

	Chapter Worksheets	Character Noun/Adj Worksheet
(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	X	X
(C) infer word meaning through the identification and analysis of analogies and other word relationships	X	
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology.	X	
(2) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	X	
(A) compare and contrast differences in similar themes expressed in different time periods;		
(C) relate the figurative language of a literary work to its historical and cultural setting.		

<p>(5) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p>	<p>X</p>	
<p>(A) analyze isolated scenes and their contribution to the success of the plot as a whole in a variety of works of fiction;</p>		
<p>(B) analyze differences in the characters' moral dilemmas in works of fiction across different countries or cultures;</p>	<p>X</p>	
<p>(7) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.</p>	<p>X</p>	
<p>(8) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including both the most important details and the less important details.</p>	<p>X</p>	

<p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p>	<p>X</p>	
<p>(A) explain shifts in perspective in arguments about the same topic and evaluate the accuracy of the evidence used to support the different viewpoints within those arguments; and</p>	<p>X</p>	

Go Set a Watchman	Stepping in Another Man's Shoes	Texting Worksheet	Then and Now	Trial Notes	Character Cube	Response Powerpoint
X	X	X	X	X	X	X
		X		X		
X	X		X			
X			X			
			X			

X	X	X	X	X	X	X
				X	X	
				X		
X	X			X		

	X		X			
	X		X			

		X	X			
X						
X		X	X			
		X	X			
		X	X			

