

Nine Weeks	Content & Essential Questions	Skills	Suggested Resources	Suggested Assessments/ Data Points
<p>Continuous throughout 1st Nine Weeks WRITING SOL STANDARDS</p> <p>Weeks 2-4 World Short Stories</p> <p>Weeks 5-6 Mini Research (See writing standards above)</p> <p>Weeks 7-9 Drama Unit</p> <p>Quarter One Interactive Achieve Benchmark</p>	<p>WRITING: PROCESS, STRUCTURE, and EDITING {10.6 and 10.7} <i>Essential Questions:</i> 1. What is the writing process? 2. How does a thesis shape an essay?</p> <p>COMMUNICATION {10.1 and 10.2} <i>Essential Questions:</i> 1. How does active listening contribute to the understanding of different perspectives? 2. How do you evaluate media sources to identify intent?</p>	<p>WRITING: PROCESS AND STRUCTURE {10.6} Students are expected to -develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics. -plan and organize their ideas for writing. -state a thesis and support it. -elaborate ideas in order to provide support for the thesis. -identify and apply features of the writing domains. -revise writing for clarity of content and presentation. -use peer- and self-evaluation to identify key writing components. -use computer technology to assist in the writing process.</p> <p>WRITING: EDITING {10.7} Students are expected to -proofread and prepare final product for intended audience and purpose. -correct grammatical or usage errors. -sentence types (complex, compound, simple, compound/complex)</p> <p>RESEARCH {10.8} Students are expected to -organize information and maintain coherence throughout the writing based on the topic, purpose, and audience.</p> <p>COMMUNICATION: Speaking, Listening, and Media Literacy {10.1 and 10.2} Continue to practice 1st 9 Weeks Skills Students are expected to</p>	<p>WRITING: PROCESS AND STRUCTURE {10.6} Suggested Resources: <input type="checkbox"/> Outlines <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Peer- and Self-Edit Instructions <input type="checkbox"/> Highlight/Pen Color Essays</p> <p>Suggested Writing Terminology: <input type="checkbox"/> Introduction <input type="checkbox"/> Thesis <input type="checkbox"/> Topic Sentence <input type="checkbox"/> Body Paragraphs <input type="checkbox"/> Conclusion <input type="checkbox"/> Commentary <input type="checkbox"/> Concrete Details <input type="checkbox"/> Transitions</p> <p>WRITING: EDITING {10.7} Suggested Resources: <input type="checkbox"/> Editing Mark List <input type="checkbox"/> Composition Guide <input type="checkbox"/> Grammar Workbook Exercises <input type="checkbox"/> Correct Poorly Written Paragraphs</p> <p>Suggested Editing Terminology: <input type="checkbox"/> Proofreading <input type="checkbox"/> Fragments</p> <p>RESEARCH {10.8} Suggested Resources: <input type="checkbox"/> Library <input type="checkbox"/> Print and Online Resources <input type="checkbox"/> Online Databases <input type="checkbox"/> Stay on Topic Exercises <input type="checkbox"/> WebQuest <input type="checkbox"/> Project Related Supplemental Materials</p>	<p>WRITING: PROCESS AND STRUCTURE {10.6} Assessments: <input type="checkbox"/> Persuasive based writing <input type="checkbox"/> Cartoon/Comic Strip Writing <input type="checkbox"/> Create your own Power Point <input type="checkbox"/> CHUNKS-Exit Slips or Admit Slips</p> <p>RESEARCH {10.8} Suggested Assessments: <input type="checkbox"/> PBL <input type="checkbox"/> Final Written Assessment</p> <p>COMMUNICATION: Speaking, Listening, and Media Literacy {10.1 and 10.2} Assessments: <input type="checkbox"/> Presentations <input type="checkbox"/> Blogs, Websites, Editorials, Advertisements, and Wikis <input type="checkbox"/> Student critique of group presentations</p> <p>READING: VOCABULARY DEVELOPMENT {10.3} Suggested Assessments: <input type="checkbox"/> Formative assessments (quizzes, exit slips)</p>

