



Teacher: C. Klingler

Week: Sept. 18-22

Unit Title: Unit 2: Informational Text/Research/Informational Writing

Class: ENG 1

Unit Learning Objective: By 9-22-2023, students will be able to **EXAMINE** and **CONVEY** complex ideas and information clearly and accurately by **RESEARCHING** and **WRITING** an **expository** essay.

<p>Standard:</p> <p>RI 5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text; identify multiple supported interpretations.</p> <p>RI 6.1 Determine a central idea of a text and analyze its development over the course of the text including how it emerges and is shaped and refined by specific details.</p> <p>RI 7.1 Explain how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.</p> <p>RI 8.1 Determine figurative, connotative, or technical meanings of words and phrases; analyze the impact of specific words, phrases, analogies or allusions on meaning and tone.</p> <p>C 1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.</p>	<p><b>Key Vocabulary:</b></p> <table border="1"> <tr> <td> <ul style="list-style-type: none"> <li>- Central Idea</li> <li>- Speaker</li> <li>- Occasion</li> <li>- Audience</li> <li>- Purpose</li> <li>- Subject</li> <li>- Tone</li> <li>- Mood</li> <li>- 3rd person objective POV</li> </ul> </td><td>-</td></tr> </table>	<ul style="list-style-type: none"> <li>- Central Idea</li> <li>- Speaker</li> <li>- Occasion</li> <li>- Audience</li> <li>- Purpose</li> <li>- Subject</li> <li>- Tone</li> <li>- Mood</li> <li>- 3rd person objective POV</li> </ul>	-
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<p><b>Learning Targets:</b> By <b>DATE</b>, I will be able to <b>BLOOM'S VERB</b> and <b>CONTENT/ SKILL/CONCEPT</b> by <b>ACTIVITY/SHOWING VERB</b> a(n) <b>ASSESSMENT OR PRODUCT</b>.</p> <ul style="list-style-type: none"> <li>- Monday:             <ul style="list-style-type: none"> <li>- I am learning to use text evidence to determine a speaker's purpose.</li> <li>- I will show I can do this by completing a SOASTone chart.</li> </ul> </li> <li>- Tuesday:             <ul style="list-style-type: none"> <li>- I am learning to identify parallel structures.</li> <li>- I will show I can do this by annotating a passage.</li> </ul> </li> <li>- Wednesday:             <ul style="list-style-type: none"> <li>- I am learning how to use model texts to create parallel structures in my own writing.</li> <li>- I will show I can do this by creating an original piece of writing with parallel structures.</li> </ul> </li> <li>- Thursday:             <ul style="list-style-type: none"> <li>- I am learning how to do research for an informative project.</li> <li>- I will show I can do this by using reliable sources and color coding information.</li> </ul> </li> </ul>	<p><b>Language Objectives:</b></p> <ul style="list-style-type: none"> <li>- The student will speak with other students to complete a collaborative activity analyzing SOPASTone in a range of multimedia texts.</li> <li>- The student will read an informational text and respond by completing a SOAPSTone nonfiction analysis chart.</li> <li>- The student will listen to a speech.</li> </ul>		

<ul style="list-style-type: none"> <li>- Friday: <ul style="list-style-type: none"> <li>- I am learning how to apply my knowledge of parallel structures to personal writing.</li> <li>- I will show I can do this by Writing A Letter To Myself.</li> </ul> </li> </ul>	
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	<b>Activating Strategies</b> <i>(i.e. connections to prior knowledge, building background, etc.)</i>	<b>Instructional Delivery (Notes/Activities/Materials)</b> <i>(i.e. comprehensible input, practice/application, meaningful activities, feedback, etc.)</i>	<b>ESOL Accommodations &amp; UDL Framework</b> <i>(Multiple means of engagement, representation, action, and expression)</i>	<b>Assessments (Formative/Summative)</b>
Monday	<b>Quick Write</b> <b>Reading Participation</b>	Finish Quiz Corrections GimKit Review - Author's Purpose and Central Idea Mini-Lesson: SOAPSTone	IXL - Central Idea and Author's Purpose Translated notes	9/11 SOAPSTone Handout - Bullhorn speech analysis
Tuesday	<b>Quick Write</b> <b>Reading Participation</b>	Pair Presentations: SOAPSTone Mini-lesson: Parallel Elements <ul style="list-style-type: none"> <li>- Annotating a passage</li> </ul>	Intentional pairing/collaboration	SOAPSTone Peer Speech Analysis
Wednesday	<b>Quick Write</b> <b>Reading Participation</b>	Finish S.O.A.P.S.Tone presentations Mini-Lesson: Parallel Elements Writing Workshop: Model Text	Homogeneous grouping, differentiated handouts (side by side translation, sentence stems, and word banks)	SOAPSTONE Analysis - Pair Presentation
Thursday	<b>Quick Write</b> <b>Reading Participation</b>	Introduce: Research Chart and Information essay <ul style="list-style-type: none"> <li>- Collecting Information</li> <li>- Color coding</li> <li>- Tracking sources</li> </ul> Writing Workshop: Complete Research Early finishers: IXL Capitalization and run on sentences	Differentiated handouts (side by side translation, sentence stems, and word banks) Differentiated Slide Deck	Research Organizer Differentiated Slide Deck
Friday	<b>Quick Write</b> <b>Reading Participation</b>	Introduce: Letter to Self Assignment	Differentiated handouts (side by side translation, sentence stems, and word banks)	Letter to Self