to Short Stories | Library Day                                |

## Week Six: September 8-12

|                    | Monday<br>8                           | Tuesday<br>9               | Wednesday<br>10                      | Thursday<br>11           | Friday<br>12                                    |
|--------------------|---------------------------------------|----------------------------|--------------------------------------|--------------------------|---|
| <b>Bell Ringer</b> | Wordle                                | Poetic Devices             | Nouns                                | Pronouns                 | Verbs   |
| <b>Before</b>      | Literature:<br>Intro to Short Stories | 7 Habits: Reflection Essay | Writing Wednesday                    | ACT Mock Review          | Grammar:<br>Nouns, Pronouns and Verbs           |
| <b>During</b>      | 7 Habits: Small Group Project         |                            | Grammar:<br>Parts of Speech<br>VERBS | Grammar:<br>Verbs Review | Literature:<br>“Story of an Hour” Visual        |
| <b>After</b>       | Presentations                         |                            | Literature:<br>“Story of an Hour”    | Short Story Analysis     | Literature:<br>“Story of an Hour” Comprehension |

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|  |  |  |  |  | Questions |
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## Week Seven: September 15-19

|                    | Monday<br>15   | Tuesday<br>16   | Wednesday<br>17  | Thursday<br>18   | Friday<br>19   |
|--------------------|--|---|--|--|--|
| <b>Bell Ringer</b> | Nouns  | Verbs   | Nouns, Pronouns, and Verbs   | ASVAB Test   | Blooket  |
| <b>Before</b>      | <b>Grammar:</b><br>Verbs   | <b>Grammar:</b><br>Transitive and Intransitive Verbs Review | <b>Writing Wednesday</b>   | 4th Block:<br>Review Packet                              | <b>Grammar:</b><br><b>Unit 1, Part 1 Quiz:</b><br>Nouns, Pronouns, and Verbs |
| <b>During</b>      | <b>Literature:</b><br>“The Story of an Hour” Visual<br><br>Literary Elements Guide | <b>Literature:</b><br>“A Rose for Emily” Reading            | <b>Literature:</b><br>“A Rose for Emily” Visual<br><br>CourseHero: Literary Elements Guide | <b>Literature:</b><br>“A Rose for Emily” Comp. Questions | Library Day  |
| <b>After</b>       | <b>Literature:</b><br>Comprehension Questions                                      | <b>Literature:</b><br>Class Discussion/Recap                | <b>Grammar:</b><br>Nouns, Pronouns, and Verbs Review                                       |  | <b>Literature:</b><br>“A Rose for Emily” Comp. Questions                     |

## Week Eight: September 22-26

|                    | Monday<br>22                      | Tuesday<br>23                    | Wednesday<br>24                       | Thursday<br>25                     | Friday<br>26         |
|--------------------|-----------------------------------|----------------------------------|---------------------------------------|------------------------------------|----------------------|
| <b>Bell Ringer</b> | Nouns, Pronouns, and Verbs        | Blooket                          | Parts of Speech                       | Gimkit                             | Dissecting Sentences |
| <b>Before</b>      | <b>Grammar:</b><br>Adjectives and | <b>Grammar</b><br>Adj/Adv Review | <b>Grammar</b><br>Conjunctions Review | <b>Grammar</b><br>Prepositions and | <b>Grammar</b>       |

|        |   |  |   |   |   |
|--------|---|--|---|---|---|
|        | Adverbs   |  |   | Interjections                                       | Parts of Speech Review                  |
| During | <b>Literature:</b><br>"The Most Dangerous Game" | <b>Grammar</b><br>Conjunctions               | <b>Writing Wednesday</b>                            | <b>Literature</b><br>Comprehension Questions/Visual |   |
| After  | <b>Literature</b><br>Literary Elements Guide    | <b>Literature</b><br>Literary Elements Guide | <b>Literature</b><br>Comprehension Questions/Visual | Book Talk   | <b>Grammar</b><br>Parts of Speech Bingo |

