

**City of Angels School**  
*Independent Study – Los Angeles Unified School District*  
**High School Instructional Guide – Course ID #230111**  
**CCSS English 11A (American Literature)**

The major purpose of this **CCSS English 11A (American Literature)** course is to analyze literature and expository text in greater depth and produce complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

**CCSS English 11A** is organized into three standards-based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening, and speaking. During the persuasion instructional component, students will read persuasive texts, with a focus on the credibility of an author's argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author's intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations. In the exposition component, students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue. In addition, students will write expository essays and deliver expository presentations. During the literary analysis component, students will read literary texts, with a focus on analyzing central themes in multiple works as well as analyzing themes in relation to issues of an historical period. Students will write responses to literature and deliver oral responses to literature. **CCSS English 11A** meets the basic ninth-grade English requirement for graduation and fulfills the B requirement of the UC/CSU Subject Area Requirements.

### **Standards**

Material covered in this instructional guide aligns with the Common Core State Standards (CCSS). The English Language Arts CCSS consist of Career and College Ready (CCR) *anchor* standards and *grade-specific content* standards. To view each of the standards for the categories listed above in detail; download the California Common Core State Standards for English Language Arts from <http://www.cde.ca.gov/re/cc/>.

### **Texts and Websites**

Beers, Hougan, Jago, McBride, Palmer, Stack, [California Collections Grade 11](#), Houghton Mifflin Harcourt, 2017  
Beers, Hougan, Jago, McBride, Palmer, Stack, [Close Reader Collections Grade 11](#), Houghton Mifflin Harcourt, 2017  
The **Textbook companion site**: <http://hnhco.co/CAsuccess.com> has a lot of online resources and support for each lesson.

### **School Computers**

Student may access the textbook companion site, Achieve 3000, and Edgenuity/MyPath software programs that assist with reading comprehension skills.

### **Grade Distribution:**

- Weekly Assignments =70% (Writing = 70%, comprehension questions, vocabulary, and grammar = 30%)
- Weekly Assessments = 10%
- Mid-Term & Final Projects = 20%.
- Your teacher use the following standard grading rubric for completeness and accuracy: A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F<60%.

### **Homework**

In order to successfully complete this course, students are expected to be working a total of **10 hours per week or 2 hours per day**. Work submitted should be labeled with student name, date, course name, text name, and page number. Students are expected to write complete sentences for each question with proper grammar and spelling. Questions must be restated in your answer. Student essays must show your writing process and include a draft and final. Final essays must be typed and printed or emailed to your teacher.

To view the Career and College Readiness Standards for Language, Speaking and Listening, as well as grade-specific content standards, go to <http://www.cde.ca.gov/re/cc/>.

### **Supplementary Resources for Relearning and Differentiation**

- ELD Support – Go online and access the Houghton Mifflin Harcourt website (my.hrw.com) . Go into the Resources section and activate the CA Language Workshop link. Inside of the link you will find scaffolded instruction and opportunities for students to master collaborative, interpretative, and productive skills in English
- Advanced Learners - Go online and access the Houghton Mifflin Harcourt website (my.hrw.com) . Go into the Resources section and activate the More Texts by Collection link. These texts relate to the collection topic and provide opportunities to further explore a topic, compare and contrast texts, delve into more complex texts, etc.
- Struggling Students - Go online and access the Houghton Mifflin Harcourt website (my.hrw.com) . Go into the Resources section and activate the Interactive Lessons Link. You find interactive lessons that will re-teach/provide direct instruction in such standard concepts as using textual evidence, writing arguments, writing narratives, etc.

### **Get a Single Sign On (SSO) Account and Password:**

Your SSO (Single Sign On) is \_\_\_\_\_

You will need to follow the steps below. Your teacher will fill in the following information that you will need to enter:

District ID # \_\_\_\_\_

Birth Date \_\_\_\_\_ (must be entered mm/dd/yyyy)

Student PIN \_\_\_\_\_

### **STEPS TO ACTIVATE ACCOUNT**

1. Go to <http://mylogin.lausd.net>
2. Click on “Student”
3. Click on “Activate your account or reset password”
4. Read the AUP, check “I agree”, and click “Accept”
5. Input your District ID, Birthdate (mm/dd/yyyy), and Student PIN
6. Click “Next”
7. Input your own password.
8. WRITE THE PASSWORD DOWN HERE \_\_\_\_\_
9. Click “Submit” only AFTER you have written your password down on line above.
10. You must wait approximately 15 min for your account to be activated. Close your browser.
11. Go to: [www.cityofangelsschool.org](http://www.cityofangelsschool.org) Student Resources HMH link

**ASSIGNMENTS FOR WEEK #1: *Collection 1: Coming to America***

Due: \_\_\_/\_\_\_/\_\_\_ Rec'd: \_\_\_/\_\_\_/\_\_\_ Evaluation: \_\_\_\_\_ Comments: \_\_\_\_\_

**Before you go home:**

1. **Select a novel** with your teacher. You will **read and complete a book report by the end of this course.**
2. Take the **Program Assessment Beginning of the Year/Achieve 3000 Levelset** test or **Edgenuity/MyPath** English test.



