



Fontana Unified School District

Every Student Successful | Engaging Schools | Empowered Communities

Offline Distance Learning Secondary



Grades 9-12 English Language Arts

Independent Learning Opportunities: April 6th- May 1st

Option A- Students, the work below is organized by grade level and uses your English textbook as the primary resource.

Assignments - Week of April 6 th – 10 th
Grade 6 StudySync Reading and Writing Work Companion: <i>Ancient Realms</i> <i>Perseus pages 37-40</i> <ul style="list-style-type: none">• Read• Annotate Tone• Think Questions 1-5• Focus Questions 1-5• Complete Writing Prompt
Grade 7 StudySync Reading and Writing Work Companion: <i>Justice Served</i> <i>About Cesar pages 22-27</i> <ul style="list-style-type: none">• Read• Annotate Informational Text Elements (e.g. details, events, people, and ideas)• Think Questions 1-5• Focus Questions 1-5• Complete Writing Prompt
Grade 8 StudySync Reading and Writing Work Companion: <i>A Moral Compass</i> <i>Mandatory Volunteer Work for Teenagers pages 71-76</i> <ul style="list-style-type: none">• Read• Annotate Author’s Purpose and Point of View• Think Questions 1-5• Focus Questions 1-5• Complete Writing Prompt
Grade 9 Springboard Unit 4: <ul style="list-style-type: none">• 4.13 – Poetry Café: Read all poems, Setting a Purpose for Reading, and Working from the Text• 4.14 – Exploring and Analyzing a Poet’s Work: Setting a Purpose for Reading, Second Read for Poem 1, Second Read for Poem 2, Working from the Text, Check Your Understanding, and Writing to Sources: Explanatory Text.
Grade 10 Springboard Unit 4: <ul style="list-style-type: none">• 4.4—Original Monologues: Questions #1-4• 4.5—Reflecting on Performance: Questions: #1-3
Grade 11 Springboard Unit 5: <ul style="list-style-type: none">• 5.4 — Synthesizing Facts, Interpretation, and Media Formats: <i>Focus research on only the materials that are available to you. If you only have the articles from the textbook, center your research on that information only. This includes research for your EA. It is ok to not have multi-media resources.</i>• 5.5 — Documenting Your Sources: Entire Activity• 5.6—Finalizing Research: Entire Activity
Grade 12 Springboard Unit 4: <ul style="list-style-type: none">• 4.4—Bias in News Report: Find two news articles, Preview Vocabulary, and Complete Charts• 4.5—Framing the Investigation: Read Legal Document and answer questions, Read Articles and answer questions, Read Speech and answer questions, Page 292: Question 13, and Page 293: Check Your Understanding.• 4.6—Directing the Investigation: Entire Activity
Grade 12 ERWC There are no assignments available tied to the ERWC textbook. Please go the end of this document for Option B- Book Report.

Assignments - Week of April 13th - 17th

Grade 6

StudySync Reading and Writing Work Companion: *Ancient Realms*

A Short Walk Around the Pyramid & Through the World of Art pages 21-25

- Read
- Annotate Argument and Claim
- Think Questions 1-5
- Focus Questions 1-5
- Complete Writing Prompt

Grade 7

StudySync Reading and Writing Work Companion: *Justice Served*

The New Colossus pages 51- 54

- Read
- Annotate Figurative Language and Poetic Structure
- Think Questions 1-5
- Focus Questions 1-5
- Complete Writing Prompt

Grade 8

StudySync Reading and Writing Work Companion: *A Moral Compass*

Mother to Son pages 29-32

- Read
- Annotate Tone
- Think Questions 1-5
- Focus Questions 1-5
- Complete Writing Prompt

Grade 9

Springboard Unit 4:

- 4.15—Choosing and Researching a Poet (student choice for poet): Entire Activity

Grade 10

Springboard Unit 4:

- 4.6—Oral Interpretation of Literature: Questions: #2, 4, 9 (SOAPStone strategy from 4.4 will work well with this Activity instead of SMELL)

Grade 11

Springboard Unit 5:

- Complete Embedded Assessment 1- Using the research based on the articles you've read so far- focus on some aspect of the era that represents the values and ideas of the Harlem Renaissance, such as historical context, philosophy and beliefs, the arts, or daily life. Share details about that one aspect as researched through your readings. Your EA can be handwritten and should contain multiple paragraphs.

Grade 12

Springboard Unit 4:

- 4.7—Throwing Light on the Situation: -First FOUR readings (p. 296-305), Frame the prompt on page 318 as an Argument - e.g. Was the government's response to Hurricane Katrina timely and appropriate? Second Read Questions

Grade 12 ERWC There are no assignments available tied to the ERWC textbook. Please go the end of this document for Option B- Book Report.