## Week Nine: September 29- October 3

|             | Monday 29   | Tuesday 30   | Wednesday 1  | Thursday 2 | Friday 3   |
|-------------|---|--|--|------------|--|
| Bell Ringer | Parts of Speech   | Parts of Speech  | Parts of Speech  |            | Parts of Speech  |
| Before      | Coloring Sheet: Parts of Speech   | <b>Grammar:</b><br>Parts of Speech Study Guide: Adjectives and Adverbs | <b>Grammar:</b><br>Parts of Speech Study Guide: Verbs                    |            | <b>Grammar:</b><br>Parts of Speech Study Guide: Nouns and Pronouns                 |
| During      | <b>Grammar:</b><br>Parts of Speech Study Guide: Interjections, Prepositions, and Conjunctions | <b>Literature:</b><br>"A Rose for Emily"<br>"The Test"                 | <b>Literature:</b><br>"A Rose..." and "The Test" Literary Elements Guide |            | <b>Literature:</b><br>"A Rose..." and "The Test"<br>Visual/Comprehension Questions |
| After       | <b>Grammar:</b><br>Unit 1 Project   | <b>Grammar:</b><br>Unit 1 Project                                      | Writing Wednesday  |            | <b>Grammar:</b><br>Unit 1 Project  |

Week Ten: October 6-10  
**HAPPY HOMECOMING!**  
 (Last Week of the Grading Period)

|  | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--------|---------|-----------|----------|--------|
|--|--------|---------|-----------|----------|--------|

|                    | 6                                | 7  | 8  | 9  | 10                             |
|--------------------|----------------------------------|--|--|--|--------------------------------|
| <b>Bell Ringer</b> | Parts of Speech                  | Parts of Speech  | Wordle                                   | Gimkit Review                            | Last day of the grading period |
| <b>Before</b>      | <b>Grammar:</b><br>Unit 1 Review | <b>Grammar:</b><br><b>Unit 1 Exam</b><br>Parts of Speech | <b>Writing Wednesday</b>                 | <b>Literature:</b><br>Short Story Packet | $\frac{1}{2}$ Day for Students |
| <b>During</b>      |                                  |  | <b>Literature:</b><br>Short Story Packet |  |                                |
| <b>After</b>       | Book Talk                        | <b>Literature:</b><br>Short Story Packet                 | Book Talk                                | Book Talk/Make Up Work                   |                                |

## Grading Quarter 2

### Week One: October 13-17

|                    | Monday<br>13 | Tuesday<br>14   | Wednesday<br>15   | Thursday<br>16   | Friday<br>17  |
|--------------------|--------------|---|---|--|---|
| <b>Bell Ringer</b> | Columbus Day | Reflection:<br>Self-Assessment  | Critical Thinking:<br>Wordle  | Subjects and<br>Predicates   | “The Yellow<br>Wallpaper”   |
| <b>Before</b>      | No School    | <b>Grammar:</b><br>Unit 1 Review<br>Worksheet   | <b>Writing Wednesday</b>  | <b>ACT MOCK<br/>REVIEW<br/>(1st-2nd Blocks)</b>  | <b>Literature:</b><br><b>(ARI)</b> Book Talk<br>Presentations                   |
| <b>During</b>      |              | <b>Literature:</b><br><b>(ARI)</b> Short Story<br>Unit<br>Literary Elements<br>Guide-CourseHero | <b>Grammar</b><br>Unit 2: Parts of a<br>Sentence-Subject and<br>Predicate | 4th Block:<br><b>(ARI)</b> “The Yellow<br>Wallpaper”<br>Reading and<br>Analyzing (sections<br>4-8) | <b>Grammar</b><br>Unit 2: Parts of a<br>Sentence-Direct and<br>Indirect Objects |
| <b>After</b>       |              | Classic Horror<br>Literature Short<br>Movie “A Rose for   | <b>Literature</b><br><b>(ARI)</b> “The Yellow<br>Wallpaper”               | Book Talk  | <b>Literature</b><br><b>(ARI)</b> “The Yellow<br>Wallpaper” Reading             |

|  |  |                   |                                      |  |                              |
|--|--|-------------------|--------------------------------------|--|------------------------------|
|  |  | Emily”/”The Test” | Reading and Analyzing (Sections 1-3) |  | and Analyzing (Sections 4-8) |
|--|--|-------------------|--------------------------------------|--|------------------------------|

