

Literature and Composition 12th Grade

Credits: 1

Recommended: 9th-12th

Test Prep: [PSAT](#), [SAT](#)

Course Description: This high school-level course requires students to analyze a wide variety of literature. Students will be **Reading** an autobiography, science fiction and allegorical novels, poetry, short stories, and plays. They will review **Grammar, Vocabulary**, and spelling, as well as the elements of a story. They will focus on poetic and literary devices such as metaphor and irony. Students will be required to present orally, as well as to produce numerous written works. **Writing** assignments include narratives, articles, essays, research, ads, letters, poetry, and a final project of **Writing** a play. A final exam is given at the end of the course.

Reading List (*included for free in the online assignments; no need to purchase separately*):

Historic autobiography of your choosing; *Pilgrim's Progress*, Bunyan; *Twenty Thousand Leagues Under the Sea*, Verne

Plays: *Romeo and Juliet*, Shakespeare; *The Importance of Being Earnest*, Wilde

Short stories: *The Gift of the Magi* and *The Ransom of Red Chief*, O'Henry; *The Cask of Amontillado* (partial), Poe; *The Necklace*, Maupassant; other excerpts

Poetry: Emily Dickinson and others

Lesson 1 * (Materials for English: Vocabulary notebook — I suggest getting a composition/spiral notebook)(Note that an asterisk * indicates that there is something to print for this lesson)

Welcome to your first day of school! I wanted to give you one **important reminder** before you begin. Many of your lessons below have an internet link for you to click on. When you go to the different internet pages for your lessons, please **DO NOT click on anything else on that page** except what the directions tell you to. DO NOT click on any advertisements or games. DO NOT click on anything that takes you to a different website. Just stay focused on your lesson and then close that window and you should be right back here for the next lesson. Okay?

PLEASE NOTE We would encourage you to find a peer editing partner. On Lessons 25 and 83, they will be encouraged to give their paper to someone else to read in order to get feedback. Ideally, this would be someone in their same grade that they could reciprocate with, but they should have someone who can read it and provide feedback.

Vocabulary

1. Go through [these words and definitions](#). Practice taking notes. Label it as Unit 1. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means. If you need to hear how to pronounce a word at any time throughout this course, type it in to dictionary.com and click on the speaker icon.

Reading

1. Choose an autobiography to read. [Ben Franklin \(audio\)](#), [David Crockett](#), [Booker T. Washington](#), [U.S. Grant](#), [Frederick Douglass \(audio\)](#), [Sojourner Truth](#), [Fanny Crosby](#)–hymn writer, [Elizabeth Cady Stanton \(audio\)](#)–women’s rights movement
 1.
 - Frederick Douglass and Elizabeth Cady Stanton both use the “n” word in their autobiographies (parent reported). These are their own words and obviously from their time period. Please choose other books if you don’t want to see that language. It’s possible it occurs in other books and it wasn’t reported.
2. Figure out how many pages a day you’ll need to read in order to be finished by Lesson 30. You have 30 “school” days.

Grammar(*)

1.
 1. (*)Print out a grading sheet to keep track of all the little grades from quizzes and assignments. ([printable grading sheet](#), [excel version](#)) You will be adding other grades as well for **Reading** and **Writing**. I will tell you when and how to add grades each time. This is a high school class, so it can be counted on a transcript; and **transcripts require grades**.
 2. Read about [subjects and verbs from the Grammar Book](#).
 3. Take the [quiz](#). Pay attention to the grade you get on the quiz and record your grade on the grades sheet. **Writing** 9/10 would mean you got 9 right out of 10 questions.
 4. The point is learning

Vocabulary

1. Go through [these words and definitions](#). This is the rest of Unit 1. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Grammar

1. Practice [subject and verb](#). You can review the page if you like, but then take the test.
2. [Identify](#) the clauses. ([Answers](#))
3. Write your assignment grades on the grading sheet.

Lesson 4

Vocabulary/Spelling

1. Can you [spell](#) your **Vocabulary** words?
2. Study for your **Vocabulary** quiz tomorrow. Make sure you know your words. How to study? Read them out loud, copy the ones you are unsure of, have someone quiz you, use words in conversation that you aren't comfortable with yet; here are [more tips](#) (not all apply).

Grammar

1. Read about [phrases](#).
2. Do the [preposition quiz](#). Make sure to read the directions!
3. Record your quiz grade.

Lesson 5

Vocabulary

1. You can study from your notebook before you take the quiz, but you **MUST** put it away before you take the quiz. Cheaters get ZERO points for their quiz.
2. Take the [quiz](#).
3. Record your score out of 10. (It tells you at the end your percentage. Divide the percentage by 10 to find out how many you got right out of 10. i.e. 80% is 8 out of 10.) Label it Unit 1 Quiz on your grade sheet.

Grammar

1. Read about [gerunds](#), [participles](#) and [infinitives](#).
2. Practice with a [quiz](#). Scroll down to the "Exercise." The answers are just under the exercise, so don't scroll too far. Answer the questions, then check your answers.
3. Record your quiz grade.

Lesson 6

Vocabulary

1. Go through [these words and definitions](#). Practice taking notes. Label it as Unit 2. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Grammar

1. Write 4 sentences with a gerund phrase, 4 with participles, and 4 with an infinitive phrase.
 - Record up to 12 points.
 - Score one for each sentence.

Lesson 7

Vocabulary

1. Go through [these words and definitions](#). Practice taking notes. This is still Unit 2. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Grammar

1. Review [phrases](#). (Here's [more on the types](#) if you need it.)
2. Take the [quiz](#).
3. Give an example of an appositive and an infinitive phrase.

Lesson 8

Vocabulary

1. Go through [these words and definitions](#). Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Grammar

1. Take a [quiz](#) to identify subjects and verbs. Scroll down to find #1. Which sentence has the subject and verb marked?
2. You can put an X next to your lowest quiz and lowest assignment grade. That means that these scores will not be counted in your grade. We'll let them just disappear. Remember not to add them in when you calculate your grade later. You won't always be allowed to do this, so don't count on it! I know right now you are getting used to grades.
3. Draw a line across the page to show the end of a unit.

