

<b>Holt <i>Elements of Literature</i></b>	<b>Black Line Masters</b>	<b><i>Writer's Inc.</i></b>	<b><i>Reader's Handbook</i></b>	<b>Other Resources</b>
<p><b>1 Reading (SSR)</b></p> <p>Suggested Independent Reading in the index, 1216  Also, 65, 147, 245, 341, 443, 515, 619, 693, 799, 1017  <i>Daily Language Activities</i>, Critical Reading transparencies, 93-116  <i>Teaching Advanced Students</i>, Tips and Tools, 9-39</p>				<p>See LPSS ELA Blackboard for Reading Log, Status of the Class, AR Guidelines, Summer Reading Guidelines. Other things will be added on an on-going basis.  Book Pass in sample from book, <a href="http://www.books.heinemann.com/Products/E00702.aspx">www.books.heinemann.com/Products/E00702.aspx</a> -- then scroll down to take a sneak peak. Click on it. Scroll down to page 21 for instructions for a book pass.</p> <p>Double Entry Journals &amp; Learning Logs, <a href="http://www.maslibraries.org/infolit/samplers/spring/doub.html">www.maslibraries.org/infolit/samplers/spring/doub.html</a></p> <p>Dialectical Journals, <a href="http://www.classroommatters.com/download/dialectic.pdf">www.classroommatters.com/download/dialectic.pdf</a></p>
<p><b>2 Vocabulary</b></p> <p><i>Daily Language Activities</i>, Vocabulary, 27-51  <i>Language Handbook Worksheets</i>  Dictionaries, 1124  <i>Vocabulary Development</i>, vii, ix  Thesauruses, 136, 220  Denotation, 64, 867  Connotation, 64, 220, 330, 741, 867</p>		Context, 369		
<p><b>3 Writing Prompts</b></p> <p>“Quickwrites” suggestions listed in index, 1210  <i>Power Notes</i>, <i>Quickwrites ppt.</i></p>				<p>Daily Writing Prompts, <a href="http://www.theteacherscorner.net/daily-writing-prompts/index.htm">www.theteacherscorner.net/daily-writing-prompts/index.htm</a></p>

<b>Holt <i>Elements of Literature</i></b>	<b>Black Line Masters</b>	<b><i>Writer’s Inc.</i></b>	<b><i>Reader’s Handbook</i></b>	<b>Other Resources</b>
<p><b>4 Grammar/Usage</b></p> <p><i>Daily Language Activities</i>, proofreading                      Warm-Ups, transparencies 1-26 and 78-92  <i>Virtual File Cabinet—practice, remediation, Assessment, review, enrichment pages</i>                      Fragments, 1154, 1157-1158                      Run-ons, 301, 1158                      Syntax problems, 576, 1154-1162  <i>Language Handbook Worksheets, 85-102, 150-152</i>                      Subject-Verb agreement, 220, 1138-1140  <i>Language Handbook Worksheets, 9-19</i>                      Verb Tense, 73, 1143-1144  <i>Language Handbook Worksheets, 25-27</i>                      Pronoun/Antecedent, 1141  <i>Language Handbook Worksheets, 35</i>                      Pronoun Case, 53, 1145-1147  <i>Language Handbook Worksheets, 30-33</i>                      Adjectives, 1137, 1147-1148  <i>Language Handbook Worksheets, 39-41</i>                      Double negatives,  <i>Language Handbook Worksheets, 43</i>                      Punctuation, 1166-1175  <i>Language Handbook Worksheets, 111-140</i>                      Capitalization, 1162-1166  <i>Language Handbook Worksheets, 106-110</i></p>	<p>Sentence Variety,                      1</p>	<p>Fragments, 83                      Comma splices, 83, 84                      Rambling, 83, 84                      Capitalization, 475-477                      Punctuation, 455-74                      Spelling, 485-490</p>		