	<p>READING: VOCABULARY DEVELOPMENT {10.3} <i>Essential Question:</i> <i>How do we determine word meaning?</i></p> <p>READING: STRATEGIES {10.4} <i>Essential Questions:</i> 1. <i>How does an author’s manipulation of language evoke an emotional response and determine meaning?</i></p> <p>READING: STRATEGIES {10.4} <i>Essential Questions:</i> 1. <i>How do you use reading strategies to increase comprehension?</i> 2. <i>How are characters revealed or created through a text?</i></p>	<p>-respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding. -demonstrating active listening through use of appropriate facial expressions, posture, and gestures. -evaluate media sources to identify relationships between intent, factual content, and opinion.</p> <p>READING: VOCABULARY DEVELOPMENT {10.3} Continue to practice 1st 9 Weeks Skills Students are expected to -analyze connotations of words with similar denotations. -demonstrate understanding of idioms. -interpret figures of speech in context and analyze their role in the text. -demonstrate understanding of figurative language, word relationships, and connotations in word meanings.</p> <p>READING: STRATEGIES {10.4} Continue to practice 1st 9 Weeks Skills Students are expected to -explain similarities and differences among literary genres from different cultures. -examine a literary selection from several different critical perspectives. -compare and contrast literary devices in order to convey a message and elicit a reader’s emotions. -interpret and paraphrase the meaning of selected works</p> <p>READING: STRATEGIES {10.4} Students are expected to -use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting</p>	<p>COMMUNICATION: Speaking, Listening, and Media Literacy {10.1 and 10.2} Suggested Resources <input type="checkbox"/> Rubistar (www.rubistar.com) <input checked="" type="checkbox"/> OWL Purdue (www.owl.english.purdue.edu/owl) <input checked="" type="checkbox"/> Online Databases <input type="checkbox"/> Group Responsibility Contract</p> <p>READING: VOCABULARY DEVELOPMENT {10.3} Suggested Resources <input type="checkbox"/> Dictionaries <input type="checkbox"/> Thesauruses <input type="checkbox"/> List of Idioms and Meanings <input type="checkbox"/> Word Charts using Connotation and Denotation <input type="checkbox"/> Idiom Origins <input type="checkbox"/> SmartBoard Games</p> <p>Suggested Vocabulary Terminology: <input type="checkbox"/> Connotation <input type="checkbox"/> Denotation <input type="checkbox"/> Idiom</p> <p>READING: STRATEGIES {10.4} Suggested Resources <input type="checkbox"/> World Short Stories by various authors <input type="checkbox"/> <i>Antigone</i> AND/OR <i>Oedipus Rex</i> AND/OR <i>Julius Caesar</i></p> <p>Topical Questions: 1. What is a tragic hero? 2. What are the consequences of excessive pride? 3. How is man’s law measured against the laws of gods? <input type="checkbox"/> Write your own Short Story <input type="checkbox"/> Rewrite scenes in modern terminology <input type="checkbox"/> Character Journals</p>	<p>READING: STRATEGIES {10.4} Suggested Assessments: <input type="checkbox"/> Unit Test <input type="checkbox"/> PBL <input type="checkbox"/> IA skill based testing</p> <p>1st Quarter Summative IA Assessment</p>
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<p>2nd 9 Weeks</p> <p>Weeks 10-12 Novel Unit</p> <p>Weeks 13-15 Research Writing</p>	<p>Content Suggestions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Poetry <input type="checkbox"/> Figurative Language <input type="checkbox"/> Novel(s) from 10th Grade Core Reading List (if selected) <input type="checkbox"/> Research (if selected) <p>WRITING: PROCESS AND STRUCTURE {10.6}</p> <p><i>Essential Questions:</i></p> <ol style="list-style-type: none"> 1. How does purpose and audience impact style? 2. How do we use visual and sensory language to improve 	<p>WRITING: PROCESS AND STRUCTURE {10.6}</p> <p>Continue to practice 1st 9 Weeks Skills</p> <p>Students are expected to</p> <ul style="list-style-type: none"> -write expository texts. -write persuasively and analytically on a variety of literary and nonliterary subjects. -develop writing that analyzes complex issues. -use visual and sensory language as needed for effect. -develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational 	<p>WRITING: PROCESS AND STRUCTURE {10.6} WRITING: PROCESS AND STRUCTURE {10.6}</p> <p>Suggested Resources</p> <ul style="list-style-type: none"> <input type="checkbox"/> SOL Rubric <input type="checkbox"/> Group discussion of Persuasive Topics/Debate 	<p>WRITING: PROCESS AND STRUCTURE {10.6} WRITING: PROCESS AND STRUCTURE {10.6}</p> <p>Suggested Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Released SOL Prompts <input type="checkbox"/> Released SOL Essays <input type="checkbox"/> Persuasive/Expository Essays

