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WEEK 6:2	MON. 4/28	TUE. 4/29	WED. 4/30	THU. 5/1	FRI. 5/2
<b>SENIORS</b> <b>AP English Literature</b>	<b>QUIZ:</b> Lit. Terms from Ch. 1-3 of the Textbook ▶ review of the Saturday practice exam	<b>DUE:</b> Major Works Data Sheet #4 ▶ exam review	<b>DUE:</b> 4 Journal Entries on <u>The Stranger</u> , Part II <b>QUIZ:</b> In-Class Open-Book Essay on <u>The Stranger</u>	▶ Major Works Poster Collaboration (Session #2)	▶ Close-Reading Group Questions
<b>FRESHMEN</b> <b>English I HONORS</b>	<b>DUE:</b> <u>TKAM</u> Vocab. Presentations #1-10 <b>GET:</b> <u>TKAM</u> Journal Entry Instructions ▶ read <u>TKAM</u> Ch. 1	<b>DUE:</b> Outline Proposal for <u>RJ</u> Essay <b>GET:</b> Soliloquy Colormarking ▶ read <u>TKAM</u>	<b>QUIZ:</b> <u>TKAM</u> Ch. 1-3, <u>TKAM</u> Notes, and Vocab. # 1-10 ▶ read <u>TKAM</u> Ch. 4	▶ read <u>TKAM</u> ▶ gather quotes for the <u>TKAM</u> Theme Log	<b>DUE:</b> Soliloquy Colormarking <b>QUIZ:</b> Shakespeare Reading Comp. #2 ▶ read <u>TKAM</u>
<b>DAILY OBJECTIVES</b> ▶ Use your Theme Log and Outline to build a strong analysis of how the author communicates complex thematic meaning (in both <u>RJ</u> and <u>TKAM</u> ). ▶ Consider how a variety of authors make specific choices to control the tone of a text.		<b>LEARNING GOALS:</b> ▶ Students will write arguments to support claims in an analysis of a literary text's (W.9.1) theme, citing strong and thorough textual evidence as support (R.9.1). ▶ Students will determine how diction, detail, imagery, and syntax impact a text's tone (R.9.4).			

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