

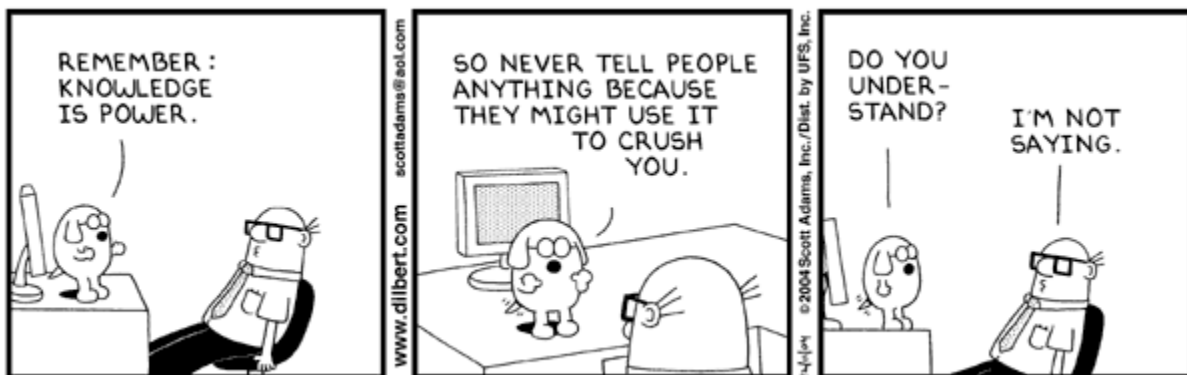
Power
Language Arts Study Guide
[focus: critical reading]

You have power over your mind – not outside events. Realize this, and you will find strength.
-Marcus Aurelius

Respect your efforts, respect yourself. Self-respect leads to self-discipline. When you have both firmly under your belt, that's real power.
-Clint Eastwood

Overview:

In this cycle, our focus will be on practicing skills to give purpose to our reading. *The knowledge we gain from critically analyzing texts can help us grow as individuals.* We will deepen our understanding of the author's purpose by dissecting texts through examination of vocabulary, structure and tone. By better understanding the author's purpose, we will be able to give new personal meaning to what we read. To do this, we will discuss and compare the purposes of authors and expand our abilities as readers by developing our skills as writers.



Guiding Question #1: What lenses can we use to focus our critical reading?**Week 1: August 29 – September 2**

- _____ 1. Read the overview with your class and *mark it up*.
- _____ 2. Make vocabulary cards for the following words: **benediction, riveted, compounded, resolute**.
- _____ 3. Create a **typed** journal entry of 2-3 paragraphs describing yourself: who you were as a child, who you are now, and who you hope to be in the future. [Spellcheck is your friend.]
- _____ 4. **Before** the lesson, read *The Drummer Boy of Shiloh*, pp. 6-12 in the text, and complete the following:
- Review and Assess, Thinking About the Selection #1-6 (p. 12)
 - Review and Assess, Literary Analysis #1-5 (p. 13)
 - Review and Assess, Reading Strategy #6-7 (p. 13)
- _____ 5. On Wednesday, participate in and record the lesson on comparing literature.
- _____ 6. **Reading daily work:**
Determine which text you will read in your novel each day. As you read fill out the first two columns as part of your daily work. Then, you will fill out the third column **after** meeting with your book club.
- Monday: text _____
 - Tuesday: text _____
 - Wednesday: text _____
 - Thursday: text _____
 - Thursday: Meet with your book club to share and discuss your reading responses.
- _____ 7. Daily Grammar Practice Sentence:
- the scene often came back to buck to trouble him in his sleep**
(from *Call of the Wild* by Jack London)
- Monday (parts of speech/functions of grammar)
 - Tuesday (sentence parts and phrases)
 - Wednesday (clauses and sentence type)
 - Thursday (punctuation and capitalization)
 - Friday (diagramming)
- _____ 8. Word Roots Practice - focus: **acou (G); dog, dox (G)**
- Complete this week's Root Word exercise worksheet
 - Create vocabulary cards for this week's focus words.