<b>Holt <i>Elements of Literature</i></b>	<b>Black Line Masters</b>	<b><i>Writer's Inc.</i></b>	<b><i>Reader's Handbook</i></b>	<b>Other Resources</b>
<p><b>5 Understanding Elements of Short Story</b>  Short Story (def), 1117. Novel (def), 1114  Analyzing a Short Story, 516  <i>Resources for Teaching Advanced Students</i>, 124-130  Character, 84-85  <i>Holt Reading Solutions</i>, 450-455  <i>Workshop Resources</i>, 147  Writing a Description of a Person, <i>Family Involvement</i>, 21  Character Interactions, 122  <i>Holt Leveled Library Teacher's Guide</i>, graphic organizers 315, 316, 317, 323  <i>Fine Arts Transparencies</i>, Collection 2  "The Opportunity," 86  "Everyday Use," 102  <i>Holt Reading Solutions</i>, 57-64  <i>Vocabulary Development</i>, 7  <i>The Holt Reader</i>, graphic organizer, 66  <i>See also, Holt Reader Teacher's Manual</i>  "Two Kinds," 124  <i>Vocabulary Development</i>, 8  <i>Holt Reading Solutions</i>, 71-77  Plot, 2-3, 1109, 1115  <i>Visual Connections</i>, Collection 1  <i>Fine Arts Transparencies</i>, Collection 1  "The Colomber," 4  "Contents of the Dead Man's Pocket," 14  <i>Holt Reading Solutions</i>, 31-36  <i>Vocabulary Development</i>, 1  <i>The Holt Reader</i>, graphic organizer, 27  <i>See also, Holt Reader Teacher's Manual</i>  Setting, 54  "The Pedestrian," 56  <i>Holt Reading Solutions</i>, 49-55  "By the Waters of Babylon," 174  <i>Holt Reading Solutions</i>, 85-92  <i>The Holt Reader</i>, 82-101  <i>See also, Holt Reader Teacher's Manual</i>  <i>Resources for Teaching Advanced</i></p>		<p>Conflict, 234</p>	<p>Transparencies, 24-25  Reading a Short Story, 105, 110-13  Fiction Organizer, 279  Plot, 280, 281, 314  Summary Notes, 302  Sequence notes, 303  Story String, 317</p>	<p>Defining characterization,  <a href="http://www.readwritethink.org/lesson_images/lesson800/characterization.pdf">www.readwritethink.org/lesson_images/lesson800/characterization.pdf</a>  Characterization in Literature,  <a href="http://artsedge.kennedy-center.org/content/2331">http://artsedge.kennedy-center.org/content/2331</a>  Developing Critical &amp; Analytical Thinking about Literary Characters,  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=773">www.readwritethink.org/lessons/lesson_view.asp?id=773</a>  Suggested Literature for Teaching Plot,  <a href="http://www.readwritethink.org/lesson_images/lesson802/booklist.pdf">www.readwritethink.org/lesson_images/lesson802/booklist.pdf</a>  Definition/explanation of theme  <a href="http://www.readwritethink.org/lesson_images/lesson800/theme.pdf">www.readwritethink.org/lesson_images/lesson800/theme.pdf</a></p>

<p><i>Students</i>, 78-80                  Theme, 13, 264, 302  <i>Holt Reading Solutions</i>, 456-461                  “The First Seven Years,” 266                  “Catch the Moon,” 281  <i>The Holt Reader</i>, 116-132                  See also, <i>Holt Reader Teacher’s Manual</i>                  “The Bass, the River, and Sheila Mant,” 281                  “Where Have You Gone, Charming Billy?”                  780  <i>The Holt Reader</i>, 269-274                  See also, <i>Holt Reader Teacher’s Manual</i>  <i>Resources for Teaching Advanced</i>  <i>Students</i>, 163-166</p>				
<p><b>6 Flashback and Its Effect</b>                  Flashback, 3, 1111                  “The Leap,” 41  <i>Vocabulary Development</i>, 3                  “Night Calls,” 656</p>	<p>Flashback,                  2</p>	<p>Flashback, 237</p>	<p>Flashback, 373</p>	
<p><b>7 Comparison of Character Composition</b>  <i>Holt Reading Solutions</i>, 468-473                  Character Profile, 620-627                  “Everyday Use,” 102  <i>Resources for Teaching Advanced</i>  <i>Students</i>, 68-70                  “Two Kinds,” 124  <i>Resources for Teaching Advanced</i>  <i>Students</i>, 71-73                  “Catch the Moon,” 281                  “The Bass, the River and Sheila Mant,” 291  <i>Vocabulary Development</i>, 20                  Writing a Comparison Essay, 331  <i>Workshop Resources</i>, xvi, 48-55, 110-114, 141</p>	<p>Character                  Comparison,                  3</p>	<p>Essay, 202-204</p>	<p>Focus on character, 124,                  126-129                  Character Development                  Chart, 280                  Character Map, 336                  Inference Chart, 340                  Comparison/Contrast Order,                  65                  Focus on Compar/                  Contrast, 148-149                  Two Novel Map, 362</p>	<p>Telling a Character’s Story,  <a href="http://artsedge.kennedy-center.org/content/3285">http://artsedge.kennedy-center.org/content/3285</a></p>
<p><b>8 Irony and What It’s Not</b>                  “Lamb to Slaughter,” 378  <i>Vocabulary Development</i>, 26  <i>The Holt Reader</i>, 148-165                  See also, <i>Holt Reader Teacher’s Manual</i>  <i>Holt Reading Solutions</i>, 153-160  <i>Resources for Teaching Advanced</i>  <i>Students</i>, 104-106  <i>Holt Assessment: Lit., Read., Vocab.</i>, 97</p>	<p>Lit. Analysis                  Peer Review,                  4</p>	<p>Irony, 137, 237, 432</p>	<p>Irony, 376</p>	

