

## English 7 Essential Curriculum

<b>The Strategic Writer</b>	
<b>Archetypes</b>	Circle of Stories
<b>Forms</b>	Mystery and Suspense and Lyric Poetry
<b>Origins</b>	Mythology

### Mystery, Suspense, and Lyric Poetry Unit

**Goal 1. The student will use a variety of strategies to understand what they read (construct meaning) and demonstrate the ability to understand how writers create suspense to sustain reader involvement.**

**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.*
- h. *Connect the text to prior knowledge or personal experience.*
- i. *Reflect on and explain personal connections to the text.*
- j. *Explain the implications of the text for the reader and/or society.*
- k. *Use context to determine the meaning of words.*
  - *Above grade-level words used in context*
  - *Words with multiple meanings*
- l. Explain the relationship of setting to plot, character, tone, and mood.
- m. Explain how an author uses diction, sequence of events, character development, point of view, and setting to create suspense in text.

- n. Determine how point of view affects a reader's perception of character and action.
- o. Analyze how an author's use of language in a text determines the narrator's reliability.
- p. Analyze the mystery writer's ability to write convincingly.
- q. Identify an appropriate purpose for reading.
- r. Formulate questions during reading stories and poems.
- s. Distinguish between characteristics of mystery and characteristics of suspense.
- t. Reflect on strategies used during reading mystery and suspense.
- u. *Analyze text features that contribute to meaning.*
- v. *Distinguish among types of grade-appropriate narrative such as short stories, essays, personal narratives, plays, and lyric and narrative poetry.*

**Goal 2. The student will demonstrate the ability to understand how writers use elements of poetry to facilitate understanding and interpretation.**

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

- a. Use structural features to distinguish among types of poetry such as ballad, narrative, and lyric.
- b. *Analyze language and structural features to determine the difference between literal and figurative meaning.*
- c. *Analyze sound elements of poetry that contribute to meaning.*
  - *Rhyme, rhyme scheme*
  - *Alliteration and other repetition*
  - *Onomatopoeia*
- d. *Identify and explain other poetic elements such as setting, mood, tone, etc., that contribute to meaning in lyric and narrative poems.*

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

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

- a. *Analyze the events of the plot in various genres: exposition, rising action, climax, falling action and resolution.*
- b. *Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters.*
  - *Details that create the setting and/or mood in the text or a portion of the text*
  - *Connections among the characters, the setting, and the mood in the text or a portion of the text*
- c. *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*
- d. *Analyze relationships between and among characters, setting, and events.*

- e. *Analyze how the actions of characters serve to advance the plot.*
- f. *Analyze internal and/or external conflicts that motivate characters and those that advance the plot.*
- g. *Identify and explain the author's approach to issues of time in a narrative.*
  - *Flashback*
  - *Foreshadowing*
- h. *Analyze the point of view.*
  - *Connections between point of view and meaning*
  - *Conclusions about the narrator based on his or her thoughts and/or observations*
- i. *Analyze the interactions among narrative elements and their contribution to meaning.*
- j. *Analyze language and structural features to determine meaning.*
- k. *Analyze the action of individual scenes and acts and their relationship to the plot.*
- l. *Analyze how stage directions affect dialogue, characters, and plot.*
- m. *Analyze main ideas and universal themes.*
- n. *Analyze similar themes across multiple texts.*
- o. *Analyze the plausibility of the plot and the credibility of the characters.*
- p. *Analyze the extent to which the text contains ambiguities, subtleties, or contradictions.*
- q. *Analyze the relationship and possible implications between a literary text and its historical and/or social context.*
- r. **Determine how a criticism of a work of literature brings an understanding to the author's purpose or style. G/T**
- s. **Evaluate the differences between the text and visual representations while focusing on the 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 how specific language choices 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 language choices that create tone.*
- c. *Analyze figurative language that contributes to meaning and/or creates style.*
- d. *Analyze imagery that contributes to meaning and/or creates style.*
- e. *Analyze elements of style such as repetition, hyperbole, and rhetorical questions and their contribution 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 the content of a writing assignment.
  - Use writing-to-learn strategies such as dialectic journals, quick-writes, and mind maps to make connections between learning and prior knowledge.
  - Focus and order ideas, using a variety of self-selected organizers to generate, select, narrow and develop ideas.
  - 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.
  - Develop an awareness of word choice and sentence fluency.
  - Organize texts to include a definitive beginning, middle, and end by using transitional words or phrases effectively.
  - Choose specific details to support the points contained in the organizer.
  - Draft initial products that inform, persuade, and/or express personal ideas.
  - Manage time and process when writing for a given purpose.
  - 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 revise goals.
  - Revise texts for clarity, completeness, and effectiveness with emphasis on appropriate goals and objectives from the language objectives and using *6+1 Traits of Writing*.
  - 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 the effectiveness of the source(s).
- d. Evaluate oral, written, and visual presentations.
  - Identify how language choices in writing and speaking affect thoughts and feelings.
  - 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 in a work affect meaning.
  - Use appropriate language goals and objectives.
- 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 work.
  - Analyze and reflect in his/her growth as a strategic writer through 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 in order to develop a clear intentional and consistent voice and tone.
  - Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language and appropriate organizational structure to create a dominant impression.
- g. Compose oral, written, and visual presentations to inform.
- Use relevant support, appropriate organizational structures, and signal words within a paragraph or between paragraphs.
  - Choose appropriate types of literary structures such as cause and effect, compare/contrast, letter to author.
  - **Compose analytical compositions identifying stylistic and rhetorical choices and explain their effect. G/T**
- h. Compose oral, written, and visual presentations to persuade.
- Write an assertion with evidence that appeals to audience emotion, reasoning, or trust.
  - Organize ideas to construct a logical progression.
  - Use diction and syntax that is sincere, honest, and trustworthy.
  - Use connotation, repetition, parallelisms, and figurative language to control audience emotion and reaction.
- i. Compose a logically organized response to an in-class 40-minute timed prompt.

