

WEEKLY INSTRUCTIONAL PLAN

TEACHER: Casey Allen, M.A.			WEEK OF: November 3-7, 2025
MONDAY 3 B	SUBJECT: English IV CLASSWORK: • Do Now • Begin Argumentative vs. Objective Text lesson ○ Read "Satire is Dying Because the Internet is Killing It" ○ Read "King George's Letters Betray Madness, Computer Finds" ○ KWL chart for each ○ Students will review the difference between thesis and claim. • Exit Ticket HOMEWORK: Anything not finished in class can be done in tutorial times or as homework.		SUBJECT: English III/1301 Dual Credit CLASSWORK: • Do Now • Work on Research Paper • MLA Activities • Moodle due Today • Exit Ticket Homework: Work on a research paper. Nov. 7-Works Cited due Nov. 13-Rough Outlines due Nov. 17-Rough Draft/Peer Review. NO LATE ROUGH DRAFTS ALLOWED. Nov. 21-Final drafts & presentations due
TUESDAY 4 A	SUBJECT: English IV CLASSWORK: • Do Now	SUBJECT: English IV/1301 Dual Credit CLASSWORK: • Do Now	SUBJECT: English III/1301 Dual Credit CLASSWORK: • Do Now

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	● Begin Argumentative vs. Objective Text lesson ○ Read “Satire is Dying Because the Internet is Killing It” ○ Read “King George’s Letters Betray Madness, Computer Finds” ○ KWL chart for each ○ Students will review the difference between thesis and claim. ● Exit Ticket HOMEWORK: Anything not finished in class can be done in tutorial times or as homework.	● BREAKFAST OF CHAMPIONS PROJECTS DUE & PRESENTATIONS ● Finish Reading Inferno Cantos--Test Thursday ● Exit Ticket Homework: finish reading Inferno by Dante for Test Thursday	● Work on Research Paper ● MLA activities ● Exit Ticket Homework: Work on a research paper. Nov. 7-Works Cited due Nov. 13-Rough Outlines due Nov. 17-Rough Draft/Peer Review. NO LATE ROUGH DRAFTS ALLOWED. Nov. 21-Final drafts & presentations due
WEDNESDAY 5 B	SUBJECT: English IV CLASSWORK: ● Do Now Students will review the types of evidence authors use to support their ideas and claims, including how authors of argumentative texts address counterarguments. With a partner, students will reread either the informational		SUBJECT: English III/1301 Dual Credit CLASSWORK: ● Do Now ● “Civil War PHotographs” from the HMH textbook and Analyze Media questions ● Exit Ticket Homework: Work on a research paper.

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	or argumentative text and use the following graphic organizer to identify the thesis/claim, key ideas, and supporting evidence. After reading, they will discuss the following questions: • Was the thesis explicitly stated or implied? Where in the text is the thesis revealed? • Which supporting ideas are related to each paragraph or section of the text. How were these ideas conveyed? (words, graphics, etc.) • What type of evidence is used to support the ideas? (data, quotes, anecdotes, empirical, historical, etc.) • Was the evidence used in each text similar or different? In what ways? Students will analyze the authors' use of language in informative and argumentative texts. Suggested Evidence of Learning After reviewing words that describe tone, students will review both texts and highlight		Nov. 7-Works Cited due Nov. 13-Rough Outlines due Nov. 17-Rough Draft/Peer Review. NO LATE ROUGH DRAFTS ALLOWED. Nov. 21-Final drafts & presentations due
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	words or phrases that convey a particular tone. They will create a T-chart comparing the 2 texts. <table><tr><td>Informative Text</td><td>Argumentative Text</td></tr><tr><td>Word describing tone</td><td>Word describing tone</td></tr><tr><td>Language from text that contributes to tone</td><td>Language from text that contributes to tone</td></tr></table> Students will then write a short response explaining why they think the author chose to convey this tone. Who might the intended audience be? How would the tone affect the way the message is received by the audience? ● Exit Ticket HOMEWORK: Anything not finished in class needs to be done for homework or during tutorial times.	Informative Text	Argumentative Text	Word describing tone	Word describing tone	Language from text that contributes to tone	Language from text that contributes to tone		
Informative Text	Argumentative Text								
Word describing tone	Word describing tone								
Language from text that contributes to tone	Language from text that contributes to tone								
THURSDAY 6	SUBJECT: English IV CLASSWORK:	SUBJECT: English III/1301 Dual Credit CLASSWORK:	SUBJECT: English III/1301 Dual Credit						

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A	• Do Now Students will review the types of evidence authors use to support their ideas and claims, including how authors of argumentative texts address counterarguments. With a partner, students will reread either the informational or argumentative text and use the following graphic organizer to identify the thesis/claim, key ideas, and supporting evidence. After reading, they will discuss the following questions: • Was the thesis explicitly stated or implied? Where in the text is the thesis revealed? • Which supporting ideas are related to each paragraph or section of the text. How were these ideas conveyed? (words, graphics, etc.) • What type of evidence is used to support the ideas? (data, quotes, anecdotes, empirical, historical, etc.) • Was the evidence used in each text similar or different? In what ways? Students will analyze the	• Do Now • Inferno TEST Homework: anything not done for class	CLASSWORK: • Do Now • “Civil War PHotographs” from the HMH textbook and Analyze Media questions • Work on essay/presentation • Exit Ticket Homework: Work on a research paper. Nov. 7-Works Cited due Nov. 13-Rough Outlines due Nov. 17-Rough Draft/Peer Review. NO LATE ROUGH DRAFTS ALLOWED. Nov. 21-Final drafts & presentations due
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authors' use of language in informative and argumentative texts.

Suggested Evidence of Learning
After reviewing words that describe tone, students will review both texts and highlight words or phrases that convey a particular tone. They will create a T-chart comparing the 2 texts.

Informative Text	Argumentative Text
Word describing tone	Word describing tone
Language from text that contributes to tone	Language from text that contributes to tone

Students will then write a short response explaining why they think the author chose to convey this tone. Who might the intended audience be? How would the tone affect the way the message is received by the audience?

- Exit Ticket

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	HOMEWORK: Anything not finished in class needs to be done for homework or during tutorial times.		
FRIDAY 7 B	SUBJECT: English IV CLASSWORK: • Do Now • Students will analyze the rhetorical devices of informative and argumentative texts. • Suggested Evidence of Learning • Students will review rhetorical devices (see IFD) that are commonly used to support ideas. With a partner, students will review one of the texts and look for examples of the devices and note any that they see. They will share their notes with their partner and complete a comparison chart together. • Students will review types of rhetorical appeals (ethos, pathos, and logos) used to		SUBJECT: English III/1301 Dual Credit CLASSWORK: • Do Now • “Civil War PHotographs” from the HMH textbook and Analyze Media questions • Work on essay/presentation • Exit Ticket Homework: Work on a research paper. Nov. 7-Works Cited due Nov. 13-Rough Outlines due Nov. 17-Rough Draft/Peer Review. NO LATE ROUGH DRAFTS ALLOWED. Nov. 21-Final drafts & presentations due

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	strengthen arguments. They will reread the argumentative text to find a part where the author uses a particular type of appeal. They will rewrite the portion of the text to use a different type of appeal. ● Exit ticket HOMEWORK: Anything not done in class is considered homework and should be done as homework or in tutorial times.		
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