## Week Two: October 20-24

|                           | Monday<br>20   | Tuesday<br>21  | Wednesday<br>22   | Thursday<br>23  | Friday<br>24   |
|---------------------------|--|--|---|---|--|
| <b>Weekly Objective:</b>  | <p>Students will analyze how literary elements (such as theme, symbolism, and irony) develop meaning in a short story through close reading and written interpretation. They will plan, draft, and revise a literary analysis paragraph using MLA conventions. In grammar study, students will identify and correctly use the parts of a sentence—including subject, predicate, and complements—focusing on direct and indirect objects to improve sentence clarity and style in their analytical writing. (C.L. 1, 4, 6, 9, 11; L.L. 19, 21, 22)</p> <p>By the end of the week, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify and explain at least two literary devices used in a short story.</li> <li>2. Develop a clear analytical claim supported by textual evidence and commentary.</li> <li>3. Apply correct MLA in-text citation format in writing.</li> <li>4. Identify subjects, predicates, direct objects, and indirect objects in complex sentences.</li> <li>5. Revise their literary analysis paragraph to demonstrate grammatical accuracy and varied sentence structure.</li> </ol> |  |   |   |  |
| <b><u>Bell Ringer</u></b> | <b>Grammar:</b><br>Parts of Speech   | <b>ACT:</b> Subject and Predicate                                    | Gimkit Challenge  | <b>Reflection:</b><br>Self-Assessment   | <b>Grammar:</b><br>D/I Objects                             |
| <b><u>Before</u></b>      | <b>Grammar</b><br>Unit 2: Parts of a Sentence-Subject and Predicate  | <b>Grammar</b><br>Subject and Predicate Review                       | <b>Writing Wednesday</b>  | <b>Grammar</b><br>Unit 2: Parts of a Sentence-Direct and Indirect Objects             | <b>Literature:</b><br><b>(ARI)</b> Book Talk Presentations |
| <b><u>During</u></b>      | <b>Literature</b><br><b>(ARI)</b> “The Yellow Wallpaper” Comprehension Questions -Small Groups   | <b>Literature</b><br><b>(ARI)</b> Literary Analysis Brainstorm Draft | <b>Literature</b><br><b>(ARI)</b> Literary Analysis Final Draft | <b>Literature</b><br><b>(ARI)</b> Literary Analysis Final Draft and <b>Submission</b> | <b>Grammar</b><br>Direct and Indirect Objects Review       |
| <b><u>After</u></b>       | <b>(ARI)</b> Book Talk   | <b>(ARI)</b> Book Talk   | <b>(ARI)</b> Book Talk  | <b>(ARI)</b> Book Talk  | Unit 2 Study Guide   |

## Week Three: October 27-31

|                          | Monday<br>27   | Tuesday<br>28   | Wednesday<br>29                                |  | Thursday<br>30  | Friday<br>31  |
|--------------------------|--|---|--|--|---|---|
| <b>Weekly Objective:</b> | <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>Identify and correctly label direct and indirect objects in sentences;</li> <li>Deliver a 3–5 minute Book Talk using an assigned literacy strategy and give/receive feedback</li> <li>Demonstrate mastery of sentence structure and conventions on the Unit 2 quiz (simple/compound/complex/compound-complex)</li> <li>Respond to an ACT-style writing prompt with coherent organization, accurate conventions, and intentional sentence variety.</li> <li>Demonstrate correct subject–verb agreement and consistent, appropriate verb tense;</li> </ol> <p>(Assessment: daily formative checks (BRs), Unit 2 Quiz, ACT-style writing prompt, Book Talk rubric.)</p> |   |  |  | <p>The COS requires students to “compose simple, compound, and complex sentences with correct subject-verb agreement” and to “use subject-verb agreement correctly when composing and revising writing” as part of the Grade 11 conventions expectations.</p> <p><a href="#">Alabama State Department of Education</a></p> <p>The Grade 11 Language Literacy/Recurring Standards emphasize employing conventions of grammar, mechanics, and usage (examples: effective sentence structure, punctuation, capitalization) when communicating to a target audience — which directly supports instruction on sentence types, direct/indirect objects, verb tense, and ACT skills.</p> |   |
| <b>Bell Ringer</b>       | <b>Grammar:</b><br>Direct and Indirect Objects   | <b>ACT:</b> Subject-Verb Agreement  | <b>ACT:</b> Verb Tense                         |  | <b>Grammar:</b><br>Simple and Compound Sentences  | <b>Grammar:</b><br>Complex and Compound-Complex Sentences                         |
| <b>Before</b>            | <b>ACT Monday</b><br>Grammar: Subject-Verb Agreement and Verb Tense<br>(4th: Book Talk Presentations)  | <b>Grammar</b><br><b>Unit 2 Quiz</b>  | <b>ACT Writing:</b><br>Prompt Breakdown        |  | <b>Grammar</b><br>Unit 4-Sentence Structure pt 2 (Complex and Compound-Complex Sentences)   | <b>Literature:</b><br><b>(ARI)</b> Book Talk Presentations                        |
| <b>During</b>            | <b>Grammar</b><br>Unit 2 Study Guide   | <b>Grammar</b><br>Unit 4-Sentence Structure pt 1 (Simple and Compound Sentences) and Practice | <b>Writing Wednesday</b><br>(ACT-Style Prompt) |  | <b>Grammar</b><br>Complex and Compound-Complex Sentences Practice   | <b>Grammar</b><br>Unit 4 Study Guide<br>Reciprocal Teaching-Small Groups/Stations |
| <b>After</b>             | <b>(ARI)</b> Book Talk   | <b>(ARI)</b> Book Talk  | <b>(ARI)</b> Book Talk                         |  | <b>(ARI)</b> Book Talk  | <b>(ARI)</b> Book Talk  |