Lesson 9

Vocabulary/spelling

1. Can you [spell](#) your **Vocabulary** words?
2. Study for your **Vocabulary** quiz tomorrow. Make sure you know your words. (Remember, there are study tips on Lesson 4.)

Writing

1. Read about the [Writing process](#).
2. Quiz yourself – list the steps of the **Writing** process. Don't peek. If you don't get them all, look at it and try again to list them.

Lesson 10

Vocabulary

1. You can study from your notebook before you take the quiz. You **MUST** put your notebook away before you begin. Put it far away if it is a temptation. Cheaters get ZERO points for their quiz.
2. Take the [quiz](#).
3. Record your score. Label it Unit 2 Quiz

Writing

1. Read about the [types of Writing](#). Just read, don't fill in the blanks.
2. Do this [matching activity](#) on types of **Writing** and this [quiz](#).
3. Record your quiz grade.
4. You can use any of the links in the sidebar to learn more. (The quiz link is from the sidebar.)

Lesson 11

Vocabulary

1. Go through these [words](#) and read each word's definition. Practice taking notes. Label it as Unit 3. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Writing

1. Read the following **Writing** prompts. Today, pick one of the prompts and write a paragraph. Keep in mind the 4 types of **Writing**. Make sure your paragraph clearly follows one of the types. You'll get to write another paragraph from one of the other prompts tomorrow. The rubric is below.
 - Write a paragraph telling about your favorite childhood memory.
 - Write a paragraph convincing your mom she should stock soda in the fridge for a Friday treat.
 - Write a paragraph explaining how to prepare your favorite food.
 - Write a paragraph detailing the most beautiful place you've ever been.
 - Write a paragraph explaining the best way to study for a test.
 - Write a paragraph retelling your most memorable holiday.
 - Write a paragraph giving your position on lowering the legal voting age to 16.
 - Identify the types of **Writing** for each of the above paragraphs.
 - Score 1 point for each one you are able to classify.
 - Record up to 7 points. (You can check your answers [here](#).)
2. Record a **Writing** grade out of 20 points. Here's your rubric:
 - Does it have 9 to 12 sentences? (10 points)
 - Does it obviously follow the correct type of **Writing** style? (5 points)
 - Does it use correct spelling and punctuation? (5 points)

Lesson 12

Vocabulary

1. Go through these [words](#) and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Writing

1. Read the following **Writing** prompts. Write a paragraph based on one of these prompts (not the one you picked in the last lesson). Keep in mind the 4 types of **Writing**. Make sure your paragraph clearly follows one of the types.
 - Write a paragraph telling about your favorite childhood memory.
 - Write a paragraph convincing your mom that she should stock soda in the fridge for a Friday treat.
 - Write a paragraph explaining how to prepare your favorite food.
 - Write a paragraph detailing the most beautiful place you've ever been.
 - Write a paragraph explaining the best way to study for a test.
 - Write a paragraph retelling your most memorable holiday.
 - Write a paragraph giving your position on lowering the legal voting age to 16.
2. Record a **Writing** grade out of 20 points. Here's your rubric:
 - Does it have 9 to 12 sentences? (10 points)
 - Does it obviously follow the correct type of **Writing** style? (5 points)
 - Does it use correct spelling and punctuation? (5 points)

Lesson 13

Vocabulary

1. Go through these [words](#) and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Writing

1. Read about [fragments, run-ons and splices](#).
2. Take the [quiz](#). You get a point for each question you answer correctly on the first try.
3. Record the quiz score out of ten possible points.

Lesson 14

Vocabulary/Spelling

1. Can you [spell](#) your **Vocabulary** words?
2. Study for your **Vocabulary** quiz tomorrow. Make sure you know your words.

Writing

1. Rewrite these sentences if they are run-on sentences or fragments. If they are sentences, you can skip them. ([Fragments and Run-On Assignment](#))
2. When you are finished, you can check your answers. ([Answers Fragments and Run-On Assignment](#))
3. Record your assignment grade.
4. Tomorrow you will take your first test. This test is going to evaluate general **Reading** comprehension and **Grammar** knowledge. If you have found that you struggled with anything during this course, go back and review before tomorrow's test. There are extra links on many of the pages.

Lesson 15*

Vocabulary

1. Take the [quiz](#).
2. Record your grade. Label it Unit 3 Quiz.

Writing*

1. *Print out the [bubble answer sheet](#).
2. Take the [test](#). Do just the first 29 questions.
3. Check your answers at the end.
4. We'll let this be a practice test. You don't have to record it. How did you do? If you got an A and want to include the grade on your grading sheet, you may.
5. You should look over the ones you got wrong to learn from your mistakes.
6. Put an X next to your lowest assignment grade and lowest quiz grade FOR THIS UNIT.
7. Draw a line on your grading sheet to show the end of a unit.

Lesson 16

Vocabulary

1. Read through your **Vocabulary** notebook.

Writing

1. Read about [narrative Writing](#).
2. Here's [more](#).
3. Here are some examples of narrative **Writing**: [Anne Frank](#), [Benjamin Franklin](#) (I won't hold you to **Reading** that whole chapter. You can just read part.)

Lesson 17

Vocabulary/Spelling

1. Play this [spelling game to practice your Vocabulary](#).

Reading

1. Continue **Reading**.

Writing

1. Think of an interesting story from your life. What was the setting, who were the characters, what was the situation, and what was the climax, the resolution. You are not **Writing** anything yet. You are just making notes.

