**Teacher Name: M. Saleeba Subject: English IV Start Date(s): 02-05-2024 Grade Level(s): 12**

**Building: HACC End Dates(s): 02-09-2024**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will 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. Students will determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | 1,2,3,4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture. Computer assisted instruction.*A Light History of the English Language,* by Prof. Elliot EngelVideo**No Red Ink: Performance Diagnostic** | IWS | TextbookProjectorWorksheetsPaperPowerPoint | Formative- ObservationSummative-Student Self-Assessment- Unit Test |
| 2 | Students will read poetry to determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings, words with multiple meanings, or language that is particularly fresh, engaging, or beautiful by analyzing the impact of specific word choices on meaning and tone.  |  3,4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture*The Seafarer* | I | TextbookPowerPointProjectorAudio Discs | Formative- Observation, discussionSummative- Self-reviewStudent Self-Assessment- Worksheet |
| 3 | Students will read poetry to determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings, words with multiple meanings, or language that is particularly fresh, engaging, or beautiful by analyzing the impact of specific word choices on meaning and tone.  |  3,4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture*The Wanderer* | I | TextbookPowerPointProjectorAudio Discs | Formative- Observation, discussionSummative- Self-reviewStudent Self-Assessment- Worksheet |
| 4 | Students will read poetry to determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings, words with multiple meanings, or language that is particularly fresh, engaging, or beautiful by analyzing the impact of specific word choices on meaning and tone.  |  3,4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture*The Wife’s Lament* | I | TextbookPowerPointProjectorAudio Discs | Formative- Observation, discussionSummative- Self-reviewStudent Self-Assessment- Worksheet |
| 5 | Students will read poetry to determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings, words with multiple meanings, or language that is particularly fresh, engaging, or beautiful by analyzing the impact of specific word choices on meaning and tone.  |  3,4 | Guided reading, reading for meaning, and reflective discussion. Compare and contrast. Lecture*Beowulf* | I | TextbookPowerPointProjectorAudio Discs | **Continued on back …………………**Formative- Observation, discussionSummative- Self-reviewStudent Self-Assessment- Worksheet |