3. Watch **Stream to Start** video pg. 2 and discuss with your teacher two things you hope to learn by reading about coming to America.
4. View **History Video** in eBook top of pg. 3, “**The Mayflower.**”

**Day 1: from “Of Plymouth Plantation?”** [Pages 5-22] (ELA Standards: *RL11-12.3, RL11-12.7, RL11-12.10*)

1. Complete **Critical Vocabulary Practice and Apply**, pages 21.
2. Read **Background**, page 5.
3. Review **As You Read**, page 5.
4. Read **from “Of Plymouth Plantation?”** [Pages 5-22]
5. Respond in writing to **Collaborative Discussion**, page 190.
6. Read **Determine Central Ideas and Analyze Foundational Texts: Historical Accounts**. Copy all words in **bold** and their definitions, page 19

**Day 2: from “Of Plymouth Plantation?”** [Pages 5-22]

1. **Re-Read story OR Listen to Online Audio in the Student ebook**
2. Complete **Analyzing the Text** questions, page 20.
3. Read and complete **Vocabulary Strategy: Archaic Vocabulary, Practice and Apply**, page 21.
4. Complete **Language and Style: Active and Passive Voice, Practice and Apply**, page 22.

**Day 3: “Coming of Age in the Dawnland”** [Pages 23-35]

1. Complete **Critical Vocabulary Practice and Apply**, pages 34.
2. Read background, page 23.
3. Review **As You Read**, page 23.
4. Read **“Coming of Age in the Dawnland”** [Pages 23-35]
5. Respond in writing to **Collaborative Discussion**, page 31.
6. Read **Determine the Meaning of Words and Phrases** and **Determine Author’s Purpose** pg. 32

**Day 4: “Coming of Age in the Dawnland”** [Pages 23-35]

1. **Re-Read story OR Listen to Online Audio in the Student ebook**
2. Complete **Analyzing the Text** questions, page 33.
3. Read and complete **Vocabulary Strategy: Specialized Vocabulary, Practice and Apply**, pg. 34.
4. Complete **Language and Style: Dependent (or Subordinate) Clauses, Practice and Apply**, pg. 35.

**Day 5: from “Of Plymouth Plantation?”** [Pages 5-22] and **“Coming of Age in the Dawnland”** [Pages 23-35]

1. Complete **Performance Tasks**, pages 20 and 33. Follow the guidelines and include pre-write, draft and final. Final draft must be typed and printed or emailed to your teacher.

**Prepare for Your Weekly Assessment:**

At your weekly meeting share your writings with your teacher and **Take the Access It Online!** Selection Tests.

**Supplementary Assignment for Relearning and Differentiation:** Complete **Reteach** for each assignment and view **Level Up Tutorials**.

**ASSIGNMENTS FOR WEEK #2: *Collection 1: Coming to America***

Due: \_\_\_/\_\_\_/\_\_\_ Rec'd: \_\_\_/\_\_\_/\_\_\_ Evaluation: \_\_\_\_\_ Comments: \_\_\_\_\_

**Before you go home:**

1. Discuss your lexile score from your **Achieve 3000** LevelSet test or **Edgenuity/MyPath** and your lexile goals.
2. Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your **Achieve 3000** articles' Activity scores and your **Thought Question** answers.
3. **Read Novel Selected:** Continue reading the novel **preparing for midterm first half of the novel.** You will **read and complete a book report by the end of this course.**

**Day 1: Reading: from “The Tempest” [Pages 36-70] (ELA Standards: RL11-12.1, RL11-12.2, RL11-12.4, RL11-12.5)**

1. Read Introduction to the Tempest pg. 36
2. Read about William Shakespeare’s life, career and legacy on page 37.
3. Review **As You Read**, page 39
4. Read **The Tempest” [Pages 38-68]**.
5. Respond in writing to **Collaborative Discussion** question, page 68.

**Day 2: “The Tempest” [Pages 36-70]**

1. **Re-Read story OR Listen to Online Audio in the Student ebook**
2. Read **Support Inferences: Draw Conclusions and Analyze Language**, page 69. Copy all words in **bold** and their definitions.
3. Complete **Analyzing the Text** questions, page 70.
4. Complete **Language and Style: Rhetorical Questions, Practice and Apply**, page 209.