Assignments - Week of April 20th – 24th

Grade 6

StudySync Reading and Writing Work Companion: *Ancient Realms*

Aesop's Fables pages 26-30:

- Read
- Annotate Theme
- Think Questions 1-5
- Focus Questions 1-5
- Complete Writing Prompt

Grade 7

StudySync Reading and Writing Work Companion: *Justice Served*

Eulogy for Mahatma Gandhi pages 55-59

- Read
- Annotate Central/Main Idea
- Think Questions 1-5
- Focus Questions 1-5
- Complete Writing Prompt

Grade 8

StudySync Reading and Writing Work Companion: *A Moral Compass*

Ode to Thanks pages 58-62

- Read
- Annotate Figurative Language
- Think Questions 1-5
- Focus Questions 1-5
- Complete Writing Prompt

Grade 9

Springboard Unit 4/5:

- Activity 4.16 and the EA will be skipped due to online research components.
- **Unit 5** Activity 5.1— Previewing the Unit: Making Connections, Essential Questions, and Unpacking EA 1 with graphic organizer of choice.
- 5.2 Shakespeare's Age: Preview Setting, a Purpose for Reading, Second Read, and Questions Working from the Text

Grade 10

Springboard Unit 4:

- Complete Embedded Assessment 1: Planning and Drafting Steps (Students can use the monologues found in the textbook from previous activities or they can also research and analyze modern/contemporary speeches if able to)

Grade 11

Springboard Unit 5:

- 5.7—Previewing Embedded Assessment 2: Entire activity
- 5.8—"A Unity of Opposites": Entire activity

Grade 12

Springboard Unit 4:

- 4.8—Looking for Trouble: Entire Activity
- 4.9—Evaluating Sources: Entire Activity

Grade 12 ERWC

- There are no assignments available tied to the ERWC textbook. Please go the end of this document for Option B- Book Report.

Assignments - Week of April 27th – May 1st

Grade 6

StudySync Reading and Writing Work Companion: *Ancient Realms*

Hatshepsut: His Majesty, Herself pages 4-9

- Read
- Annotate 5 Unfamiliar Words Using Context Clues
- Think Questions 1-5
- Focus Questions 1-5
- Complete Writing Prompt

Grade 7

StudySync Reading and Writing Work Companion: *Justice Served*

Long Walk to Freedom pages 60-65

- Read
- Annotate Author's Purpose & Point of View
- Think Questions 1-5
- Focus Questions 1-5
- Complete Writing Prompt

Grade 8

StudySync Reading and Writing Work Companion: *A Moral Compass*

A Poison Tree pages 67-70

- Read
- Annotate Word Relationships
- Think Questions 1-5
- Focus Questions 1-5
- Complete Writing Prompt

Grade 9

Springboard Unit 5:

- 5.3— A Sonnet Sets the Stage: complete entire activity.

Grade 10

Springboard Unit 4:

- 4.7—Previewing Embedded Assessment 2 and Introducing Greek Drama: Entire Activity (will be done independently as opposed to in a group)
- 4.8—A Tragic Family: Questions: #1, 2; Writing to Sources

Grade 11

Springboard – Unit 5:

- 5.9—The Traditions of Dialect: Entire activity

Grade 12

Springboard:

- Complete Embedded Assessment 1: Entire Activity

Grade 12 ERWC

- There are no assignments available tied to the ERWC textbook. Please go the end of this document for Option B- Book Report.

Option B- This assignment uses a novel of your choice as the primary resource. Please read the assignment below, carefully.

Book Report

You are to choose a grade level appropriate novel to read and complete a book report. As you read the novel, complete the two assignments below:

Part ONE: Dialectical Journal Entries

Directions: In order to “close read” your book, you will need to maintain a Dialectical Journal Chart. As the reader, you will need to decide which passages from the text to enter into the journal. Your choice of passages should be based on the following criteria:

- Significance/importance of the passage to the text
- Characterization: the passage reveals important information about a certain character
- Figurative language/symbolism: the passage includes elements of these

Follow these directions when filling out your DJ charts:

- **Say:** Copy the actual quotation or passage from the text.
- **Context:** What does the quote mean? Summarize or paraphrase the quote or passage.
- **Analysis:** Analyze the quote. Why does the quote matter? Why is it important? How does it support my position? Why have I chosen this particular passage? Are there Literary Devices? Character development?

Your commentary/analysis/questions should answer the basic question “Why have I chosen this passage for inclusion in the Chart?” Or what question(s) does this passage raise for me? Set up a table on your word processing program to look like the table below using the two columns and headings listed there.

You should have at least TWO entries per chapter

Sample Dialectical Journal

Title of the Text: *Of Mice and Men*

Author: John Steinbeck

Text excerpt (literature) facts/info (non-fiction)	Response (context, analysis, interpretation, synthesis or application)
“Well,” said George, “we’ll have a big vegetable patch and a rabbit hutch and chickens. And when it rains in the winter, we’ll just say the hell with goin’ to work, and we’ll build up a fire in the stove and set around it an’ listen to the rain comin’ down on the roof- Nuts!” (7).	<p>Context: Towards the end of chapter one, George is describing the “American Dream” he and his companion, Lennie, share. George and Lennie’s American Dream is to one day own their own land and be self-sufficient. Because Lennie has a forgetful memory, George describes the dream to Lennie; this also brings Lennie comfort.</p> <p>Literary Devices: Imagery: the author, Steinbeck, illustrates George and Lennie’s American Dream</p>

by referencing animals and also sets the mood for the readers. The mood created by the imagery is calming and comforting. Part of the author's diction is his use of dialect within the passage to illustrate the time period of the book and the character's education level.

Analysis: This passage is important because it reveals George and Lennie's motivations for working on various farms. One day they hope to be completely independent. This passage also shows the readers the characters and how their motivations drive the plot of the novel. The reason I chose this passage is because_____.

Part TWO: Essay Prompt

Your assignment is to write a multi-paragraph literary analysis essay in response to the following prompt: In the novel you studied, how did one character's choices and the consequences of those choices affect the development of the main character?