

## English 6 Essential Curriculum

<b>The Strategic Writer</b>	
<b>Archetypes</b>	Recurring Patterns in Literature
<b>Forms</b>	Biography, Autobiography, Narrative Poetry
<b>Origins</b>	Folklore

### Literary Archetypes: Recurring Patterns in Literature Unit

**Goal 1. The student will demonstrate the ability to determine important messages and meaning from recurring literary themes and motifs in various genres.**

**Objectives – The student will be able to:**

- a. *Identify and explain the main idea.*
- b. *Identify and explain what is directly stated in the text.*
- c. *Identify and explain what is not directly stated in the text by drawing inferences.*
- d. *Draw conclusions or make generalizations about the text.*
- e. *Confirm, refute, or make predictions and form new ideas.*
- f. *Paraphrase the main idea.*
- g. *Summarize the text.*
- h. *Connect the text to prior knowledge or personal experience that clarifies, extends, or challenges the ideas and/or information.*
- i. *Use context to determine the meaning of words.*
  - *Above grade-level words used in context*
  - *Words with multiple meanings*
- j. *Analyze the events of the plot: exposition, rising action, climax, falling action, resolution.*
- k. *Recognize the basic types of internal and external conflict.*
  - *The individual vs. the environment*
  - *The individual vs. another individual*

- *The individual vs. society*
  - *The individual vs. self*
  - **The individual vs. fate G/T**
- l. *Analyze details that provide information about the physical setting including:*
    - *The mood created by the setting*
    - *Ways in which the setting affects characters*
    - **How the setting affects the development of plot G/T.**
  - p. *Analyze main ideas and universal themes:*
    - *Experiences, emotions, issues, and ideas in a text that give rise to universal themes*
    - *Message, moral, or lesson learned from the text.*
  - q. *Analyze similar themes across multiple texts such as experiences, emotions, issues, and ideas across texts that give rise to universal themes.*
  - r. *Identify and explain personal connections to the text such as connections between personal experiences and the theme or main ideas.*
  - s. *Explain the implications of the text such as ideas or issues for the reader and/or society.*
  - t. *Identify and compare universal themes and motifs including, but not limited to the following: life cycle, coming of age, the outcast, and quest.*

**Goal 2. The student will demonstrate the ability to use a variety of strategies to understand what he or she reads.**

**Objectives – The student will be able to:**

- a. *Identify and explain how organizational aids such as the title of the book, story, poem, or play, titles of chapters, subtitles, subheadings contribute to meaning.*
- b. *Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning.*
- c. *Identify and explain how informational aids such as footnoted words and phrases, biographical information about the author, introductions, photographs, etc. contribute to meaning.*
- d. *Identify and distinguish among types of narrative texts such as short stories, realistic fiction, historical fiction, essays, personal narratives, plays, poetry.*
- e. *Identify and explain how print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, or other print features contribute to meaning.*
- f. *Make connections and ask questions about the text.*
- g. *Use before-, during-, and after-reading strategies.*
- h. *Read, listen to, and discuss critically a variety of forms and genres.*
- i. *Ask questions during reading to facilitate understanding and form/confirm/refute predictions.*

- j. Reflect on the use of strategies while reading short stories.
- k. Perform particular reading processes that improve comprehension in patterns of literature.
- l. **Analyze how a selected quote relates to plot or theme. G/T**

**Goal 3. The student will demonstrate the ability to read critically and analyze texts to facilitate understanding and interpretation.**

**Objectives – The student will be able to:**

- a. *Analyze characterization.*
  - *Character's traits based on what character says, does, and thinks and what other characters or the narrator says*
  - *Character's motivations*
  - *Character's personal growth and development*
- b. *Analyze relationships between and among characters, setting, and events.*
- c. *Identify and explain how the actions of the character(s) affect the plot.*
- d. *Analyze internal and/or external conflicts that motivate characters and those that advance the plot.*
- e. *Identify and explain the author's approach to issues of time in a narrative such as flashback.*
- f. *Identify and explain the point of view.*
  - *Connections between point of view and meaning*
  - *Conclusions about the narrator based on his or her thoughts and/or observations*
- g. *Identify and explain the action of scenes and acts.*
- h. *Identify and explain stage directions and dialogue that help to create character and movement.*
- i. *Identify and explain the meaning of words, lines, and stanzas.*
- j. *Identify and explain how sound elements of poetry contribute to meaning.*
  - *Rhyme, rhyme scheme*
  - *Alliteration and other repetition*
  - *Onomatopoeia*
- k. *Identify and explain other poetic elements such as setting, mood, tone, etc. that contribute to meaning in lyric and narrative poems.*
- l. *Analyze and evaluate elements of narrative texts to facilitate understanding and interpretation*
- m. *Determine and explain the plausibility of the characters' actions and plot.*
- n. *Identify and explain questions left unanswered by the text such as questions and predictions about events, situations, and conflicts that might occur if the text were extended.*
- o. *Identify and explain the relationship between a literary text and its historical and/or social context.*
- p. **Analyze a character's nature and how this motivates his or her actions. G/T**

