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| **Monday** **11/11****Veteran’s Day****No School** | **Tuesday****11/12** | **Wednesday****11/13** | **Thursday****11/14****Junior Conferences****(lasted entire period)** | **Friday****11/15**  |
| ***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. | ***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.* **Review/Discuss** – “Scientists Reveal Three Keys to Happiness”
* **Turn In/Collect** – Fill in the notes worksheet for “Scientists Reveal three Keys to Happiness”
* **Complete -**  Circle, Triangle, Square for the article, “Scientists Reveal Three Keys to Happiness”

 Square = Give 4 Important facts or text take-aways. Triangle – Give 3 of your personal thoughts on the subject/topic. Circle – Give 1 question that is still circling in your head.* **Read/Annotate** – “Inside Out,” from *The Circuit: Stories from the Life of a Migrant Child* by Francisco Jimenez p. 11-18 \*Make sure you are reading for understanding, as you will have a reading check quiz tomorrow.
* **Complete** – Literary Analysis for – “Inside Out,” from *The Circuit: Stories from the Life of a Migrant Child* by Francisco Jimenez
* **Complete** – “I Am From” Poem
 | ***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 –** Reading Check Quiz for “Inside Out,” from *The Circuit: Stories from the Life of a Migrant Child* by Francisco Jimenez p. 11-18
* **Review/Discuss -** “Inside Out,” from *The Circuit: Stories from the Life of a Migrant Child* by Francisco Jimenez p. 11-18
* **Turn In/Collect –** Literary Analysis for “Inside Out,” from *The Circuit: Stories from the Life of a Migrant Child* by Francisco Jimenez
* **Peer Proofread -** Rough Draft of “I Am From” Poem \*Switch your paper with a partner to proofread. Make necessary changes and then complete a final draft of your poem on a separate sheet of paper.
* **Complete-** Context Clues: Reading for Meaning Wkst.
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\*1/2 page minimum* **Read/Annotate** – “Through the Tunnel” by Doris Lessing \*Make sure you are reading with understanding, as you will have a reading check quiz.
* **Complete** – (Literary Devices Wkst.)

Provide the following information for the “Through the Tunnel” selection:1. Title2. Author3. Characters4. Plot5. Conflict Type with explanation6. Conclusion/Resolution7. Theme8. Point of View9. Give an example of each from the story: simile, metaphor, symbolism, and imagery.* **Complete** – Multiple Choice for “Through the Tunnel” 1-28. Choose to answer #29 for #30. Write a well-developed paragraph to respond to the question.
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Provide the following information for the “Through the Tunnel” selection: (Handout)1. Title2. Author3. Characters4. Plot5. Conflict Type with explanation6. Conclusion/Resolution7. Theme8. Point of View9. Give an example of each from the story: simile, metaphor, symbolism, and imagery.* **Complete** – Multiple Choice for “Through the Tunnel” 1-28. Choose to answer #29 for #30. Write a well-developed paragraph to respond to the question.
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