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| **Monday**  **1/6** | **Tuesday**  **1/7** | **Wednesday**  **1/8** | **Thursday**  **1/9** | **Friday**  **1/10** |
| ***I CAN…***   * **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. * **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. * **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. * **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). * **RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. * **W.9-10.2b**  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * **W.9-10.2a**  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings) * **W.9-10.5**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of L.9-10.1-3.) (e.g., figures, tables); and multimedia when useful to aiding comprehension. * **W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * **L.9-10.1**Demonstrate command of the convention of standards English grammar and usage when writing or speaking.   REMINDER:  **\*Poetry Scrapbook is due January 10, 2020.\***  **NOTE:**  **Please reference p. 20 of your Poetry Unit Packet for details on how to complete the project.**   * **Complete** -   Writing Assignment: Write about your Christmas/New Year holiday break. Include something that you enjoyed doing and a most memorable moment of your break.  \*Be sure to check your spelling, punctuation, capitalization and make sure your writing makes sense. You need at least 1 page (24 lines).   * **Read/Annotate** – “How to Keep a New Year Resolution” * **Complete –** “I Can Read Informational Text” Graphic Organizer**.** | ***I CAN…***  **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.  **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.  **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.  **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  **RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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REMINDER:  **\*Poetry Scrapbook is due January 10, 2020.\***  **NOTE:**  **Please reference p. 20 of your Poetry Unit Packet for details on how to complete the project.**  REMINDER**:** 10 days until the English 2 EOC (Jan. 21).   * **Complete** – “How to Keep a New Year Resolution” Reading Check Quiz * **Review –** “How to Keep a New Year Resolution” article * **Complete –** “I Can Read Informational Text” Graphic Organizer**.** * **Complete** – English 2 EOC Practice p. 1- 13. \*Do your best, as this will be taken as a test grade. | ***I CAN…***   * **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. * **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. * **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. * **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). * **RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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This assignment will be taken as a test grade. * **Complete** – Context Clues Worksheet (front and back) * Use the rest of the period to work on your Poetry Scrapbook that is due on Friday, January 10th. | ***I CAN…***   * **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. * **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. * **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. * **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). * **RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. * **W.9-10.2b**  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * **W.9-10.2a**  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings) * **W.9-10.5**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of L.9-10.1-3.) (e.g., figures, tables); and multimedia when useful to aiding comprehension. * **W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. * **L.9-10.1**Demonstrate command of the convention of standards English grammar and usage when writing or speaking.   REMINDER:  **\*Poetry Scrapbook is due tomorrow, January 10, 2020.\***  **NOTE:**  **Please reference p. 20 of your Poetry Unit Packet for details on how to complete the project.**  REMINDER**:** 8 days until the English 2 EOC (Jan. 21).   * **Distribute/Discuss** – English 2 Progress Reports. If you have any assignments highlighted because they are missing, please make sure to complete and turn in as soon as possible. * **Return/Discuss** – English 2 EOC Practice p. 14-19 (#’s 17-26) * **Complete** – Context Clues: Reading for Meaning Wkst. (#’s 1-8) & Pain Relievers Comprehension Quiz (#’s 1-15) * **Complete** – English 2 EOC Practice p. 20-24 (#’s 27-36) \*Answer #36 in the space provided underneath the question. Take your time to answer each question. This assignment will be taken as a test grade. * Use the rest of the period to work on your Poetry Scrapbook that is due on Friday, January 10th. | ***I CAN…***   * **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. * **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. * **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. * **RL.9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). * **RL.9-10.10** By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. * **W.9-10.2b**  Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. * **W.9-10.2a**  Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings) * **W.9-10.5**Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of L.9-10.1-3.) 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Watch the Exam Tutorial   * **Return/Discuss** – English 2 EOC Practice p. 20-24 (#’s 27-36) \*Answer #36 in the space provided underneath the question. * **Complete** – English 2 EOC Practice p. 25-36 (#’s 37-53) * **Read/Annotate** – “A Respectable Woman” by Kate Chopin * **Complete** – Story map for the story, “A Respectable Woman” * **Complete** – Multiple Choice 1-10 for “A Respectable Woman” & Long Response * **Complete** – Nutrition Facts Comprehension Quiz 1-15 |