

Name _____

English 9

Credit 1

| Pacing Guide | | | | |
|--|---|--|--|--|
| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
| <ul style="list-style-type: none"> <input type="checkbox"/> Read pgs 2 & 3 in Holt Literature, complete vocab <input type="checkbox"/> Complete Holt Handbook pgs 10-13, Ex. 6 & 7 <input type="checkbox"/> Read pg 4 and define vocabulary words | <ul style="list-style-type: none"> <input type="checkbox"/> Read "The Most Dangerous Game" pgs 5 - 23 <input type="checkbox"/> Answer questions 1-8 on pg 24 <input type="checkbox"/> Holt Handbook pgs 21-27 Ex 16-18 <input type="checkbox"/> Read pgs 48-49 and define vocab words <input type="checkbox"/> Complete Standards Review Test Practice pages 76-81 | <ul style="list-style-type: none"> <input type="checkbox"/> Holt Handbook pgs 21-27 Ex 19-21 <input type="checkbox"/> Read pgs 84-85 and define vocab words <input type="checkbox"/> Read "Thank You, Ma'am" pgs 86-90 <input type="checkbox"/> Answer questions 1-4 pg 94 <input type="checkbox"/> Holt Handbook pgs 31-33 Ex 24 | <ul style="list-style-type: none"> <input type="checkbox"/> Writing Workshop Practice and Apply pgs 66-70 Autobiographical Narrative outline <input type="checkbox"/> Write the rough draft of your Autobiographical Narrative | <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Study Guide <input type="checkbox"/> Review vocabulary <input type="checkbox"/> Do background activities for <i>Night</i> (Credit 3) - be ready for your teacher to ask questions. |

Teacher Check List

- Check study guide and packet contents
- Edit rough draft and **make a copy** for the student
- Make sure the student has *Night* and credit 3 packet
- Check that the student has done the background activities for *Night***

Do not write here! For teacher use only!

| | |
|----------------------------|--|
| Date | |
| Grade | |
| Supervising Teacher | |
| NCLB Teacher | |
| Comment | |

PLOT
READ PAGES 2-3 AND DEFINE THE FOLLOWING BOLDFACED WORDS

PLOT _____

EXPOSITION _____

EXTERNAL CONFLICT _____

INTERNAL CONFLICT _____

COMPLICATIONS _____

CLIMAX _____

RESOLUTION _____

CHRONOLOGICAL ORDER _____

FLASHBACKS _____

FLASH-FORWARDS _____

FORESHADOWING _____

"THE MOST DANGEROUS GAME"

READ "BEFORE YOU READ" PG. 4 DEFINE THE FOLLOWING VOCABULARY WORDS:

RECEDING _____

DISARMING _____

PROLONGED _____

IMPRUDENT _____

SURMOUNTED _____

UNRUFFLED _____

INVARIABLY _____

DIVERTING _____

IMPULSE _____

PROTRUDING _____

READ PAGES 5-23
ANSWER QUESTIONS 1- 8 LITERARY RESPONSE AND ANALYSIS PAGE 24

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

SETTING- READ PAGES 48-49 AND DEFINE THE FOLLOWING WORDS:

SETTING _____

MOOD _____

TONE _____

IMAGES _____

STANDARDS REVIEW - COMPLETE TEST PRACTICE PAGES 76-81

PAGE 78

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

PAGE 80

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

PAGE 81

1. _____
2. _____
3. _____
4. _____
5. _____

CHARACTER - READ PAGES 84-85 AND DEFINE THE FOLLOWING WORDS:

FIRST PERSON _____

DIALOGUE _____

DRAMATIC MONOLOGUE _____

SOLILOQUY _____

DIRECT CHARACTERIZATION _____

INDIRECT CHARACTERIZATION _____

READ PAGES 88-90

ANSWER QUESTIONS 1- 4 LITERARY RESPONSE AND ANALYSIS PAGE 94

1. _____

2. _____

3

4

HOLT HANDBOOK PAGES 10-13 EXERCISES 6 AND 7

EXERCISE 6

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

EXERCISE 7

1. _____
2. _____
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7. _____
8. _____
9. _____
10. _____

