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|  | **MONDAY 4/15** | **TUESDAY  4/16** | **WEDNESDAY 4/17** | **THURSDAY 4/18** | **FRIDAY  4/19** |
| **Daily Outline & Essential Question** | ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting  motivations) develop over the course of a text, interact with other characters, and advance  the plot or develop the theme.  How has the character’s voice changed, if at all, so far? | ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting  motivations) develop over the course of a text, interact with other characters, and advance  the plot or develop the theme.  How would you describe the character’s voice at the conclusion of the movie? | ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting  motivations) develop over the course of a text, interact with other characters, and advance  the plot or develop the theme.  ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence | ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  How can we effectively synthesize a text? | ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  How can we effectively synthesize a text? |
| **OPENING**  Getting students  ready to learn |  | Finish *Freedom Writers (20)* |  | Prezi (20) | Continue group work (20) |
| **WORK PERIOD**  Releasing students to do the work | *Freedom Writers (60)* | Quote integration (10)  Groups (30) | Timed writing (60) | Article from *The Week (10)*  Groups (20) |  |
| **CLOSING**  Helping students make sense of their learning |  |  |  | Discuss timed writing (10) |  |