

Name: Shannon Wright		Grading Quarter: 3	Week Beginning: 1/29
School Year: 23-24		Subject: ELA 11	
Monday	Notes:	<p>Objective: Students will edit and revise their writing by identifying grammatical errors as well as errors in the progression of their ideas</p> <p>Lesson Overview: -we will review revising and editing and look at example essays -Padlet on synonyms to help improve our writing -students will see what it means to make ordinary events "extraordinary" for a personal statement and jazz up their own understanding of their personal event</p>	Academic Standards: 11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Tuesday	Notes:	<p>Objective: Students will edit and revise their writing by identifying grammatical errors as well as errors in the progression of their ideas</p> <p>Lesson Overview: -we will review revising and editing and look at example essays -Padlet on synonyms to help improve our writing -students will see what it means to make ordinary events "extraordinary" for a personal statement and jazz up their own understanding of their personal event</p>	Academic Standards: 11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Wednesday	Notes:	<p>Objective: Students will edit and revise their writing by identifying grammatical errors as well as errors in the progression of their ideas</p> <p>Lesson Overview: -we will review revising and editing and look at example essays -Padlet on synonyms to help improve our writing -students will see what it means to make ordinary events "extraordinary" for a personal statement and jazz up their own understanding of their personal event</p>	Academic Standards: 11-12.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
Thursday	Notes:	<p>Objective: After an initial reading and discussion of the short story, students will be able to make and correct or confirm predictions about characters or events in the story using their knowledge of short story text structure.</p> <p>Lesson Overview: -introduce Herman Melville and Bartleby -begin listening to chapter 1 and begin a character map</p>	Academic Standards: 11-12.RL.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.

Friday	Notes:	<p>Objective: After an initial reading and discussion of the short story, students will be able to make and correct or confirm predictions about characters or events in the story using their knowledge of short story text structure.</p> <p>Lesson Overview:</p> <ul style="list-style-type: none"> -review reading from previous day and character map -continue reading story -add to character map 	<p>Academic Standards: 11-12.RL.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.</p>
--------	--------	---	---