<b>Holt <i>Elements of Literature</i></b>	<b>Black Line Masters</b>	<b><i>Writer's Inc.</i></b>	<b><i>Reader's Handbook</i></b>	<b>Other Resources</b>
<b>9 Interpreting Figurative Language</b> Figurative Language, 557-558 <i>Holt Reading Solutions</i> , 462 Figurative Language, <i>Family Involvement in English</i> , 7 “Contents of a Dead Man’s Pocket,” 14 “The Pedestrian,” 57 “The Secret Garden,” 167 “Catch the Moon,” 281 “The Bass, The River and Sheila Mant,” 291	Vocab. Card, 5	Symbol, 241 Irony, 137, 237, 432 Flashback, 237 Imagery, 237 Oxymoron, 238	Figurative Lang., 404, 427 Irony, 376 Symbolism, 383 Flashback, 373 Imagery, 430	
<b>10 Symbolism</b> Reinforcing Symbolism: <i>Family Involvement Activities in English</i> , 8 “Through the Tunnel,” 476 “The Masque of the Red Death,” 494 <i>Visual Connections</i> , Collection 6 <i>Fine Art Transparencies</i> , Collection 6 <i>Holt Reading Solutions</i> , 199-203 <i>Resources for Teaching Advanced Students</i> , 118-120 <i>Holt Assessment: Lit., Read., and Vocab.</i> , 122		Symbol, 241	Figurative Lang., 404, 427 Symbolism, 383	<a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=272">Symbolism www.readwritethink.org/lessons/lesson_view.asp?id=272</a>
<b>11 Comparing Two Short Stories</b> <i>Holt Reading Solutions</i> , 468-473 Irony and Ambiguity, 362 “The Possibility of Evil,” 364 Symbolism & Allegory, 460 “The Rat Trap,” 462 Writing a Comparison Essay, 331 <i>Holt Assessment: Lit, Read. And Vocab.</i> , 74 <i>Workshop Resources</i> , 48-55, 110-114, 141	Comparison Checklist, 6		Comparison/Contrast Order, 65 Focus on Compar/Contrast, 148-149 Two Novel Map, 362	
<b>12 Tracing Theme</b> Theme Collection, 266-279 <i>Fine Art Transparencies</i> , Collection 4 “The First Seven Years,” 266 “Catch the Moon,” 281 “The Bass, the River, and Sheila Mant,” 291 <i>Holt Reading Solutions</i> , 121-134		Theme, 241	Focus on theme, 134, 136-39, 164, 166-69, 350, 384 Theme Organizer, 349	Definition/explanation of theme <a href="http://www.readwritethink.org/lesson_images/lesson800/theme.pdf">www.readwritethink.org/lesson_images/lesson800/theme.pdf</a>

<b>Holt <i>Elements of Literature</i></b>	<b>Black Line Masters</b>	<b><i>Writer's Inc.</i></b>	<b><i>Reader's Handbook</i></b>	<b>Other Resources</b>
<b>13 Recurrent Themes</b> Comparison of Media Genres, 447-448 Comparing a Play and a Film, 1018-1025 “And of Clay Are We Created,” 304 <i>Holt Reading Solutions</i> , 135-140 <i>Vocabulary Development</i> , 21 <i>Resources for Teaching Advanced Students</i> , 91-93 “If Decency Doesn’t...” 334 “Good Samaritans...” 336	Expository Essay Checklist, 8			
<b>14 Writing a Short Story</b> Analyzing a Short Story, 516 <i>Workshop Resources</i> , 56 Writing a Short Story, 694-701 <i>Workshop Resources</i> , 84-91, and 151		Writing with style, 125-132	Sequence notes, 303 Story String, 317 Storyboard, 316	Rules for writing a short story from <i>Time Magazine</i> , <a href="http://fictionwriting.about.com/od/shortstorywriting/a/shortstoryrules.htm">http://fictionwriting.about.com/od/shortstorywriting/a/shortstoryrules.htm</a> See ELA Blackboard: Rubrics.