

**Enfield High School
English Department
Distance Learning Plan**

The following activities support student development in the areas of reading, language, writing, and speaking & listening skills. Working with pre-selected independent novels, students will practice skills that are an ongoing part of English curriculum.

This packet contains reading questions, a chart to track reading, writing prompts, a discussion activity, and an opportunity to practice assessed skills. Grade level appropriate reading skill definitions and writing rubrics have been provided to guide student thinking and writing about text.

Students will work with books obtained either from classroom or school libraries. English work is to include approximately 45 minutes each day. It is advisable to alternate reading and writing days.

If students have at-home computer access, they may type their responses to reading and writing prompts. They may also wish to take advantage of online SAT practice.

All work will be collected by English teachers upon return to school.

Part I: Reading Assignment

Directions: After reading from your independent book each day, respond to one or more relatable prompts. All questions must be answered prior to work submission.

1. Select a character or individual from the text. Provide two pieces of direct evidence to characterize this individual and make at least one inference based on character actions or other evidence. Support your inferences with thorough explanation.
2. Identify two or more themes or central ideas of the text. Explain how each of these themes develop and interact with one another to convey an overall message.
3. Discuss how the author's choice of setting, order of events, and character introductions impact the story. Use detail from the text to support your answer.

Or (if reading nonfiction):

Choose a set of ideas or sequence of events in the text and explain how these ideas and/or individuals and events develop over the course of the text. Provide specific examples.

4. Choose a significant passage in the text. Provide a summary and explain how that particular scene or section helps a reader to better understand the theme or central idea of the reading.

5. Choose three or more complex, fresh, or engaging words or phrases in the text. Analyze how they are used, including connotative or figurative meaning and effect on meaning and tone.

Or (if reading nonfiction):

Choose three or more figurative, connotative, or technical terms used in the text. Explain the significance of these terms as they are used throughout the course of the text.

6. Analyze how the author structured the text and/or manipulated time (parallel plots, flashback, beginning and ending points, etc.). Using specific text reference, explain how these methods help to create such effects as mystery, tension, surprise, or add to overall meaning.

Or (if reading nonfiction):

Choose two or more specific details in the text (certain sentences, paragraphs, or chapters) and explain how they help to support the author's ideas or claims in order to make points more clear, convincing, or engaging.

7. Analyze the text carefully for a unique point-of-view or cultural experience. Discuss how it may differ from more traditional, widely accepted points-of-view. Explain your selected point-of-view and draw comparisons between points-of-view using evidence from the text.

Or (if reading nonfiction):

Determine the author's point of view or purpose in the text and analyze how the author uses language to advance that point-of-view or purpose. Provide examples of what the author says or does to make his/her perspective known and/or contribute to the power, persuasiveness, or beauty of the text.

Part II: Reading Log

Directions: Keep track of your reading volume in the following chart or create your own graph of your reading activity.

Day	Date	Pages	Time
Day 1			
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			
Day 7			
Day 8			
Day 9			
Day 10			
Day 11			
Day 12			
Day 13			
Day 14			
Day 15			

Part III: Writing Assignment

Directions: Develop at least two out of the three types of writing from the following prompts using listed criteria.

Narrative writing:

Think about the stories that come from everyday moments in our lives. Think about all you have learned about writing in a narrative voice either through personal narrative/memoir or fictional story writing. Select a topic inspired by a life event to develop a narrative piece of writing. If you choose personal writing, develop your writing from a small moment or specific event in your life. If you choose a fictional short story, be sure to include elements of plot, character, setting, conflict, and theme. Write in a way that allows you to show off all you know about narrative writing. Revising and editing should be part of the process.

Be sure to:

- Write a beginning for your story.
- Use transition words to tell what happened in order.
- Elaborate to help readers picture your story.
- Show what your story is really about.
- Write an ending for your story.

Information writing:

Think of a topic that you've studied or that you know a lot about. Write an informational (or all-about) text that teaches others interesting and important information and ideas about that topic. Using experiential information and/or information obtained from information articles/books (if accessible), write in a way that shows all that you know about information writing. Revising and editing should be part of the process.

Be sure to:

- Write an introduction.
- Elaborate with a variety of information.
- Organize your writing.
- Use transition words.
- Write a conclusion.

Argument writing:

Think of a topic or issue that you know and care about, an issue around which you have strong feelings. Write an argument text whereby you draw on everything you know about argument technique. Primary source (interviews) and/or secondary source (research articles-if accessible) information should be used to strengthen your essay. Revising and editing should be part of the process.

Be sure to:

- Write an introduction.
- State your opinion or claim.
- Give reasons and evidence.
- Organize your writing.
- Acknowledge counterclaims.
- Use transition words.
- Write a conclusion.

Part IV: Share your writing!

Directions: Allow a family member of your choice to ask you two questions pertaining to what you have read and/or written about. Include at least one question and your response to that question with your submitted activities.

Part V: Assessment Practice (for students with computer and internet access)

Directions: Go to <https://www.khanacademy.org/sat> to access your account for personalized SAT practice.