

SEMESTER 1

Aug. 13 – Aug. 17

- Beginning of the Year Writing Sample
- NWEA Testing
- Start Personal Reading Program

Week 1: Aug. 20 –Aug. 24

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. Goal: 10 sentences

_____ (points/grade)

High School Grammar Packet

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

Week 2: Aug. 27– Aug. 31

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)

High School Grammar Packet

___ Group 2: “ Adjectives and Adverbs”	_____ (points/grade)
--	----------------------

Vocabulary (in supplement)

___ pages 185-187	“Patterns of Word Changes, part 1”	_____ (points/grade)
-------------------	------------------------------------	----------------------

Week 3: Sept. 4 – Sept. 7

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. Goal: 10 sentences.

_____ (points/grade)

High School Grammar Packet

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

Week 4: Sept. 10 – Sept. 14

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. Goal: 10 sentences

_____ (points/grade)

High School Grammar Packet

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

Week 5: Sept. 17 – Sept. 21

Reading Selection	Genre	Objectives	Pages
Living Well. Living Good.	Auto-biography	Literary Study: Analyzing memoir Reading Strategy: Drawing conclusions about the author’s beliefs Vocabulary: Understanding analogies	67-76

Assignments

Read and Write Book

___ pages 68-69	“Before You Read” Activities	_____ (points/grade)
___ pages 70-73	Read (notes & margin activities)	_____ (points/grade)
___ pages 74-75	“After You Read” Activities	_____ (points/grade)
___ page 76	Main Ideas and Supporting Details Organizer	_____ (points/grade)

Writing

Although Maya Angelou’s piece “Living Well. Living Good” is a memoir--meaning an event from her own life--the first part (up through the middle of page 72) is actually a biographical narrative within the memoir. A biographical narrative uses story-telling techniques to paint a vivid picture of a real-life person at some important moment in his or her life. If you re-read pages 71-72, you can see just how many details (age, appearance, living space, daily & weekly routine, job, speech, etc.) the reader learns about Aunt Tee. These are the qualities of a biographical narrative. This week you are going to begin writing a biographical narrative. Please see your English 10 supplement for detailed instructions and support materials.

_____ (points/grade)

Week 6: Sept. 24 – Sept. 28

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 the first draft of your 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)

High School Grammar Packet

___ Group 5: “Identifying Fragments and Revising Fragments”

_____ (points/grade)

