

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
The Cask of Amontillado	Short Story	Literary Study: Analyzing mood Reading Strategies: Paraphrasing/Determining the Main Idea Vocabulary: Context Clues	1-14

Assignments

Read and Write Book

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|----------------|---|----------------------|
| __ pages 2-3 | “Before You Read” Activities | _____ (points/grade) |
| __ pages 4-11 | Read (notes & margin activities) | _____ (points/grade) |
| __ pages 12-13 | “After You Read” Activities | _____ (points/grade) |
| __ page 14 | Sensory Details Chart | _____ (points/grade) |

Writing

Write a **descriptive paragraph** about a **place** that you have been or experienced through a movie, television show, or book. 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)

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| __ Group 1: “Proper Nouns and Pronouns” | _____ (points/grade) |
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Week 2: Aug. 27– Aug. 31

Reading Selection	Genre	Objectives	Pages
Comparing Literature: Liberty/The Struggle to Be an All-American Girl/Legal Alien	Short Story/ Memoir/ Poetry	Literary Study: Analyzing motivation/Review theme Reading Strategies: Responding to Characters/Comparing and Contrasting Theme Vocabulary: Word Usage	15-32

Assignments

Read and Write Book

- ___pages 16-17 “Before You Read” Activities _____(points/grade)
- ___pages 18-30 **Read** (notes & margin activities) _____(points/grade)
- ___pages 31-32, 324 “After You Read” Activities _____(points/grade)

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

Vocabulary (in supplement)

- ___pages 197-200 “Context as Clues to Meaning” _____(points/grade)

Week 3: Sept. 4 – Sept. 7

Reading Selection	Genre	Objectives	Pages
American History	Short Story	Literary Study: Analyzing first-person point of view/Using information from the text Reading Strategy: Making inferences about characters Vocabulary: Understanding word analogies	33-48

Assignments

Read and Write Book

__ pages 34-35	“Before You Read” Activities	_____ (points/grade)
__ pages 36-45	Read (notes & margin activities)	_____ (points/grade)
__ pages 46-47	“After You Read” Activities	_____ (points/grade)
__ page 48	Observation Chart	_____ (points/grade)

Writing

Write an **autobiographical narrative** about a moment, a day or an episode from your past that is etched in your memory as though it happened just yesterday. Your narrative will develop this personal experience using well-chosen details and a well-structured event sequence that is easy for the reader to follow.

Prewriting: Start by brainstorming possible topics. Take your best one (or two) and create a cluster in which you elaborate on the details of your topic(s). Choose only one topic and move forward by planning you narrative. How many paragraphs do you plan to write? Devote one paragraph to each smaller event in the larger sequence. An event can be something that actually happened, or it can be the next thoughts/fears/concerns that went through your mind. Get as many details down on paper as you can. Organize as needed,

Time to start composing!

- a) Engage the reader in your first paragraph by setting out the day or the event and establishing your voice as the narrator (first-person point of view!).
- b) Create a smooth progression from the beginning to the end of your event by using clear transitional language (next, after a while, before I realized what was happening, etc.).
- c) Use dialogue (people’s actual words in quotation marks), description, and reflection (what runs through your mind as you look back on this day or moment).
- d) Sequence the smaller events/moments so that they build on one another to create a coherent whole.
- e) Use precise words and phrases, telling details, and language of the five senses to create a true picture of this event in the reader’s mind.

f) Provide a conclusion that is thoughtful about what you have experienced and what it means to you today,

Your finished autobiographical narrative should be a minimum of 4 paragraphs, with the body paragraphs containing no less than 10 sentences. Check carefully for spelling, punctuation, capitalization and correct word usage.

See COMMON CORE STANDARDS PRACTICE “WRITING WORKSHOP: AUTOBIOGRAPHICAL NARRATIVE” (English 9 Supplement)

_____ (points/grade)

Grammar (in Supplement)

___ pages 193-194 “Grammar Practice: Parallel Construction”

Read about parallel construction and then do “Exercise: Correcting Errors in Parallel Construction” #'s 1-4

_____ (points/grade)

Week 4: Sept. 10 – Sept. 14

Reading Selection	Genre	Objectives	Pages
Of Dry Goods and Black Bow Ties	Memoir	Literary Study: Analyzing author’s purpose Reading Strategy: Analyzing cause-and-effect relationships Vocabulary: Synonyms	49-60

Assignments

Read and Write Book

- ___ pages 50-51 “Before You Read” Activities _____ (points/grade)
- ___ pages 52-58 **Read** (notes & margin activities) _____ (points/grade)
- ___ pages 59-60 “After You Read” Activities _____ (points/grade)
- ___ page 325 Timeline _____ (points/grade)

Writing

Based on teacher feedback, revise first draft of autobiographical 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 3: “Prepositions and Conjunctions” _____ (points/grade)

Week 5: Sept. 17 – Sept. 21

Reading Selection	Genre	Objectives	Pages
<i>From Black Boy</i>	Auto-biography	Literary Study: Analyzing anecdote Reading Strategy: Connecting to personal experience Vocabulary: Usage (part of speech)	61-72

Assignments

Read and Write Book

___ pages 62-63	“Before You Read” Activities	_____ (points/grade)
___ pages 64-69	Read (notes & margin activities)	_____ (points/grade)
___ pages 70-71	“After You Read” Activities	_____ (points/grade)
___ page 72	Venn Diagram	_____ (points/grade)

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.

Final draft of the autobiographical narrative is due next week!

_____ (points/grade)

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

Vocabulary (in Supplement)

___ pages 201-203 “Patterns of Word Changes” _____ (points/grade)

Week 6: Sept. 24 – Sept. 28

Reading Selections	Genre	Objectives	Pages
TIME Adventure to Antarctica: A Voyage to the Most Dangerous Waters in the World	Essay	Literary Study: Using information from the text Reading Strategy: Analyzing text structure/Preparing a bibliography/Generating questions Vocabulary: None	73-90

Assignments

Read and Write Book

___pages 74-75 “Before You Read” Activities _____(points/grade)

___pages 76-88 **Read** (margin activities & Note Taking)
 _____(points/grade)

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___ Group 5: “ Identifying Fragments and Revising Fragments”
 _____(points/grade)