- q. **Evaluate the differences between the text and visual representations while focusing on artist/director’s motives. G/T**

**Goal 4. The student will demonstrate the ability to determine the author’s purposeful use of language.**

**Objectives – The student will be able to:**

- a. *Analyze specific words and phrases that contribute to meaning.*
- *Significant words and phrases (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning*
  - *Denotations of above-grade-level words used in context*
  - *Connotations of grade-appropriate words and phrases in context*
- b. *Analyze words and phrases that create tone.*
- c. *Identify and explain figurative language that contributes to meaning.*
- d. *Analyze how sensory language contributes to meaning.*
- e. *Analyze how repetition and exaggeration contribute to meaning.*
- f. **Compare and contrast two writer’s styles on the same theme. G/T**
- g. **Analyze how the writer uses language by changing words and phrases to create a different mood. G/T**

**Goal 5. The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

**Objectives – The student will be able to:**

- a. **Compose texts using prewriting and drafting strategies.**
- *Recognize terms associated with the writing process such as ideas, organization, voice, word choice, sentence fluency, conventions and presentation.*
  - *Establish an authentic purpose, audience, content and form.*
  - *Apply R.A.F.T.S. when unlocking the content of a writing assignment to meet the criteria of a prompt (purpose).*
  - *Focus and order ideas, using a variety of self-selected organizers to generate, select, narrow and develop ideas.*
  - *Choose specific details to support the points contained in the organizer.*
  - *Use writing-to-learn strategies such as dialectic journals, quick-writes, and mind-maps to make connections between learning and prior knowledge.*
  - *Consider different types of writing and the implications for the writing process.*
  - *Collect and generate ideas.*
  - *Select and/or eliminate information.*

- Examine and evaluate relevant models.
  - Organize texts to include a definitive beginning, middle, and end by using transitional words or phrases.
  - Draft initial products that inform, persuade, and/or express personal ideas.
  - Establish a timeline or time on task for completing a writing process.
  - Use technology to communicate effectively and creatively.
  - Compose a logically organized response to an in-class timed prompt.
- b. Compose texts using the revising and editing strategies of effective writers and speakers.
- Use print, human and electronic resources to evaluate and set appropriate revision goals.
  - Revise texts for clarity, completeness, and effectiveness with emphasis on appropriate goals and objectives from the language objectives and the 6+1 Writing Traits.
  - Prepare the final product for presentation.
- c. Locate, retrieve and use information from various sources.
- Paraphrase, summarize, and quote to cite original sources.
  - Synthesize ideas with emphasis on the distinction between the student's own ideas and cited sources.
  - Introduce and explore MLA format to cite sources.
  - Evaluate effectiveness of the source(s).
- d. Evaluate oral, written, and visual presentations.
- Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own writing.
  - Explain and justify how textual changes affect meaning.
  - Identify how language choices in writing and speaking affect thoughts and feelings.
  - Use appropriate goals and objectives from the language objectives and other resources including the *6+1 Writing Traits* to make decisions.
- e. Reflect on his/her growth as a strategic writer through portfolio activities.
- Maintain a collection of formal and informal writing samples throughout the year.
  - Reflect on personal prewriting, drafting, revising and editing strategies while engaging in metacognitive exercises throughout all stages of the writing process.
  - Select samples of work that reflect growth in prewriting, drafting, revising, and editing strategies.
  - Analyze growth in strategies of prewriting, drafting, revising and editing using selected evidence from the portfolio.
  - Analyze writing growth through thoughtful examination of the Yearly Writing Log.
  - Generate and revise a list of effective writing strategies for prewriting, drafting, revising, and editing through ongoing metacognitive conversations.

