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| **Monday**  **11/4** | **Tuesday**  **11/5** | **Wednesday**  **11/6** | **Thursday**  **11/7** | **Friday**  **11/8**  **Report Cards Go Home** |
| ***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.   * **Complete** – “History of Halloween” Discussion Questions for “History of Halloween (1-3)   ***On a separate sheet of paper, write the questions and provide the answers as clear and specific as you can.***  1. What are your thoughts about the history of Halloween?  2. Pick a word/line/passage from the article and respond to it. (Make sure to cite/quote your textual evidence).  3. Discuss a “move” made by the writer in this piece that you think is good or interesting. Explain.   * **Complete** – Context Clues Packet #’s 57-93 | ***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.   * **Return/Discuss** – “History of Halloween” Discussion Questions for “History of Halloween (1-3)   ***On a separate sheet of paper, write the questions and provide the answers as clear and specific as you can.***  1. What are your thoughts about the history of Halloween?  2. Pick a word/line/passage from the article and respond to it. (Make sure to cite/quote your textual evidence).  3. Discuss a “move” made by the writer in this piece that you think is good or interesting. Explain.   * **Complete** – Reading Check Quiz on “History of Halloween” * **Review** – Indirect and direct characterization notes & “Superman and Me” by Sherman Alexie * **Complete/Discuss** – Characterization in “Superman and Me” Worksheet (whole group) * **Complete** – Indirect vs. Direct Characterization Practice Wkst. * **Complete** – Interactive Notebook Item #17: Point of View Notes (power point presentation) * **Read/Annotate** – “Lamb to the Slaughter” by Roald Dahl   \*Make sure you are reading with understanding, as you will have a reading check quiz.   * **Complete** – Literary Analysis Sheet for the short story. | ***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.   * **Return/Discuss –** Context Clues Packet #’s 57-93 * **Review -**  Point of View Notes (Interactive Notebook Item #17) * **Return/Discuss – (yesterday’s Exit Ticket)** Examples of 1st person POV, 3rd person limited POV, and 3rd person omniscient POV. * **Complete** – Point of View Practice Worksheet. (Omit #’s 1, 4, 8, 10, 11, 13, 16) * **Check/Update –** Interactive Notebook Item #’s 13 – 17  |  |  | | --- | --- | |  | **Item #/Description** | |  | 13. **Hooks and Attention Grabbers Handout** | |  | 14. **Irony Notes** *(irony, verbal irony, situational irony, and dramatic irony)* | |  | 15. **5 Types of Context Clues** *(Definition/Explanation, Restatement/Synonym, Contrast/Antonym, Inference/General Context Clues, Punctuation)* | |  | 16. **Indirect Vs. Direct Characterization Notes** *(direct characterization, indirect characterization and STEAL acronym)* | |  | 17. **Point of View Notes** |  * **Read/Annotate** – “Lamb to the Slaughter” by Roald Dahl   \*Make sure you are reading with understanding, as you will have a reading check quiz tomorrow.   * **Complete** –Story Map & Literary Analysis Sheet for the short story. | ***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.   * **Complete** – “Lamb to the Slaughter” by Roald Dahl Reading Check Quiz * **Review/Discuss** – “Lamb to the Slaughter” by Roald Dahl (title, author, setting, plot, conflict, conflict type, theme, resolution/conclusion) * **Complete** – WANTED Poster for Mary Maloney \*You may work with a partner to complete the wanted poster. Make sure you agree with everything on the poster, because this will be a group grade. * **Return/Discuss** – Point of View Wkst. (Omit #’s 1, 4, 8, 10, 11, 13, 16) * **Complete** – **Interactive Notebook Item #18**: Reflecting on your Quarter 1 grade in English, were you happy with your grade? Explain why or why not. What could you change to ensure that you do better in quarter 2? | ***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**: Report Cards Go Home Today! * **Distribute/Discuss** – Quarter 2 Progress Report (10/31 – Present) * **Turn In/Collect** – WANTED Poster for Mary Maloney   \*You may work with a partner to complete the wanted poster. Make sure you agree with everything on the poster, because this will be a group grade. Put your name and your partner’s name on the poster   * **Complete** – Write a well-developed paragraph explaining the three keys to your happiness and why they are important to you. * **Read/Annotate** – “Scientists Reveal Three Keys to Happiness” * **Complete** – Fill in the notes worksheet for “Scientists Reveal three Keys to Happiness” * **Complete** – “Scientists Reveal Three Keys to Happiness” Discussion Questions 1-4 with at least 3-5 sentence response. * **Advisory Lesson** - <https://docs.google.com/document/d/1dcngltT1eXxB1KH9Np2_2jID2dEy-Nmq1sU--v83ctc/edit#heading=h.bea6m0nlnt5> |