



## HIGH SCHOOL FOR TEACHING & PROFESSIONS

A Magnet School for Aspiring 21<sup>st</sup> Century Educators and Leaders

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Alvin Simpson, Principal

## W.O.W Weekly Updates.

Building our vocabulary helps us become stronger readers, writers, and thinkers. By learning and using new words together, we're preparing for success on the Regents—and building confidence in how we communicate every day.

### Week 4:

#### Vocabulary Instruction - 11.17

"All my life I've been cheated," said the old man, wringing his hands. "Give me my money." An usher took his arm, as if to lead him from the stage, but the assistant manager deterred him, unwilling as yet to resort to force. ...

#### Indicate - verb

To show, point out, or tell something in a clear way

Prefix: "in-" → into

Root: "-dicare" → to tell

- indicates
- indicating
- indicated

The actions of the assistant manager in lines 79 and 80 **indicate** that he is

- (1) hoping to distract the attention of the old man
- (2) planning to resolve the situation fairly
- (3) pretending to satisfy the old man's demands
- (4) trying to avoid a scene in front of the audience

What is the question asking us to do?

### Week 3:



## Vocabulary Instruction - 11.10

### Identify - verb

*to recognize, name or point something out*

- identifies
- identifying
- identified

**What is the question asking us to do?**

### Text-Analysis Response

**Your Task:** Closely read the text provided on pages 22 and 23 and write a well-developed, text-based response of two to three paragraphs. In your response, **identify** a central idea in the text and analyze how the author's use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Use strong and thorough evidence from the text to support your analysis. Do *not* simply summarize the text. You may use the margins to take notes as you read and scrap paper to plan your response. Write your response in the spaces provided on pages 7 through 9 of your essay booklet.

#### Guidelines:

##### Be sure to:

- **Identify** a central idea in the text
- Analyze how the author's use of **one** writing strategy (literary element or literary technique or rhetorical device) develops this central idea. Examples include: characterization, conflict, denotation/connotation, metaphor, simile, irony, language use, point-of-view, setting, structure, symbolism, theme, tone, etc.

### Week 2:

## Vocabulary Instruction - 11.03

### Explain - verb

*to tell how or why something happens so that others understand it clearly*

**Prefix:** "ex-" → out

**Root:** "-plain" → make clear

- explains
- explaining
- explained

**What is the question asking us to do?**



Source: Punch, July 3, 1858

- 9 Which statement **best** explains the cartoonist's perspective of conditions in London during this time period?
- (1) Industrialization led to contamination of water supplies and illness.
  - (2) The growth of factories contributed to poor working conditions.
  - (3) Urbanization caused a scarcity of food and mass starvation.
  - (4) The church offered support to those living in urban poverty.

- 10 What was the cartoonist's purpose in creating this illustration?
- (1) to attract people to settle in London
  - (2) to promote Queen Victoria's humanitarian efforts
  - (3) to encourage the government to make reforms
  - (4) to raise public awareness of the impacts of irrigation

### Week 1:



## Vocabulary Instruction - 10.27

### Describe - verb

To use words to show what something looks, sounds and/or feels like so that someone can understand it clearly

Prefix: "de-" → down

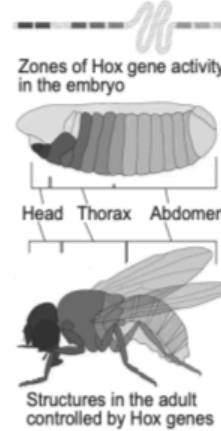
Root: "-scribe" → to write

- describes
- describing
- described

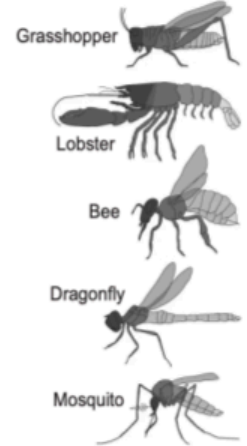
What is the question asking us to do?

### Example:

Hox Genes Responsible for Fruit Fly Development



Arthropod Body Plans



Describe genetic and physical evidence that would support the claim that all of these arthropods share a common ancestor. [1]