- f. Compose, oral, written, and visual presentations that express personal ideas.
  - Experiment with a variety of forms and techniques suited to topic, audience, and purpose to develop an awareness of voice and tone.
  - Develop an awareness of voice and tone in poetry and prose by using vivid language such as imagery, figurative language, and sound elements.
  - Develop an awareness of word choice and sentence fluency.
- g. Compose oral, written and visual presentations to inform using
  - Relevant support, appropriate organizational structures, and signal words within a paragraph or between paragraphs.
  - Appropriate types of literary structure such as cause and effect, literary analysis, or interview.
- h. Compose oral, written and visual presentations to persuade.
  - Support, modify, or disagree with a position and generate evidence.
  - Consider the effectiveness of diction, audience appeal, and organization.
  - Use connotation, repetition, and figurative language to control audience emotion and reaction.
- i. Compose a logically organized response to an in-class 45-minute timed prompt.
- j. **Compose analytical compositions identifying stylistic and rhetorical choices and their effect. G/T**

**Goal 6. Students will demonstrate the ability to listen effectively in order to make meaning .**

**Objectives – The student will be able to:**

- a. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes.
  - Attend to the speaker.
  - Ask appropriate questions.
  - Contribute relevant comments.
  - Relate prior knowledge.
  - Use note-taking to assist listening when appropriate.
  - Maintain visual contact with the speaker.
  - Maintain focus by identifying and managing barriers to listening.
- b. Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings.
  - Elaborate on the information and ideas presented.
  - Make inferences or draw conclusions based on the presentation.
  - Determine speaker's attitude through verbal and non-verbal cues such as tone of voice, inflections, body language, facial expressions.
  - Explain how the effects of language contribute to meaning.
  - Provide constructive feedback to speakers concerning the delivery as well as its overall impact upon the listeners.

**Goal 7. Students will demonstrate the ability to deliver effective oral presentations.****Objectives – The student will be able to:**

- a. Select appropriate organizational strategies and delivery techniques for a variety of oral presentation purposes.
- b. Identify the purpose, audience, and setting for a presentation.
- c. Identify the needs and perspectives of the audience.
- d. Select and plan for appropriate use of visual aids.
- e. Select the topic of an oral presentation.
- f. Gather/construct adequate support.
- g. Identify and use a variety of organization structures such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast.

**Goal 8. Students will control language by applying the conventions of Standard English in speaking and writing.****Objectives – The student will be able to:**

- a. Identify the subject and main verb or verb phrase in a sentence.
- b. Recognize how words and phrases work as modifiers in a sentence.
- c. Identify different types of phrases: prepositional, appositive, and verb phrases
- d. Recognize elements of grammar in personal and academic reading.
- e. Recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language. (6+1 Traits, Conventions)
  - Recognize the meaning, position, form, and function of words when identifying grammatical concepts such as indefinite pronouns, perfect verb tenses, conjunctive adverbs, and correlative conjunctions.
  - Combine sentences using knowledge of subjects and predicates, logical placement of modifiers, and logical coordination, subordination, and sequencing of ideas.
  - Differentiate grammatically complete sentences from non-sentences, including fused sentences and comma splices.
  - Compose simple, compound, complex, and compound-complex sentences using independent and dependent clauses, transitions, conjunctions, and appropriate punctuation to connect ideas.
- f. Recognize examples of conventional usage in personal and academic reading.
- g. Comprehend and apply Standard English usage in oral and written language.
  - Apply appropriate subject/verb agreement such as with collective nouns, indefinite pronouns, and inverted word order.
  - Apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers.
  - Recognize and correct common usage errors such as misplaced modifiers; incorrect use of verbs; double negatives; and commonly confused words such as accept – except.
  - Use available resources to correct or confirm editorial choices.
  - Explain editorial choices.

- h. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing.
- i. Apply Standard English punctuation and capitalization in written language.
- j. Explain editorial choices involving mechanics.
  - Use commas and semicolons correctly such as in a compound sentence.
  - Use parentheses and dashes correctly.
  - Use appropriate punctuation for special formats such as e-mails, bulleted lists, letters, memos, citations, and outlines.
  - Use a colon to introduce a list after a complete sentence.

**Literary Forms: Biography, Autobiography, Narrative Poetry Unit**

**Goal 1. The student will demonstrate the ability to examine biography, autobiography, and narrative poetry as authentic sources for understanding a person's life.**

**Objectives – The student will be able to:**

- a. *Identify and explain the main idea.*
- b. *Identify and explain what is directly stated in the text.*
- c. *Identify and explain what is not directly stated in the text by drawing inferences.*
- d. *Draw conclusions or make generalizations about the text.*
- e. *Confirm, refute, or make predictions and form new ideas.*
- f. *Paraphrase the main idea.*
- g. *Summarize the text.*
- h. *Connect the text to prior knowledge or personal experience that clarifies, extends, or challenges the ideas and/or information.*
- i. *Use context to determine the meaning of words.*
  - *Above grade-level words used in context*
  - *Words with multiple meanings*
- j. *Identify and distinguish among types of narrative texts such as short stories, realistic fiction, historical fiction, biographies, autobiographies, essays, plays, and poetry.*
- k. Differentiate main ideas from supporting details and examples when reading biography, autobiography, and narrative poetry.
- l. *Differentiate between statements of fact and opinion.*
- m. *Identify and explain the relationship between a literary text and its historical and social context.*
- n. *Analyze details that provide information about the physical setting including:*
  - *The mood created by the setting*
  - *Ways in which the setting affects characters*
- o. *Analyze main ideas and universal themes:*
  - *Experiences, emotions, issues, and ideas in a text that give rise to universal themes*
  - *Message, moral, or lesson learned from the text.*
- p. *Analyze similar themes across multiple texts such as experiences, emotions, issues, and ideas across texts that give rise to universal themes.*
- q. *Identify and explain personal connections to the text such as connections between personal experiences and the theme or main ideas.*
- r. *Explain the implications of the text such as ideas or issues for the reader and/or society.*

