

SEMESTER 1

Aug. 15 – Aug. 19

Beginning of the Year Writing Assessment & NWEA Testing

Week 1: Aug. 22 –Aug. 26

Reading Selections	Genre	Objectives	Pages
An Astrologer’s Day	Short Story	Literary Study: Analyzing mood Reading Strategies: Analyzing cultural context Vocabulary: Understanding word origins	1-12

Assignments

Read and Write Book

- ___ pages 2-3 “Before You Read” Activities _____ (points/grade)
- ___ pages 4-9 **Read** (notes & margin activities) _____ (points/grade)
- ___ pages 10-11 “After You Read” Activities _____ (points/grade)
- ___ page 12 Web Diagram _____ (points/grade)

Writing

Write a **descriptive paragraph** about a **unique place** that you have been or experienced through a movie or television show. If you can remember a place with a unique culture (like the Indian village in the story), even better! Try to recreate the **mood** (overall feeling or emotion) of the place as best you can through the language you choose, such as specific verbs and vivid adjectives. The paragraph must have an opening, a body with a number of specific details fully described, and a closing. Minimum 10 sentences,

_____ (points/grade)

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- ___ Group 1: “Proper Nouns and Pronouns” _____ (points/grade)

Week 2: Aug. 29– Sept. 2

Reading Selection	Genre	Objectives	Pages
Tuesday Siesta	Short Story	Literary Study: Analyzing implied theme Reading Strategies: Making inferences about theme Vocabulary: Understanding word parts	13-26

Assignments

Read and Write Book

___ pages 14-15	“Before You Read” Activities	_____ (points/grade)
___ pages 16-23	Read (notes & margin activities)	_____ (points/grade)
___ pages 24-25	“After You Read” Activities	_____ (points/grade)
___ page 26	Cluster Diagram	_____ (points/grade)

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___ Group 2: “ Adjectives and Adverbs”	_____ (points/grade)
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Vocabulary (in supplement)

___ pages 185-187	“Patterns of Word Changes, part 1”	_____ (points/grade)
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Week 3: Sept. 6-9

Reading Selection	Genre	Objectives	Pages
When Mr. Pirzada Came to Dine	Short Story	Literary Study: Analyzing theme Reading Strategy: Comparing and contrasting characters Vocabulary: Understanding context clues	27-40

Assignments

Read and Write Book

- ___ pages 28-29 “Before You Read” Activities _____ (points/grade)
- ___ pages 34-44 **Read** (notes & margin activities) _____ (points/grade)
- ___ pages 46-47 “After You Read” Activities _____ (points/grade)
- ___ page 48 Observation Chart _____ (points/grade)

Writing

Using the Venn diagram you made on the bottom of page 48 comparing Lilia’s father and Mr. Pirzada, write a **compare and contrast paragraph** that explains the main difference between these two characters (mainly, the different ways that they deal with the turmoil back in Dacca). Hint: think about what kinds of things each man talks about or doesn’t talk about, confronts or doesn’t confront. In the opening (topic) sentence of your paragraph, state the contrast between the two characters in your own words. Then, provide at least two examples (or more) that help illustrate how Mr. Pirzada and Lilia’s father differ in their behavior, attitude, and coping strategies toward what is going on over in Pakistan. But do not just state the examples. You must also explain (in your own words) each example and tell what it shows about the character(s) and/or why it is important. Conclude your paragraph with a sentence that sums up the main difference between Mr. Pirzada and Lilia’s father. In other words, your concluding sentence will be almost like your topic sentence, only re-worded. Use the Paragraph Builder in the Supplement if helpful. Minimum 10 sentences.

_____ (points/grade)

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- ___ Group 3: “Prepositions and Conjunctions” _____ (points/grade)

Week 4: Sept. 12 – Sept. 16

Reading Selection	Genre	Objectives	Pages
Catch the Moon	Short story	Literary Study: Analyzing point of view Reading Strategy: Interpreting Imagery Vocabulary: Analyzing denotation and connotation	51-66

Assignments

Read and Write Book

- ___ pages 52-23 “Before You Read” Activities _____ (points/grade)
- ___ pages 54-63 **Read** (notes & margin activities) _____ (points/grade)
- ___ pages 64-65 “After You Read” Activities _____ (points/grade)
- ___ page 66 Three-Column Chart _____ (points/grade)

Writing

After reading the story, most readers come to realize that the title “Catch the Moon” refers to achieving one’s goal and finding happiness, such as Luis’s moment at the end of the story when he feels that he has a purpose and feels good about the gift he has for Naomi. What does “catching the moon” mean to you in your life? What are your goals? What really makes you happy? How will you know when you have really become all that you want to become? Write a **reflective paragraph** about “catching the moon” in your own life. Explore your thoughts and feelings about your goals and what defines happiness for you. As always, begin with a topic sentence that states the main idea that your paragraph is about. Don’t forget to wrap it up with a concluding sentence. Minimum 10 sentences.

