**Week of August 10, 2015**

| **Aug 10, 2015** | **Aug 11, 2015** | **Aug 12, 2015** | **Aug 13, 2015** | **Aug 14, 2015** |
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|  |  | 10.A.1.a - Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)10.A.1.b - Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)10.A.2.a - Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring,summarizing, using graphic organizers) with increasingly challenging texts 10.A.2.b - Use metacognitive skills (i.e., monitor, regulate, and orchestrate one’s understanding) when reading increasingly challenging texts, using the most appropriate “fix-up” strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)10.A.2.d - Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts10.B.1.a - Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information10.B.2.a - Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect **Unit Vocabulary:**Prefix- “In-”- not   1.  Inhumane- not nice; cruel 2.  Inactive- not in use 3.  Inadvertent- not paying attention; oversight 4.  Incognito- not able to be recognized; disguise 5.  Indecisive- Not able to make-up one’s mind  | 10.A.1.a - Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)10.A.1.b - Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)10.A.2.a - Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring,summarizing, using graphic organizers) with increasingly challenging texts 10.A.2.b - Use metacognitive skills (i.e., monitor, regulate, and orchestrate one’s understanding) when reading increasingly challenging texts, using the most appropriate “fix-up” strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)10.A.2.d - Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts10.B.1.a - Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information10.B.2.a - Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect **Unit Vocabulary:**Prefix- “In-”- not   1.  Inhumane- not nice; cruel 2.  Inactive- not in use 3.  Inadvertent- not paying attention; oversight 4.  Incognito- not able to be recognized; disguise 5.  Indecisive- Not able to make-up one’s mind  | 10.A.1.a - Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)10.A.1.b - Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)10.A.2.a - Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring,summarizing, using graphic organizers) with increasingly challenging texts 10.A.2.b - Use metacognitive skills (i.e., monitor, regulate, and orchestrate one’s understanding) when reading increasingly challenging texts, using the most appropriate “fix-up” strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)10.A.2.d - Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts10.B.1.a - Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information10.B.2.a - Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect **Unit Vocabulary:**Prefix- “In-”- not   1.  Inhumane- not nice; cruel 2.  Inactive- not in use 3.  Inadvertent- not paying attention; oversight 4.  Incognito- not able to be recognized; disguise 5.  Indecisive- Not able to make-up one’s mind  |
|  |  | **Learning Target:**I can comprehend and demonstrate that I know how to follow procedures and guidelines in English class.  | **Learning Target** I can determine three guidelines I need to follow to ensure my success in my English Class.  | **Learning Target**I can create a word map, that uses adjectives, synonyms and antonyms that describe the type of person I am.    |
|  |  | **Instructional Method**Journals/BlogsDiscovery LearningScaffoldingCooperative LearningIndependent Practice  | **Instructional Method**Journals/BlogsDiscovery LearningScaffoldingCooperative LearningIndependent Practice  | **Instructional Method**Journals/BlogsDiscovery LearningScaffoldingCooperative LearningIndependent Practice  |
|  |  | **Activities:**1. Do Know: Short Essay, If your life were made into a movie...2. Beginning of the year paper work3. School Guidelines and Procedures4. Exit Slip  | **Activities:** 1.  Do Now: What are three out of the five main guidelines I need to follow in English class.2. Classroom Paperwork3. Procedures and Guidelines4. Exit Slip  | **Activities**1. Do now: What skills are important for you to learn this year? Why are they important and how are they relevant to your future goals?2. Finish Guidelines and Expectations PPT3. What is in a Name?   |
|  |  | **Rigor** ComprehensionApplicationAnalysis  | **Rigor** ComprehensionApplicationAnalysis  | **Rigor** ComprehensionApplication  |
|  |  | **Accommodations**Modeling, direct instruction, extended time, one-on-one conferencing, paraphrasing, visual/verbal-prompting/cueing, timed reading (fluency & comprehension) and segmented activities.  | **Accommodations**Modeling, direct instruction, extended time, one-on-one conferencing, paraphrasing, visual/verbal-prompting/cueing, timed reading (fluency & comprehension) and segmented activities.  | **Accommodations**Modeling, direct instruction, extended time, one-on-one conferencing, paraphrasing, visual/verbal-prompting/cueing, timed reading (fluency & comprehension) and segmented activities.  |
|  |  | **Homework** Study Vocabulary, complete personal response for Article of the Week.   | **Homework** Study Vocabulary, complete personal response for Article of the Week.   | **Homework** Study Vocabulary, complete personal response for Article of the Week.   |