**Goal 2. The student will demonstrate the ability to use a variety of strategies to understand what he or she reads.**

**Objectives – The student will be able to:**

- a. *Identify and explain how organizational aids such as the title of the autobiography, biography, and poem, or play, titles of chapters, subtitles, subheadings contribute to meaning.*
- b. *Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning.*
- c. *Identify and explain how informational aids such as footnoted words and phrases, biographical information about the author, introductions, photographs, etc. contribute to meaning.*
- d. *Identify and explain how print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, or other print features contribute to meaning.*
- e. Make connections and ask questions about the text.
- f. Make connections to the text from prior knowledge, personal connections, and experiences.
- g. Read, listen to, and discuss critically the biography and autobiography genres in a variety of forms.
- h. Ask questions during reading to facilitate understanding and form/confirm predictions.
- i. Analyze and evaluate elements of narrative texts to facilitate understanding and interpretation.
- j. Reflect on the use of strategies during reading of biographies, autobiographies, and poetry.
- k. Identify particular reading processes that improve comprehension of biographies and autobiographies.
- l. **Analyze how a selected quote relates to plot or theme. G/T**

**Goal 3. The student will demonstrate the ability to read critically and analyze texts to facilitate understanding and interpretation.**

**Objectives – The student will be able to:**

- a. *Analyze characterization.*
  - *Character's traits based on what character says, does, and thinks and what other characters or the narrator says*
  - *Character's motivations*
  - *Character's personal growth and development*
- b. *Analyze relationships between and among characters, setting, and events.*
- c. *Identify and explain how the actions of the character(s) affect the plot.*
- d. *Analyze internal and/or external conflicts that motivate characters and those that advance the plot.*

- e. *Identify and explain the author's approach to issues of time in a narrative such as flashback.*
- f. *Identify and explain the point of view.*
  - *Connections between point of view and meaning*
  - *Conclusions about the narrator based on his or her thoughts and/or observations*
- g. *Identify and explain the action of scenes and acts.*
- h. *Identify and explain stage directions and dialogue that help to create character and movement.*
- i. *Identify and explain the meaning of words, lines, and stanzas.*
- j. *Identify and explain how sound elements of poetry contribute to meaning.*
  - *Rhyme, rhyme scheme*
  - *Alliteration and other repetition*
  - *Onomatopoeia*
- k. *Identify and explain other poetic elements such as setting, mood, tone, etc. that contribute to meaning in lyric and narrative poems.*
- l. *Identify and explain questions left unanswered by the text such as questions and predictions about events, situations, and conflicts that might occur if the text were extended.*
- m. *Identify and explain the relationship between a literary text and its historical and/or social context.*
- n. *Identify and explain the relationship between the structure and the purpose of the text.*
- o. *Analyze elements of poetry in a biographic or autobiographic narrative poem to facilitate understanding and interpretation*
- p. Analyze a character's nature and how this motivates his or her actions. G/T**
- q. Analyze the author's background and how it creates bias in his or her biographical writing. G/T**

**Goal 4. The student will demonstrate the ability to determine the author's purposeful use of language.**

**Objectives – The student will be able to:**

- a. *Analyze specific words and phrases that contribute to meaning:*
  - *Significant words and phrases (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning*
  - *Denotations of above-grade-level words used in context*
  - *Connotations of grade-appropriate words and phrases in context*
- b. *Analyze words and phrases that create tone.*
- c. *Identify and explain figurative language that contributes to meaning.*
- d. *Analyze how sensory language such as specific words and phrases in the text or a portion of the text as they contribute to meaning.*
- e. *Analyze how repetition and exaggeration contribute to meaning.*