Lesson 18

Vocabulary/Spelling

1. Play a [game](#) to practice your **Vocabulary**, units 1-3. Choose any activity with the video game controller icon.

Reading

1. Continue **Reading**.

Writing

1. Read about [making outlines](#).
2. Take a look at this part of an [outline](#). Here's another [sample](#).
3. Write a basic outline for your *personal* narrative, a story from your life. You will need to finish your outline tomorrow. The more thorough your outline, the easier it will be to write.
 - I. Will be your introduction, what you want your narrative essay to be about
 - II. III. and IV. Will be individual things you want to talk about
 - V. Will be your conclusion
 - Add an **A.** and **B.** under II. III. and IV. telling what you want to say about that

Lesson 19

Vocabulary/Spelling

1. Play one of the [games](#) with your words.

Reading

1. Continue **Reading**

Writing

1. Finish your outline. You can write your intro and conclusion in your outline if you have finished the basic outline.
2. Read about [narrative Writing](#). Use the tabs to walk through the different parts (getting started, organizing, adding transitions).
3. Read the [grading guidelines](#) for the narrative essay you are going to write. You are going to want the best score in each category. Think about those things while you write.

Lesson 20

Vocabulary

1. Retake the quiz of your worst vocab score (check your grade sheet) from [unit 1](#), [unit 2](#) or [unit 3](#). This is why you were asked to label them – so you can know which quiz to retake. Please remember to label all of your quizzes on your grade sheet from here forward. You won't get any more reminders.
2. If you got 100% on all of them, then no vocab for you today. Way to go!
3. If you scored higher this time, then you may change the grade on your grading sheet.

Reading

1. Continue **Reading**

Writing

1. Start **Writing** your personal narrative essay. Remember, it must be between 500 and 800 words. (Microsoft Word will count the words for you. One page is about 250 words with double-spaced lines, so you must write two to three typed pages, double-spaced.)
2. You have until Lesson 25 to write and edit it. Use this peer editing checklist to help you edit ([Peer Editing Checklist](#)).

Lesson 21

Vocabulary

1. [Unit 4](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Continue **Reading**.

Writing

1. Continue **Writing**. Use your **Vocabulary** words. Keep these in mind: [Peer Editing Checklist](#) and [grading rubric](#).

Lesson 22

Vocabulary

1. [Unit 4](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Continue **Reading**.

Writing

1. Continue **Writing**. Keep these in mind: [Peer Editing Checklist](#) and [grading rubric](#).

Lesson 23

Vocabulary

1. [Unit 4](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Continue **Reading**.

Writing

1. You should be finishing or getting close to finishing your **Writing**. Keep these in mind: [Peer Editing Checklist](#) and [grading rubric](#).

Lesson 24

Vocabulary/Spelling

1. Can you [spell](#) your **Vocabulary** words?
2. Study for your **Vocabulary** quiz tomorrow. Make sure you know your words.

Reading

1. Continue **Reading**.

Writing

1. Finish **Writing**. Make sure you are done on time and have it edited and ready to grade. Keep these in mind: [Peer Editing Checklist](#) and [grading rubric](#).

Lesson 25

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Continue **Reading**.

Writing

1. Complete your editing. Keep these in mind: [Peer Editing Checklist](#) and [grading rubric](#).
2. Give your essay an honest grade based on the grading rubric. You will use the second page. There are numbers above each column. If that column describes your essay, then that is how many points you get for that row.
 - Add up all your points.
 - **Add ten points if you finished on time.** (If you are doing this a few days later, then you don't get those ten points. Don't get behind in your work!)
 - Total points 30+10
 - +1 extra credit point for any **Vocabulary** word you used (from this year)
3. Give your essay to your peer editing partner. Send along the grading rubric.
 - Ideally, your peer editing partner is someone in your same grade. They don't have to use EP. If you can't find someone like that among your family friends, then ask someone older than you to read your essay and give you a grade based on the rubric.
4. You should receive a grade from the person who reviewed your essay. They should use the [grading rubric](#) and score it out of 30.
5. After you receive feedback, you may make revisions to your essay and give yourself another grade. The grade will be out of 30 points.
6. You should list all of the grades (your first grade, your grade from the feedback, and your final revision grade) on your grading sheet.
7. You should count all of these grades unless you really think the feedback you got was unfair. This way your **Writing** assignment is worth much more (100 points, instead of just 30). That means that in your final grade, your **Writing** assignments will count more than the little homework assignments and quizzes.

Lesson 26

Vocabulary

1. Label as [Unit 5](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Continue **Reading**.

Writing

1. Define: character, setting, climax, conflict, resolution.
 -
 - Grade: 2 points for each if you answered in complete sentences
 - Total 10 points

Lesson 27

Vocabulary

1. [Unit 5](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Continue **Reading**.

Writing

1. Do the [crossword](#). Click on the key to check your answers.
 - 5 points for completing the assignment.
2. You can draw a line on your grading sheet to show the end of a unit.

Lesson 28

Vocabulary

1. [Unit 5](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Continue **Reading**.

Writing

1. Define these literary terms. ([Short Story Terms](#))
 - 1 point for each definition and an extra point for completing the assignment. (There are two repeated terms. Easy for you.)
 - Total 30 points

Lesson 29

Vocabulary/Spelling

1. Can you [spell](#) your **Vocabulary**?

2. Study for your **Vocabulary** quiz tomorrow. Make sure you know your words. This is the last time I'm going to remind you. Do you think you are in the habit? If you know you are going to be tested on something, it's a good idea to study!

Reading

1. Continue **Reading**.

Writing

1. You are going to learn about plot terms. First, outline the plot of the story The Three Little Pigs as you are familiar with it.
2. Next, [click through this slideshow](#) that explains a detailed plot diagram of The Three Little Pigs and take notes on the plot terms that are illustrated in the plot diagram.

Lesson 30

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Finish **Reading**.
2. Write a paragraph about what you found to be the most inspiring part of the narrative you read.
 - 2 points for a topic sentence
 - 6 points for at least three supporting sentences, including a specific story example from the book
 - 2 points for a concluding sentence
 - Total 10 points

Writing

1. Read about [irony](#).
2. Look at these [examples of irony](#). Here are more [examples](#). Take the quiz at the top of this page.
3. Complete the [quiz](#).
4. If you got any wrong, get more points by doing this [quiz](#).
5. Record your score out of 10.