<p>Weeks 16-18 Nonfiction Socratic Seminar</p>	<p><i>student writing?</i></p> <p>WRITING: PROCESS AND STRUCTURE {10.6} <i>Essential Questions:</i> 1. How do syntactical variations enhance writing? 2. How do details and commentary support the thesis?</p> <p>RESEARCH {10.8} <i>Essential Questions:</i> 1. How do students incorporate their own ideas and distinguish from others' ideas when writing a research product? 2. How do you determine source reliability? 3. How do we avoid plagiarism?</p> <p>Research {11.8} <input type="checkbox"/> How do students identify legitimate objections to their claims? <input type="checkbox"/> How will students differentiate between a counter-claim and a support of the student's claim? <input type="checkbox"/> How will students find legitimate information to defend and rebut claims?</p> <p>READING: STRATEGIES {10.4} <i>Essential Questions:</i> 1. What is the relationship</p>	<p>patterns/techniques. -self-edit to review and revise own writing.</p> <p>WRITING: EDITING {10.7} Continue to practice 1st 9 Weeks Skills Students are expected to -distinguish between active and passive voice to convey a desired effect. -use direct quotations in their writing, applying MLA or APA style for punctuation and formatting.</p> <p>WRITING: PROCESS AND STRUCTURE {10.6} Continue to practice 1st and 2nd 9 Weeks Skills Students are expected to -vary sentence structure for effect. -peer edit to review and revise other's writing for effective organization. -identify whether supporting information is appropriate to support the thesis.</p> <p>RESEARCH {10.8} Continue to practice 1st 9 Weeks Skills Students are expected to -use technology, along with other resources, to gather information from various sources by summarizing, paraphrasing, and supporting a thesis. -use organizational patterns/techniques. -demonstrate ability to distinguish between reliable and unreliable sources. -distinguish one's own ideas from information created or discovered by others. -cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works cited pages. -avoid plagiarism.</p> <p>Research {ENG 11.8}</p>	<p>Suggested Writing Terminology: <input type="checkbox"/> Exposition <input type="checkbox"/> Persuasion</p> <p>WRITING: EDITING {10.7} Suggested Resources: <input type="checkbox"/> MLA Guidelines <input type="checkbox"/> APA Guidelines <input type="checkbox"/> Parenthetical Citations using Sample Works Cited <input type="checkbox"/> EasyBib (www.easybib.com) <input type="checkbox"/> NoodleTools</p> <p>Suggested Editing Terminology: <input type="checkbox"/> MLA <input type="checkbox"/> APA</p> <p>READING: STRATEGIES {10.4} Suggested Resources: <i>Fahrenheit 451</i> <i>Anthem</i> <i>1984</i></p> <p>Textbook with Supplemental Materials <input type="checkbox"/> Supplemental historical texts <input type="checkbox"/> Examples of literary critiques <input type="checkbox"/> Examples of literary summaries <input type="checkbox"/> Video, Text, and/or Audio of the same literary text <input type="checkbox"/> DIDLS <input type="checkbox"/> SOAPS <input type="checkbox"/> Debate Speeches</p> <p>RESEARCH {10.8} Suggested Resources <input type="checkbox"/> Online Databases <input type="checkbox"/> Library <input type="checkbox"/> OWL Purdue</p>	<p>WRITING: EDITING {10.7} Suggested Resources/Assessments: <input type="checkbox"/> Works Cited Persuasive Paper <input type="checkbox"/> Peer Evaluation</p> <p>RESEARCH {10.8} Suggested Resources/Assessments: <input type="checkbox"/> Plagiarism Scavenger Hunt <input type="checkbox"/> Peer Evaluation <input type="checkbox"/> Final Written Assessment</p> <p>READING: STRATEGIES {10.4} Suggested Assessments <input type="checkbox"/> Interpretation and analysis of nonfiction <input type="checkbox"/> Debate <input type="checkbox"/> PBL</p> <p>2nd Quarter Summative Assessment Midterm – IA/Teacher generated</p>
