** To be followed as closely as possible, some adjustments may be made.**

**Teacher: M. Pressley Subject: Technical Writing Dates**: **November 17-25, 2014**

**Main Objectives of focus**:

**9:15IV-V/10:15IV-V Organize and structure appropriate to purpose, audience, and context; relevant information and valid inferences**

**9:B/ 10:B Structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning**

**9:Ci-iii/ 10:Ci-iii Write an interpretative response to an expository or a literary text (e.g., essay or review) that, extends beyond a summary and literal analysis; addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations; and analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices**

**9:17A-C/ 10:17A-C use and understand the function of the following parts of speech in the context of reading, writing, and speaking:**

**(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles);**

**(ii) restrictive and nonrestrictive relative clauses; and**

**(iii) reciprocal pronouns (e.g., each other, one another);**

**(B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and**

**(C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).**

**9:18A-B/10:18A-B Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:**

**(A) use conventions of capitalization; and**

**(B) use correct punctuation marks including:**

**(i) quotation marks to indicate sarcasm or irony;**

**(ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and**

**(iii) dashes to emphasize parenthetical information.**

**9:20C/ 10:20C paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).**

|  |  |  |
| --- | --- | --- |
| **Day** | **In-class Instructional Focus** | **Homework** |
| **Monday 17th and Tuesday 18th**  **Odd/Even** | **DO NOW:** Described a time you were betrayed by a person you loved and cared about. This could be a friend, siblings, significant other etc. What happened? How did it make you feel?  **Procedures:** As a class students will discuss the Do Now question. After group sharing, we will close read two fictional stories. (“Love Letter” and “Mr. Bixby”)  We then will write a short answer response together as a class. After we composed a class SAR the students will be posed another question and write a SAR individually.  **Assignment:** Write SAR as group and individually.  **Materials:** Dictionary, Thesaurus’ SAR worksheet, Cell phone, “Love Letter” “Mr. Bixby” | **Assignment:** |
| **Wednesday 19th and Thursday 20th**  **Odd/Even** | **DO NOW:** 5Revising and editing questions that need to be solved  **Procedures**: Students will be introduced to revising and editing portion of STAAR. We will go through a packet of questions as a class first, in groups next, and then individually.  **Assignment:** Revising and Editing  **Materials:** Dictionaries and Thesaurus’, Revising and Editing packets | **Assignment:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day** | **In-class Instructional Focus** | | **Homework** | |
| **Friday 21st**  **Monday 24th**  **Tuesday 25th**  **Odd/Even** | **DO NOW:** Quiz on ALL of the Writing portions of STAAR (Essay, Short Answer Response, Revising and Editing)  **Procedures:** After taking the quiz, As a class we will go over all of the questions and the answers from the Quiz. The quiz will then be a review sheet to take home for the students to study before the retake. We then will go over new pre-test day Do’s and Do Not’s.  **Assignment:** STAAR Exam Review    **Materials:** STAAR Review materials | | **Assignment:**  **Study review materials** | |
| **Day** | | **In-class Instructional Focus** | | **Homework** |
| **Wednesday 26th and Thursday 27th**  **EVEN/ODD** | | THANKSGIVING BREAK | | **Assignment:** |
| **Friday 28th**  **EVEN/ODD** | | THANKSGIVING BREAK | | **Assignment:** |