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| **Monday**  **1/13** | **Tuesday**  **1/14** | **Wednesday**  **1/15** | **Thursday**  **1/16** | **Friday**  **1/17** |
| ***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**:**  8 days until the English 2 EOC (Jan. 21).  **Announcement:**  **1Million Project**  Rolesville High School has been selected as one of the WCPSS schools who are participating in The 1million Project.    In short, this project gives FREE wireless hotspots to students in need with the ultimate goal of bridging the homework gap.  To participate in the program:   * students must be enrolled at RHS * have a  device that will connect to the internet * have limited or unreliable access to internet connections * have a signed consent form submitted to Ms. Collins or Ms. Scott   Feel free to share this video to your class during homeroom: Video about 1Million Project@ RHS: [Video about 1Million Project@ RHS](https://www.youtube.com/watch?v=OkZYNsP9Ogc)   * **Read/Annotate** – “A Respectable Woman” by Kate Chopin * **Complete** – Story map for the story, “A Respectable Woman” ***\*Read carefully; you will have a reading check quiz tomorrow.*** * **Complete** – Multiple Choice 1-10 for “A Respectable Woman” & Long Response ***\* Make sure that you answer all parts of the question and that your spelling, punctuation, grammar is correct.*** * **Complete** – Nutrition Facts Comprehension Quiz 1-15 | ***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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(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**:**  7 days until the English 2 EOC (Jan. 21).   * **Complete –** Reading Check Quiz for “A Respectable Woman” * **Return/Discuss –** Poetry Scrapbook Projects  |  |  |  |  | | --- | --- | --- | --- | | **Expert**  **10-11 points** | **Apprentice**  **7-9 points** | **Novice**  **4-6 points** | **Needs Practice**  **1-3 points** |  * **Complete** – Nutrition Facts Comprehension Quiz 1-15 * **Complete Lab Work –** We will go to the lab (Room 2608) to complete the following online reading assignments:   1. “19th Amendment”  2. Ten Things You May Not Know About MLK, Jr.”  **How to Get to Your Online Reading Assignment:**  1. Go to readworks.org/student  2. Class Code is SGLEFC  3. Password is 1234   * **Read/Annotate** – “The Son” by Herman Hess \*Make sure you are reading with understanding; you will have a reading check quiz. * **Complete** – Reading Quiz 1-10 & Extended Response. Answer the question in complete sentences on a separate sheet of paper. * **Complete** – Story map for “The Son” | ***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**:**  6 days until the English 2 EOC (Jan. 21).  **ALL WORK IS DUE AT THE END OF THE PERIOD!!!**   * **Read/Annotate** – “The Battle of the Bagel” * **Complete** – “The Battle of the Bagel” (1-10) \*Answer all parts of each question and in complete sentences. * **Complete** – “I Can Read Informational Text” Graphic Organizer for “The Battle of the Bagel” article. | ***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**:**  5 days until the English 2 EOC (Jan. 21).  **ALL WORK IS DUE AT THE END OF THE PERIOD!!!**   * **Read/Annotate** – “California and Mesopotamia – Similar and Differences” * **Complete** – “California and Mesopotamia – Similar and Differences” (1-10) \*Answer all parts of each question and in complete sentences. * **Complete** – “I Can Read Informational Text” Graphic Organizer for “California and Mesopotamia – Similar and Differences” article. | ***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**:**  4 days until the English 2 EOC (Jan. 21).  **ALL WORK IS DUE AT THE END OF THE PERIOD!!!**   * **Complete** – Context Clues Worksheet #2 (1-42).   \****For #’s 1-10, provide the type of context clue used to figure out the unfamiliar word. You can use your Interactive Notebook to refresh your memory of the 5 types of context clues.*** |