Lesson 31

Vocabulary

1. Label as [Unit 6](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [The Gift of the Magi](#).

Lesson 32

Vocabulary

1. [Unit 6](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read a [bio](#) of O'Henry, the author of the story you just read.
2. Read this [guide](#) to the story.

Lesson 33

Vocabulary

1. [Unit 6](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading/Writing

1. Answer one of the first two [study questions](#). (above Author Information)
 - 2 points for an introductory sentence that states a clear thesis
 - 2 points each for three examples from the story that show your point
 - 2 points for a well-stated concluding sentence that restates your point
 - Total: 10 points

Lesson 34

Vocabulary/Spelling

1. Can you [spell](#) your **Vocabulary**?

Reading/Writing

1. Read the biography on [Edgar Allen Poe](#).
2. Watch this video on [his life and works](#).
3. Read the short story, "[The Cask of Amontillado](#)" [edited](#) **Warning:** This is the first 4 pages. You don't want to read the gross ending. He kills his friend. He builds him a tomb out of bricks (masonry).
4. Write down any instances of irony that you can find. (You can review irony by looking at the links I listed on Lesson 30.)
5. Poe is very famous, but very dark. I don't recommend any further **Reading** of his works, but you should know who he is and the type of literature he wrote. Do you think his childhood influenced his **Writing**?

Lesson 35

Vocabulary

1. Take [the quiz](#).
2. Record your score.

Reading

1. Read the bottom of this page about Poe's [short story](#) you read. Scroll down to Setting and read from there.

Writing

1. Write a friendly letter to Poe. Use the [proper format](#). In your letter tell him what you think about him and his life and works. You should mention his use of irony. Give an example from the story and tell him how it affected the story, and you.
 1. 5 points for using the proper letter format
 2. 5 points for including an example of irony
 3. 5 points for including how it affected the story and how you view him and his work
 4. Total: 15 points

Lesson 36

Vocabulary

1. Read through units 4-6 in your **Vocabulary** notebook.

Reading/Writing

1. Read this introduction to "[The Necklace](#)." Just read what's there. Don't use any links.
2. Read through the questions on the [question sheet](#).
3. Read the story ("[The Necklace](#)") and answer the questions.
 -
 - 1 point for each correctly answered question (11 answers in questions 1-9) ([Answers](#))
 - 4 points for being able to find the irony in the story as shown in the answer to #10 ([Answers](#))
 - Total 15 points
1. What are some things wrong with her attitude shown in the 5th paragraph on the first page?

Lesson 37

Vocabulary/Spelling

1. Play this [spelling game](#) to practice your **Vocabulary**.

Writing

1. Complete this journal **Writing** assignment:
 -
 - Choose a character from "The Necklace" and write as if they were **Writing** in a diary. Be sure to include their feelings about each of the items listed below.
 - 5 points for each of the things listed below IF you told about it and included your (the character's) feelings about each:
 - the party

- losing the necklace
- replacing the necklace
- irony of these events
- 2 points for each of the things listed above IF you mentioned it but did not include the character's feelings
- 5 points if you wrote in a diary/journal format (proper tone of voice, used "I," believable that the character could have written it)
- Total 25 points
- Do NOT send this in for peer editing.

Lesson 38

Vocabulary/Spelling

1. Play a [game](#) to practice your **Vocabulary**, units 4-6. Scroll down and choose a game from the sidebar (marked by video game controller icons).

Reading

1. Read "[The Ransom of Red Chief](#)." (If you want to download it: "[Ransom of Red Chief](#)")

Lesson 39(*)

Vocabulary/Spelling

1. Play a [game](#) with your **Vocabulary** words, units 4-6.

Reading/Writing

1. (*)Complete the [study questions](#) for "The Ransom of Red Chief."
 1.
 - 22 points for correct answers for the first 11 questions
 - 8 points for answer the last question with examples and explanations
 - Total 30 points
 - ([Answers](#))

Lesson 40

Vocabulary

1. You may take a retest for ONE of your **Vocabulary** quizzes from the last three weeks: [unit 4](#), [unit 5](#) or [unit 6](#). Record the best of the two scores on your grading sheet.

Reading

1. Review "The Gift of the Magi," by re**Reading** this [guide](#) to the story.
2. Complete the [crossword](#) and [matching](#). Click on the key to see the answers.

Lesson 41

Vocabulary

1. Label as [Unit 7](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading/Writing

1. Read about the [themes](#) of “The Necklace” and take notes. ([source](#))
2. Today, start a project about a short story you have read. Write about the use of irony in [one](#) of the short stories you have read. What kind of irony is used, how is it used in the story, how does it affect the story and the reader’s experience of the story? Quote examples from the story. Or, you can do a [project](#) if you prefer not to write.
3. Read through this [grading rubric](#) to make sure you will earn all of the possible points, if you are **Writing**. (Read it as “author’s use of irony” instead of “author’s voice.”) Also, you are **Writing** about the affect on the reader, not “personal growth.” Finally, for formatting, make sure you make a title, and write your name, date, and course name on your paper. Use the grading rubrics on the [projects page](#) for projects.

Lesson 42

Vocabulary

1. [Unit 7](#). Go through the words and read each word’s definition. Practice taking notes. Write each word and definition. You don’t need to write down everything it says. Write down what you need to so that you understand what it means.

Reading/Writing

1. Read this [guide](#) for Poe’s story (scroll to settings)
2. Continue to work on your short story project. Remember that you are to write about the use of irony in one of the short stories you have read. What kind of irony is used, how is it used in the story, how does it affect the story and the reader’s experience of the story?
3. Read through this [grading rubric](#) to make sure you will earn all of the possible points. (Read it as “author’s use of irony” instead of “author’s voice.”) Also, you are **Writing** about the effect on the reader, not “personal growth.” Finally, for formatting, make sure you make a title, and write your name, date, and course name on your paper. Use the grading rubrics on the [projects page](#) for projects.

