

RRGSD Remote Instruction Learning Plan

Dates: 10/5-10/9

Statement of Goals and Objectives: <i>(Learning Targets in Student & Parent-Friendly Language)</i>	<ul style="list-style-type: none"> • Students will be able to infer what the author/ character is stating. • Students will understand components of a character analysis essay • Students will be able to write a character analysis essay. • Students will be able to understand a character's traits and how they change throughout the novel. •
Topic(s)/Concept & NC Standard Course of Study: <i>Topic(s)/Concept and the correlating content standards addressed)</i>	<ul style="list-style-type: none"> • Making Inferences RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text • Characterization RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • W.9-10.4 Use digital tools and resources 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. • SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Social-Emotional Focus	Coming of Age. Being a part of the majority.

Daily Agenda: Including assignments and due dates

Date:	Virtual/Remote	Check-In Times for Virtual:
Monday	<p>Inference and Textual Evidence Do Now: Why is it important to prove your point in writing?</p> <p>Guided Practice: Inference and Textual Evidence Lesson</p> <p>Independent Practice: A Rose for Emily Quote Graphic organizers for Character, Setting, and Story Elements due 10/12</p> <p>Homework/Follow Up: A Rose for Emily Symbolism and Allegory Analysis Chart due 10/12 A Rose for Emily Quote Graphic Organizers due Monday 10/15</p>	2:15-3:15pm 2nd Honors

Teacher Name:

Broadnax

Subject: Honors English I

Tuesday	Continue with the close reading an analysis of A Rose for Emily A Rose for Emily Quote Graphic Organizers due Monday 10/15	No Live Session
Wednesday	Tutorials I will be contacting students who are missing assignments or struggling. All Students will complete the following: Commonlit Assessment for A Rose for Emily due 10/14 Continue with the close reading an analysis of A Rose for Emily A Rose for Emily Quote Graphic Organizers due Monday 10/15	All day tutorials
Thursday	Compare & Contrast Text Do Now: What does it mean to compare and contrast? Guided Practice: Completing a Comparative Analysis Independent Practice: Sleeping by Katherine Weber (Short story Commonlit) Questions Homework/Follow Up: Sleeping by Katherine Weber Questions due 10/16 Comparative Analysis of A Rose for Emily and Sleeping due 10/20	9:30-10:30 am 2nd Honors
Friday	Students will continue to work on the following: Comparative Analysis of A Rose for Emily and Sleeping due 10/20	

Assessment:*How will I be assessing my students throughout this week?*

Formative Assessment(s)	
Summative Assessment(s)	
How will I know my students have mastered the content from this week?	If students reach the learning targets set for the week.

Additional Resources:*If a student needs additional support, below are resources that will assist with the material being taught.*

Topic/Concept	Website/Location resource can be found
	Google Classroom, Google Documents