

**SEMESTER 2**

**Week 15: Apr. 23 – Apr. 27**

Reading Selections	Genre	Objectives	Pages
Salvador Late or Early	Short Story	<b>Literary Study:</b> Analyzing Imagery <b>Reading Strategy:</b> Analyzing sound devices	277-282

**Assignments**

**Read and Write Book**

- |                  |  |                      |
|------------------|--|----------------------|
| __ pages 278-279 | “Before You Read” Activities                         | _____ (points/grade) |
| __ pages 280-281 | <b>Read and Note Taking</b><br>(& margin activities) | _____ (points/grade) |
| __ page 282      | “After You Read” Activities                          | _____ (points/grade) |
| __ page 320      | Imagery Chart  | _____ (points/grade) |

**Writing**

“Salvador Late or Early” is biographical in that it paints a picture of someone from the author’s memory. It conveys many details about the subject, Salvador, through sensory details.

Your writing assignment this week follows along the line of the short piece you have just read. You will choose someone you know or have known and write a short but rich biographical sketch of this person. Think long and hard about who this will be...

Then complete the “Sensory Details” chart on the next page. When that is complete, write your first draft of your biographical sketch. Model it after “Salvador Late or Early.” It should be three paragraphs in length, and each paragraph must begin with the person’s name. The rest is up to you. What do you want to show and/or tell the world about this individual? Use a *minimum* of six (6) sensory details from your chart.  
\_\_\_\_\_ (points/grade)

## Sensory Chart

A sensory chart can help you think about details that can be seen, heard, smelled, tasted, or felt.

- Fill in each box with at least 2 strong images.
- Include as many of the sensory details as you can in your writing.

<b>See</b>	
<b>Hear</b>	
<b>Smell</b>	
<b>Taste</b>	
<b>Feel</b>	

## Vocabulary

English words of Spanish origin (worksheet below)

### Building Vocabulary

Define the following words in English. Consult the English dictionary if necessary. In each case, note that these English words are derived from Spanish, author Sandra Cisneros's native language.

1. mustang \_\_\_\_\_

2. renegade \_\_\_\_\_

3. chinchilla \_\_\_\_\_

4. peon \_\_\_\_\_

5. comrade \_\_\_\_\_

6. arroyo \_\_\_\_\_

7. cordillera \_\_\_\_\_

8. sierra \_\_\_\_\_

9. alameda \_\_\_\_\_

10. guerrilla \_\_\_\_\_

11. bonanza \_\_\_\_\_

12. filibuster \_\_\_\_\_

13. flotilla \_\_\_\_\_

14. armada \_\_\_\_\_

15. galleon \_\_\_\_\_

### High School Grammar Packet

\_\_\_\_ Lesson 67: "Usage: *different from* to *regardless*" \_\_\_\_\_ (points/grade)

**Week 16: Apr. 30 – May 4**

<b>Reading Selection</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
Thoughts on the African American Novel	Essay	<b>Literary Study:</b> Analyzing essays <b>Reading Strategy:</b> Determining main idea and supporting details <b>Vocabulary:</b> Word parts	283-294

**Assignments**

**Read and Write Book**

- \_\_\_ pages 284-285 “Before You Read” Activities \_\_\_\_\_ (points/grade)
- \_\_\_ pages 286-291 **Read** (notes & margin activities) \_\_\_\_\_ (points/grade)
- \_\_\_ pages 292-293 “After You Read” Activities \_\_\_\_\_ (points/grade)
- \_\_\_ page 361 Story Map \_\_\_\_\_ (points/grade)

**Writing**

Using the completed outline on page 294 as your guide, write a five-paragraph essay explaining why people (you and others) read novels. Think about books you have read and their impact on you. Feel free to mention specific novels, characters, events in the plot, etc. that have made novels memorable or important for you. You will want to explain EACH supporting detail in the essay with two or more examples (see Body Paragraph II). By doing so, each body paragraph will be a minimum of five sentences in length.

**High School Grammar Packet**

- \_\_\_ Lesson 68 Usage: “*this kind to reason is because*” \_\_\_\_\_ (points/grade)

## Week 17: May 7 – May 11

Reading Selection	Genre	Objectives	Pages
None			

### Assignments

#### Writing

After receiving feedback on your writing assignments from the past two weeks (biographical sketch and essay on reading novels), write a second draft of each. Take into consideration what your teacher has shared with you. Improvements may include but are not limited to:

- Elaborate → develop ideas in greater detail by adding explanation, descriptive and/or colorful language, etc.
- Add transitional words and expressions to help your writing 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.
- Fix errors in spelling, grammar, punctuation, and expression.

#### High School Grammar Packet

\_\_\_ Lesson 69: “Usage: *respectfully* to *where at*” \_\_\_\_\_ (points/grade)

**Weeks 18 & 19: May 14 – May 25**

**Assignments**

**Mini Research Activity**

*To be distributed separately*

**High School Grammar Packet**

\_\_\_ Unit 10 Review

\_\_\_\_\_ (points/grade)