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| Name:<br>Shannon Wright |                             | Grading Quarter:<br>3  | Week Beginning:<br>1/8   |
| School Year: 23-24      |                             | Subject: ELA 11  |  |
| Monday                  | Notes:<br><br>Teachers Only | Objective:<br><br>Lesson Overview:   | Academic Standards:  |
| Tuesday                 | Notes:                      | Objective:<br>Students will recall classroom rules and procedures<br>Students will produce a writing sample so their current writing ability can be evaluated and strengths and stretches identified<br><br>Lesson Overview:<br>-Go over each part of the syllabus and answer any questions<br>-Go over parts of Canvas and finding/submitting assignments<br>-Friendly Letter Assignment in Canvas<br>-Review parts of the friendly letter and purpose behind this assignment (writing diagnostic)<br>-Letter Outline<br>-Salutation<br>-Introduction (name, basic info)<br>-likes, dislikes, hobbies<br>-Strengths and weaknesses as a learner<br>-Signature | Academic Standards:<br>11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| Wednesday               | Notes:                      | Objective:<br>Students will complete a pre test to identify strengths and stretches within course objectives<br><br>Lesson Overview:<br>- take pre test  | Academic Standards:<br>N/A   |
| Thursday                | Notes:                      | Objective:<br>Students will analyze informational text and identify the point and counterpoint and cite evidence to defend each.<br><br>Lesson Overview:<br>-discuss goals after high school (padlet)<br>-go over story vocabulary<br>-discuss components of informational text  | Academic Standards:<br>11-12.RI.1 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. |

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| Friday | Notes: | <p>Objective:<br/>Students will understand their the different components of the semester-long project and select their texts.</p> <p>Lesson Overview:<br/>-discuss semester-long project</p> | <p>Academic Standards:<br/>11-12.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11.</p> |
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