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	<p><i>between history and literature?</i> 2. How do dramatic conventions work?</p> <p>Communication {ENG 11.1} {ENG 11.2} {ENG 11.7}</p> <ul style="list-style-type: none"> <input type="checkbox"/> How is a position defined and supported in a discussion? <input type="checkbox"/> How do students use technology to examine values and points of view in multimedia messages? 	<ul style="list-style-type: none"> - Sources to support counter-claims -Distinguishing between misconceptions & biases when presented with conflicting information <p>READING: STRATEGIES {10.4} Continue to practice 1st and 2nd 9 Weeks Skills Students are expected to</p> <ul style="list-style-type: none"> -analyze works of literature for historical information about the period in which they were written. -analyze the representation of a subject of a key scene in two different media. -distinguish between a critique and a summary. <p>Communication {ENG 11.1} {ENG 11.2} {ENG 11.7}</p> <ul style="list-style-type: none"> -Use grammatically correct language - Collaborate in small group activities (applying active listening strategies) 	<ul style="list-style-type: none"> <input type="checkbox"/> MLA and APA Handbook <input type="checkbox"/> Citation Machine (www.citationmachine.com) <input type="checkbox"/> Word Citation Function <input type="checkbox"/> www.plagiarism.org to complete Plagiarism Scavenger Hunt <p>Suggested Research Terminology:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plagiarism <input type="checkbox"/> Primary Sources <input type="checkbox"/> Secondary Sources <input type="checkbox"/> Reliable and Unreliable Sources <p>Suggested Writing Terminology:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syntax <input type="checkbox"/> Diction <p>Communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer reviews <input type="checkbox"/> Create a product within collaborative groups 	
<p>3rd Nine Weeks</p> <p>Weeks 19-27 SOL Review/ Remediation</p>	<p>Writing {ENG 11.6} {ENG 11.7}</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can a student recognize persuasive techniques? <input type="checkbox"/> How do students decode the wording of a prompt to determine what to write? <input type="checkbox"/> How do students respond to a prompt in a timed situation? <input type="checkbox"/> What organizational strategy will be most effective to address different prompts? <p>Vocabulary {ENG 11.3} {ENG 11.4}</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can students identify key words in standardized test prompts? 	<p>Writing {ENG 11.6} {ENG 11.7}</p> <ul style="list-style-type: none"> -Persuasive Essay (Objection/Rebuttals; Point/Counterpoint; effective conclusions) -Writing to a prompt <p>Vocabulary {ENG 11.3} {ENG 11.4}</p> <ul style="list-style-type: none"> -Test preparation (SAT and SOL words) - Sentence completion and vocabulary in context - Etymology <p>WRITING: PROCESS AND STRUCTURE {10.6} Continue to practice 1st, 2nd, and 3rd 9 Weeks Skills Students are expected to :</p>	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing a persuasive essay <input type="checkbox"/> SOL writing prompts <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> SAT and SOL Prep terms and practice exercises <p>WRITING: PROCESS AND STRUCTURE {10.6} Suggested Resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analytical Writing Examples <p>Articles on Ethical and Legal Writing <input type="checkbox"/> College Honor Codes or Examples of College <input type="checkbox"/>Essays <input type="checkbox"/> Journalistic Integrity/Oath</p>	<p>WRITING: PROCESS AND STRUCTURE {10.6}, {ENG 11.6} Suggested Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Final written assessment <input type="checkbox"/> SOL writing prompts/thesis generation <input type="checkbox"/> Student created pre-writing <input type="checkbox"/> SOL sample MC/TEI <p>WRITING: GRAMMAR {9.7}, {10.7}, {11.7} Suggested Assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Peer editing <input type="checkbox"/> SOL sample MC/TEI <input type="checkbox"/> Grammar Worksheets <input type="checkbox"/> Quizlet generated