## Week Four: November 3-7

|                         | Monday<br>3   | Tuesday<br>4  | Wednesday<br>5  | Thursday<br>6  | Friday<br>7  |
|-------------------------|---|---|---|--|--|
| <b>Daily Objective:</b> | Students will demonstrate command of sentence structure and syntax through formative checks (bellringer MC + oral review + IXL diagnostic + guided small-group practice) and will plan/prepare content for an oral & visual presentation of independently selected texts, applying academic speaking + presentation conventions.<br><b>COS:</b> 11.1, 11.5, 11.28, 11.29, 11.30 | Students will demonstrate command of sentence structure and standard English conventions through review, diagnostic assessment, reflection, and guided practice; and will prepare content for an oral book talk by applying academic speaking and presentation expectations to independently selected texts.<br><b>COS:</b> 11.1, 11.3, 11.5, 11.6, 11.28, 11.29, 11.30 | Students will demonstrate command of sentence structure and standard English conventions through formative assessment and targeted practice (Blooket, carousel review, and packet reinforcement), and will apply precise language and effective rhetorical decisions in a timed ACT writing task, while continuing to prepare content for an oral book talk aligned to appropriate speaking + presentation expectations.<br><b>COS:</b> 11.1, 11.3, 11.6, 11.22, 11.23, 11.28, 11.29, 11.30 | Students will demonstrate command of sentence structure and standard English conventions through an applied “mystery” practice task, and will apply college- and career-ready reading + writing skills in a full-length ACT mock exam to show growth toward post-secondary readiness.<br><b>COS:</b> 11.1, 11.3, 11.6, 11.22, 11.23, 11.31 | Students will demonstrate command of sentence structure and standard English conventions on a formative quiz, will present and evaluate oral book talk presentations using academic speaking + listening expectations, will activate prior knowledge and purpose for a new novel unit, and will reflect on learning + wellbeing to set actionable goals for continued growth.<br><b>COS:</b> 11.1, 11.3, 11.6, 11.28, 11.29, 11.30, 11.31, 11.33 |
| <b>Bell Ringer</b>      | <b>Grammar</b><br>Unit 4-Sentence Structure<br>Multiple-Choice<br><i>whole group</i>  | <b>Reflection</b><br>Check My Understanding   | <b>Grammar</b><br>Unit 4- Sentence Structure<br><i>Blooket</i>  | <b>ACT MOCK EXAM #2</b>  | <b>Reflection</b><br>Mental Health Check-in  |
| <b>Before</b>           | <i>1st and 4th Blocks:</i><br><b>ACT Monday:</b> Verb Tense<br><i>(whole group)</i><br><i>2nd Block:</i> IXL Intro  | <i>1st and 4th Blocks:</i><br>IXL Intro<br><i>2nd Block:</i><br><b>Grammar:</b> Sentence Structure Review   | <b>Grammar</b><br>Sentence Structure<br>Carousel<br><i>whole group</i>  |  | <b>Literature</b><br>Book Talk Presentations<br><b>(ARI)</b>   |
| <b>During</b>           | <i>1st and 4th Blocks:</i><br><b>Grammar:</b> Sentence Structure Practice Worksheet ( <i>small groups</i> )<br><i>2nd Block:</i> <b>IXL Diagnosis Assessment</b>  | <i>1st and 4th Blocks: IXL Diagnosis Assessment</i><br><i>2nd Block:</i><br><b>Grammar:</b> Sentence Structure Practice Worksheet ( <i>small groups</i> )   | <b>Writing Wednesday</b><br>ACT Practice Writing Prompt (Timed)<br><br><b>Grammar</b><br>Sentence Structure Review Packet ( <i>reciprocal teaching</i> )  | <i>4th Block:</i> Sentence Structure Mystery-”The Case of the Sentence Slayer”<br><i>small group</i>   | <b>Grammar</b><br><b>Sentence Structure Quiz</b><br><br><b>Literature</b><br>Novel Unit Intro Notes<br><b>(lecture/independent)</b>  |
| <b>After</b>            | ARI: Book Talk  | ARI: Book Talk  | ARI: Book Talk  | ARI: Book Talk   | 3-2-1 Quiz Reflection  |