Week 2: September 6 – September 9

- _____ 9. Make vocabulary cards for the following words: **renounced, insolently, simultaneously, incredulously.**
- _____ 10. Create a **typed** journal entry in 2-3 paragraphs in which you recall a time in your life that you tried to lay blame for your actions on somebody else. [Spellcheck is your friend.]
- _____ 11. **Before** the lesson, read *Charles*, pp. 22-26 in the text, and complete the following:
- Review and Assess, Think About the Selection #1-6 (p. 26)
 - Review and Assess, Literary Analysis #1-5 (p. 27)
 - Review and Assess, Reading Strategy #6 (p. 27)
- _____ 12. On Wednesday, participate in and record the lesson on point of view.
- _____ 13. **Reading daily work:**
Determine which text you will read in your novel each day. As you read fill out the first two columns as part of your daily work. Then, you will fill out the third column **after** meeting with your book club.
- Tuesday: text _____
 - Wednesday: text _____
 - Thursday: text _____
 - Thursday: Meet with your book club to share and discuss your reading responses.
- _____ 14. Daily Grammar Practice Sentence:
- youre seeing into my heart siddhartha spoke sadly**
(from *Siddhartha* by Herman Hesse)
- Monday (parts of speech/functions of grammar) ← COMPLETE ON TUESDAY
 - Tuesday (sentence parts and phrases)
 - Wednesday (clauses and sentence type)
 - Thursday (punctuation and capitalization)
 - Friday (diagramming)
- _____ 15. Word Roots Practice - focus: **aesth, esth (G)**
- Complete this week's Root Word exercise worksheet
 - Create vocabulary cards for this week's focus words.
- _____ 16. Rosetta Stone (2 consecutive lessons @ 80% or higher):
- Lesson: _____
 - Lesson: _____

Week 3: September 12 – September 16

_____ 17. Make vocabulary cards for the following words: **fiscal, taut, infuse, intolerant, couched.**

_____ 18. Create a **typed** journal entry in 2-3 paragraphs in which you describe a memorable moment from your childhood. [Spellcheck is your friend.]

_____ 19. **Before** the lesson, read the excerpt from *I Know Why the Caged Bird Sings*, pp. 32-38 in the text, and complete the following:

- Review and Assess, Thinking About the Selection #1-6 (p. 38)
- Review and Assess, Literary Analysis #1-5 (p. 39)
- Review and Assess, Reading Strategy #6-8 (p. 39)

_____ 20. On Wednesday, participate in and record the lesson on figurative language.

_____ 21. **Reading daily work:**

Determine which text you will read in your novel each day. As you read fill out the first two columns as part of your daily work. Then, you will fill out the third column **after** meeting with your book club.

- Monday: text _____
- Tuesday: text _____
- Wednesday: text _____
- Thursday: text _____
- Thursday: Meet with your book club to share and discuss your reading responses.

_____ 22. Daily Grammar Practice Sentence:

keep your fears to yourself but share your courage with others

(quotation by Robert Louis Stevenson)

- Monday (parts of speech/functions of grammar)
- Tuesday (sentence parts and phrases)
- Wednesday (clauses and sentence type)
- Thursday (punctuation and capitalization)
- Friday (diagramming)

_____ 23. Word Roots Practice - focus: **agon (G); culp (L)**

- Complete this week's Root Word exercise worksheet.
- Create vocabulary cards for this week's focus words.

_____ 24. Rosetta Stone (2 consecutive lessons @ 80% or higher):

- Lesson: _____
- Lesson: _____

Guiding Question #2: As readers, why should we consider multiple perspectives?**Week 4: September 19 – September 23**

_____ 25. Make vocabulary cards for the following words: **diverged, blunders, smoldering, liling.**

_____ 26. Create a **typed** journal entry in 2-3 paragraphs describe a situation in which you were given two options. Which option did you chose and why? [Spellcheck is your friend.]

_____ 27. **Before** the lesson, read *The Road Not Taken*, *All But Blind*, and *The Choice*, pp. 44-48 in the text, and complete the following:

- Review and Assess, Thinking About the Selection: p. 45 #1-5, p. 47 #1-4, p. 48 #1-5
- Review and Assess, Literary Analysis #1-6 (p. 49)
- Review and Assess, Reading Strategy #7-9 (p. 49)

_____ 28. On Wednesday, participate in and record the lesson on paraphrasing.

_____ 29. **Reading daily work:**

Determine which text you will read in your novel each day. Fill out the first two columns as part of your daily work. Fill out the third column **after** meeting with your book club.