**Day 3: “The Tempest” [Pages 36-70]**

**Writing: (ELA Standards: W12-2.2, W11-12.2b, W11-12.4)**

Complete **Performance Tasks** on pages 70 using textual evidence. Follow the guidelines and include pre-write, draft and final. Final draft must be typed and printed or emailed to your teacher.

**Day 4: Viewing: movie “The Tempest (1980)” [Pages 71-72]**

1. Review **As You View**, page 71.
2. Watch the movie **“The Tempest.”** In student **eBook pg. 71**
3. Respond in writing to **Collaborative Discussion**, page 71.
4. Analyze **Interpretations of Drama** pg. 72
5. Answer **Analyzing the Text and Media** questions, page 72.
6. Complete **Performance Tasks** on pages 72 using textual evidence. Follow the guidelines and include pre-write, draft and final. Final draft must be typed and printed or emailed to your teacher.

**Day 5: Viewing: movie “The Tempest (2010)” [Pages 73-76]**

1. Review **As You View**, page 73.
2. Respond in writing to **Collaborative Discussion**, page 74.
3. Analyze **Interpretations of Drama** pg. 75
4. Answer **Analyzing the Text and Media** questions, page 75.
5. Complete **Performance Tasks** on pages 75 using textual evidence. Follow the guidelines and include pre-write, draft and final. Final draft must be typed and printed or emailed to your teacher.
6. Answer **Analyzing the Text and Media** questions, page 76.

**Supplementary Assignment for Relearning and Differentiation:**

Complete **Reteach** for the play and view **Level Up Tutorials**. Complete two **Achieve 3000** articles.

**ASSIGNMENTS FOR WEEK #3: Collection 1: *Coming to America***

Due: \_\_\_/\_\_\_/\_\_\_ Rec'd: \_\_\_/\_\_\_/\_\_\_ Evaluation: \_\_\_\_\_ Comments: \_\_\_\_\_

**Before you go home:**

1. Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your **Achieve 3000** articles' Activity scores and your **Thought Question** answers.
2. **Read Novel Selected:** Continue reading the novel **preparing for midterm first half of the novel.** You will read and complete a book report by the end of this course.

**Day 1: Write an Argumentative Essay - Performance Assessment 11 (soft cover book) Unit 1**

Read Step 1: **Analyze the Model: Argumentative Essay**

1. Read **Source Materials for Step 1** pg. 4-5 “Cars of the Future” Answer Discuss and Decide pg. 5.
2. Read **Analyze Two Student Models for Step 1** “Should Driverless Cars Be Allowed” pg. 6-7. Answer Discuss and Decide pg. 7.
3. **Terminology of Argumentative Essays** complete “Example from Marion’s Essays” questions pg. 8.

**Day 2: Write an Argumentative Essay- Performance Assessment 11 (soft cover book) Unit 1**

Read STEP 2 Practice The Task: Argumentative Essay

1. Read Source 1-4 Materials for Step 2 pg. 10-13 “**Illegal Downloads: Who IS Affected?**”, “**Letter to the Editor**”, “**Data Analysis**” and “**A Musician’s Rant**”. Answer Close Read & Discuss and Decide questions pgs. 10-13.
2. Respond to Questions (#1-3) on Step 2 Sources pg. 14.
3. Read “Types of Evidence”, pg. 15.

**Day 3: Write an Argumentative Essay- Performance Assessment 11 (soft cover book) Unit 1**

Read STEP 2 Practice the Task: Argumentative Essay: Write an argumentative essay to answer the question: “**Should people be prosecuted for online piracy?**”

1. Planning and Prewriting pg. 16-18.
2. Draft Your Essay, Revise, Edit pg. 19-20.

**Day 4: Write an Argumentative Essay - Performance Assessment 11 (soft cover book) Unit 1**

Read STEP 3 Perform the Task: Argumentative Essay

1. Part 1 read Source 1 and 2 for Step 3 pg. 22-25, “**Teens and the Internet: How Much Is Too Much?**”, “**10 great Things Teens Learn While ‘Playing’ Online**”. Answer Close Read and Discuss Decide Question pg. 22-25.
2. Respond to questions (#1-3) on Step 3 Sources pg. 26.

**Day 5: Write an Argumentative Essay - Performance Assessment 11 (soft cover book) Unit 1**

**Writing:**

Read STEP 3 Perform the Task: Argumentative Essay pg. 27: *Write an argumentative essay explaining why you agree or disagree with the idea that there should be limits on the time teens spend online. Support your claim with details from the texts you have read.*

1. Part 2: Write pg. 27.
2. Draft, Revise and Edit and Evaluation Criteria pg. 28.

**Supplementary Resources for Relearning and Differentiation:**

Complete **Reteach** for each story and view **Level Up Tutorials**. Complete two **Achieve 3000** articles Struggling Students and ELD Support – **COMPLETE STEPS 1 and 2 ONLY**. Go online and access the Houghton Mifflin Harcourt website (my.hrw.com). Go into the Resources section and activate the CA Language Workshop link. Inside of the link you will find scaffolded instruction and opportunities for students to master collaborative, interpretative, and productive skills in English.