## Week Five: November 10-14

|                        | Monday<br>10  | Tuesday<br>11              | Wednesday<br>12  | Thursday<br>13   | Friday<br>14   |
|------------------------|---|----------------------------|--|--|--|
| <b>Daily Objective</b> | Students will apply correct subject-verb agreement, maintain verb tense consistency, and use correct pronoun-antecedent agreement in sentences (Skill Packet + IXL), and will demonstrate reading comprehension + speaking skills through their AR Book Talk.<br><b>Standards:</b> ELA.11.21, ELA.11.22, ELA.11.23, ELA.11.25 |                            | Students will identify and correctly use direct and indirect objects within increasingly complex sentence structures (whole group Sentence Structure Carousel + Unit 2/4 Study Guide), and will strengthen ACT writing performance by composing, revising, and evaluating claims + evidence (Writing Wednesday ACT Warm-Up #3 + IXL + Book Talk).<br><b>Standards:</b> ELA.11.21, ELA.11.22, ELA.11.23, ELA.11.25, ELA.11.28 | Students will demonstrate mastery of sentence structure elements — specifically subject/predicate identification and correct use of direct + indirect objects — through formal assessments (Blooket + Unit 2/4 Exam), and will build background knowledge for the upcoming novel unit through independent note-taking; students who finish will continue ACT literacy growth through IXL / AR Book Talk / Writing Wednesday practice.<br><b>Standards:</b> ELA.11.21, ELA.11.22, ELA.11.23, ELA.11.25, ELA.11.28 | Students will reflect on their own exam performance (metacognition) through written self-assessment, demonstrate comprehension and speaking skills through AR Book Talk presentations, and build background knowledge + meaning by engaging with Chapter 1 of the novel via audio text; students who finish early will continue ACT literacy practice<br><b>Standards:</b> ELA.11.21, ELA.11.22, ELA.11.23, ELA.11.25, ELA.11.28 |
| <b>Bell Ringer</b>     | <b>ACT Skill:</b><br>Subject-Verb Agreement<br><i>ACT multiple choice</i>   | Veterans' Day<br>No School | <b>Grammar:</b><br>Unit 2-Direct and Indirect Objects  | <b>Grammar</b><br>Unit 2<br>Direct/Indirect Object<br><i>Blooket</i>   | <b>Reflection</b><br>Check My Understanding  |
| <b>Before</b>          | <b>ACT Monday</b><br>Pronoun-Antecedent Agreement Skill Packet<br><i>whole group session</i>  |                            | <b>Grammar:</b><br>Sentence Structure Carousel<br><i>whole group session</i><br><br>Unit 2 and Unit 4 Study Guide Review ( <i>Q&amp;A</i> )  | <b>Grammar</b><br><b>Unit 2 and Unit 4 Exam</b>  | <b>Literature</b><br>Book Talk Presentations ( <b>ARI</b> )  |
| <b>During</b>          | <b>ACT Monday</b><br><b>IXL Skills Assignment:</b><br><b>S/V, Verb Tense, Pronoun-Antecedent, Adj/Adv</b><br><i>Independent work</i>  |                            | <b>Writing Wednesday:</b><br>ACT Writing Practice #3<br><i>Independent work</i>  | <b>Literature</b><br>Novel Unit Intro Notes<br><i>lecture/independent work</i>   | <b>Literature</b><br>Novel Reading Chapter 1<br><i>Audiobook</i>   |
| <b>After</b>           | <b>ARI:</b> Book Talk   |                            | IXL (ACT)/Book Talk (ARI)/Study Guide  | IXL (ACT)/Book Talk (ARI)/ Writing Wed.  | IXL (ACT)/Book Talk (ARI)/Writing Wed  |

