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| Date | Essential Questions/Elements of Instruction/Standards | Content/Daily Schedule/Course work | Differentiation/Remediation/Enrichment |
| MONDAY,  1/26/2015 | **How do literary elements contribute to writing an effective work of creative nonfiction?**  **How can you code a text for meaning and purpose?**   |  |  | | --- | --- | | **ELACC11-12RI2:** Determine two or more  central ideas of a text and analyze their development  over the course of the text   |  | | --- | | **ELACC11-12W3:** Write narratives to develop real or  imagined experiences or events | | | * **Peer Edit Rough Drafts of Creative Nonfiction Assignments** * **Text Coding in partners using symbols for “What Happens to a Woman’s Brain When She Becomes a Mother”**   **HW: Chapters 1-5 of Gatsby for 2/3**  **2nd Draft of Creative Nonfiction Due Friday end of Day** | Students selected topics and content; multiple intelligences were central to visual learning/Students were able to revise and draft to meet the standards of acceptability or to extend their writing to exemplary levels |
| TUESDAY  1/27/15 | **How do visual images allow us to reconstruct the purpose of a text?**  **ELACC11-12RI2:** Determine two or more  central ideas of a text and analyze their development  over the course of the text | * **Gallery Walk in Groups for** * **Create Groups and Begin Multiple Choice Practice**   **HW: Chapters 1-5 of Gatsby for 2/3**  **2nd Draft of Creative Nonfiction Due Friday end of Day 1/30** | multiple intelligences were central to visual learning Students were placed into multiple level groups to facilitate learning across levels |
| WEDNESDAY/  1/28/2015 | **How can the synthesis of multiple sources on an issue be used to write a cogent, argumentative essay?**   |  | | --- | | **ELACC11-12W1:** Write arguments to support claims | | * **Synthesis Essay for AP (Essay C3)**   **HW: Chapters 1-5 of Gatsby for 2/3**  **2nd Draft of Creative Nonfiction Due Friday end of Day 1/30** | **Students have self-assessed and developed individualized goals for themselves on the areas of writing** |
| THURSDAY  1/29/2015 | **How do rhetoric, diction, tone, and syntax contribute to the meaning of a text?**  **RI1-6** | * **Work on Multiple Choice Groups for AP Exam**   **HW: 2nd Draft of Creative Nonfiction Due Friday end of Day 1/30; Chapters 1-5 of Gatsby for 2/3** | Students were placed into multiple level groups to facilitate learning across levels |
| FRIDAY  1/30/2015 | **How do literary elements contribute to writing an effective work of creative nonfiction?**  **ELACC11-12W3:** Write narratives to develop real or  imagined experiences or events | * **Finishing 2nd Draft in Computer Lab**   **HW: 2nd Draft of Creative Nonfiction Due Friday end of Day Today; Chapters 1-5 of Gatsby for 2/3** | Students selected topics and content; multiple intelligences were central to visual learning/Students were able to revise and draft to meet the standards of acceptability or to extend their writing to exemplary levels |