Advanced Learners - Go online and access the Houghton Mifflin Harcourt website (my.hrw.com). Go into the Resources section and activate the More Texts by Collection link. These texts relate to the collection topic and provide opportunities to further explore a topic, compare and contrast texts, delve into more complex texts, etc.

**ASSIGNMENTS FOR WEEK #4: *Collection 1: Coming to America***

Due: \_\_\_/\_\_\_/\_\_\_ Rec'd: \_\_\_/\_\_\_/\_\_\_ Evaluation: \_\_\_\_\_ Comments: \_\_\_\_\_

**Before you go home:**

1. Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your **Achieve 3000** articles' Activity scores and your **Thought Question** answers.
2. **Read Novel Selected:** Continue reading the novel **preparing for midterm first half of the novel.** You will **read and complete a book report by the end of this course.**

**Day 1: "Balboa" [Pages 77-86] (ELA Standards: RL11-12.2, RL11-12.2, RL11-12.4, RL11-12.5, RL11-12.6)**

1. Complete **Critical Vocabulary** questions, pages 86.
2. Read background, page 77.
3. Read **"Balboa"** [Pages 77-86]
4. Respond in writing to **Collaborative Discussion** question, page 83.
5. Read **Determine Theme** and **Analyze Structure: Flashback and Flash Forward** on page 84. Copy all words in **bold** with their definitions

**Day 2: "Balboa" [Pages 77-86]**

1. **Re-Read story OR Listen to Online Audio in the Student ebook**
2. Complete **Analyzing the Text** questions, page 85.
3. Complete **Vocabulary Strategy: Context Clues, Practice and Apply** on page 86.

**Day 3: "Blaxicans" [Pages 87-96] (ELA Standards: RL11-12.1, RL11-12.2, RL11-12.4, RL11-12.5, RL11-12.8)**

1. Complete **Critical Vocabulary** questions, pages 95.
2. Read background, page 87.
3. Read **"Blaxicans"** [Pages 87-96]
4. Respond in writing to **Collaborative Discussion** question, page 92.

**Day 4: "Blaxicans" [Pages 87-96]**

1. **Re-Read story OR Listen to Online Audio in the Student ebook**
2. Read **Analyze and Evaluate Structure: Arguments and Determine Author's Purpose: Irony,** page 93. Copy all words in **bold** with their definitions.
3. Complete **Analyzing the Text** questions, page 94.
4. Complete **Vocabulary Strategy: The Latin Prefix Circum, Practice and Apply,** page 95

**Day5: "New Orleans" [Pages 97-102] (ELA Standards: RL11-12.1, RL11-12.2, RL11-12.4, RL11-12.5, RL11-12.7)**

1. Read **"New Orleans"** [Pages 97-99]
2. Read background, page 97.
3. Copy and answer **As You Read,** page 97.
4. Respond in writing to **Collaborative Discussion** question, page 99.
5. Answer **Analyzing the Text** questions, page 101.
6. Complete **Language and Style: Syntax in Poetry, Practice and Apply,** page 102.

**Supplementary Assignment for Relearning and Differentiation:** Complete **Reteach** and view **Level Up Tutorials** for each selection. Complete two **Achieve 3000** articles.

**ASSIGNMENTS FOR WEEK # 5: Mid-Term Project**

Due: \_\_\_/\_\_\_/\_\_\_ Rec'd: \_\_\_/\_\_\_/\_\_\_ Evaluation: \_\_\_\_\_ Comments: \_\_\_\_\_

**Choose one of the following Projects):**

1. **Make a Movie Poster:** Create a movie poster for one of the stories you have read from **Collection 1**. The goal is to convey an idea of what the movie is about and to invoke interest in the viewer. You may use whatever style as well, painting, illustration, photography, photo manipulation, or combinations of all. The following things **MUST** appear on the poster: Title, 2 of the major actors names, a Tagline, Release Date, Credits (Writers, Directors, etc.), Stars, the Studio Logo, Awards/Nominations, and Rating. Your Movie Poster should include: Minimum of 4 Graphics. A tagline is a variant of a branding slogan typically used in marketing materials and advertising. The idea behind the concept is to create a memorable phrase that will sum up the tone and premise of a brand or product (like a film), or to reinforce the audience's memory of a product. Examples of famous movie/television taglines are: *Be afraid. Be very afraid.* –**The Fly**. *In space no one can hear you scream.* – **Alien**. *A long time ago in a galaxy far, far away...* – **Star Wars**. You will need to explain your poster in a two-minute presentation to your teacher.
2. **Video or Audio Presentation:**
3. **Live PowerPoint Presentation:** Prepare and deliver a 5-minute PowerPoint presentation explaining or demonstrating a concept learned in one of the Collections. You must include at least 5 slides. At least 5 terms learned in this course should be incorporated. You will present your report to an audience that will include your teacher and fellow students.