## Week Six: November 17-21

|                        | Monday<br>17  | Tuesday<br>18  | Wednesday<br>19  | Thursday<br>20  | Friday<br>21  |
|------------------------|---|--|--|---|---|
| <b>Daily Objective</b> | Students will apply correct usage of commas, semicolons, and apostrophes in writing and editing tasks in order to improve clarity, coherence, and readiness for the ACT grammar/punctuation section<br><b>Standards:</b> 22 | Students will strengthen their understanding of grammar, punctuation, literary context, and thematic concepts by reviewing parts of speech, exploring introductory background for <i>Of Mice and Men</i> and <i>The Great Gatsby</i> , engaging in active reading and listening, and preparing a book talk that demonstrates their ability to analyze and communicate ideas effectively.<br><b>Standards:</b> R1, R7, 19, 22, 24 | Students will strengthen their grammar and writing skills, analyze and comprehend literary texts, practice ACT-style timed writing, interact with visual and audio versions of texts, and prepare book-talk presentations and chapter responses that demonstrate clear communication, critical thinking, and command of standard English.<br><b>Standards:</b> 1-4, 6, 11, R1, R3, 25-29 | Students will review and apply sentence structure and grammatical conventions, engage with literary texts through visual and audio formats, complete chapter questions and book-talk presentations, and use digital tools for grammar and punctuation practice to deepen their understanding of language, literature, and effective communication.<br><b>Standards:</b> 1,2,4,19,22,27,28, R1, R3 | Students will be able to demonstrate comprehension of key events and themes in <i>The Great Gatsby</i> , strengthen their mastery of grammar and punctuation through targeted IXL practice, and apply essential English language skills during ACT review activities.<br><b>Standards:</b> R1, R7 |
| <b>Bell Ringer</b>     | ACT Skill: Grammar<br><a href="#">whole group session</a>   | <b>Grammar</b><br>Unit 1<br>Parts of Speech<br><a href="#">whole group session</a>   | <b>Grammar</b><br>Unit 2<br>Parts of a Sentence/Direct and Indirect Objects<br><a href="#">whole group session</a>   | <b>Grammar</b><br>Unit 4<br>Sentence Structure<br><a href="#">whole group session</a>   | <b>ACT Mock Review</b><br><br>(1st and 2nd Blocks)  |
| <b>Before</b>          | ACT Monday<br>Comma, Semicolon, and Apostrophe<br><a href="#">whole group/lecture session</a>   | 1st Block<br><b>Literature</b><br><i>Of Mice and Men</i><br>Introduction: The American Dream and Loneliness <a href="#">WG</a><br><br>2nd, 4th Block<br><b>Literature</b><br><i>The Great Gatsby</i><br>Introduction: Fitz and The Roaring 20s <a href="#">WG/Fill in Blank</a>  | <b>Writing Wednesday</b><br>ACT Writing Practice #4<br>w/40-minute timer<br><br><a href="#">ACT setting</a>  | <b>Literature</b><br><b>Book Talk Presentations</b>   | 4th Block:<br><b>Literature</b><br><i>The Great Gatsby</i><br>Chapter Questions<br><a href="#">Independent</a><br><br>IXL: Grammar and Punctuation<br><a href="#">Independent</a>   |
| <b>During</b>          | Punctuation Review:<br><a href="#">Packet</a><br><a href="#">collaborative</a>  | 1st Block<br><b>Literature</b><br><i>Of Mice and Men</i><br>Reading<br>Chapter 1<br><a href="#">Audiobook</a>  | 1st Block<br><b>Literature</b><br><i>Of Mice and Men</i><br>Visual-CourseHero<br>Chapter 1<br><a href="#">WG</a>   | 1st Block<br><b>Literature</b><br><i>Of Mice and Men</i><br>Visual and Chapter Questions<br>Chapter 1 <a href="#">WG/I</a>  |   |

|              |  |  |   |   |  |
|--------------|--|--|---|---|--|
|              |  | 2nd, 4th Block<br><b>Literature</b><br><i>The Great Gatsby</i><br>Background Information and<br>Key Topics<br><a href="#">WG/I</a> | 2nd, 4th Block<br><b>Literature</b><br><i>The Great Gatsby</i><br>Reading<br>Chapter 1, pt 1<br><a href="#">Audiobook</a> | 2nd, 4th Block<br><b>Literature</b><br><i>The Great Gatsby</i><br>Reading<br>Chapter 1, pt 2<br><a href="#">Independent</a> |  |
| <b>After</b> | IXL: Punctuation<br><a href="#">Independent work</a> | IXL: Grammar and<br>Punctuation, Book Talk<br><a href="#">Independent</a>  | IXL: Grammar and<br>Punctuation, Book Talk,<br>Chapter Questions<br><a href="#">Independent</a>                           | IXL: Grammar and<br>Punctuation, Book Talk,<br>Chapter Questions<br><a href="#">Independent</a>                             |  |