- Monday: text _____
- Tuesday: text _____
- Wednesday: text _____
- Thursday: text _____
- Thursday: Meet with your book club to share and discuss your reading responses.

_____ 30. Daily Grammar Practice Sentence:

he lay down on a wide bunk that stretched across the end of the room

(from *The Red Badge of Courage* by Stephen Crane)

- Monday (parts of speech/functions of grammar)
- Tuesday (sentence parts and phrases)
- Wednesday (clauses and sentence type)
- Thursday (punctuation and capitalization)
- Friday (diagramming)

_____ 31. Word Roots Practice - focus: **agor (G); fort (L)**

- Complete this week's Root Word exercise worksheet
- Create vocabulary cards for this week's focus words.

_____ 32. Rosetta Stone (2 consecutive lessons @ 80% or higher):

- Lesson: _____
- Lesson: _____

Week 5: September 26 – September 30

- _____ 33. Make vocabulary cards for the following words: **interaction, misinterpret, intimate, etiquette, spontaneously.**
- _____ 34. Create a **typed** journal entry in 2-3 paragraphs in which you describe your use of social media. How much do you monitor what you post and why? If you do not use social media, explain why. [Spellcheck is your friend.]
- _____ 35. Read the excerpt from *E-mail From Billy Gates*, pp. 54-58 in the text, and complete the following:
- Review and Assess, Think about the Selection #1-6 (p. 58)
 - Review and Assess, Literary Analysis #1-4 (p. 59)
 - Review and Assess, Reading Strategy #5-6 (p. 59)
- _____ 36. On Wednesday, participate in Socratic Seminar on “Principal to Parents.”
- _____ 37. Participate and record the lesson on writing a book report.
- _____ 38. Fill in a graphic organizer (as learned in Task #37) using information from your book club novel.
- _____ 39. Daily Grammar Practice Sentence:
my girls will you give them your breakfast as a christmas present
(from *Little Women* by Lousia May Alcott)
- Monday (parts of speech/functions of grammar)
 - Tuesday (sentence parts and phrases)
 - Wednesday (clauses and sentence type)
 - Thursday (punctuation and capitalization)
 - Friday (diagramming)
- _____ 40. Word Roots Practice - focus: **anem (G); bar (G)**
- Complete this week’s Root Word exercise worksheet
 - Create vocabulary cards for this week’s focus words.
- _____ 41. Rosetta Stone (2 consecutive lessons @ 80% or higher):
- Lesson: _____
 - Lesson: _____

How do I put it all together?**Week 6: October 3 – October 7**

- _____ 42. Using the notes you took during your book club discussions and your graphic organizer from #35, draft a **typed** book report of **at least 5** paragraphs including all the elements cover in #34 (introduction, description, summary, analysis, and conclusion). [Doubled spaced; spellcheck is your friend.]
- _____ 43. **After** you have completed your book report draft, meet up with the members of your book club and have them suggest revisions/edits for your work. (Each member of your book club must read, make suggestions and initial your paper.)
- _____ 44. Create a polished draft of your book report.
- _____ 45. Assess your book report using the rubric and then have 2 members of your book club do a peer-assessment of your piece.
- _____ 46. Daily Grammar Practice Sentence:

ah depreciate other persons dinners you minsters give such splendid ones

(from *The Count of Monte Cristo* by Alexandre Dumas)

- Monday (parts of speech/functions of grammar)
 - Tuesday (sentence parts and phrases)
 - Wednesday (clauses and sentence type)
 - Thursday (punctuation and capitalization)
 - Friday (diagramming) ← COMPLETE ON THURSDAY
- _____ 47. Rosetta Stone (2 consecutive lessons @ 80% or higher):
- Lesson: _____
 - Lesson: _____
- _____ 48. Take the exam on this cycle's literature readings and vocabulary words.
- _____ 49. Take the quiz on this cycle's root words.