**Book Report: First Half of Novel Read**

**Answer each of the following questions.**

1. List the facts that you know about your book. (1/2 page written response)
2. What is the time and place of the book? What evidence in the book tells you this?
3. **Name and describe** the main characters in the book. Describe him/her physically and describe his/her personality and history, if known. Give your impression of him/her.
4. How does the title relate to the story?
5. What is the general feeling or mood of the book? (Cheerful, peaceful, anxious, angry, disappointed, gloomy, warm, violent, suspenseful, or fearful). **Give specific** examples of how the author creates that feeling or mood.

**ASSIGNMENTS FOR WEEK #6: Collection 3: *The Individual and Society***

Due: \_\_\_/\_\_\_/\_\_\_ Rec'd: \_\_\_/\_\_\_/\_\_\_ Evaluation: \_\_\_\_\_ Comments: \_\_\_\_\_

**Before you go home:**

1. Watch Stream to Start video on pg. 174 in the student eBook. Discuss with your teacher two things you hope to learn from reading about the new “American” literature and its view of the individual and society.
2. Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your **Achieve 3000** articles’ Activity scores and your **Thought Question** answers.

**Day 1: from “ Song of Myself” [Pages 177-186] (ELA Standards: RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4, RL11-12.5, RL11-12.6)**

1. Read about Walt Whitman, page 177.
2. Read from “**Song of Myself**” [Pages 177-186].
3. Copy and answer **Collaborative Discussion** question, page 183.
4. Read **Analyze Structure: Free Verse** and **Determine Themes** page 184. Copy all words in **bold** with their definitions.

**Day 2: from “ Song of Myself” [Pages 177-186]**

1. Re-read the selection or listen to the selection’s audio on **eBook Audio**.
2. Complete **Language and Style: Parallel Structure**, Practice and Apply, page 186.
3. Complete **Analyzing the Text** questions, pages 178, 180 and 185. Cite Text Evidence using A.C.E. (Use attachment A)

**Day 3: “Poems by Walt Wittman” [Close Reader Book, pages 37-40] (CCSS: RL8.1, RL8.3, RL8.4)**

1. Read “**I Hear America Sing and A Noiseless Spider**” [Close Reader Book, pages 37-40]
2. Read **Background** paragraph on page 37.
3. Copy vocabulary words in bold throughout the story and write their definitions. Write original sentences for these vocabulary words and underline the vocabulary words.
4. As you read the selection: Follow the directions for **Read/Reread/Discuss** questions (#1-2 )and (1-2) for both poems.
5. After you read the selection, complete a paragraph for the **Short Response** on pg. 39and Pg. 40.

**Day 4: “Growing Up Asian in America” [Pages 187-198] (ELA Standards: RL11-12.1, RL11-12.3, RL11-12.6)**

1. Read **Background**, page 187.
2. Complete **Critical Vocabulary Practice and Apply**, page 197.
3. Read “**Growing Up Asian in America**” [Pages 187-198].
4. Copy and answer **Collaborative Discussion** question, page 194.
5. Read **Analyze Ideas and Events: Classification** and **Determine Author’s Purpose**, page 195. Copy all words in **bold** with their definitions

**Day 5: “Growing Up Asian in America” [Pages 187-198]**

1. Re-read the selection or listen to the selection’s audio on **eBook Audio**.
2. Complete **Vocabulary Strategy: Patterns of Word Change, Practice and Apply**, page 197.
3. Complete **Language and Style: Varying Sentence Structure, Practice and Apply**, page 198. Complete **Analyzing the Text** questions, page 196. Cite Text Evidence using A.C.E. (Use attachment A)

**Prepare for Your Weekly Assessment:**

At your weekly meeting share your writing with your teacher and **Take the Access It Online!** Selection Tests.

**Supplementary Assignment for Relearning and Differentiation:**

Complete **Reteach** for each story and view **Level Up Tutorials**. Complete two **Achieve 3000** articles.