**Goal 5. The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

**Objectives – The student will be able to:**

- a. Compose texts using prewriting and drafting strategies.
  - Recognize terms associated with the writing process such as ideas, organization, voice, word choice, sentence fluency, conventions and presentation.
  - Establish an authentic purpose, audience, content and form.
  - Apply R.A.F.T.S. when unlocking a writing assignment to meet the criteria of a prompt (purpose).
  - Focus and order ideas, using a variety of self-selected organizers to generate, select, narrow and develop ideas.
  - Choose specific details to support the points contained in the organizer.
  - Use writing-to-learn strategies such as dialectic journals, quick-writes, and mind-maps to make connections between learning and prior knowledge.
  - Consider different types of writing and the implications for the writing process.
  - Collect and generate ideas.
  - Select and/or eliminate information.
  - Examine and evaluate relevant models.
  - Organize texts to include a definitive beginning, middle, and end by using transitional words or phrases.
  - Draft initial products that inform, persuade, and/or express personal ideas.
  - Establish a timeline or time on task for completing a writing process.
  - Use technology to communicate effectively and creatively.
  - Compose a logically organized response to an in-class timed prompt.
- b. Compose texts using the revising and editing strategies of effective writers and speakers.
  - Use print, human and electronic resources to evaluate and set appropriate revision goals.
  - Revise texts for clarity, completeness, and effectiveness with emphasis on appropriate goals and objectives from the language objectives and the 6+1 Writing Traits.
  - Prepare the final product for presentation.
- c. Locate, retrieve and use information from various sources.
  - Paraphrase, summarize, and quote to cite original sources.
  - Synthesize ideas with emphasis on the distinction between the student's own ideas and cited sources.
  - Introduce and explore MLA format to cite sources.
  - Evaluate effectiveness of the source(s).
- d. Evaluate oral, written, and visual presentations.

- Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own writing.
  - Explain and justify how textual changes affect meaning.
  - Identify how language choices in writing and speaking affect thoughts and feelings.
  - Use appropriate goals and objectives from the language objectives and other resources including the *6+1 Writing Traits* to make decisions.
- e. Reflect on his/her growth as a strategic writer through portfolio activities.
- Maintain a collection of formal and informal writing samples throughout the year.
  - Reflect on personal prewriting, drafting, revising and editing strategies while engaging in metacognitive exercises throughout all stages of the writing process.
  - Select samples of work that reflect growth in prewriting, drafting, revising, and editing strategies.
  - Analyze growth in strategies of prewriting, drafting, revising and editing using selected evidence from the portfolio.
  - Analyze writing growth through thoughtful examination of the Yearly Writing Log.
  - Generate and revise a list of effective writing strategies for prewriting, drafting, revising, and editing through ongoing metacognitive conversations.
- f. Compose, oral, written, and visual presentations that express personal ideas.
- Experiment with a variety of forms and techniques suited to topic, audience, and purpose to develop an awareness of voice and tone.
  - Develop an awareness of voice and tone in poetry and prose by using vivid language such as imagery, figurative language, and sound elements.
  - Develop an awareness of word choice and sentence fluency.
- g. Compose oral, written and visual presentations to inform using
- Relevant support, appropriate organizational structures, and signal words within a paragraph or between paragraphs
  - Appropriate types of literary structure such as cause and effect, literary analysis, or interview.
- h. Compose oral, written and visual presentations to persuade.
- Support, modify, or disagree with a position and generate evidence.
  - Consider the effectiveness of diction, audience appeal, and organization.
  - Use connotation, repetition, and figurative language to control audience emotion and reaction.
- i. Compose a logically organized response to an in-class 45-minute timed prompt.

**Goal 6. Students will demonstrate the ability to listen effectively in order to make meaning .**

**Objectives – The student will be able to:**

- a. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes.
  - Attend to the speaker.
  - Ask appropriate questions.
  - Contribute relevant comments.
  - Relate prior knowledge.
  - Use note-taking to assist listening when appropriate.
  - Maintain visual contact with the speaker.
  - Maintain focus by identifying and managing barriers to listening.
- b. Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings.
  - Elaborate on the information and ideas presented.
  - Make inferences or draw conclusions based on the presentation.
  - Determine speaker's attitude through verbal and non-verbal cues such as tone of voice, inflections, body language, and facial expressions.
  - Explain how the effects of language contribute to meaning.
  - Provide constructive feedback to speakers concerning the delivery as well as its overall impact upon the listeners.

**Goal 7. Students will demonstrate the ability to deliver effective oral presentations.**

**Objectives – The student will be able to:**

- a. Select appropriate organizational strategies and delivery techniques for a variety of oral presentation purposes.
- b. Identify the purpose, audience, and setting for a presentation.
- c. Identify the needs and perspectives of the audience.
- d. Select and plan for appropriate use of visual aids.
- e. Select the topic of an oral presentation.
- f. Gather/construct adequate support.
- g. Identify and use a variety of organization structures such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question.