### Thanksgiving Break: November 24-28

### Week Seven: December 1-5

|                         | <b>Monday</b><br><b>1</b>   | <b>Tuesday</b><br><b>2</b>   | <b>Wednesday</b><br><b>3</b>   | <b>Thursday</b><br><b>4</b>   | <b>Friday</b><br><b>5</b>  |
|-------------------------|---|--|--|---|--|
| <b>Daily Objectives</b> | Students will <b>apply</b> correct usage of commas, semicolons, and apostrophes in writing and editing tasks in order to improve clarity, coherence, and readiness for the <b>ACT</b> grammar/punctuation section<br><b>Standards:</b> 22 | Students will strengthen their understanding of grammar, punctuation, literary context, and thematic concepts by reviewing parts of speech and will continue reading <i>Of Mice and Men</i> and <i>The Great Gatsby</i> , engaging in active reading<br><b>Standards:</b> R1, R7, 19, 22, 24 | Students will strengthen their grammar and writing skills, analyze and comprehend literary texts, and interact with visual and audio versions of texts.<br><b>Standards:</b> 1-4, 6, 11, R1, R3, 25-29 | Students will review and apply sentence structure and grammatical conventions, engage with literary texts through visual and audio formats, complete chapter questions, and use digital tools for grammar and punctuation practice to deepen their understanding of language, literature, and effective communication.<br><b>Standards:</b> 1,2,4,19,22,27,28, R1, R3 | Students will be able to demonstrate comprehension of key events and themes in <i>The Great Gatsby</i> and <i>Of Mice and Men</i> , strengthen their mastery of grammar and punctuation through targeted IXL practice, and apply essential English language skills during ACT review activities.<br><b>Standards:</b> R1, R7 |
| <b>Bell Ringer</b>      | ACT Skill: Punctuation<br><a href="#">whole group session</a>   | <b>Grammar</b><br>Unit 1<br>Parts of Speech<br><a href="#">whole group session</a>   | <b>Grammar</b><br>Unit 2<br>Parts of a Sentence/Direct and Indirect Objects<br><a href="#">whole group session</a>   | <b>Grammar</b><br>Unit 4<br>Sentence Structure<br><a href="#">whole group session</a>   | <b>Grammar</b><br>Unit 4<br>Sentence Structure<br><a href="#">whole group session</a>  |
| <b>Before</b>           | ACT Monday<br>Comma, Semicolon, and Apostrophe<br><a href="#">Whole group/lecture</a>   | <u>1st Block</u><br><b>Literature</b><br><i>Of Mice and Men</i><br>Chapter 1 Recap and   | <u>1st Block</u><br><b>Literature</b><br><i>Of Mice and Men</i><br>Chapter 2 Recap:  | <u>1st Block</u><br><b>Literature</b><br><i>Of Mice and Men</i><br>Chapter 3 Reading  | <u>1st Block</u><br><b>Literature</b><br><i>Of Mice and Men</i><br>Chapter 3 Comprehension   |

|               | session                                      | Comp. Questions:<br>CourseHero Visual  | CourseHero Visual  | Independent Reading   | Questions Collaborative  |
|---------------|--|--|--|---|--|
|               |  | <u>2nd, 4th Block</u><br><b>Literature</b><br><i>The Great Gatsby</i> Chapter 1 Recap: CourseHero Visual | <u>2nd, 4th Block</u><br><b>Literature</b><br><i>The Great Gatsby</i> Chapter 2 Recap: CourseHero Visual           | <u>2nd, 4th Block</u><br><b>Literature</b><br><i>The Great Gatsby</i> Chapter 3 Reading Audiobook   | <u>2nd, 4th Block</u><br><b>Literature</b><br><i>The Great Gatsby</i> Chapter 3 Comprehension Question WG/I            |
| <b>During</b> | Punctuation Review:<br>Packet Collaborative  | <u>1st Block</u><br><b>Literature</b><br><i>Of Mice and Men</i> Reading Chapter 2 Audiobook/WG           | <u>1st Block</u><br><b>Literature</b><br><i>Of Mice and Men</i> Chapter 2 Comprehension Questions WG/Collaborative | <u>1st Block</u><br><b>Literature</b><br><i>Of Mice and Men</i> Recap Activity WG/I                 | <u>1st Block</u><br><b>Literature</b><br><i>Of Mice and Men</i> Chapter 3 Visuals/Reading Quiz Whole Group/Independent |
|               |  | <u>2nd, 4th Block</u><br><b>Literature</b><br><i>The Great Gatsby</i> Chapter 2 Reading Independent      | <u>2nd, 4th Block</u><br><b>Literature</b><br><i>The Great Gatsby</i> Chapter 2 Comprehension Questions WG/I       | <u>2nd, 4th Block</u><br><b>Literature</b><br><i>The Great Gatsby</i> Chapter 3 Recap Activity WG/I | <u>2nd, 4th Block</u><br><b>Literature</b><br><i>The Great Gatsby</i> Reading Quiz WG/I                                |
| <b>After</b>  | IXL: Punctuation Independent work/Chromebook | IXL: Grammar and Punctuation Independent/Chromebook  | IXL: Grammar and Punctuation Independent/Chromebook  | IXL: Grammar and Punctuation Independent/Chromebook   | IXL: Grammar and Punctuation Independent/Chromebook  |

