

SEMESTER 1

Weeks 8-11: Oct. 8 – Nov. 2

Break from Read and Write Book for Novel Unit

- STUDENTS MAY READ ANY NOVEL (no comic book titles) THAT THEY HAVE NOT PREVIOUSLY READ.
- COMPLETE THE ACCOMPANYING “STUDENT JOURNAL” THAT YOUR TEACHER WILL DOWNLOAD FOR YOU AT www.hbedge.net)

Week 8: Oct. 8 – Oct. 12

Benchmark Test 1

High School Grammar Packet

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

Week 9: Oct. 15 – Oct. 19

High School Grammar Packet

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

Week 10: Oct. 22 – Oct. 26

High School Grammar Packet

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

Week 11: Oct. 29 – Nov. 2

High School Grammar Packet

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

Week 12: Nov. 5 – Nov. 9

Reading Selections	Genre	Objectives	Pages
If you were coming in the Fall / My Life Closed Twice / The Soul selects	Poetry	Literary Study: Analyzing rhyme Reading Strategy: Analyzing sound devices	139-146

Assignments

Read and Write Book

__ pages 140-141	“Before You Read” Activities	_____ (points/grade)
__ pages 142-145	Read (notes & margin activities)	_____ (points/grade)
__ page 146	“After You Read” Activities	_____ (points/grade)
__ page 312	Analysis Diagram	_____ (points/grade)

Writing

Using the bottom half of the “Analysis Diagram” that you completed on page 312 as your prewriting, write a paragraph in which you carefully analyze a few lines from one of the Emily Dickinson poems that you have read. The top part of the Analysis Diagram is a sample that has been filled out for you. Be sure that you have taken the time to choose rich, interesting line and thoughtfully complete the graphic organizer following the sample. Begin your paragraph with a topic sentence that tells what your analysis of the poetry lines shows. Here are a couple suggested topic sentences:

- #1: “Emily Dickinson uses sound devices very effectively in her poem “Fill in the Blank.”
- #2: Sound devices in Emily Dickinson’s poem “Fill in the Blank” contribute to its meaning by _____.

Continue your paragraph by introducing the lines that you are analyzing (don’t forget to use quotation marks). Then alternate between a sentence that presents a sound device at work in those lines (one sentence) and 1-2 sentences *explaining how and why* that sound device is effective and contributes to meaning (Pretend the person reading your poem is a beginner and has never heard of any of this before! Break it down and over-explain it). Write a concluding sentence that sums up what you have said in the paragraph. Minimum 10 sentences.

_____ (points/grade)

High School Grammar Packet

__ Group 11: “Commas: Geography, Direct Address, Conjunctions, Letters”	_____ (points/grade)
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Week 13: Nov. 13 – Nov. 16

Reading Selections	Genre	Objectives	Pages
The Celebrated Jumping Frog of Calaveras County	Short Story	Literary Study: Analyzing Dialect Reading Strategy: Analyzing comic devices Vocabulary: Understanding Word Origins	147-158

Assignments

Read and Write Book

- ___pages 148-149 “Before You Read” Activities _____(points/grade)
- ___pages 150-155 **Read** (notes & margin activities) _____(points/grade)
- ___pages 156-157 “After You Read” Activities _____(points/grade)
- ___page 158 Web (Humor) _____(points/grade)

Writing

Both the story that you read this week and the one that you will read next week are examples of regional literature. As America expanded during the 1800’s, different regions began to take on distinct characteristics based on the physical features of the land, as well as the mixture of people (indigenous and settlers) who lived there. The result is that many regions had their own way of talking, with words, phrases, and expressions unique to that place and time. This was called *local color*.

You are about to begin your last writing assignment for the semester in which you will write a fictional narrative that reveals your own local color. To inspire your story, you will begin with an actual photograph of people that you know. You may be in the photo, too, or not. It can be recent or older. You will use this photograph to “create” characters that *sound real*, as you know them. You may use their actual names or create new names for them. Your narrative, however, will be fictional (made up). A fully developed story involves a main conflict or problem (introduced near the beginning), detailed events in the middle, and an ending that wraps it all up.

This week, find the photograph that you will be using to inspire the characters in your story. Do a one-page **freewrite** in which you just get your ideas down. Who is going to be in the story? How will you make them sound real? What will happen in your story (give a quick overview)? Which points still need to be worked out?
 _____(points/grade)

High School Grammar Packet

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

Week 14: Nov. 26 – Nov. 30

Reading Selections	Genre	Objectives	Pages
A Wagner Matinee	Short Story	Literary Study: Analyzing point of view Reading Strategy: Identifying sequence Vocabulary: Understanding analogies	159-170

Assignments

Read and Write Book

- ___pages 160-161 “Before You Read” Activities _____ (points/grade)
- ___pages 162-168 **Read** (notes & margin activities) _____ (points/grade)
- ___pages 169-170 “After You Read” Activities _____ (points/grade)
- ___page 313 Compare-and-Contrast Chart _____ (points/grade)

Writing

- Complete the “Plot Diagram” to help you structure your story.
 - Draft (write) your story. Keep these tips in mind:
 - Begin by writing the opening to your short story. Introduce the main character(s) and the conflict.
 - Choose your words carefully. Include descriptive details about the time, place and characters.
 - Use your “Plot Diagram” to write the body of your story. Follow the sequence of events in your plot diagram. Use dialogue (words and conversations between characters) to bring *local color* to your story. Make it sound like the people that you know—here and now!
 - Write the ending of your story. Make sure your ending presents the resolution to the conflict of the story.
 - Choose a title for your story.
- _____ (points/grade)

High School Grammar Packet

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

Week 15: Dec. 3 – Dec. 7

Benchmark Test 2

Assignments

Reading Selections	Genre	Objectives	Pages
Douglass / We Wear the Mask	Poetry	Literary Study: Analyzing rhyme scheme Reading Strategy: Clarifying meaning Vocabulary: Denotation and Connotation	171-178

Read and Write Book

- ___pages 172-173 “Before You Read” Activities _____(points/grade)
- ___pages 158-159 **Read** (notes & margin activities) _____(points/grade)
- ___pages 179-177 “After You Read” Activities _____(points/grade)
- ___page 178 Cluster Diagram _____(points/grade)

Writing

Based on teacher feedback, revise the first draft of your fictional narrative (short story). You will want to add to, improve, and/or re-write certain sections. . 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 story 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.

High School Grammar Packet

- ___ Group 14: “Direct Quotation Marks” _____(points/grade)

Week 16: Dec. 10 – Dec. 14

Assignments

Writing

Based on teacher feedback, edit the second draft of your autobiographical narrative 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., to/too/two; there/their/they're)
- Check for end punctuation.
- Punctuate dialogue with quotation marks.
- Use commas to separate items in a series.
- Correct any deviations from Standard English unless it is used for effect in dialogue.

Final draft of the fictional narrative is due next week!

_____ (points/grade)

High School Grammar Packet

___ Group 15: Letter writing format and punctuation

_____ (points/grade)

Week 17: Dec. 17– Dec. 21

Assignments

Meet with your teacher to review key assignments and your overall performance this semester. Review the results of the second Benchmark Test.

Submit the final draft of your fictional narrative to be graded and placed in your writing portfolio.