**Goal 6. Students will demonstrate the ability to listen effectively in order to construct 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. Recognize elements of grammar in personal and academic reading.
- b. Apply knowledge of grammar concepts and skills to strengthen oral and written language.
  - Consider the meaning, position, form, and function of words when identifying and using grammatical concepts such as verbal and verbal phrases (gerunds, participles, and infinitives), reflexive and intensive pronouns, progressive forms of verbs, and active and passive voice.

- Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas.
  - Differentiate grammatically complete sentences from non-sentences, including comma splices.
  - Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas.
- c. Recognize examples of conventional usage in personal and academic reading.
- d. Comprehend and apply Standard English usage in oral and written language.
- Apply appropriate subject/verb agreement such as agreement involving words of amount, time, and money.
  - Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems such as who - whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases.
  - Recognize and correct common usage errors such as misplaced and dangling 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.
- e. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing.
- f. Apply Standard English punctuation and capitalization in written language.
- g. Explain editorial choices involving mechanics.
- Use commas and semicolons correctly such as in a compound sentence joined by a conjunctive adverb.
  - Use an apostrophe to designate possession with indefinite pronouns and adjectives.
  - Use correctly the mechanics of writing.
  - Use a colon to introduce a list after a complete sentence.

## Mythology Unit

**Goal 1. The student will use a variety of strategies to understand what is read (construct meaning).**

**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.*
- h. *Connect the text to prior knowledge or personal experience.*
- i. *Reflect on and explain personal connections to the text.*
- j. *Explain the implications of the text for the reader and/or society.*
- k. *Use context to determine the meaning of words.*
- l. *Distinguish among types of grade-appropriate narrative such as short stories, essays, personal narratives, plays, and lyric and narrative poetry.*
- m. *Identify and explain other poetic elements such as setting, mood, tone, etc. that contribute to meaning.*
- n. Formulate questions used during reading mythology.

**Goal 2. The student will demonstrate the ability to recognize that myths are stories rooted in cultural beliefs and human needs and that every culture has both aesthetic and explanatory myths.**

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

- a. Identify the types of myths common to all cultures, such as creation, origin, and death myths.
- b. Identify the characteristics of myths.
- c. Explain the purposes of mythology.
- d. Distinguish between aesthetic and explanatory myths.
- e. Interpret mythological allusions in language, literature, and advertisements.
- f. Compare and contrast mythologies of different cultures.
- g. Evaluate how a mythological character would function in today's society.