Lesson 43*

Vocabulary

1. [Unit 7](#). Go through the words and read each word’s definition. Practice taking notes. Write each word and definition. You don’t need to write down everything it says. Write down what you need to so that you understand what it means.

Writing*

1. Use the [grading rubric \(projects\)](#) to give your short story assignment an honest grade out of 100 points.
2. *Print out the [bubble answer sheet](#). Fill in numbers 30 to 62. Don’t start filling in at 1. Make sure your answer number matches the question number.
3. Take the [test](#). Do numbers 30 to 62.
4. Record your score out of 30. That leaves 3 points for extra credit. (The answers are at the end of the same PDF as the test.)
5. You can draw a line to show the end of a unit.

STOP

Time for a report card and portfolio/records updating.

Portfolio/records: In your portfolio you should include one of your **Writing** assignments from this quarter. You can also take a screen shot of one of the **Vocabulary** quizzes. Save one of your **Grammar** assignments and one of your short story assignments (maybe for "The Necklace"). You could save any other assignment that's different—like the irony assignment. Choose things that are neat and well kept. NOTE! If you are turning your portfolio into the school district, keep a separate records binder for yourself at home. Include the best **Writing** assignment and maybe one other assignment that you think highlights the course or your child. This is for your high school records. You will hold onto these records until your child is in college! You don't want to save too much, but you want to have enough, just in case.

Report Card: In public school you get your grade for your class every quarter of the school year. That's about now. This isn't your final grade for your course. It just lets you know how you are doing.

This is how you find your grade:

- Add up all the grades you have been recording.
 - Add up your scores and write that number down. DON'T count the scores you put an X by. Those scores are NOT to be counted in your grade.
 - Add up the total possible points and write that number down. (You won't add in the total points number for the X-ed out scores either.)
- Divide those numbers. Your score divided by total possible. Move the decimal point over two places to the right. Write the number in front of the decimal (something between 1 and 100). This is your percent grade. Next to that you can write your letter grade. 90-100 is an A, 80-89 is a B, 70-79 is a C.

Your goal is to get an A for the course at the end of the year. Go back and look at where you lost points. What can you do to avoid losing those points in the next quarter?

Draw a line across your grade report, or maybe print out a new sheet and start fresh for the new quarter. ([printable grading sheet](#), [excel version](#))

Lesson 44

Vocabulary/Spelling

1. Can you [spell](#) your **Vocabulary** words?

Reading

1. Read this biography of [Shakespeare](#).
2. Read about these [drama terms in your new play, Romeo and Juliet](#).

Lesson 45(*)

Vocabulary

1. Take the [quiz](#).

2. Record your score.

Reading(*)

1. Read this [summary](#) of the play, one of his most popular.
2. Read this [character list](#). It might help you to print this out and keep it out while you read.
3. (*)Print out or bookmark the [study guide](#) and keep it next to you as you read. Before you read each act, read the questions. Answer them as you read. (Note: The study guide comes from this [course](#).)

Lesson 46

Vocabulary

1. Label as [Unit 8](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read the Prologue and Act 1, Scene 1. Read along if you are listening or watching. ([text](#), [with glossary](#), [audio](#), [video](#))
2. Answer the questions in the study guide (from lesson 45) as you go. ([Answers](#))
3. If you are stuck, try the [No Sweat Shakespeare](#) site for help. Each scene is translated into modern **Writing**.

Lesson 47

Vocabulary

1. [Unit 8](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read Act 1, Scenes 2 and 3. Read along if you are listening or watching. ([text](#), [with glossary](#), [audio](#), [video](#))
2. Answer the questions on the study guide as you go. ([Answers](#))
3. If you are stuck, try the [No Sweat Shakespeare](#) site for help. Each scene is translated into modern **Writing**.

Lesson 48

Vocabulary

1. [Unit 8](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read Act 1, Scenes 4 and 5. Read along if you are listening or watching. ([text](#), [with glossary](#), [audio](#), [video](#))

2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Sweat Shakespeare](#) site for help.

Lesson 49

Vocabulary/Spelling

1. Can you [spell](#) your **Vocabulary** words?

Reading

1. Read the Prologue and Act 2, Scenes 1 through 3. Read along if you are listening or watching. ([text](#), [with glossary](#), [audio](#), [video](#))
2. Answer the questions as you go (note, in some of the linked versions of the play, question 1 refers to scene 2 rather than scene 1). ([Answers](#))
3. If you are stuck, try the [No Sweat Shakespeare](#) site for help.

Lesson 50

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Read Act 2, Scenes 4 through 6. Read along if you are listening or watching. ([text](#), [with glossary](#), [audio](#), [video](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Sweat Shakespeare](#) site for help.

Lesson 51

Vocabulary

1. Label as [Unit 9](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read Act 3, Scene 1. Read along if you are listening or watching. ([text](#), [with glossary](#), [audio](#), [video](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Sweat Shakespeare](#) site for help.

Lesson 52

Vocabulary

1. [Unit 9](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read Act 3, Scenes 2, 3, and 4. Read along if you are listening or watching. ([text](#), [with glossary](#), [audio](#), [video](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Sweat Shakespeare](#) site for help.

Lesson 53

Vocabulary

1. [Unit 9](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read Act 3, Scene 5. Read along if you are listening or watching. ([text](#), [with glossary](#), [audio](#), [video](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Sweat Shakespeare](#) site for help.

Lesson 54

Vocabulary/Spelling

1. Can you [spell](#) your **Vocabulary** words?

Reading

1. Read Act 4, Scenes 1 through 4. Read along if you are listening or watching. ([text](#), [with glossary](#), [audio](#), [video](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Sweat Shakespeare](#) site for help.

