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

**Teacher: M. Pressley Subject: Technical Writing Dates**: **November 3-14, 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).**

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| **Day** | **In-class Instructional Focus** | **Homework** |
| **Monday 3rd and Tuesday 4th**  **Odd/Even** | **DO NOW:** Review SAR components  **Procedures:** Students will review the parts of SAR components through a Kahoot Quiz. After the quiz students will be introduced and given to the scoring rubric for SAR. After, students will practice writing SARs as a group in a competition. Students will receive New set of Vocabulary words.  **Assignment:** Write SAR as group, New set of vocabulary words  **Materials:** Vocabulary list, Dictionary, Thesaurus’ SAR worksheet, Cell phone, computer | **Assignment:**  **Study Vocabulary words** |
| **Wednesday 5th and Thursday 6th**  **Odd/Even** | **DO NOW:** Vocabulary quick review  **Procedures**: Students will participate in a vocabulary flash card game. Students will then select a passage to read and create SAR  **Assignment:** Vocabulary game, SAR question generator questions  **Materials:** Class notes, Dictionaries and Thesaurus’ Vocabulary words, SAR question generator questions | **Assignment:**  **Study Vocabulary**  **Words** |

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| **Day** | **In-class Instructional Focus** | | **Homework** | |
| **Friday 7th and**  **Monday 10th**  **Odd/Even** | **DO NOW:** Vocabulary Quiz  **Procedures:** Students will take a vocabulary quiz. Students will complete SAR worksheet.  **Assignment:** SAR worksheet    **Materials:** Class notes, dictionary thesauruses’, SAR worksheet | | **Assignment:** | |
| **Day** | | **In-class Instructional Focus** | | **Homework** |
| **Tuesday 11th and Wednesday 12th**  **Odd/Even** | | **DO NOW:** New Vocabulary words  **Procedures:** After defining vocabulary words students will play SAR relay game  **Assignment:** SAR relay game, Vocabulary words  **Materials:** Vocabulary list, Dictionary, Thesaurus’ Notes, computer, projector | | **Assignment:**  **Study Vocabulary words** |
| **Thursday 13th and Friday 14th**  **EVEN/ODD** | | **DO NOW:** Vocabulary quick recap  **Procedures**: After completion of the DO NOW questions, Students will engage in a vocabulary review activity. Students will begin a SAR group project  **Assignment:** Vocabulary Game, SAR group project  **Materials:** Class notes, Dictionaries and Thesaurus’, Group project information sheet, Vocabulary words | | **Assignment:**  **Study Vocabulary** |