

GROUP 2

TEACHER PLANS

Students are expected to work 10 out of the 14 days of remote learning.

****There are 3 different student groups with different readings. Contact Mrs. Burgess if you have any questions about which group you are in, what you should be reading and/or completing, or anything else related to class. Her email address is bburgess@fairborn.k12.oh.us*

Day 1

Activity: Gettysburg Address

Target: *I can make 5 annotations for Logos, Pathos, and Ethos.*

I can answer to complete a SOAPS Tone graphic organizer.

I can answer text dependent questions with 80% accuracy.

Standards: Ri.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn. Ri.9-10.3: analyze how the author unfolds an analysis or series of ideas or events

Day 2

Activity: VARIOUS PASSAGES, See Student plans.

Target: *I can answer vocabulary in context questions with 80% accuracy.*

Standards: RiL.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn, Ri.9-10.4: Determine the meaning of words and phrases in the text, including figurative, connotative, and analyze the impact on the meaning, mood, and tone

Day 3

Activity: Ain't I a Woman

Target: *I can make 5 annotations for Logos, Pathos, and Ethos.*

I can answer to complete a SOAPS Tone graphic organizer.

I can answer text dependent questions with 80% accuracy.

Standards: Ri.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn. Ri.9-10.3: analyze how the author unfolds an analysis or series of ideas or events

Day 4

Activity: VARIOUS PASSAGES. See Student plans.

Target: *I can answer theme questions with 80% accuracy.*

Standards: RL.9-10.10 read and comprehend lit., including stories, dramas, and poems, Ri.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn. Ri.9-10.2: Analyze informational text development

Day 5

Activity: The Man in the Arena

Target: *I can make 5 annotations for Logos, Pathos, and Ethos.*

I can answer to complete a SOAPS Tone graphic organizer.

I can answer text dependent questions with 80% accuracy.

Standards: Ri.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn. Ri.9-10.3: analyze how the author unfolds an analysis or series of ideas or events

Day 6

Activity: VARIOUS PASSAGES. See Student plans.

Target: *I can answer inference questions with 80% accuracy.*

Standards: Ri.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn.

Day 7

Activity: Elie Wiesel

Target: *I can make 5 annotations for Logos, Pathos, and Ethos.*

I can answer to complete a SOAPS Tone graphic organizer

I can answer text dependent questions with 80% accuracy.

Standards: Ri 9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn. Ri.9-10.3: analyze how the author unfolds an analysis or series of ideas or events

Day 8

Activity: VARIOUS PASSAGES. See Student plans.

Target: *I can answer figurative language questions with 80% accuracy*

Standards: Ri.9-10.4: determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical; analyze the impact on meaning and tone.

Day 9

Activity: Obama and the School Children

Target: *I can make 5 annotations for Logos, Pathos, and Ethos.*

I can answer to complete a SOAPS Tone graphic organizer.

I can answer text dependent questions with 80% accuracy.

Standards: Ri.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn. Ri.9-10.3: analyze how the author unfolds an analysis or series of ideas or events

Day 10

Activity: VARIOUS PASSAGES. See Student plans.

Target: *I can answer explicit questions with 80% accuracy*

Standards: Ri.9-10.1: Cite strong and thorough text evidence to support analysis of what text states explicitly as well as inferences drawn.

Name: _____

****Day 1**

Gettysburg Address

*Target: I can make 5 annotations for Logos, Pathos, and Ethos.
I can answer to complete a SOAPS Tone graphic organizer.*

Day 2

Long Live Vikings

Target: I can answer vocabulary in context questions with 80% accuracy.

Day 3

Ain't I a Woman

*Target: I can make 5 annotations for Logos, Pathos, and Ethos.
I can answer to complete a SOAPS Tone graphic organizer.*

Day 4

Twin's Luck

Target: I can answer theme questions with 80% accuracy.

Day 5

The Man in the Arena

*Target: I can make 5 annotations for Logos, Pathos, and Ethos.
I can answer to complete a SOAPS Tone graphic organizer.*

Day 6

Green Machines

Target: I can answer inference questions with 80% accuracy.

Day 7

Elie Wiesel

*Target: I can make 5 annotations for Logos, Pathos, and Ethos.
I can answer to complete a SOAPS Tone graphic organizer.*

Day 8

To the Moon and Back

Target: I can answer figurative language questions with 80% accuracy

Day 9

Obama and the School Children

*Target: I can make 5 annotations for Logos, Pathos, and Ethos.
I can answer to complete a SOAPS Tone graphic organizer.*

Day 10

Avian

Target: I can answer explicit questions with 80% accuracy

****Directions:**

Make 5 annotations to the passage as you. After reading complete the SOAPS Tone chart.

The annotations must be about:

- Logos--examples of logic
- Pathos-- examples of emotional appeal
- Ethos--examples of trust and credibility

Name : _____

Date: _____

SOAPS Tone

Speech Title : _____

	What to look for in the text	Textual Evidence
Speaker-	-The voice that is speaking -What do you know about the speaker	
Occasion	-Time/Place/Setting -What is the situation	
Audience	-To whom is this piece directed -What inferences can be made	
Purpose	-What is the purpose of this piece -What is the message about -What is the central idea(s)	
Subject	-What topic is presented -Is there more than one -What inferences can be made	
Tone	-Author's attitude toward the subject -A feeling word -What types of diction (word choice)	