Lesson 55

Vocabulary

1. Take a [quiz](#).
2. Record your score.

Reading

1. Read Act 4, Scene 5. Read along if you are listening or watching. ([text](#), [with glossary](#), [audio](#), [video](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Sweat Shakespeare](#) site for help.

Lesson 56

Vocabulary

1. Read through units 7, 8 and 9 in your **Vocabulary** notebook.

Reading

1. Read Act 5, Scenes 1 and 2. Read along if you are listening or watching. ([text](#), [with glossary](#), [audio](#), [video](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Sweat Shakespeare](#) site for help.

Lesson 57

Vocabulary/Spelling

1. Play a [game](#) to practice your **Vocabulary**.

Reading

1. Read Act 5, Scene 3 Read along if you are listening or watching. ([text](#), [with glossary](#), [audio](#), [video](#))
2. Answer the questions as you go. ([Answers](#))
3. If you are stuck, try the [No Sweat Shakespeare](#) site for help.

Lesson 58

Vocabulary/Spelling

1. Play this [spelling game](#) to practice your **Vocabulary**.

Reading

1. Make sure your study guide is complete.
 - 50 points for completing the guide — subtract a point for any missing answer
2. Take the [quiz](#).
3. Record the grades.

Lesson 59

Vocabulary/Spelling

1. Play a [game](#) with your **Vocabulary** words, units 7-9.

Speech

1. Read out loud a [soliloquy](#) in front of an audience. A **soliloquy** is when the actor gives a speech with no one else on stage, basically talking to no one, or to himself.

Writing

1. Write a one-page newspaper. Read more below.
2. You will write three newspaper articles. You could write about the play, but you could also write about Shakespeare or drama terms. Include at least one picture in your paper. Include a headline and a newspaper title. Here is an [example](#).
3. Here is a [grading rubric](#) to consider.
4. Get started today. It is due on Lesson 64. You should write first, then edit, and then take a day to format and put together your newspaper.
5. Here are some newspaper links if you want the help.
 - [Newspaper Template](#) Click X on the pop up ad. You can download a free one without any sign up.

- [how-to](#)
- [Writing tips](#)

Lesson 60

Vocabulary

1. You may take a retest for one of your last three **Vocabulary** quizzes — [unit 7](#), [unit 8](#), [unit 9](#).
2. If you scored higher this time, you may change your grade for that quiz.
3. If you got them all right the first time, DAY OFF, no **Vocabulary** for you today.

Reading

1. Read a summary of your next book, [Pilgrim's Progress](#). ([alternate link](#))
2. Read about the [author](#). ([alternate link](#))

Writing

1. Work on your newspaper.

Lesson 61

Vocabulary

1. Label as [Unit 10](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [about the book](#). ([alternate link](#))
2. Read a [character list](#). ([alternate link](#))
3. What do you notice about the character names? The characters represent the names they are given. This book is an **allegory**. The whole book is a metaphor. It has a meaning beyond the setting, characters and plot. Each part of the story means something more than what's before your eyes. There is a man named Christian. He is going on a journey. But the allegory, or metaphor, is that he represents someone who recognizes his sin and need for saving and seeks God and salvation through Jesus Christ.

Writing

1. Work on your newspaper.
2. Include a quote in your article!

Lesson 62

Vocabulary

1. [Unit 10](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read the [summary and analysis of section 1](#). ([alternate link](#))
2. Here is a map of the book's [setting](#).

Writing

1. Your article should be written. Edit it.

Lesson 63

Vocabulary

1. [Unit 10](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read book 1, section 1 of [The Pilgrim's Progress](#). ([audio](#)) ([download version](#)—is not broken into sections, to be read in 28 days)
2. After you are finished the book there will be a quiz and essay questions to answer. An essay question doesn't mean you have to write a 5-paragraph essay for each question. It just means you will have to write out a long answer, as opposed to a multiple choice online quiz.

Writing

1. Your newspaper is due on Lesson 64. Edit and format. Make sure to include a picture.

Lesson 64

Vocabulary/Spelling

1. Can you [spell](#) your **Vocabulary** words?

Reading

1. Read the [summary and analysis of section 2](#). ([alternate link](#))

Writing

1. Finish your newspaper.
 - up to 25 points for each article (use this [rubric](#) – only one photo was required for the whole paper, not each article—and then divide by 4)
 - up to 25 points for finishing on time and for layout (take 5 points off for missing headlines, missing newspaper title, or missing newspaper format; 15 points off for not finishing on time)
 - Total 100 points

Lesson 65

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Read book 1, section 2 of [The Pilgrim's Progress](#). (audio)

Writing

1. Read about [nonfiction](#).
2. Read these excerpts of different nonfiction **Writing**: [Night](#) by Elie Wiesel, [Life on the Mississippi](#) by Mark Twain, [Tuesdays with Morrie](#) by Mitch Albom, "[Letter from Birmingham Jail](#)" by Martin Luther King, Jr.

Lesson 66

Vocabulary

1. Label as [Unit 11](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read the [summary and analysis of section 3](#). ([alternate link](#))

Writing

1. Read about **Writing** a research report (it's a lot).
 - [Choosing and Narrowing a Research Topic](#)
 - [Finding Sources and Taking Notes](#) (I'm a fan of the note card method.)
 - [Editing](#)
 - Final Draft should be in the [MLA format](#).
2. Here's info on how to make a "works cited" page.
 - [Format](#)
 - [In-Text Citations: The Basics](#)
 - [Works Cited Page: The Basic Format](#)

Lesson 67

Vocabulary

1. [Unit 11](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read half of book 1, section 3 of [The Pilgrim's Progress](#). (audio)

Writing

1. Read about **Writing** a thesis statement.
2. You should know what a thesis is. This coaches you through the development of one in a different way.