**Goal 8. Students will control language by applying the conventions of Standard English in speaking and writing.**

**Objectives – The student will be able to:**

- a. Identify the subject and main verb or verb phrase in a sentence.
- b. Recognize how words and phrases work as modifiers in a sentence.
- c. Identify different types of phrases: prepositional, appositive, and verb phrases.
- d. Recognize elements of grammar in personal and academic reading.
- e. Recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language. (6+1 Traits, Conventions)
  - Recognize the meaning, position, form, and function of words when identifying grammatical concepts such as indefinite pronouns, perfect verb tenses, conjunctive adverbs, and correlative conjunctions.

- Combine sentences using knowledge of subjects and predicates, logical placement of modifiers, and logical coordination, subordination, and sequencing of ideas.
  - Differentiate grammatically complete sentences from non-sentences, including fused sentences and comma splices.
  - Compose simple, compound, complex, and compound-complex sentences using independent and dependent clauses, transitions, conjunctions, and appropriate punctuation to connect ideas.
- f. Recognize examples of conventional usage in personal and academic reading.
- g. Comprehend and apply Standard English usage in oral and written language.
- Apply appropriate subject/verb agreement such as with collective nouns, indefinite pronouns, and inverted word order.
  - Apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers.
  - Recognize and correct common usage errors such as misplaced modifiers; incorrect use of verbs; double negatives; and commonly confused words such as accept – except.
  - Use available resources to correct or confirm editorial choices.
  - Explain editorial choices.
- h. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing.
- i. Apply Standard English punctuation and capitalization in written language.
- j. Explain editorial choices involving mechanics.
- Use commas and semicolons correctly such as in a compound sentence.
  - Use parentheses and dashes correctly.
  - Use appropriate punctuation for special formats such as e-mails, bulleted lists, letters, memos, citations, and outlines.
  - Use a colon to introduce a list after a complete sentence.

**Literary Origins: Folklore and Legends Unit**

**Goal 1. The student will demonstrate the ability to recognize that folklore preserves a community's cultural beliefs, customs, and history, through the oral tradition.**

**Objectives – The student will be able to:**

- a. *Identify and explain the main idea.*
- b. *Identify and explain what is directly stated in the text.*
- c. *Identify and explain what is not directly stated in the text by drawing inferences.*
- d. *Draw conclusions or make generalizations about the text.*
- e. *Confirm, refute, or make predictions and form new ideas.*
- f. *Summarize the text.*
- g. *Paraphrase the text.*
- h. *Connect the text to prior knowledge or personal experience*
- i. *Use context to determine the meaning of words.*
- j. Identify forms of folklore (tall tales, fairy tales, fables, and riddles).
- k. Compare and contrast various versions of a similar story to trace the effect of the oral tradition.
- l. Compare and contrast two writers' styles on the same theme.
- m. Analyze how the writer uses language by changing words and phrases to create a different mood.
- n. Determine the function of exaggeration in folk narratives.
- o. Identify the characteristics of a legend.
- p. Identify the purpose(s) and implication(s) of legends and legendary heroes in society.
- q. Identify historical facts within a piece of folklore.
- r. *Analyze details that provide information about the physical setting including:*
  - The mood created by the setting
  - Ways in which the setting affects characters.
- s. *Analyze main ideas and universal themes:*
  - *Experiences, emotions, issues, and ideas in a text that give rise to universal themes*
  - *Message, moral, or lesson learned from the text.*
- t. *Analyze similar themes across multiple texts such as experiences, emotions, issues, and ideas across texts that give rise to universal themes.*
- u. *Explain the implications of the text such as ideas or issues for the reader and/or society.*

**Goal 2: The student will demonstrate the ability to use a variety of strategies to understand what he or she reads.**

**Objectives – The student will be able to:**

- a. Reflect on the strategies used during reading folk literature.
- b. Identify reading processes that improve comprehension of folk literature.
- c. *Identify and explain how organizational aids such as the title of the book, story, poem, or play, titles of chapters, subtitles, subheadings contribute to meaning.*
- d. *Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning.*
- e. *Identify and explain how informational aids such as footnoted words and phrases, biographical information about the author, introductions, photographs, etc. contribute to meaning.*
- f. *Identify and distinguish among types of narrative texts such as short stories, folklore, fantasy, etc.*
- g. *Identify and explain how print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, or other print features contribute to meaning.*
- h. Make connections and ask questions about the text.
- i. Identify and explain personal connections to the text.
- j. Read, listen to, and discuss critically the folklore/legend genre in a variety of forms.
- k. Ask questions during reading to facilitate understanding and form/confirm predictions.
- l. Analyze and evaluate elements of narrative texts to facilitate understanding and interpretation.
- m. **Analyze how a selected quote relates to plot or theme. G/T**

**Goal 3. The student will demonstrate the ability to read critically to analyze texts to facilitate understanding and interpretation.**