HOLT HANDBOOK PAGES 21-27 EXERCISES 16-21

EXERCISE 16

1. _____
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8. _____
9. _____
10. _____

EXERCISE 18

1. _____
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EXERCISE 17

1. _____
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EXERCISE 19

1. _____
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EXERCISE 20

1. _____
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7. _____
8. _____
9. _____
10. _____

HOLT HANDBOOK PAGES 31-33 EXERCISE 24

EXERCISE 24

1. _____
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4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

HOLT HANDBOOK PAGES 156-162 EXERCISES 4, 5, 6

EXERCISE 4

- 1A _____
- 1B _____
- 2A _____
- 2B _____
- 3A _____
- 3B _____
- 4A _____
- 4B _____
- 5A _____
- 5B _____
- 6A _____
- 6B _____
- 7A _____
- 7B _____
- 8A _____
- 8B _____
- 9A _____
- 9B _____
- 10A _____
- 10B _____

EXERCISE 21

1. _____
2. _____
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7. _____
8. _____
9. _____
10. _____

EXERCISE 5

1. _____
2. _____
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5. _____
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8. _____
9. _____
10. _____

EXERCISE 6

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WRITING WORKSHOP-WRITING AN AUTOBIOGRAPHICAL NARRATIVE
READ PAGES 66-70 AND COMPLETE PRACTICE AND APPLY 1 AND 2 PRACTICE AND APPLY 1