Lesson 68

Vocabulary

1. [Unit 11](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Finish book 1, section 3 of [The Pilgrim's Progress](#). ([audio](#))

Writing

1. Today you will choose a topic for a research paper.
2. A research paper is a long essay that you have done a lot of research for. Your essay will need to be four pages long (plus the works cited page), so make sure you gather enough information! The paper will need to be double spaced and in MLA format. You will write (roughly) 8 paragraphs.

If you have trouble thinking of what to write about, you can choose a topic from this list, then narrow it down into a thesis:

Irony in "The Necklace"

Characters in "The Necklace"

Themes in "The Necklace"

Irony in *Romeo and Juliet*

Names in *Romeo and Juliet*

Themes in *Romeo and Juliet*

Your essay can be about anything you've read this year. On Lesson 1, you began **Reading** an autobiography. You can write about something in the book you read. You've also been **Reading** *Pilgrim's Progress*; you could write about that. The possibilities are endless! Narrowing your topic will be the hard part. Here's [a page](#) on that (you should remember this).

On Lesson 83 you will send your paper in for peer editing, so make sure you work hard on it! You will be using [this rubric](#). Notice you need 5 or more major references with at least 3 being non-internet sites for full points in the 'Bibliography' category. That's where lots of research comes in handy (remember: Wikipedia is **not** a good source)!

3. Good places to look for information on books online are SparkNotes and Cliff Notes.
4. What are some questions you should ask when [evaluating a source](#)?

Lesson 69

Vocabulary/Spelling

1. Can you [spell](#) your **Vocabulary** words?

Reading

1. Read the [summary and analysis of section 4](#). (the notes call the sections different numbers).

Writing

1. Begin your research. Make sure to take careful notes. You need to know where each piece of information came from. I like to list my resources on one piece of paper. I number them as I add them to the list. Then on my note card I can just write the number 1 in the corner, and I know where it came from. Write down web addresses and titles of web sites and pages.

2. DON'T COPY ANYTHING. Just use a word or two to write down the info. If you want to quote something, copy it exactly and write it in quotes. Make sure you can tell exactly where it came from.

Lesson 70 Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Read book 1, section 4 of [The Pilgrim's Progress](#). ([audio](#))

Writing

1. Continue your research. Work for at least twenty minutes. Look for specific examples to support your thesis. Look for quotes that would support your thesis. You are aiming at **Writing** four pages. You need information, examples and quotes. Gather them!
2. Your **Writing** will be checked for plagiarism when you submit it. You will get a zero on your assignment.

Lesson 71 Vocabulary

1. Label as [Unit 12](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read the [summary and analysis of section 5](#).

Writing

1. Continue your research. Work for at least twenty minutes. Look for specific examples to support your thesis. Look for quotes that would support your thesis.

Lesson 72 Vocabulary

1. [Unit 12](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read half of book 1, section 5 of [The Pilgrim's Progress](#). ([audio](#))

Writing

1. Remind yourself about **Writing** an [outline](#).

2. Start your outline by typing in your thesis and labeling the intro and conclusion.
 - It should include an intro, conclusion, and topics for the body with at least two points under each one.

Lesson 73

Vocabulary

1. [Unit 12](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Finish book 1, section 5 of [The Pilgrim's Progress](#). ([audio](#))

Writing

1. Organize your notes into categories. Can your group them? These will be your paragraphs.
2. Type your notes into an outline. The Roman numerals will be the topic sentence, or main point, of each paragraph. The alphabet letters will be your details that support the main point.

Lesson 74

Vocabulary/Spelling

1. Can you [spell](#) your **Vocabulary** words?

Reading

1. (Optional) Read the [summary and analysis of the next section](#).
2. Read book 1, section 6 of [The Pilgrim's Progress](#). ([audio](#))

Writing

1. Finish your outline. Add to it as much detail as you can. This will make your **Writing** easier.
2. Score your outline.
 - 20 points for your outline
 - 2 points off for anything missing (intro, conclusion, topics for the body with at least two points under each one)
3. Write your introduction. Start with an attention grabber and finish with your thesis statement.

Lesson 75

Vocabulary

1. Take the [quiz](#).
2. Record your score. Draw a line on your grade sheet to show the end of a unit.

Reading

1. (Optional) Read the [summary and analysis of section Doubting Castle](#).

2. Read the first half of book 1, section 7 of [The Pilgrim's Progress](#). (audio)

Writing

1. Start **Writing**. Aim to write *at least* two paragraphs each day, good-length paragraphs.

Lesson 76

Vocabulary

1. Read through units 10 through 12 in your **Vocabulary** notebook.

Reading

1. Finish book 1, section 7 of [The Pilgrim's Progress](#). (audio)

Writing

1. Work on your rough draft. Here is the [grading rubric](#) you will be using.

Lesson 77

Vocabulary/Spelling

1. Practice your [Vocabulary words](#), units 10-12.

Reading

1. (Optional) Read the [summary and analysis of section "Delectable Mountains"](#).
2. Read book 1, section 8 of [The Pilgrim's Progress](#). (audio)

Writing

1. Your **Reading** was short today. Work, work, work on your rough draft. You are aiming for 4 pages! (Remember, it is double spaced. This will help you and someone else correct it. To change your document to double spaced, look under headings like "page layout," "paragraph" and "spacing.")

Lesson 78

Vocabulary/Spelling

1. Play this [spelling game](#) to practice your **Vocabulary**.

Reading

1. Read book 1, section 9 of [The Pilgrim's Progress](#). (audio)

Writing

1. Work on your rough draft.

Lesson 79

Vocabulary

1. Play a [game](#) with your **Vocabulary** words, units 10-12.

Reading

1. Finish book 1, section 10 of [The Pilgrim's Progress](#). ([audio](#))

Writing

1. Look at this page about how to format [long or short quotes](#).
2. Finish your rough draft.

Lesson 80

Vocabulary

1. You may retake one of the last three **Vocabulary** quizzes—[unit 10](#), [unit 11](#), [unit 12](#)—and change your grade to the higher score.