**Objectives – The student will be able to:**

- a. *Analyze characterization.*
  - *Character's traits based on what character says, does, and thinks and what other characters or the narrator says*
  - *Character's motivations*
  - *Character's personal growth and development*
- b. *Analyze relationships between and among characters, setting, and events.*
- c. *Identify and explain how the actions of the character(s) affect the plot.*
- d. *Analyze internal and/or external conflicts that motivate characters and those that advance the plot.*

- e. *Identify and explain the author's approach to issues of time in a narrative such as flashback.*
- f. *Identify and explain the point of view.*
  - *Connections between point of view and meaning*
  - *Conclusions about the narrator based on his or her thoughts and/or observations*
- g. *Identify and explain the action of scenes and acts.*
- h. *Identify and explain stage directions and dialogue that help to create characters and movement.*
- i. *Identify and explain the meaning of words, lines, and stanzas.*
- j. *Identify and explain how sound elements of poetry contribute to meaning.*
  - *Rhyme, rhyme scheme*
  - *Alliteration and other repetition*
  - *Onomatopoeia*
- k. *Identify and explain other poetic elements such as setting, mood, tone, etc. that contribute to meaning in lyric and narrative poems.*
- l. *Determine and explain the plausibility of the characters' actions and plot.*
- m. *Identify and explain questions left unanswered by the text such as questions and predictions about events, situations, and conflicts that might occur if the text were extended.*
- n. *Identify and explain the relationship between a literary text and its historical and/or social context.*
- o. *Identify and explain the relationship between the structure and the purpose of the text.*
- p. **Analyze a story's origins, geographical setting, and cultural beliefs to develop higher-level understanding. G/T**
- q. **Analyze a character's nature and how this motivates his or her actions. G/T**

**Goal 4. The student will demonstrate the ability to determine the author's purposeful use of language.**

**Objectives – The student will be able to:**

- a. *Analyze specific words and phrases that contribute to meaning:*
  - *Significant words and phrases (e.g., idioms, colloquialisms, etc.) with a specific effect on meaning*
  - *Denotations of above-grade-level words used in context*
  - *Connotations of grade-appropriate words and phrases in context*
- b. *Analyze words and phrases that create tone*
- c. *Identify and explain figurative language that contributes to meaning*
- d. *Analyze how sensory language such as specific words and phrases in the text or a portion of the text as they contribute to meaning*
- e. *Analyze how repetition and exaggeration contribute to meaning*
- f. **Compare and contrast two writer's styles on the same theme. G/T**
- g. **Analyze how the writer uses language by changing words and phrases to create a different mood. G/T**

**Goal 5. The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

**Objectives – The student will be able to:**

- a. Compose texts using prewriting and drafting strategies.
  - Recognize terms associated with the writing process such as ideas, organization, voice, word choice, sentence fluency, conventions and presentation.
  - Establish an authentic purpose, audience, content and form.
  - Apply R.A.F.T.S. when unlocking the content of a writing assignment to meet the criteria of a prompt (purpose).
  - Focus and order ideas, using a variety of self-selected organizers to generate, select, narrow and develop ideas.
  - Choose specific details to support the points contained in the organizer.
  - Use writing-to-learn strategies such as dialectic journals, quick-writes, and mind-maps to make connections between learning and prior knowledge.
  - Consider different types of writing and the implications for the writing process.
  - Collect and generate ideas.
  - Select and/or eliminate information.
  - Examine and evaluate relevant models.
  - Organize texts to include a definitive beginning, middle, and end by using transitional words or phrases.
  - Draft initial products that inform, persuade, and/or express personal ideas.
  - Establish a timeline or time on task for completing a writing process.
  - Use technology to communicate effectively and creatively.
  - Compose a logically organized response to an in-class timed prompt.
- b. Compose texts using the revising and editing strategies of effective writers and speakers.
  - Use print, human and electronic resources to evaluate and set appropriate revision goals.
  - Revise texts for clarity, completeness, and effectiveness with emphasis on appropriate goals and objectives from the language objectives and the 6+1 Writing Traits.
  - Prepare the final product for presentation.
- c. Locate, retrieve and use information from various sources.
  - Paraphrase, summarize, and quote to cite original sources.
  - Synthesize ideas with emphasis on the distinction between the student's own ideas and cited sources.
  - Introduce and explore MLA format to cite sources.