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

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

- a. *Analyze the events of the plot in various genres: exposition, rising action, climax, falling action, and resolution.*
- b. *Analyze sound elements of poetry that contribute to meaning.*
  - *Rhyme, rhyme scheme*
  - *Alliteration and other repetition*
  - *Onomatopoeia*
- c. *Analyze text features that contribute to meaning.*
- d. *Analyze main ideas and universal themes.*
- e. *Analyze similar ideas across multiple texts.*
- f. *Analyze language and structural features to determine the difference between literal and figurative meaning.*
- g. *Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters.*
  - *Details that create the setting and/or mood in the text or a portion of the text*
  - *Connections among the characters, the setting, and the mood in the text or a portion of the text*
- h. *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*
- i. *Analyze relationships between and among characters, setting, and events.*
- j. *Analyze how the actions of characters that serves to advance the plot.*
- k. *Analyze internal and/or external conflicts that motivate characters and those that advance the plot.*
- l. *Analyze elements of poetry about myths to facilitate understanding and interpretation.*
- m. *Identify and explain the author's approach to issues of time in a narrative.*
  - *Flashback*
  - *Foreshadowing*
- n. *Analyze the point of view.*
  - *Connections between point of view and meaning*
  - *Conclusions about the narrator based on his or her thoughts and/or observations*
- o. *Analyze the interactions among narrative elements and their contribution to meaning.*
- p. *Analyze the action of individual scenes and acts and their relationship to the plot.*
- q. *Analyze how stage directions affect dialogue, characters, and plot.*
- r. *Analyze main ideas and universal themes.*

- s. *Analyze similar themes across multiple texts.*
- t. *Analyze the plausibility of the plot and the credibility of the characters.*
- u. *Analyze the extent to which the text contains ambiguities, subtleties, or contradictions.*
- v. *Analyze the relationship and possible implications between a literary text and its historical and/or social context.*
- w. **Evaluate the effect of myths on a particular society. G/T**
- x. **Evaluate the difference between the text and visual representations while focusing on artist/director's/author'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 how specific language choices 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 language choices that create tone.*
- c. *Analyze figurative language that contributes to meaning and/or creates style.*
- d. *Analyze imagery that contributes to meaning and/or creates style.*
- e. *Analyze elements of style such as repetition, hyperbole, and rhetorical questions and their contribution 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 the content of a writing assignment.
  - Use writing-to-learn strategies such as dialectic journals, quick-writes, and mind maps to make connections between learning and prior knowledge.
  - Collect and generate ideas.
  - Select and/ or eliminate information.
  - Focus and order ideas, using a variety of self-selected organizers to generate, select, narrow and develop ideas.
  - Consider different types of writing and the implications for the writing process.
  - Examine and evaluate relevant models.

- Develop an awareness of word choice and sentence fluency.
  - Organize texts to include a definitive beginning, middle, and end by using transitional words or phrases effectively.
  - Choose specific details to support the points contained in the organizer.
  - Draft initial products that inform, persuade, and/or express personal ideas.
  - Manage time and process when writing for a given purpose.
  - 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 revise goals.
  - Revise texts for clarity, completeness, and effectiveness with emphasis on appropriate language goals and objectives and using *6+1 Traits of Writing*.
  - 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 the effectiveness of the source(s).
- d. Evaluate oral, written, and visual presentations.
- Identify how language choices in writing and speaking affect thoughts and feelings.
  - 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 in a work affect meaning.
  - Use appropriate language goals and objectives.
- 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 work.
  - Analyze and reflect in his/her growth as a strategic writer through the Yearly Writing Log and the language objectives.
  - 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 in order to develop a clear intentional and consistent voice and tone.
  - Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language and appropriate organizational structure to create a dominant impression.
- g. Compose oral, written, and visual presentations to inform.
- Use relevant support, appropriate organizational structures, and signal words within a paragraph or between paragraphs.
  - Choose appropriate types of literary structures such as cause and effect, compare/contrast, letter to author.
  - **Compose analytical compositions identifying stylistics and rhetorical choices and explaining their effect. G/T**
- h. Compose oral, written, and visual presentations to persuade.
- Write an assertion with evidence that appeals to audience emotion, reasoning, or trust.
  - Organize ideas to construct a logical progression.
  - Use diction and syntax that is sincere, honest, and trustworthy.
  - Use connotation, repetition, parallelisms, and figurative language to control audience emotion and reaction.
- i. Compose a logically organized response to an in-class 40-minute timed prompt.