Reading

1. Read [stage 1](#). ([audio](#))

Writing

1. Take a look at this [sample paper](#).
2. Today make sure you [format your paper correctly](#) and write your [works cited page](#).

Lesson 81

Vocabulary

1. Label as [Unit 13](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [stage 2](#). ([audio](#))

Writing

1. Start editing your research paper. Read it over and check for flow. Fix your transitions. Use the notes alongside the two samples to help you think through what you need to do.

Lesson 82

Vocabulary

1. [Unit 13](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. (Optional) Read the [summary and analysis](#). ([alternate link](#))
2. Read [stage 3](#). ([audio](#))

Writing

1. Keep editing your research paper. Use the samples to help you make yours better. You can also refer to this [grading rubric](#). I know it might seem silly to put your name, etc. on the paper, but you are practicing for the future. And practicing following directions!

Lesson 83

Vocabulary

1. [Unit 13](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Writing

1. Finish your research paper. Make sure that everything looks great and is in the right format.
 - Run your paper through a [plagiarizer checker](#). It doesn't have to be every word exact to be plagiarized. If there is a whole paragraph copied and pasted without quotes and a reference, then it's plagiarized. Your score 0.
 - Give yourself an honest grade for your paper using this [grading rubric](#). The first category, you remember, is for proper formatting of your first page. The scores go across the top 4 for the first column, 3 for the next, 2, 1, and 0 for the last column.
 - Total points 40
 - Add 20 points if you completed the assignment on time.
 - +1 extra credit point for any **Vocabulary** word you used (from this year)
2. Give your essay to your peer editing partner, or at least to someone who can read it and give feedback. Send the grading rubric along with it.
 - Ideally, your peer editing partner is someone in your same grade. They don't have to use EP. If you can't find someone like that among your family friends, then ask someone older than you. You can offer to do it for them in return.
3. When you receive feedback, fix your paper as you see fit. (If you never receive feedback, then ask someone in person to do it for you.)
4. Grade your fixed paper based the rubric (above). This is out of 40.
5. Add that grade to your grading sheet by your first grade for the assignment.
6. Total points for the assignment — 100
7. IF YOU PLAGIARIZED, THEN YOU GET A 0. If you want a better grade than nothing, go back and start your paper all over again.

Lesson 84

Vocabulary/Spelling

1. Can you [spell](#) your **Vocabulary** words?

Reading

1. Read [stage 4](#). ([audio](#))

Writing

1. Complete the [crossword puzzle](#). Click on the key to see the answer.

Lesson 85

Vocabulary

1. Take the [quiz](#).
2. Record the score.

Reading

1. (Optional) Read the [summary and analysis](#) for the next section. ([alternate link](#))
2. Read [stage 5](#). ([audio](#))

Writing

1. Do the first 10 questions on this [Writing test](#).
2. Record your score out of 8 (potential for extra credit).

Lesson 86

Vocabulary

1. Label as [Unit 14](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. Read [stage 6](#). (Audio [Part 1](#), [Part 2](#))

Writing

1. Do the last 10 questions on this [Writing test](#).
2. Record your score out of 8 (potential for extra credit).
3. You can draw a line on your grading sheet to show the end of a unit.

Lesson 87

Vocabulary

1. [Unit 14](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. (Optional) Read the [summary and analysis](#). ([alternate link](#))
2. Read [stage 7](#). ([audio](#))

Writing

1. Read about [capitalization](#).
2. Here's [more help with capitals](#) if you want it.
3. Here's a [capitalization chart](#).

4. Take the capitalization [quiz](#).
 - Record your score out of 11.

Lesson 88

Vocabulary

1. [Unit 14](#). Go through the words and read each word's definition. Practice taking notes. Write each word and definition. You don't need to write down everything it says. Write down what you need to so that you understand what it means.

Reading

1. (Optional) Read the final [summary and analysis](#). ([alternate link](#))
2. Read [stage 8](#). ([audio](#))

Writing

1. Read about [apostrophes](#).
2. Take the [quiz](#). Example for the quiz: The cars of her friends were... → you write → friends'
3. Record your score.

Lesson 89

Vocabulary

1. Can you [spell](#) your **Vocabulary** words?
2. Are you studying for your quiz each week? Make sure you know your words.

Reading

1. Choose a [question](#) and answer in a complete paragraph. (Take a look at this guide to [answering questions](#) in paragraphs.)
 - 10 points if your paragraph restates the question, answers the question, has two supporting details and a conclusion
 - 2 points less for each of things listed above that are missing

Writing

1. Read about [commas](#).
2. Read some [more](#) on commas if you want the help.
3. Take the [quiz](#). Read the directions! You have to type x if there is no comma. You can use the hint button up to 10 times. I'm trusting you.
4. Divide your grade by 10 and record it. (If it was 80%, you write 8/10. If it was 95%, you write 9.5/10)

Lesson 90

Vocabulary

1. Take the [quiz](#).
2. Record your score.

Reading

1. Take the *Pilgrim's Progress* [quiz](#). ([alternate link](#))
2. Record your grade.
3. We're also going to start a new book. We learned early this year that the poet Poe influenced the beginnings of science fiction as a genre (type of **Writing**). We're going to read a novel by a famous science fiction author, Jules Verne. The mood of the book is mysterious and dark, just like Poe's **Writing**. Like in *Treasure Island* (7th level), you'll find a commander who can be both kind and evil. (Just because a man is capable of *some* good doesn't make him "good." Only Christ's life in someone can make someone good. These characters reveal their true nature when greed comes into play.)
4. Read a [summary of the book](#). ([alternate](#))
5. Read this overview of the [setting, character, and plot conflict](#). ([alternate](#))
6. Read this page of [notes on the book](#). ([alternate](#)) Make sure you read through the **Vocabulary**; it will help you understand better.

Writing

1. Read about [quotation marks](#).
2. Which is the [correct sentence](#)?
3. Record your grade out of 10. You get up to half a point for each.

STOP