	<p><input type="checkbox"/> How do students apply their knowledge of context and word relationships to complete tasks on various standardized tests?</p> <p>WRITING: PROCESS AND STRUCTURE {10.6} <i>Essential Question:</i> <i>How do I address my ethical and critical responsibilities as a writer?</i></p> <p>READING: VOCABULARY DEVELOPMENT {10.3} <i>Essential Questions:</i> <i>1. How do you incorporate increased vocabulary understanding into everyday conversation?</i> <i>2. How does an author's word choice create meaning for a specific audience?</i></p> <p>READING: STRATEGIES {10.4} <i>Essential Questions:</i> <i>How is our personal view broadened by our analysis of world literature?</i></p>	<p>-evaluate analytical writing by examining and understanding how individual parts of the text relate to the whole, including the writing's purpose and structure. -recognize and understand the importance of ethics in writing.</p> <p>WRITING: EDITING {10.7} Continue to practice 1st, 2nd, and 3rd 9 Weeks Skills.</p> <p>READING: VOCABULARY DEVELOPMENT {10.3} Continue to practice 1st, 2nd, and 3rd 9 Weeks Skills</p> <p>READING: STRATEGIES {10.4} Continue to practice 1st, 2nd, and 3rd 9 Weeks Skills Students are expected to -compare and contrast a variety of literary works from different cultures. -explain similarities and differences among literary genres from different cultures.</p>	<p><input type="checkbox"/> Ethics Debate <input type="checkbox"/> Analysis of Current Legal Issues/Trials <input type="checkbox"/> Current Plagiarism Issues</p> <p>READING: VOCABULARY DEVELOPMENT {10.3} Suggested Resources: <input type="checkbox"/> SAT Preparation <input type="checkbox"/> DIDLS <input type="checkbox"/> Other Rhetorical Analysis Techniques <input type="checkbox"/> Sentence Completion Exercises <input type="checkbox"/> Analogies</p> <p>READING: STRATEGIES {10.4} Suggested Resources: <input type="checkbox"/> Autobiographies <input type="checkbox"/> Biographies <input type="checkbox"/> Variety of World/Cultural Perspectives <input type="checkbox"/> Draw conclusions</p> <p>http://www.iq.poquoson.org/hs.htm</p>	<p>assessments <input type="checkbox"/> Student created study guides <input type="checkbox"/> Blogs, Wikis, Journals</p> <p>RESEARCH {9.8}, {10.8}, {11.8} Suggested Assessments: <input type="checkbox"/> Formal Research <input type="checkbox"/> Evaluation of sample research <input type="checkbox"/> Construction of Works Cited pages <input type="checkbox"/> Student created study guides</p> <p>READING: VOCABULARY DEVELOPMENT {10.3} <input type="checkbox"/> Weekly vocabulary assessment</p> <p>Final 3rd Quarter Assessment – Writing SOL March</p>
<p>4th Nine Weeks</p> <p>Weeks 28-31 Lit Circles</p> <p>Weeks 32-36 Technical Writing PBL</p>	<p>READING: NONFICTION {10.5} Essential Questions: <i>1. How can we apply reading strategies to understand and interpret consumer documents?</i> <i>2. How does the format of nonfiction texts contribute to its function?</i></p> <p>READING: STRATEGIES {10.4}</p>	<p>READING: NONFICTION {10.5} Students are expected to -identify the different formats and purposes of informational and technical texts. -analyze how authors use rhetoric to advance their point of view. -identify the main idea(s) in informational passages. -identify essential details in complex informational passages. -locate specific information in manuals or other informational sources by using</p>	<p>READING: NONFICTION {10.5} Suggested Resources: <input type="checkbox"/> Consumer Information such as Bills, Contracts, Warranties, Handbooks, Advertisements, Directions, Applications (Job and DMV), Brochures, Newspapers, Magazines, etc. <input type="checkbox"/> Textbook and Supplemental Materials <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Newspaper Dissection <input type="checkbox"/> Job Hunts <input type="checkbox"/> Car Insurance Quotes</p>	<p>READING: STRATEGIES {10.4}, READING NONFICTION {10.5} Suggested Assessments: <input type="checkbox"/> How to Essay and Product Brochure <input type="checkbox"/> Create your own Complete job/college applications <input type="checkbox"/> Lit Circle PBL</p>