**Goal 6. Students will demonstrate the ability to listen effectively in order to construct 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. Recognize elements of grammar in personal and academic reading.
- b. Apply knowledge of grammar concepts and skills to strengthen oral and written language.
  - Consider the meaning, position, form, and function of words when identifying and using grammatical concepts such as verbal and verbal phrases (gerunds, participles, and infinitives), reflexive and intensive pronouns, progressive forms of verbs, and active and passive voice.
  - Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas.
  - Differentiate grammatically complete sentences from non-sentences, including comma splices.
  - Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas.
- c. Recognize examples of conventional usage in personal and academic reading.
- d. Comprehend and apply Standard English usage in oral and written language.
- e. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing.
  - Apply appropriate subject/verb agreement such as agreement involving words of amount, time, and money
  - Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems such as who - whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases

- Recognize and correct common usage errors such as misplaced and dangling 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. Apply Standard English punctuation and capitalization in written language.
- i. Explain editorial choices involving mechanics.
- Use commas and semicolons correctly such as in a compound sentence joined by a conjunctive adverb.
  - Use an apostrophe to designate possession with indefinite pronouns and adjectives.
  - Use the mechanics of writing correctly.
  - Use a colon to introduce a list after a complete sentence.

### Circle of Stories Unit

**Goal 1. The student will use a variety of strategies to understand what is read (construct meaning).**

**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.*
- h. *Connect the text to prior knowledge or personal experience.*
- i. *Reflect on and explain personal connections to the text.*
- j. *Explain the implications of the text for the reader and/or society.*
- k. *Use context to determine the meaning of words.*
  - *Above grade-level words used in context*
  - *Words with multiple meanings*
- m. *Analyze text features that contribute to meaning.*
- n. *Distinguish among types of grade-appropriate narrative such as short stories, essays, personal narratives, plays, and lyric and narrative poetry.*
- o. *Distinguish among types of grade-appropriate narrative such as short stories, essays, personal narratives, plays, and lyric and narrative poetry.*

**Goal 2. The student will demonstrate the ability to identify the literary elements within the modes of literature: romance, comedy, satire, irony, and tragedy.**

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

- a. Formulate questions during reading.
- b. Identify the defining characteristics of romance, comedy, satire, irony, and tragedy and classify works accordingly.
- c. Analyze characterization and how it affects plot elements.
- d. *Analyze internal and/or external conflicts that motivate characters and those that advance the plot.*
- f. Analyze the physical and social aspects of setting and how they develop characterization and advance the plot.
- g. Identify and explain the effects of tone and irony.
- h. Analyze figurative language and symbolic elements that contribute to meaning and/or create style.
- i. **Evaluate the effectiveness of setting and its importance to the development of plot in a short story. 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 the events of the plot in various genres: exposition, rising action, climax, and resolution.*
- b. *Analyze and evaluate elements of narrative texts to facilitate understanding and interpretation.*
- c. *Analyze text features that contribute to meaning.*
- d. *Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters.*
  - *Details that create the setting and/or mood in the text or a portion of the text*
  - *Connections among the characters, the setting, and the mood in the text or a portion of the text*
- e. *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*
- f. *Analyze relationships between and among characters, setting, and events.*
- g. *Analyze how the actions of characters that serve to advance the plot.*
- h. *Analyze internal and/or external conflicts that motivate characters and those that advance the plot.*
- i. *Identify and explain the author's approach to issues of time in a narrative.*
  - *Flashback*
  - *Foreshadowing*
- j. *Analyze the point of view.*
  - *Connections between point of view and meaning*

