**Teacher Name: M. Saleeba Subject: English IV Start Date(s): 09-02-2024 Grade Level(s): 12**

**Building: HACC End Dates(s): 09-08-2024**

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| **DAILY PLAN** | | | | | | |
| **Day** | **Objective (s)** | **DOK Level** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 |  |  | **LABOR DAY – NO SCHOOL** |  |  |  |
| 2 | 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.  *Elements of Writing:* Chapter 12 page 494 | I  W  S | Text book  Projector  Worksheets  Paper  PowerPoint | Formative- Observation  Summative-  Student Self-Assessment- Unit Test |
| 3 | 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.  *Elements of Writing:* Chapter 12 page 494 | I  W  S | Text book  Projector  Worksheets  Paper  PowerPoint | Formative- Observation  Summative-  Student Self-Assessment- Unit Test |
| 4 | 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.  Begin:  *“The History of the English Language”*  *Elements of Writing:* Chapter 12 page 494 | I  W  S | Text book  Projector  Worksheets  Paper  PowerPoint | Formative- Observation  Summative-  Student Self-Assessment- Unit Test  **(CONTINUED ON BACK)** |
| 5 | 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.  Begin:  *“The History of the English Language”*  *Elements of Writing:* Chapter 12 page 494 | I  W  S | Text book  Projector  Worksheets  Paper  PowerPoint | Formative- Observation  Summative-  Student Self-Assessment- Unit Test |
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