**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 Engel  Video  **No Red Ink: Performance Diagnostic** | I  W  S | Textbook  Projector  Worksheets  Paper  PowerPoint | Formative- Observation  Summative-  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 | Textbook  PowerPoint  Projector  Audio Discs | Formative- Observation, discussion  Summative- Self-review  Student 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 | Textbook  PowerPoint  Projector  Audio Discs | Formative- Observation, discussion  Summative- Self-review  Student 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 | Textbook  PowerPoint  Projector  Audio Discs | Formative- Observation, discussion  Summative- Self-review  Student 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 | Textbook  PowerPoint  Projector  Audio Discs | **Continued on back …………………**  Formative- Observation, discussion  Summative- Self-review  Student Self-Assessment- Worksheet |