**ASSIGNMENTS FOR WEEK #7: Collection 3: The Individual and Society**

Due: \_\_\_/\_\_\_/\_\_\_ Rec'd: \_\_\_/\_\_\_/\_\_\_ Evaluation: \_\_\_\_\_ Comments: \_\_\_\_\_

**Before you go home:**

1. Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your **Achieve 3000** articles' Activity scores and your **Thought Question** answers.
2. **Read Novel Selected:** Continue reading the novel. You will **read and complete a book report by the end of this course.**

**Day 1: Write a Literary Analysis Essay - Performance Assessment 11 (soft cover book) Unit 3**

Read Step 1: **Analyze the Model: Literary Analysis**

1. Read **Source Materials for Step 1** pg. 66-71 "**William Shakespeare The Poet and His Craft**", "**Sonnet 18**", "**Edna St. Vincent Millay The Poet and Her Craft**" and "**Love is Not All (Sonnet XXX)**". Answer Close Read & Discuss and Decide questions pgs. 66-71.
2. Read **Analyze a Student Models for Step 1 "Love Sonnets: Comparing Shakespeare's 'Sonnet 18' and Millay's 'Love is Not All'"** pg. 72-73. Answer Discuss and Decide pg. 73.
3. **Terminology of Literary Analysis** complete "Example from Nikki's Essay" questions pg. 74.

**Day 2: Write a Literary Analysis - Performance Assessment 11 (soft cover book) Unit 3**

Read STEP 2 Analyze a Student Model: Literary Analysis

1. Read Source 1-3 Materials for Step 2 pg. 76-81 "**Stephen Crane and The Red Badge of Courage**", from "**The Red Badge of Courage**", and "**Camouflaging the Chimera**". Answer Close Read and Discuss and Decide questions pg. 76-81.
2. Respond to Questions (#1-7) on Step 2 Sources pg. 82-83.

**Day 3: Write a Literary Analysis - Performance Assessment 11 (soft cover book) Unit 3**

Read STEP 2 Practice the Task: Literary Analysis: *Write a literary analysis that compares and contrasts two pieces of literature dealing with the horrors of war: an excerpt from Crane's The Red Badge of Courage and Komunyakaa's "Camouflaging the Chimera"*.

1. Planning and Prewriting pg. 84-86.
2. Draft Your Essay, Revise, Edit pg. 87-88.

**Day 4: Write a Literary Analysis - Performance Assessment 11 (soft cover book) Unit 3**

Read STEP 3 Perform the Task: Literary Analysis

1. Part 1 read Source 1 and 2 for Step 3 pg. 90-97, "**How Do Horror Writers Create Suspense?**" and "**August Heat**". Answer Close Read and Discuss Decide Question pg. 90-97.
2. Respond to questions (#1-3) on Step 3 Sources pg. 98.

**Day 5: Write a Literary Analysis - Performance Assessment 11 (soft cover book) Unit 3**

**Writing:**

Read STEP 3 Perform the Task: Literary Analysis pg. 99: Write a literary analysis that answers the question: *How does W.F Harvey create suspense in "August Heat"?*

1. Part 2: Write pg. 99.
2. Draft, Revise and Edit and Evaluate Criteria pg. 100.

**Supplementary Resources for Relearning and Differentiation:**

Complete **Reteach** for each story and view **Level Up Tutorials**. Complete two **Achieve 3000** articles Struggling Students and ELD Support – **COMPLETE STEPS 1 and 2 ONLY**. Go online and access the Houghton Mifflin Harcourt website (my.hrw.com). Go into the Resources section and activate the CA Language Workshop link. Inside of the link you will find scaffolded instruction and opportunities for students to master collaborative, interpretative, and productive skills in English.

Advanced Learners - Go online and access the Houghton Mifflin Harcourt website (my.hrw.com) . Go into the Resources section and activate the More Texts by Collection link. These texts relate to the collection topic and provide opportunities to further explore a topic, compare and contrast texts, delve into more complex texts, etc.

**ASSIGNMENTS FOR WEEK #8: Collection 3: *The Individual and Society***

Due: \_\_\_/\_\_\_/\_\_\_ Rec'd: \_\_\_/\_\_\_/\_\_\_ Evaluation: \_\_\_\_\_ Comments: \_\_\_\_\_

**Before you go home:**

1. Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your **Achieve 3000** articles' Activity scores and your **Thought Question** answers.

**Day 1: "Poems by Emily Dickinson" [Pages 199-206] (ELA Standards: RL11-12.1, RL11-12.2, RL11-12.4, RL11-12.6, RL11-12.9)**

1. Read about **Emily Dickenson**, page 199.
2. Read **"Poems by Emily Dickinson"** [Pages 199-206].
3. Copy and answer **Collaborative Discussion** question, page 203.
4. Read **Analyze Language and Determine Themes**, page 204. Copy all words in **bold** and their definitions.

**Day 2: "Poems by Emily Dickinson" [Pages 199-206]**

1. Re-read the selection or listen to the selection's audio on **eBook Audio**.
2. Complete **Vocabulary Strategy: Affixes**, *Practice and Apply*, page 206.
3. Complete **Analyzing the Text** questions, pages 200-203 and 205. Cite Text Evidence using A.C.E. (Use attachment A)

**Day 3: from "Walden" [Pages 207-220] (ELA Standards: RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.5, RL11-12.6)**

1. Read about **Henry David Thoreau**, page 207.
2. Complete **Critical Vocabulary**, *Practice and Apply*, page 219.
3. Read from **"Walden"** [Pages 207-220].
4. Copy and answer **Collaborative Discussion**, page 216.
5. Read **Determine Central Ideas: Summarize** and **Determine Author's Purpose: Style**, page 217. Copy all words in **bold** and their definitions.