	<p>Essential Questions: <i>How is our personal view broadened by our analysis of world literature?</i></p> <p>COMMUNICATION {10.1 and 10.2} Essential Questions: 1. How does the role of the individual affect the role of the group? 2. How does the author's purpose affect meaning?</p> <p>READING: VOCBAULARY DEVELOPMENT {10.3} Essential Question <i>How does knowledge of word parts affect reading comprehension?</i></p>	<p>strategies such as skimming, summarizing, and highlighting. -interpret and understand information presented in maps, charts, timelines, tables, and diagrams. -make inferences and draw conclusions from informational text. -synthesize information across multiple informational texts.</p> <p>READING: STRATEGIES {10.4} Continue to practice 1st, 2nd, and 3rd 9 Weeks Skills Students are expected to -compare and contrast a variety of literary works from different cultures. -explain similarities and differences among literary genres from different cultures.</p> <p>COMMUNICATION: Speaking, Listening, Media Literacy {10.1 and 10.2} Students are expected to -assume shared responsibility for collaborative work. -collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and design individual roles as needed. -use grammatically correct language. -identify and analyze the sources and viewpoint of publications. -determine author's purpose, factual content, opinion, and/or possible bias as presented in media messages.</p> <p>READING: VOCBAULARY DEVELOPMENT {10.3} Students are expected to -use roots or affixes to determine or clarify the meaning of words.</p>	<p>Suggested Nonfiction Terminology: <input type="checkbox"/> Biography <input type="checkbox"/> Autobiography <input type="checkbox"/> Memoir <input checked="" type="checkbox"/> Subjective <input type="checkbox"/> Objective <input checked="" type="checkbox"/> Rhetoric</p> <p>COMMUNICATION: Speaking, Listening, Media Literacy {10.1 and 10.2} Suggested Resource: <input type="checkbox"/> Textbook with supplemental materials <input type="checkbox"/> Rubrics (www.rubistar.com) <input type="checkbox"/> Group Projects <input type="checkbox"/> Group Presentations</p> <p>Suggested Communication Terminology: <input type="checkbox"/> Tone <input type="checkbox"/> Mood <input type="checkbox"/> Author's Purpose <input type="checkbox"/> Bias</p> <p>Suggested Reading: <input type="checkbox"/> <i>Kite Runner</i> <input type="checkbox"/> <i>Lord of the Flies</i></p> <p>READING: VOCBAULARY DEVELOPMENT {10.3} Suggested Resources: <input type="checkbox"/> Textbook with supplemental materials <input type="checkbox"/> Dictionaries <input type="checkbox"/> Thesauruses <input type="checkbox"/> Word Part Chart <input type="checkbox"/> Word of the Day</p> <p>Suggested Reading Vocabulary Terminology: <input type="checkbox"/> Context Clues</p>	<p>READING: NONFICTION {10.5} COMMUNICATION: Speaking, Listening, Media Literacy {10.1 and 10.2} Suggested Assessments: <input type="checkbox"/> Manual and product information PBL <input type="checkbox"/> Projects/Documentation <input type="checkbox"/> Group Presentations</p> <p>READING: VOCBAULARY DEVELOPMENT {10.3} Suggested Assessments: <input type="checkbox"/> Quizlet (www.quizlet.com) <input type="checkbox"/> Vocabulary Boxes <input type="checkbox"/> SmartBoard Games <input type="checkbox"/> Podcasting/Creating PodCasts</p>
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		<ul style="list-style-type: none">-use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.-identify and correctly use patterns of word changes that indicate different meanings or parts of speech.-consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.		
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