_____ (points/grade)

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- ___ Group 4: “Simple Subject and Compound Subject” _____ (points/grade)

Week 6: Sept. 26 – Sept. 30

Reading Selections	Genre	Objectives	Pages
Straw into Gold: The Metamorphosis of the Everyday	Personal Essay	Literary Study: Analyzing thesis Reading Strategy: Analyzing text structure Vocabulary: Understanding analogies	89-98

Assignments

Read and Write Book

__ pages 90-91	“Before You Read” Activities	_____ (points/grade)
__ pages 92-96	Read (notes & margin activities)	_____ (points/grade)
__ pages 97-98	“After You Read” Activities	_____ (points/grade)
__ page 308	Cluster Diagram	_____ (points/grade)

Writing

Based on teacher feedback, revise first draft of biographical narrative from last week with attention to areas identified. Areas may include but are not limited to:

- Elaborate → develop ideas in greater detail by adding explanation, dialogue, descriptive and/or colorful language, etc.
- Adjust paragraphing.
- Add transitional words and expressions to help your narrative flow clearly from beginning to end.
- Eliminate wordiness and unnecessary repetition.
- Choose language that expresses ideas precisely and concisely,
- Choose words and phrases for desired effect.
- Vary sentence patterns for clearer meaning, higher interest and/or better style.

_____ (points/grade)

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__ Group 5: “Identifying Fragments an Revising Fragments

_____ (points/grade)

Weeks 8-11: Oct. 10 – Nov. 4

Break from Read and Write Book for Novel Unit

Week 8: Oct. 10 – Oct. 14

Benchmark Test 1

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___ Group 7: “Pronoun-Antecedents and Pronoun-Past Tense Agreement”
_____ (points/grade)

Week 9: Oct. 17 – Oct. 21

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___ Group 8: “Short Comparative Modifiers and Short Superlative Modifiers”
_____ (points/grade)

Week 10: Oct. 24 – Oct. 28

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___ Group 9: “Present Tense Verbs and Voice”
_____ (points/grade)

Week 11: Oct. 31 – Nov. 4

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___ Group 10: “Commas: Speaker Tags, Appositives, Lists, Introductions”
_____ (points/grade)

Week 12: Nov. 7 – Nov. 10

Reading Selections	Genre	Objectives	Pages
Ode to My Socks	Poetry	Literary Study: Analyzing free verse Reading Strategy: Monitoring comprehension Vocabulary: Understanding synonyms or antonyms	117-124
The Print of the Paw AND To an Aged Bear	Poetry	Literary Study: Analyzing speaker Reading Strategy: Applying background knowledge Vocabulary: Understanding word origins	125-132
Three Haiku	Poetry	Literary Study: Analyzing haiku Reading Strategy: Interpreting Imagery Vocabulary: None	133-138

Assignments

Read and Write Book

__ pages 118-119	“Before You Read” Activities	_____ (points/grade)
__ pages 120-122	Read (notes & margin activities)	_____ (points/grade)
__ pages 123-124	“After You Read” Activities	_____ (points/grade)
__ pages 126-127	“Before You Read” Activities	_____ (points/grade)
__ pages 128-129	Read (notes & margin activities)	_____ (points/grade)
__ pages 130-131	“After You Read” Activities	_____ (points/grade)
__ page 132	Venn Diagram	_____ (points/grade)
__ pages 134-135	“Before You Read” Activities	_____ (points/grade)
__ page 136	Read (notes & margin activities)	_____ (points/grade)
__ page 137	“After You Read” Activities	_____ (points/grade)
__ page 138	Concept Map	_____ (points/grade)

Writing

An ode is a poem that celebrates something ordinary and makes it seem special. It is usually written with a serious, formal tone. Haiku, as described on page 135, consists of one three-line stanza. The first and third lines contain 5 syllables each, while the second line has 7 syllables. That makes a total of 17 syllables. This week’s writing task is a

creative one. You will write one **ode** to an object or occasion and one **haiku**. Go out on a limb when choosing the subject of your ode: Ode to Velcro? Ode to My Chair? Ode to Pizza? You get the idea. But keep the tone serious and formal. Write in free verse. Include vivid language and memorable images. For your haiku, have an expanded idea in mind, such as walking across the stage at graduation, smiling and waving your diploma your family. Then follow the format outlined above to write your poem. Using sensory details will result in a poem that is rich with imagery.