**Day 4: from "Walden" [Pages 207-220]**

1. Re-read the selection or listen to the selection's audio on **eBook Audio**.
2. Complete **Vocabulary Strategy: Context Clues**, *Practice and Apply*, page 219.
3. Complete **Language and Style: Rhetorical Questions**, *Practices and Apply*, page 220.
4. Complete **Analyzing the Text** questions, page 218. Cite Text Evidence using A.C.E. (Use attachment A)

**Day 5: "The Emancipation Proclamation" [Close Reader Book, pages 57-60] (CCSS: RL8.1, RL8.3, RL8.4)**

1. Read **"The Emancipation Proclamation"** [Close Reader Book, pages 57-60]
2. Read **Background** paragraph on page 57.
3. Copy vocabulary words in bold throughout the story and write their definitions. Write original sentences for these vocabulary words and underline the vocabulary words.
4. As you read the selection: Follow the directions for **Read/Reread/Discuss** questions (#1-6). After you read the selection, complete a paragraph for the **Short Response** on page 60.

**Prepare for Your Weekly Assessment:**

At your weekly meeting share your writing with your teacher and **Take the Access It Online!** Selection Tests.

**Supplementary Assignment for Relearning and Differentiation:**

Complete **Reteach** for each story and view **Level Up Tutorials**. Complete two **Achieve 3000** articles.



**ASSIGNMENTS FOR WEEK #9: Collection 4: A New Birth of Freedom**

Due: \_\_\_/\_\_\_/\_\_\_ Rec'd: \_\_\_/\_\_\_/\_\_\_ Evaluation: \_\_\_\_\_ Comments: \_\_\_\_\_

**Before you go home:**

Complete your **Achieve 3000** form, located in your **Achieve 3000** file. Discuss with your teacher your **Achieve 3000** articles' Activity scores and your **Thought Question** answers.

**Day 1: "Second Inaugural Address" [Pages 279-] (ELA Standards: RL11-12.1, RL11-12.3, RL11-12.6 RL11-12.9)**

1. Watch **Stream to Start video student eBook** pg. 276.
2. Watch **History Video student eBook** Pg. 277 **Freedom's Road: Slavery and the Opposition**  

3. Read **Civil War and Reconstruction Pg. 277-278**
4. Read **Abraham Lincoln**, page 279. Watch **History Video student eBook**  page 279  
**Second Inaugural Address**
5. Copy story vocabulary words and definitions, words and definitions are found in the story margins.
6. Complete **Critical Vocabulary, Practice and Apply**, page 283.
7. Copy and answer **Collaborative Discussion**, page 280.
8. Read **Evaluate Seminal Texts: Premises, Purposes and Arguments** page 281. Copy all words in **bold** and their definitions.

**Day 2: "Second Inaugural Address" [Pages 279-284]**

1. Re-read the selection or listen to the selection's audio on **eBook Audio**.
2. Complete **Vocabulary Strategy: Pronunciation, Practice and Apply**, page 283.
3. Complete **Language and Style: Balanced Sentences, Practice and Apply**, page 140.
4. Complete **Analyzing the Text** questions, page 282. Cite Text Evidence using A.C.E. (Use attachment A)

**Day 3: "What to the Slave Is the Fourth of July?" [Pages 285-294] (ELA Standards: RL11-12.1, RL11-12.2, RL11-12.4, RL11-12.6, RL11-12.8)**

1. Complete **Critical Vocabulary, Practice and Apply**, page 293.
2. Read **"What to the Slave Is the Fourth of July?"** [Pages 285-294].
3. Copy and answer **Collaborative Discussion** question, page 290.
4. Read **Analyze Author's Point of View: Speech** and copy words in **bold** and their definitions, page 144.

**Day 4: "What to the Slave Is the Fourth of July?" [Pages 285-294]**

1. Re-read the selection or listen to the selection's audio on **eBook Audio**.
2. Complete **Vocabulary Strategy: Multiple-Meaning Words, Practice and Apply**, page 293.
3. Complete **Language and Style: Rhetorical Devices, Practices and Apply**, page 294.
4. Complete **Analyzing the Text** questions, page 292. Cite Text Evidence using A.C.E. (Use attachment A)

**Day 5: "from The Iroquis Constitution" [Close Reader Book, pages 61-64] (CCSS: RL8.1, RL8.3, RL8.4)**

1. Read **"from The Iroquis Constitution" [Close Reader Book, pages 61-64]**
2. Read **Background** paragraph on page 61.
3. Copy vocabulary words in bold throughout the story and write their definitions. Write original sentences for these vocabulary words and underline the vocabulary words.
4. As you read the selection: Follow the directions for **Read/Reread/Discuss** questions (#1-4). After you read the selection, complete a paragraph for the **Short Response** on page 64.