### Week Eight: December 8-12

|                    | Monday<br>8   | Tuesday<br>9                         | Wednesday<br>10                   | Thursday<br>11                     | Friday<br>12                                 |
|--------------------|---|--------------------------------------|-----------------------------------|------------------------------------|--|
| <b>Bell Ringer</b> | Reflection: The Good  | ACT BR: Punctuation                  | Grammar: Parts of Speech          | Grammar: Poetic Devices            | Literature: Novel Reflection                 |
| <b>Before</b>      | Grammar Review Parts of Speech<br><br>Literature Novel Chapter Quiz | Grammar Review Punctuation: ACT Quiz | Grammar Review Sentence Structure | Literature Review Characterization | Grammar Review Transitive/Intransitive Verbs |
| <b>During</b>      | Literature  | Literature                           | Literature                        | Literature                         | Literature                                   |

|              |                                 |   |                                 |  |  |
|--------------|---------------------------------|---|---------------------------------|--|--|
|              | Chapter Comprehension Questions | Chapter Reading<br><b>1st Block:</b> Independent Audiobook ( <i>OMAM</i> Chapter 4)<br><b>2nd, 4th Blocks:</b> Whole Class Audiobook ( <i>Gatsby</i> Chapter 5) | Chapter Comprehension Questions | Chapter Reading<br><b>1st Block:</b> Whole Class Audiobook ( <i>OMAM</i> Chapters 5-6)<br><b>2nd, 4th Blocks:</b> Independent Audiobook ( <i>Gatsby</i> Chapter 6) | Chapter Comprehension Questions                  |
| <b>After</b> | IXL: ACT Skills                 | IXL: ACT Skills   | IXL: ACT Skills                 | IXL: ACT Skills  | IXL: ACT Skills<br><b>HW: Read Gatsby Chap 7</b> |

### Week Nine: December 15-19 (End of Grading Period)

|                    | <b>Monday 15</b>  | <b>Tuesday 16</b>   | <b>Wednesday 17</b>                     | <b>Thursday 18</b>                      | <b>Friday 19</b>   |
|--------------------|---|---|---|---|--|
| <b>Bell Ringer</b> | Class Survey  | Dear Future Earls: Writing Activity   | Christmas Activity                      | Christmas Activity                      | Last Day of Semester<br>$\frac{1}{2}$ Day for Students<br><b>Final Exam: 1st and 2nd</b> |
| <b>Before</b>      | <b>1st Block:</b><br>OMAM CQ<br><b>2nd, 4th Blocks:</b><br>Gatsby Chapter 7 Reading via Audiobook | <b>1st Block:</b><br>OMAM CQ<br><b>2nd, 4th Blocks:</b><br>Gatsby Chapter 8 Reading via Audiobook | <b>Literature:</b><br>Novel Workbook    | Final Exam Study Guide: Parts of Speech |  |
| <b>During</b>      | Final Exam Study Guide: Literature  | Final Exam Study Guide: Sentence Structure/Parts of a Sentence                                    | Final Exam Study Guide: Parts of Speech | <b>Final Exam: 4th Block</b>            |  |
| <b>After</b>       | Independent Work (Study Guide/CQ)   | Independent Work (Study Guide/CQ)   | Independent Work (Study Guide/CQ)       | Independent Work (Study Guide/CQ)       |  |