

## Weekly Plan

Week Of: April 1-5, 2013	Subject: Survey of Literature	Prepared By: Jeanette Alfred	
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**Overview & Purpose:**  
 Demonstrate command of the conventions of Standard American English (SAE) grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.9-10.1

Day	Bell Ringer or Review from previous lesson	Daily Objective	Activity Enrichments Assessments	Materials Needed Correctives Texts	Homework
<b>Monday</b>	<p><b>Bell ringer:</b> <i>Journal (ELA Literacy SL 9-10 3.c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. p. 46</i></p> <p><b>Review (1.a)</b> <i>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. p. 50</i></p>	<p><b>Students will employ the conventions of SAE</b>            ELA-Literacy: L.9-10. 1 a. b., 2 a. b., 3.a p. 54</p> <p>Adjective Clauses            Workbook:            p. 68-69 Ex. 1, 2, 3</p>	<p><b>Supplemental:</b>            ACT Practice            Worksheets  <u>CCSS.ELA-Literacy.L.9-10.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Heinle: More Grammar Practice 3</p> <p>Heinle: Grammar in Context 3</p> <p>Supplemental ACT Practice Materials</p>	<p>Grammar in Context:            Complete p. 232            Ex. 1</p>
<b>Tuesday</b>	<p><b>Bell ringer:</b> <i>Journal (3.c.) Use a variety of techniques to</i></p>	<p><b>Students will employ the conventions of SAE</b></p>	<p><b>Supplemental:</b>            ACT Practice</p>	<p>Heinle: More Grammar Practice</p>	<p>Grammar in Context:</p>

	<p><i>sequence events so that they build on one another to create a coherent whole. p. 46</i></p> <p><b>Review (1.a)</b> <i>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. p. 50</i></p>	<p>ELA-Literacy: L.9-10. 1 a. b., 2 a. b., 3.a p. 54</p> <p>Adjective Clauses Workbook: p. 68-69 Ex. 1, 2, 3</p>	<p>Worksheets <u>CCSS.ELA-Literacy.L.9-10.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>3</p> <p>Heinle: Grammar in Context 3</p> <p>Supplemental ACT Practice Materials</p>	<p>Complete p. 233 Ex. 2</p>
<b>Wednesday</b>	<p><b>Bell ringer:</b> Journal (3.c.) <i>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. p. 46</i></p> <p><b>Review (1.a)</b> <i>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. p. 50</i></p>	<p><b>Students will employ the conventions of SAE</b> ELA-Literacy: L.9-10. 1 a. b., 2 a. b., 3.a p. 54</p> <p>Relative Pronoun as Subject Workbook: p.70-71 Ex. 1, 2, 3</p>	<p><b>Supplemental:</b> ACT Practice Worksheets <u>CCSS.ELA-Literacy.L.9-10.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Heinle: More Grammar Practice 3</p> <p>Heinle: Grammar in Context 3</p> <p>Supplemental ACT Practice Materials</p>	<p>Grammar in Context: Complete p. 233-234 Ex. 3</p>
<b>Thursday</b>	<p><b>Bell ringer:</b> Journal (3.c.) <i>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. p. 46</i></p> <p><b>Review (1.a)</b> <i>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence</i></p>	<p><b>Students will employ the conventions of SAE</b> ELA-Literacy: L.9-10. 1 a. b., 2 a. b., 3.a p. 54</p> <p>Relative Pronoun as Subject Workbook:</p>	<p><b>Supplemental:</b> ACT Practice Worksheets <u>CCSS.ELA-Literacy.L.9-10.3</u> Apply knowledge of language to understand how language functions</p>	<p>Heinle: More Grammar Practice 3</p> <p>Heinle: Grammar in Context 3</p> <p>Supplemental ACT Practice Materials</p>	<p>Grammar in Context: Complete p. 234 Ex. 4</p>

	<i>from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. p. 50</i>	p.70-71 Ex. 1, 2, 3	in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
<b>Friday</b>	<p><b>Bell ringer:</b> Journal (3.c.) <i>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. p. 46</i></p> <p><b>Review (1.a)</b> <i>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. p. 50</i></p>	<p><b>Students will employ the conventions of SAE</b> ELA-Literacy: L.9-10. 1 a. b., 2 a. b., 3.a p. 54</p> <p>Relative Pronoun as Object p. 72-72 Ex. 1, 2, 3 (This will carry over to the following week 4/8 – 4/12</p>	<p><b>Supplemental:</b> ACT Practice Worksheets <a href="#">CCSS.ELA-Literacy.L.9-10.3</a> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Heinle: More Grammar Practice 3</p> <p>Heinle: Grammar in Context 3</p> <p>Supplemental ACT Practice Materials</p>	No homework