**Week of August 31, 2015**

| **Aug 31, 2015** | **Sep 1, 2015** | **Sep 2, 2015** | **Sep 3, 2015** | **Sep 4, 2015** |
| --- | --- | --- | --- | --- |
| 9-10.RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.9-10.RL.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).9-10.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).9-10.RI.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).9-10.W.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 Language standards 1–3 on up to and including grades 9-10 page 55.)Vocabulary Tenth Grade 10/24/151. Insurrection
2. Thesis
3. Maul
4. Deliberate
5. Forum
6. Edifice
7. Ambidextrous
8. Belated
9. Animate
10. Knead
11. Chauvinist
12. Egalitarian
13. Berserk
14. Ostentatious
15. Delude

  Vocabulary Eleventh Grade1. Axiom
2. Patronizing
3. Atelier
4. Scapegoat
5. Vacillate
6. Pellucid
7. Abstemious
8. Iniquity
9. Dulcet
10. Peremptory
11. Arrogate
12. Archaic
13. Perspicacious
14. Talisman
15. Expurgate

  | 9-10.RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.9-10.RL.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).9-10.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).9-10.RI.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).9-10.W.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 Language standards 1–3 on up to and including grades 9-10 page 55.)Vocabulary Tenth Grade 10/24/151. Insurrection
2. Thesis
3. Maul
4. Deliberate
5. Forum
6. Edifice
7. Ambidextrous
8. Belated
9. Animate
10. Knead
11. Chauvinist
12. Egalitarian
13. Berserk
14. Ostentatious
15. Delude

  Vocabulary Eleventh Grade1. Axiom
2. Patronizing
3. Atelier
4. Scapegoat
5. Vacillate
6. Pellucid
7. Abstemious
8. Iniquity
9. Dulcet
10. Peremptory
11. Arrogate
12. Archaic
13. Perspicacious
14. Talisman
15. Expurgate

  | 9-10.RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.9-10.RL.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).9-10.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).9-10.RI.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).9-10.W.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 Language standards 1–3 on up to and including grades 9-10 page 55.)Vocabulary Tenth Grade 10/24/151. Insurrection
2. Thesis
3. Maul
4. Deliberate
5. Forum
6. Edifice
7. Ambidextrous
8. Belated
9. Animate
10. Knead
11. Chauvinist
12. Egalitarian
13. Berserk
14. Ostentatious
15. Delude

  Vocabulary Eleventh Grade1. Axiom
2. Patronizing
3. Atelier
4. Scapegoat
5. Vacillate
6. Pellucid
7. Abstemious
8. Iniquity
9. Dulcet
10. Peremptory
11. Arrogate
12. Archaic
13. Perspicacious
14. Talisman
15. Expurgate

  | 9-10.RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.9-10.RL.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).9-10.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).9-10.RI.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).9-10.W.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 Language standards 1–3 on up to and including grades 9-10 page 55.)Vocabulary Tenth Grade 10/24/151. Insurrection
2. Thesis
3. Maul
4. Deliberate
5. Forum
6. Edifice
7. Ambidextrous
8. Belated
9. Animate
10. Knead
11. Chauvinist
12. Egalitarian
13. Berserk
14. Ostentatious
15. Delude

  Vocabulary Eleventh Grade1. Axiom
2. Patronizing
3. Atelier
4. Scapegoat
5. Vacillate
6. Pellucid
7. Abstemious
8. Iniquity
9. Dulcet
10. Peremptory
11. Arrogate
12. Archaic
13. Perspicacious
14. Talisman
15. Expurgate

  | 9-10.RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.9-10.RL.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).9-10.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).9-10.RI.5 - Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).9-10.W.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 Language standards 1–3 on up to and including grades 9-10 page 55.)Vocabulary Tenth Grade 10/24/151. Insurrection
2. Thesis
3. Maul
4. Deliberate
5. Forum
6. Edifice
7. Ambidextrous
8. Belated
9. Animate
10. Knead
11. Chauvinist
12. Egalitarian
13. Berserk
14. Ostentatious
15. Delude

  Vocabulary Eleventh Grade1. Axiom
2. Patronizing
3. Atelier
4. Scapegoat
5. Vacillate
6. Pellucid
7. Abstemious
8. Iniquity
9. Dulcet
10. Peremptory
11. Arrogate
12. Archaic
13. Perspicacious
14. Talisman
15. Expurgate

  |
| **Learning Target** No class Teaching Training Day  | **Learning Target** I can write five detailed sentences using ACT vocabulary words  | **Learning Target** (1,2,3,&6)I can write a proficient level on-demand response that has a clear thesis, supporting details, and a counter argument.    (5th) I can analyze a class reading for tone and rhetoric using a SOAPSTONE graphic organizer.  | **Learning Target** (1,2,3,&6)I can write a proficient level On-demand response that has a clear thesis, supporting details, and a counter-argument. (5th)I can analyze a class reading for three examples of rhetoric and analyze their use within the text.   | **Learning Target**I can create at least five sentences by inferring the meaning of my weekly ACT vocabulary.   |
| **Instructional Method**  | **Instructional Method**Journals/BlogsQuizGraphic OrganizerDirect InstructionIndependent Practice  | **Instructional Method**Journals/BlogsDemonstrationDirect InstructionIndependent practice  | **Instructional Method**Journals/BlogsGraphic OrganizersDirect Instruction  | **Instructional Method**Journals/BlogsDemonstrationGraphic OrganizersLecture Discussion  |
| **Activities** 1. Training Day

  | **Activities** 1. Do Now: Why is it important to address someone in a specific tone? How does tone effect how ideas and emotions are communicated through speech, writing, and song?
2. (1&6) Timed Reading/ (2,3,&5) NO RED INK account set-up/ Grammar diagnostic
3. Vocabulary Words
4. Detailed Sentences

  | **Activities** (1,2,3,&6)1. Do Now: Grammar Exercise Sentence Fragments2. On-demand expectations3. Thesis review3. On-demand Writing Prompt4. On-demand writing.(5th)1. Do Now: ACT Grammar exercise
2. SOAPSTone Introduction
3. SOAPStone Modeling
4. Analytical Reading using SOAPSTone
5. Finished analysis on graphic organizer

  | **Activities** 1. Do Now
2. Timed Reading (1&6)
3. (1,2,3,6) On-demand Writing
4. (5th) Rhetoric Notes
5. Rhetorical Analysis: "Sinners in the Hands of an Angry God."
6. Exit Slip: Finished On-demand/ Rhetorical Analysis

  | **Activities** 1. Do Now: Writing Prompt
2. Vocabulary Quiz
3. Timed Reading Quiz (1&6)
4. ACT practice

  |
| **Rigor**  | **Rigor** ComprehensionApplicationAnalysis  | **Rigor** ComprehensionApplicationAnalysis  | **Rigor** ComprehensionApplicationAnalysis  | **Rigor**  |
| **Accommodations**  | **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.  | **Accommodations**  |
| **Homework**  | **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.   | **Homework** Study Vocabulary, complete personal response for Article of the Week.   |