- I. INTRODUCTION
 - A. INTERESTING OPENER

- B. BACKGROUND INFO

- C. HINT AT SIGNIFICANCE

- II. BODY PARAGRAPH 1 CITE ONE SPECIFIC, MEANINGFUL EXPERIENCE

- III. BODY PARAGRAPH 2 RELATE THE SEQUENCE OF EVENTS IN CHRONOLOGICAL ORDER

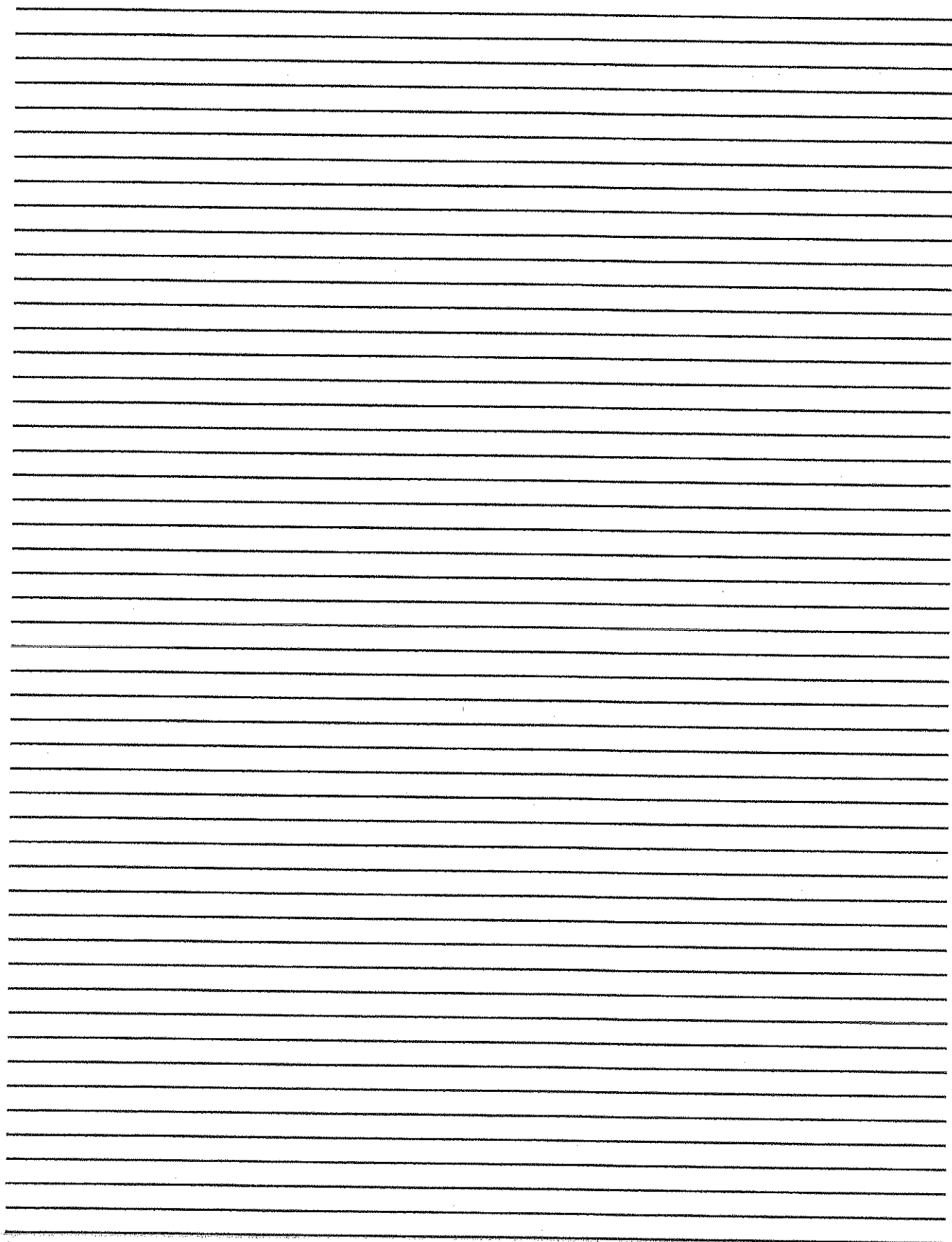
- III. BODY PARAGRAPH 3 USE DESCRIPTIVE LANGUAGE

- IV. CONCLUSION

- A. REFLECT ON SIGNIFICANCE OF THE EXPERIENCE- WHAT DID YOU LEARN FROM THE EXPERIENCE?

WRITING WORKSHOP PRACTICE AND APPLY ACTIVITY 2
WRITE THE ROUGH DRAFT OF YOUR AUTOBIOGRAPHY

A series of approximately 35 horizontal lines for writing.



NARRATIVE ESSAY WRITING RUBRIC

Scoring Range: Each category is worth 0-6 points.

| | |
|---------------------------------------|--------------------------|
| 0=off topic/no evidence | 4=proficient |
| 1=minimal evidence of proficiency | 5=exceeding expectations |
| 2=some evidence of proficiency (weak) | 6=outstanding |
| 3=developing proficiency | |

Content and Organization

| | |
|---|--|
| 1. The hook gets the reader's attention. | |
| 2. The middle sentences introduce an event by providing background information about the people, the place, and the time. | |
| 3. The thesis statement prepares the reader for the action that follows. | |
| 4. Each body paragraph describes what happened in the story. | |
| 5. Each body paragraph includes details that bring the story to life. | |
| 6. Body paragraphs often use time order to explain the event. | |
| 7. The conclusion describes the outcome of the event. | |
| 8. The conclusion often ends with a comment by the writer about what the event showed or taught. | |
| 9. The essay includes two or three properly used transitional words per paragraph. | |
| 10. All the ideas in a paragraph and the essay support each other. | |

Language/Conventions

| | |
|--|--|
| 1. Sentences are complete and correct. | |
| 2. Word choice is precise and effective. | |
| 3. Sentences are varied (complex, compound, and simple sentences) and flow together effectively. | |
| 4. Transition expressions are separated from the rest of the sentence by commas. | |
| 5. Essay is free of errors in grammar, punctuation, usage. | |

Total score for both sections of the rubric: _____