- Evaluate effectiveness of the source(s).
- d. Evaluate oral, written, and visual presentations.
- Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student's own writing.
  - Explain and justify how textual changes affect meaning.
  - Identify how language choices in writing and speaking affect thoughts and feelings.
  - Use appropriate goals and objectives from the language objectives and other resources including the 6+1 Writing Traits to make decisions.
- e. Reflect on his/her growth as a strategic writer through portfolio activities.
- Maintain a collection of formal and informal writing samples throughout the year.
  - Reflect on personal prewriting, drafting, revising and editing strategies while engaging in metacognitive exercises throughout all stages of the writing process.
  - Select samples of work that reflect growth in prewriting, drafting, revising, and editing strategies.
  - Analyze growth in strategies of prewriting, drafting, revising and editing using selected evidence from the portfolio.
  - Analyze writing growth through thoughtful examination of the Yearly Writing Log.
  - Generate and revise a list of effective writing strategies for prewriting, drafting, revising, and editing through ongoing metacognitive conversations.
- f. Compose, oral, written, and visual presentations that express personal ideas.
- Experiment with a variety of forms and techniques suited to topic, audience, and purpose to develop an awareness of voice and tone.
  - Develop an awareness of voice and tone in poetry and prose by using vivid language such as imagery, figurative language, and sound elements.
  - Develop an awareness of word choice and sentence fluency.
- g. Compose oral, written and visual presentations to inform using:
- Relevant support, appropriate organizational structures, and signal words within a paragraph or between paragraphs
  - Appropriate types of literary structure such as cause and effect, literary analysis, or interview.
- h. Compose oral, written and visual presentations to persuade.
- Support, modify, or disagree with a position and generate evidence.
  - Consider the effectiveness of diction, audience appeal, and organization.
  - Use connotation, repetition, and figurative language to control audience emotion and reaction.

- i. Compose a logically organized response to an in-class 45-minute timed prompt.

**Goal 6. Students will demonstrate the ability to listen effectively in order to make meaning.**

**Objectives – The student will be able to:**

- a. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes.
  - Attend to the speaker.
  - Ask appropriate questions.
  - Contribute relevant comments.
  - Relate prior knowledge.
  - Use note-taking to assist listening when appropriate.
  - Maintain visual contact with the speaker.
  - Maintain focus by identifying and managing barriers to listening
- b. Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings.
  - Elaborate on the information and ideas presented.
  - Make inferences or draw conclusions based on the presentation.
  - Determine speaker's attitude through verbal and non-verbal cues such as tone of voice, inflections, body language, and facial expressions.
  - Explain how the effects of language contribute to meaning.
  - Provide constructive feedback to speakers concerning the delivery as well as its overall impact upon the listeners.

**Goal 7. Students will demonstrate the ability to deliver effective oral presentations.**

**Objectives – The student will be able to:**

- a. Select appropriate organizational strategies and delivery techniques for a variety of oral presentation purposes.
- b. Identify the purpose, audience, and setting for a presentation.
- c. Identify the needs and perspectives of the audience.
- d. Select and plan for appropriate use of visual aids.
- e. Select the topic of an oral presentation.
- f. Gather/construct adequate support.
- g. Identify and use a variety of organization structures such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast.

**Goal 8. Students will control language by applying the conventions of Standard English in speaking and writing.**

**Objectives – The student will be able to:**

- a. Identify the subject and main verb or verb phrase in a sentence.
- b. Recognize how words and phrases work as modifiers in a sentence.
- c. Identify different types of phrases: prepositional, appositive, and verb phrases.
- d. Recognize elements of grammar in personal and academic reading.
- e. Recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language. (6+1 Traits, Conventions)
  - Recognize the meaning, position, form, and function of words when identifying grammatical concepts such as indefinite pronouns, perfect verb tenses, conjunctive adverbs, and correlative conjunctions.
  - Combine sentences using knowledge of subjects and predicates, logical placement of modifiers, and logical coordination, subordination, and sequencing of ideas.
  - Differentiate grammatically complete sentences from non-sentences, including fused sentences and comma splices.
  - Compose simple, compound, complex, and compound-complex sentences using independent and dependent clauses, transitions, conjunctions, and appropriate punctuation to connect ideas.
- f. Recognize examples of conventional usage in personal and academic reading.
- g. Comprehend and apply Standard English usage in oral and written language.
  - Apply appropriate subject/verb agreement such as with collective nouns, indefinite pronouns, and inverted word order.
  - Apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers.
  - Recognize and correct common usage errors such as misplaced modifiers; incorrect use of verbs; double negatives; and commonly confused words such as accept – except.
  - Use available resources to correct or confirm editorial choices.
  - Explain editorial choices.
- h. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing.
- i. Apply Standard English punctuation and capitalization in written language.
- j. Explain editorial choices involving mechanics.
  - Use commas and semicolons correctly such as in a compound sentence.
  - Use parentheses and dashes correctly.
  - Use appropriate punctuation for special formats such as e-mails, bulleted lists, letters, memos, citations, and outlines.
  - Use a colon to introduce a list after a complete sentence.