|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** **10/14** | **Tuesday****10/15** | **Wednesday****10/16** | **Thursday****10/17** | **Friday****10/18** |
| ***I CAN…***[CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.[ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.CCSS.ELA-LITERACY.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.[ELA-LITERACY.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6/): Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.* **REMINDER:** 1st Quarter Ends October 30th. Any work that you are missing, please make sure to get it in to receive credit. Report cards go home November 8th.
* **Return/Discuss -** Interactive Notebook Check # 1
* **Collect/Turn In –** “11 Signs You Have the Grit You Need to Succeed” Graphic Organizer
* **Return/Discuss –** “5 Brain Disorders That Were Born Out of the Digital Age” Graphic Organizer
* **Complete** – Write a 5 paragraph essay explaining why your think gun laws should/should not be enforced in the United States.

Rough Draft should be written today (all 5 paragraphs).Paragraph # 1 – Introduction (Hooks & Attention Grabbers Handout #13 in Interactive Notebook)Paragraph #2 – Reason 1 with supporting detailsParagraph #3 – Reason 2 with supporting detailsParagraph #4 – Reason 3 with supporting details\*Paragraph #5 – Closing Paragraph* **Read/Annotate –** “Learning to Read” by Malcolm X
* **Complete** – **(on a separate sheet of paper)** Comprehension Questions (1-6) Write questions and provide the answer for each.

Format your questions and answers like this:

|  |  |
| --- | --- |
| **Questions** | **Answers** |
| 1. How did the process by which Malcolm learned to read differ from the typical way people learn to read? |  |
| 2. In “Learning to Read,” Malcolm tells us that he learned to read by teaching himself. What else did he teach himself while he taught himself to read? |  |
| 3. Which figure of speech is modeled in the sentence: “In fact, up to then, I had never been so truly free in my life.” What is the effect of this statement on the reader? |  |
| 4. Is reading the most important skill for students in school today? Why or why not? What is equally or more important? What skills should we be prioritizing? |  |
| 5. Malcolm X writes, “I have often reflected upon the new vistas that reading opened to me.” Using that as your opening sentences, describe a time in your life when reading made an important difference in your perspective or awareness. |  |

 | ***I CAN…***[CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.[ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.CCSS.ELA-LITERACY.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.[ELA-LITERACY.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6/): Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.* **REMINDER:** 1st Quarter Ends October 30th. Any work that you are missing, please make sure to get it in to receive credit. Report cards go home November 8th.
* **Return/Discuss –** “5 Brain Disorders That Were Born Out of the Digital Age” Graphic Organizer
* **Complete** – 1st Rough Draft Peer Editing & Revising of 5 paragraph essay. \*You should read 1 person’s rough draft and have someone read your rough draft.
* **Complete** – Quiz on “Learning to Read” by Malcolm X
* **Collect/Turn In** – **(on a separate sheet of paper)** “Learning to Read” by Malcolm X Comprehension Questions (1-5) Write questions and provide the answer for each.

Format your questions and answers like this:

|  |  |
| --- | --- |
| **Questions** | **Answers** |
| 1. How did the process by which Malcolm learned to read differ from the typical way people learn to read? |  |
| 2. In “Learning to Read,” Malcolm tells us that he learned to read by teaching himself. What else did he teach himself while he taught himself to read? |  |
| 3. Which figure of speech is modeled in the sentence: “In fact, up to then, I had never been so truly free in my life.” What is the effect of this statement on the reader? |  |
| 4. Is reading the most important skill for students in school today? Why or why not? What is equally or more important? What skills should we be prioritizing? |  |
| 5. Malcolm X writes, “I have often reflected upon the new vistas that reading opened to me.” Using that as your opening sentences, describe a time in your life when reading made an important difference in your perspective or awareness. |  |

* **Complete** – Provide a Quick Response to the following question:

Malcolm X stated in his autobiography, “In fact, up to then, I never had been so truly free in my life” when describing his thoughts and feelings of learning how to read. How had knowing how to read made him feel “free” in his daily life or activities?\*Your response needs to be at least 5-7 sentences. | ***I CAN…***[CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.[ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.CCSS.ELA-LITERACY.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.[ELA-LITERACY.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6/): Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.* **REMINDER:** 1st Quarter Ends October 30th. Any work that you are missing, please make sure to get it in to receive credit. Report cards go home November 8th.
* **Return/Discuss** – “11 signs You Have the Grit You Need to Succeed”
* **Return/Discuss** – “Learning to Read” Quiz
* **Complete** – 2nd Rough Draft Peer Editing & Revising of 5 paragraph essay. \*You should read 1 person’s rough draft and have someone else read your rough draft.
* **Introduce/Discuss** – MLA Format
* **Distribute/Discuss** – Five Paragraph Essay Checklist.
* **Read/Annotate** – “The Story of an Hour” by Kate Chopin
* **Complete** – Story Map for “The Story of an Hour”
 | ***I CAN…***[CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.[ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.CCSS.ELA-LITERACY.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.[ELA-LITERACY.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6/): Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.* **REMINDER:** 1st Quarter Ends October 30th. Any work that you are missing, please make sure to get it in to receive credit. Report cards go home November 8th.

**REMINDER**: Report to the Media Center tomorrow to type your 5 paragraph essay on mass shootings.**REMINDER:** All 10th graders will be taking the PreACT during 1st and 2nd period on the 4th floor on October 22.  Students will be assigned to rooms based on their last name.* **Return/Discuss** – “Learning to Read” 1-5 Comprehension Questions & Short Response
* **Complete** – Reading Check Quiz for “The Story of an Hour” by Kate Chopin
* **Complete** – “The Story of an Hour” Selection Test (Part A, Part B and choose one question to answer in Part C). Write the question and provide a well-developed paragraph addressing all parts.
* **Complete** – Examine the Character Wkst. for “The Story of an Hour”
 | ***I CAN…***[CCSS.ELA-LITERACY.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/): Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.[ELA-LITERACY.RL.9-10.1](http://www.corestandards.org/ELA-Literacy/RL/9-10/1/): Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.CCSS.ELA-LITERACY.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.[ELA-LITERACY.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6/): Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.* **REMINDER:** 1st Quarter Ends October 30th. Any work that you are missing, please make sure to get it in to receive credit. Report cards go home November 8th.

**REMINDER:** All 10th graders will be taking the PreACT during 1st and 2nd period on the 4th floor on October 22.  Students will be assigned to rooms based on their last name.* **Report to the Media Center to type 5 Paragraph Essays.**

You will:1. Format your paper to MLA.2. Provide a title for your paper.3. Double-spaced, 12 point font, Times New Roman4. Indent your paragraphs.5. Submit your paper to lpender@wcpss.net* **Return/Edit** -

Night Final Exams. Only #’s 1-35 will be checked for a grade. Make sure your paper is turned in by the end of the class period. |