

American Literature - *Modified from* Unit 7 - Authors and Personal Truth - Core Text - Launch (CT 1-4)

Targeted Goals from Stage 1: Desired Results

Content Knowledge:

- Students will be able to gather background, contextual, and historical knowledge prior to reading *The Absolutely True Diary of a Part Time Indian*.
- Students will be able to use new strategies to interpret images and the author's stylistic choices.

Vocabulary:

- close reading
- stylistic choices

Skills:

- Historical Background (ESP)
- Close Reading (Purpose of Language)
- Close Reading Images

Expectation:

- SWBAT: Effectively use digital resources to access Distance Learning
- SWBAT: Effectively use strategies to help them close read images and text.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: 1. Welcome Back - expectations & check in 2. Students will have access to The Absolutely True Diary of a Part-Time Indian - PDF . 3. Students complete the Personal Check In form. 4. Students goal set for reading and create a calendar to complete the novel by Friday, April 10. END OF WEEK: Through page 112 5. Begin Reading	Reading / Journal expectations explanation & rubrics Weekly Reading Summary/Analysis Sheet Post for each student on Monday, Students turn in on Classroom Friday.	Personal Check In Google Form Ongoing checks: Weekly Reading Summary/Analysis Sheet due Friday (Students type on documents in the Classroom assignment, teachers can check work in progress if needed before submission) The Absolutely True Diary of a Part-Time Indian - PDF

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Tuesday: 1. Historical background ML 2. Quickwrite 3. Read	Native American Resource	Students submit QW Teachers can check Weekly Reading Summary/Analysis Sheet
Wednesday: 1. Notes and Noticing about language - This is simply for context when reading the novel. Alexie uses slurs and foul language. 2. Close Reading Activity: Students choose an excerpt that contains offensive language. Analyze whether this language impacts the meaning of the text. 3. Read	Critical Read Example	Students submit Close Reading Work Teachers can check Weekly Reading Summary/Analysis Sheet Question for Notebook Reflection: This book is a contemporary text. The protagonist in this novel uses racial slurs, homophobic remarks, and other objectionable language. Do you accept this work as being representative of teenage language? Would the book feel different if this language was omitted? Does it impact how you feel about the narrator?
Thursday: 1. Students watch the Close Reading Images Screencast 2. Close Reading Images ML (Includes Strategies and completed class practice. 3. Students complete Close Reading Images Worksheet 4. Read	Video Mini Lesson Close Reading Images ML Close Reading Images Worksheet	Students Submit Close Reading Images Worksheet
Friday: 1. Students complete and submit the Weekly Reading Summary/Analysis Sheet. 2. Read		Weekly Reading Summary/Analysis Sheet END OF WEEK: Through page 112

Week criteria for success (attach student checklists or rubrics): General Feedback Rubric, exit slips, reading tracker.

Supportive resources and tutorials for the week (plans for re-teaching): As needed. All supportive docs will be available for review and/or use.