**Prepare for Your Weekly Assessment:**

At your weekly meeting share your writing with your teacher and **Take the Access It Online!** Selection Tests.

**Supplementary Assignment for Relearning and Differentiation:**

Complete **Reteach** for each story and view **Level Up Tutorials**. Complete two **Achieve 3000** articles.

**ASSIGNMENTS FOR WEEK #10: Final Project**

Due: \_\_\_/\_\_\_/\_\_\_ Rec'd: \_\_\_/\_\_\_/\_\_\_ Evaluation: \_\_\_\_\_ Comments: \_\_\_\_\_

**Before you go home:** Go over Assignment #5 “Writing Workshop” with your teacher.

**Be prepared for your final TEST:** Oral/written final on the basic components of the novel:

**Setting:** Describe the details of place and time. What is the atmosphere and mood during the course of action, including during the conflict and at the climax?

**Plot:** Tell what happens in the novel such by highlighting the main events and experiences of the characters.

**Character:** Describe the main character(s) and his/her traits.

**Theme:** In your own words, explain the author's message for this book. What point about human values or experiences is s/he trying to make? What are readers to come away having learned or to still be thinking about as they close the book?

**Choice Activities (choose two per novel)**

**Answer the following: 1-2 pages.**

How is the main character of the novel similar to a person that you know? Discuss your answer in an essay. Have you had an experience similar to that of one of the characters in the novel? Write about this experience.

Write a poem that describes the plot of the novel or a character from the novel.

Write an essay describing any changes that the main character underwent throughout the novel.

Design a map showing the locations of the novel.

Write a different ending for the novel.

Describe the problems the main character encountered in the novel and tell how this character solved these problems.

Interview one of the characters and ask him/her to explain some of the actions in the novel.

Create a list of 15 words from the story and illustrate them to show their meaning.

6). Make a **power point presentation** with the following information:

One slide must have approximately one paragraph on the author.

One slide must have a list of the author’s works.

You must have a five slide summary of major events in the story.

You must have 2 slides of analysis: pick elements of literature and analyze how it contributes to the story’s theme or the author’s purpose.

You must have a slide that gives your opinion of the novel.

10 slides in total.

**Complete Periodic Assessment at your next appointment.**

A C E

Constructed Response Sentence Starters

<p><b>A</b> <b>(Answer the question)</b></p>	<p><b>C</b> <b>(Cite evidence)</b></p>	<p><b>E</b> <b>(Expand; Extend; Explain your answer)</b></p>
<p><b>Answer the question by stating a claim:</b></p> <ul style="list-style-type: none"> <li>★ Restate the question and ADD your answer</li> <li>★ Use the beginning of the question to create your answer</li> </ul>	<p><b>Cite evidence from the text to support your claim:</b></p> <ul style="list-style-type: none"> <li>★ On page _____ it said...</li> <li>★ The author wrote...</li> <li>★ According to the text...</li> <li>★ Based on what I read...</li> <li>★ For instance...</li> <li>★ For example...</li> <li>★ In the ___ paragraph on page _____</li> <li>★ From the reading I know that...</li> <li>★ I know because...</li> <li>★ The text explicitly states...</li> <li>★ I can infer from...</li> </ul>	<p><b>Describe a personal connection:</b></p> <ul style="list-style-type: none"> <li>★ This reminds me...</li> <li>★ Something similar happened to me...</li> <li>★ I remember a time when...</li> <li>★ One time I remember...</li> </ul> <p><b>State an Opinion</b></p> <ul style="list-style-type: none"> <li>★ In my opinion...</li> <li>★ Personally...</li> <li>★ I believe...</li> <li>★ I think...or feel...</li> </ul> <p><b>Make a Prediction</b></p> <ul style="list-style-type: none"> <li>★ I predict...</li> <li>★ From what I already know...</li> <li>★ Based on what I read...</li> </ul> <p><b>Make a Comparison or Inference</b></p> <ul style="list-style-type: none"> <li>★ After reading the passage, I can infer...</li> <li>★ This comparison shows...</li> </ul> <p><b>Cause/Effect Situation</b></p> <ul style="list-style-type: none"> <li>★ Based on what has happened...this will happen next...</li> </ul> <p><b>Conclusion about Passage</b></p> <ul style="list-style-type: none"> <li>★ In conclusion...</li> <li>★ To finalize...</li> <li>★ To sum up...</li> <li>★ In closing...</li> <li>★ This is important to know because...</li> </ul>