_____ (points/grade)

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___ Group 11: “Commas: Geography, Direct Address, Conjunctions, Letters”

_____ (points/grade)

Week 13: Nov. 14 – Nov. 18

Reading Selections	Genre	Objectives	Pages
TIME: We Are Family	Personal Essay	Reading Strategy: Analyzing cultural context/Analyzing informational text Vocabulary: Word Origins	169-184

Assignments

Read and Write Book

- ___ pages 170-171 “Before You Read” Activities _____ (points/grade)
- ___ pages 172-183 **Read** (notes & margin activities) _____ (points/grade)
- ___ pages 184 “After You Read” Activities _____ (points/grade)
- ___ page 312 Main Idea and Supporting Details _____ (points/grade)

Writing

Before you read the essay “We Are Family,” you spent some time brainstorming your own “culture.” The word culture is in quotation marks because there is no one culture; each person is a unique combination of many cultural influences. Labels are insufficient. For example, two teenagers may both call themselves Mexican Americans but Teenager A is a second generation American, his parents having immigrated to the U.S. shortly before he was born. He lives in a large city in California and speaks Spanish at home and with friends. Teenager B also calls herself Mexican American, but her family has been living in this country for six generations. English is her home language and none of her friends speak Spanish. She lives in an agricultural (farming) town. As you can see, if each teenager were simply to identify him or herself as Mexican American, a lot would be lost.

You are about to begin your last major essay for the semester in which you will write an **analysis of your own cultural identity**. This week you will complete the **prewriting** and **rough draft** of your essay. Turn to your English 10 Supplement to find a graphic organizer for generating and organizing your ideas and specific instructions for writing.

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- ___ Group 12: “Capitalization: People, Places, Things, Holidays/Dates”
_____ (points/grade)

Week 14: Nov. 28 – Dec. 2

Reading Selections	Genre	Objectives	Pages
After Great Pain, a Formal Feeling Comes AND Heart We Will Forget Him	Poetry	Literary Study: Analyzing personification Reading Strategy: Comparing and contrasting tone Vocabulary: Understanding antonyms	139-146
I Am Offering This Poem	Poetry	Literary Study: Analyzing metaphor and simile Reading Strategy: Previewing and reviewing Vocabulary: Understanding connotation and denotation	147-154

Assignments

Read and Write Book

__pages 140-141	“Before You Read” Activities	_____ (points/grade)
__pages 142-143	Read (notes & margin activities)	_____ (points/grade)
__pages 144-145	“After You Read” Activities	_____ (points/grade)
__page 146	Pro-and-Con Chart	_____ (points/grade)
__pages 148-149	“Before You Read” Activities	_____ (points/grade)
__pages 150-151	Read (notes & margin activities)	_____ (points/grade)
__pages 152-153	“After You Read” Activities	_____ (points/grade)
__page 154	Simile and Metaphor Charts	_____ (points/grade)

Writing

Based on teacher feedback, revise first draft of your analysis of your cultural identity from last week with attention to areas identified. Areas may include but are not limited to:

- Elaborate → develop ideas in greater detail by adding explanation, examples, descriptive and/or colorful language, etc.
- Adjust paragraphing.
- Add transitional words and expressions to help your analysis flow clearly from beginning to end.
- Eliminate wordiness and unnecessary repetition.
- Choose language that expresses ideas precisely and concisely,
- Choose words and phrases for desired effect.

- Vary sentence patterns for clearer meaning, higher interest and/or better style.
_____ (points/grade)

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___ Group 13: “Capitalization: Titles, Organizations/Businesses, Languages/People Groups, Events/Historical Periods”
_____ (points/grade)

Week 15: Dec. 5 – Dec. 9

Benchmark Test 2

Assignments

Reading Selections	Genre	Objectives	Pages
Horses Graze	Poetry	Literary Study: Analyzing repetition Reading Strategy: Drawing conclusions about meaning Vocabulary: Usage	155-162
Miss Rosie	Poetry	Literary Study: Analyzing alliteration Reading Strategy: Analyzing sensory details	163-168

Read and Write Book

___ pages 156-157	“Before You Read” Activities	_____ (points/grade)
___ pages 158-159	Read (notes & margin activities)	_____ (points/grade)
___ pages 160-161	“After You Read” Activities	_____ (points/grade)
___ page 162	Word Web	_____ (points/grade)
___ pages 164-165	“Before You Read” Activities	_____ (points/grade)
___ page 166	Read (notes & margin activities)	_____ (points/grade)
___ page 167	“After You Read” Activities	_____ (points/grade)

Writing

Based on teacher feedback, edit the second draft of your analysis to fix any and all spelling plus grammar, mechanics and usage errors. These may include but are not limited to:

- Make sure all sentences are complete. Recognize and correct sentence fragments and run-ons.
- Make sure subjects agree with their verbs and correct unintentional shifts in verb tense (time).
- Correct any misuse of frequently confused words (e.g., there/their/they’re; except/accept)
- Check for end punctuation.
- Punctuate dialogue with quotation marks.
- Use commas to separate items in a series.
- Correct any deviations from Standard English.

Final draft of the analysis is due next week!

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___ Group 14: “Direct Quotation Marks”

_____ (points/grade)

Week 16: Dec. 12 – Dec. 16

Assignments

Writing

Meet with your teacher to review your homework assignments. Review the results of last week’s Benchmark Test. Submit the final draft of your cultural identity analysis paper to be graded and placed in your writing portfolio.

