

<b>SEMESTER 2</b>
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**Week 11: Mar. 19 – Mar. 23**

Reading Selections	Genre	Objectives	Pages
Where the Girl Rescued Her Brother / John Henry / A Song of Greatness	Legend/ Tall Tale/ Traditional Song	<b>Literary Study:</b> Analyzing suspense <b>Reading Strategy:</b> Comparing cultural beliefs <b>Vocabulary:</b> Understanding synonyms	259-270

<b>Assignments</b>
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**Read and Write Book**

__ pages 260-261	“Before You Read” Activities	_____ (points/grade)
__ pages 262-270	<b>Read</b> (notes & margin activities)	_____ (points/grade)
__ pages 271-272	“After You Read” Activities	_____ (points/grade)
__ page 314	Venn Diagram	_____ (points/grade)

**Writing**

The literary element that you are studying in this week’s reading is **suspense**. As your book tells you, suspense is a feeling of curiosity, uncertainty, or tension about what will happen next in a story. Without suspense, we would be a lot less interested in the outcome of a story. Suspense is a key element in movies and television programs as well. Without it, no one would want to keep watching!

Practice the element of suspense this week by doing some writing of your own. **Borrow the starting line of the legend and begin your tale this way: “It was the moon when...”** See where your story takes you, but always have your focus be building suspense. Your story (or legend or tall tale) should be at least three paragraphs long. Carefully edit your writing for errors in grammar, spelling, punctuation, and correct word usage.

**Vocabulary**

Complete the synonym worksheet on the page that follows.

## Synonym Worksheet

Use a dictionary (there's also dictionary.com!) to complete the following activity.

A synonym is a word that has the same or nearly the same meaning as another word.

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Underline the words in each row that have the same or nearly the same meaning as the first word.

- |                       |             |             |           |              |
|-----------------------|-------------|-------------|-----------|--------------|
| 1. <b>copious</b>     | meager      | abundant    | small     | plentiful    |
| 2. <b>courageous</b>  | valiant     | scared      | brave     | apprehensive |
| 3. <b>mandatory</b>   | compulsory  | generous    | required  | useless      |
| 4. <b>proficient</b>  | incompetent | adapt       | skilled   | adept        |
| 5. <b>placard</b>     | sign        | bauble      | poster    | magazine     |
| 6. <b>paramount</b>   | dominant    | prevalent   | minor     | unimportant  |
| 7. <b>sloppy</b>      | precise     | untidy      | careful   | messy        |
| 8. <b>sublime</b>     | grand       | inglorious  | inferior  | superb       |
| 9. <b>sincere</b>     | insincere   | honest      | dishonest | genuine      |
| 10. <b>propensity</b> | antipathy   | inclination | penchant  | hostility    |

Complete each sentence using one of the words above.

1. We had \_\_\_\_\_ amounts of rain this winter.
2. The soldiers were very \_\_\_\_\_ in the face of danger.
3. Community service is \_\_\_\_\_ at my high school.
4. I believe she was \_\_\_\_\_ in her apology.
5. He has a \_\_\_\_\_ to take on too many projects at once.

**High School Grammar Packet**

\_\_\_ Sentence Revision #4: “Adjectives”

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

**Week 12: Mar. 26 – Mar. 30**

<b>Reading Selection</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
Functional Documents: Lesson 1	Functional Documents	<b>Reading Strategies:</b> Making generalizations Distinguishing fact from opinion Developing workplace vocabulary Identifying literal and figurative meanings of words	287-294

**Assignments**

**Read and Write Book**

- \_\_\_ pages 288-289 “Before You Read” Activities \_\_\_\_\_(points/grade)
- \_\_\_ pages 290-292 **Read** (notes & margin activities) \_\_\_\_\_(points/grade)
- \_\_\_ pages 293-294 “After You Read” Activities \_\_\_\_\_(points/grade)
- \_\_\_ page 315 Letter Frame \_\_\_\_\_(points/grade)

**Writing**

#1) Use the letter frame provided on page 315 to write your own cover letter. The spacing, alignment and paragraphing is important and you must duplicate it precisely when you TYPE your own cover letter.

- #2) Return to your creative writing from last week in which you were practicing developing suspense. Now it is time to take a critical look at your own work.
- List the elements of suspense that you included in your story (or whatever form the writing assignment took).
  - Then, evaluate how well each element succeeds in creating suspense in your own writing.
  - Now, write about your own writing. Please submit several (2-3) paragraphs in which you **analyze the elements of suspense you used** (what and how well) **in last week’s writing assignment**.

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- \_\_\_ Sentence Revision #5: “Participial Phrases” \_\_\_\_\_(points/grade)

**Week 13: Apr. 9 – Apr. 13**

<b>Reading Selection</b>	<b>Genre</b>	<b>Objectives</b>	<b>Pages</b>
Functional Documents	Functional Documents	<b>Reading Strategies:</b> Identifying sequence Summarizing Developing workplace vocabulary	295-304

**Assignments**

**Read and Write Book**

\_\_\_ pages 296-297 “Before You Read” Activities \_\_\_\_\_ (points/grade)

\_\_\_ pages 298-301 **Read** (notes & margin activities) \_\_\_\_\_ (points/grade)

\_\_\_ pages 302-304 “After You Read” Activities \_\_\_\_\_ (points/grade)

**Writing**

Find, read, and review an article from a magazine or newspaper. Follow the assignment guidelines on the next page.

**High School Grammar Packet**

\_\_\_ Lesson 65: “Usage: *a* to *altogether*” \_\_\_\_\_ (points/grade)

**PROFESSIONAL READING ASSIGNMENT**  
**Article Review Guidelines**

Select an article that looks interesting. READ IT. Prepare a review based on the following template. The review should be AT LEAST one full page. The font must be no larger than 12 points.

Your Name  
Current Date  
Class Period

"Title of Article"  
Name of Magazine/Newspaper  
Date of magazine/newspaper  
Page numbers of article

Synopsis

Provide a brief summary of the article. The summary should be between two and four paragraphs, with at least three sentences in each paragraph. Emphasis should be on writing concisely, providing fact and not opinion.

Use either double or single spacing, block style (do not indent the paragraphs). Include the side headings as shown in this template. Underline the side headings as shown.

Recommendation

Write an opinion of this article, giving several reasons why this article should be recommended or should not be recommended to other students.

The recommendation must be one or two quality paragraphs in length.

Something New

Provide one piece of information or one new idea that was learned from this article. State what the interest is in reporting on this particular new concept. Points will be lost if this section is not completed as described.

**Week 14: Apr. 16 – Apr. 20**

<b>Reading Selection</b>	<b>Objectives</b>
Released STAR Questions	<b>Reading Strategy:</b> Review and practice for the STAR Test

**Assignments**

**High School Grammar Packet**

\_\_\_ Lesson 66: “Usage: *amount* to *could of*” \_\_\_\_\_ (points/grade)