- *Conclusions about the narrator based on his or her thoughts and/or observations*
- i. *Analyze the interactions among narrative elements and their contribution to meaning.*
- j. *Analyze language and structural features to determine meaning.*
- k. *Analyze the plausibility of the plot and the credibility of the characters.*
- l. *Analyze the extent to which the text contains ambiguities, subtleties, or contradictions.*
- m. *Analyze the relationship between a literary text and its historical and/or social context.*
- n. *Analyze the action of individual scenes and acts and their relationship to the plot.*
- o. *Analyze how stage directions affect dialogue, characters, and plot.*
- p. *Use structural features to distinguish among types of poetry such as ballad, narrative, and lyric.*
- q. *Analyze sound elements of poetry that contribute to meaning*
  - *Rhyme, rhyme scheme*
  - *Alliteration and other repetition*
  - *Onomatopoeia*
- r. *Identify and explain other poetic elements such as setting, mood, tone, etc., that contribute to meaning in lyric and narrative poems.*
- s. *Analyze main ideas and universal themes.*
- t. *Analyze similar themes across multiple texts.*
- u. **Evaluate the differences between the text and visual representations while focusing on the artist's/author's/director's motives. G/T**
- v. *Analyze the plausibility of the plot and the credibility of the characters.*
- w. *Analyze the extent to which the text contains ambiguities, subtleties, or contradictions.*
- x. *Analyze the relationship and possible implications between a literary text and its historical and/or social context.*

**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 how specific language choices 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 language choices that create tone.*
- c. *Analyze figurative language that contributes to meaning and/or creates style.*
- d. *Analyze imagery that contributes to meaning and/or creates style.*
- e. *Analyze elements of style such as repetition, hyperbole, and rhetorical questions and their contribution 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 the content of a writing assignment.
  - Collect and generate ideas.
  - Select and/ or eliminate information.
  - Use writing-to-learn strategies such as dialectic journals, quick-writes, and mind maps to make connections between learning and prior knowledge.
  - Focus and order ideas, using a variety of self-selected organizers to generate, select, narrow and develop ideas.
  - Consider different types of writing and the implications for the writing process.
  - Examine and evaluate relevant models.
  - Develop an awareness of word choice and sentence fluency.
  - Organize texts to include a definitive beginning, middle, and end by using transitional words or phrases effectively.
  - Choose specific details to support the points contained in the organizer.
  - Draft initial products that inform, persuade, and/or express personal ideas.
  - Manage time and process when writing for a given purpose.
  - 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 revise goals.
  - Revise texts for clarity, completeness, and effectiveness with emphasis on appropriate language goals and objectives and using *6+1 Traits of Writing*.
  - 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.
  - Identify how language choices in writing and speaking affect thoughts and feelings.

- 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 in a work affect meaning.
  - Use appropriate language goals and objectives.
- 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 work.
  - Analyze and reflect in his/her growth as a strategic writer through 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 in order to develop a clear intentional and consistent voice and tone.
  - Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language and appropriate organizational structure to create a dominant impression.
- g. Compose oral, written, and visual presentations to inform.
- Use relevant support, appropriate organizational structures, and signal words within a paragraph or between paragraphs.
  - Choose appropriate types of literary structures such as cause and effect, compare/contrast, letter to author.
  - **Compose analytical compositions identifying stylistics and rhetorical choices and explaining their effect. G/T**
- h. Compose oral, written, and visual presentations to persuade.
- Write an assertion with evidence that appeals to audience emotion, reasoning, or trust.
  - Organize ideas to construct a logical progression.
  - Use diction and syntax that is sincere, honest, and trustworthy.
  - Use connotation, repetition, parallelisms, and figurative language to control audience emotion and reaction.
- i. Compose a logically organized response to an in-class 40-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, 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. Recognize elements of grammar in personal and academic reading,
- b. Apply knowledge of grammar concepts and skills to strengthen oral and written language.
  - Consider the meaning, position, form, and function of words when identifying and using grammatical concepts such as verbal and verbal

- phrases (gerunds, participles, and infinitives), reflexive and intensive pronouns, progressive forms of verbs, and active and passive voice.
- Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas.
  - Differentiate grammatically complete sentences from non-sentences, including comma splices.
  - Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas.
- c. Recognize examples of conventional usage in personal and academic reading.
- d. Comprehend and apply standard English usage in oral and written language.
- e. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing.
- Apply appropriate subject/verb agreement such as agreement involving words of amount, time, and money.
  - Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems such as who - whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases.
  - Recognize and correct common usage errors such as misplaced and dangling 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.
- f. Apply Standard English punctuation and capitalization in written language.
- g. Explain editorial choices involving mechanics.
- Use commas and semicolons correctly such as in a compound sentence joined by a conjunctive adverb.
  - Use an apostrophe to designate possession with indefinite pronouns and adjectives.
  - Use correctly the mechanics of writing.
  - Use a colon to introduce a list after a complete sentence.