|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** **10/21****\***Javier & Khalid to finish mass shooting paper. | **Tuesday****10/22***10th graders take PreACT 1st & 2nd periods* | **Wednesday****10/23** | **Thursday****10/24** | **Friday****10/25** |
| ***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 Tuesday, October 22(tomorrow).  Students will be assigned to rooms based on their last name.

\*List is located on the wall behind the door.* **REMINDER:** Students who were absent on October 17th, please make up work and turn it in as soon as possible. The “Examining the Character” Wkst for “The Story of an Hour” is for a grade.
* **Read/Annotate** – p. 1-4 “Contents of the Dead Man’s Pockets” by Jack Finney.

\*Today’s reading will end on page 4 where you see the word “STOP”.\*Make sure you are completing the tasks (1-7) located on these pages.* **Complete** – Timeline of Events for pages 1-4 that are pertinent for understanding the story.
* **NOTE**: The following students need to make up a quiz and/or test:

1. Mariah2. Fernando3. Evan4. Zavier5. Khalid6. Desiree7. Jorge8. Axel9. Javier | ***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.
 | ***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.
* **Complete** – Reading Check Quiz for p. 1-4 of “Contents of a Dead Man’s Pockets”
* **Review/Discuss** – “Contents of a Dead Man’s Pockets” p. 1-4
* **Read/Annotate** – p. 4-7 “Contents of the Dead Man’s Pockets” by Jack Finney.

\*Today’s reading will end on page 7 where you see the word “STOP”.\*Make sure you are completing the tasks (8-15) located on these pages. You will have a reading quiz on the pages read.* **Complete –** Attribute Web for the character, Tom Benecke, from “Contents of a Dead Man’s Pockets”. Focus on p. 1-7 to complete the assignment.
 | ***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.
* **Complete** – Reading Check Quiz for p. 4-7 “Contents of a Dead Man’s Pockets”
* **Review/Discuss** – p. 4-7 “Contents of a Dead Man’s Pockets”
* **Read/Annotate** – p. 7-10 “Contents of the Dead Man’s Pockets” by Jack Finney.

\*Today’s reading will end on page 10 where you see the word “STOP”.\*Make sure you are completing the tasks (16-20) located on these pages.* **Complete** - Selection Test for “Contents of a Dead Man’s Pockets” & Discussion Questions.
 | ***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.
* **Distribute/Discuss** – Progress Reports
* **Complete** – **Interactive Notebook Item # 15**:

**5 Types of Context Clues**<https://www.ldsd.org/cms/lib/PA09000083/Centricity/Domain/18/5contextclues.pdf>**The five types of context clues are:** 1. **Definition/Explanation Clues** Sometimes a word's or phrase's meaning is explained immediately after its use. Example: "Haberdashery, which is a store that sells men’s clothing, is becoming more common today.” 2. **Restatement/Synonym Clues** Sometimes a hard word or phrase is said in a simple way.Example: "Lou was sent to the haberdashery to find a new suit. He needed to wear one for his uncle’s wedding." Because the sentence says that Lou would find a suit at the haberdashery, then it must be a place where clothes for men are sold. 3. **Contrast/Antonym Clues** Sometimes a word or phrase is clarified by the presentation of the opposite meaning somewhere close to its use. Look for signal words when applying context clues. Example: "Lou wanted to go to the haberdashery, but Ann wanted to shop at the boutique.” The signal word but tells the reader that an opposite thought is going to be stated. 4. **Inference/General Context Clues** Sometimes a word or phrase is not immediately clarified within the same sentence. Relationships, which are not directly apparent, are inferred or implied. The reader must look for clues within, before, and after the sentence in which the word is used. Example: “The haberdashery was Lou’s favorite place. He loved shopping for nice suits. The people who worked there were so kind and helpful.” Readers can also use clues of punctuation and type style to infer meaning, such as quotation marks (showing the word has a special meaning), dashes , parentheses or brackets (enclosing a definition), and italics (showing the word will be defined). 5. **Punctuation Examples**: Tom's father was a haberdasher, or men’s shop keeper, in the story. Tom's father was a haberdasher (men’s shop keeper) in the story. In the story, Tom's father was a haberdasher-or men’s shop keeper. Tom's father was a “haberdasher”. He had a clothing store for men.* **Read/Annotate** – “No Hyperbole Here: Simone Biles is the Greatest”
* **Complete** – “I Can Read Informational Text” for the article, “No Hyperbole Here: Simone Biles is the Greatest”
 |