

English 8 Essential Curriculum

INTRODUCTION

The Strategic Writer	
Archetypes	Literature in the Tragic Mode, the Sonnet, and the Ballad
Forms	Fiction/Science Fiction/Fantasy
Origins	Epics

UNIT I: Literature in The Tragic Mode, the Sonnet, and the Ballad

Goal 1. The student will demonstrate the ability to examine the conventions of Shakespearean drama, sonnets and ballads.

Objectives – The student will be able to:

- a. Identify characteristics of Shakespearean drama: aside, soliloquy, monologue, concealment, comic relief, five-act structure, use of only male actors, and use of Elizabethan stage.
- b. Identify the characteristics of the Shakespearean and Petrarchan sonnet.
- c. Contrast the differences between Early Modern and Modern English word choice and sentence structure.
- d. Distinguish between characteristics of ballad and sonnet.
- e. Identify and analyze characteristics of tragedy.
- f. Recognize poetic techniques employed by Shakespeare such as blank verse, iambic pentameter, rhymed couplets, and internal rhyme.
- g. *Identify and explain other poetic elements such as setting, mood, tone, etc. that contribute to meaning.*

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 the main idea or argument.*

- b. *Identify and explain information directly stated in the text.*
- c. *Draw inferences and/or conclusions and make generalizations.*
- d. *Confirm, refute, or make predictions about the development, topics, or ideas that might be logically included if the text were extended.*
- e. *Connect the text to prior knowledge or personal experience that clarifies, extends, or challenges the ideas and/or information in the text.*
- f. *Use context to determine the meaning of words.*
 - *Above grade-level words used in context*
 - *Words with multiple meanings*
- h. *Paraphrase selected lines of Shakespearean verse accurately.*
- i. *Reflect on strategies during reading Shakespearean literature by:*
 - *Reading verse aloud with appropriate pace, pitch, and juncture.*
 - *Visualizing through dramatic activities.*

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

Objectives – The student will be able to:

- a. *Analyze text features that contribute to meaning.*
- b. *Distinguish among types of narrative texts such as short stories, science fiction, fantasy, essays, plays, and lyric and narrative poetry.*
- c. *Analyze the events of the plot: exposition, rising action, climax, and resolution.*
- 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*
 - *Connections between setting and theme*
- 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 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. *Analyze the author's approach to issues of time in a narrative.*
 - *Flashback*
 - *Foreshadowing*
- j. *Analyze the point of view and its effect on meaning.*
 - *Connections between point of view and meaning*

- *Conclusions about the narrator based on his or her thoughts and/or observations*
- i. *Analyze structural features of drama that contribute to meaning such as the literal versus the interpretive meaning.*
- j. *Analyze interactions among narrative elements and their contribution to meaning.*
- k. *Analyze how dialogue and stage directions work together to create characters and plot.*
- l. *Analyze main ideas and central themes in Shakespearean verse.*
- m. *Analyze language and structural features to determine meaning such as literal versus figurative meaning in poetry.*
- n. *Analyze sound elements of poetry that contribute to meaning.*
 - *Rhyme, rhyme scheme*
 - *Alliteration and other repetition*
 - *Onomatopoeia*
- o. *Identify and explain other poetic elements such as setting, mood, tone, etc. that contribute to meaning.*
- p. *Evaluate a playwright's use of narrative elements within a work or works.*
- q. *Analyze and evaluate the plausibility of plot and the credibility of the characters.*
- r. *Analyze and evaluate the extent to which the text contains ambiguities, subtleties, or contradictions: questions and predictions about events, situations, and conflicts that might occur if the text were extended.*
- s. *Analyze and evaluate the relationship between a literary text and its historical and/or social context.*
- t. *Analyze the relationship between the structure and the purpose of the text.*
- u. *Analyze main ideas and universal themes especially experiences, emotions, issues, and ideas.*
- v. *Analyze similar themes, across multiple texts especially experiences, emotions, issues, and ideas across texts that give rise to universal themes.*
- w. *Reflect on and explain personal connections to the text such as between personal experiences and the theme or main ideas.*
- x. *Explain the implications in ideas and issues of the text for the reader and/or society.*
- y. **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 and evaluate 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 and evaluate language choices that create tone.*

- c. *Analyze the appropriateness of a particular tone by making connections between tone and other narrative elements.*
- d. *Analyze figurative language that contributes to meaning and/or creates style.*
- e. *Analyze imagery that contributes to meaning and/or creates style especially specific words and phrases that create sensory images.*
- f. *Analyze elements of style and their contribution to meaning such as repetition, hyperbole, and rhetorical questions.*

Goal 5. The student will demonstrate the ability to compose oral, written, and visual presentations that inform, persuade, and express personal ideas and the ability to self-reflect on their writing development.

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 prompt.
 - Focus and order ideas, using a variety of self-selected organizers to generate, select, narrow, and develop ideas.
 - Use writing-to-learn strategies such as dialectic journals, quickwrites, and mindmaps 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.
 - 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.
- 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.
 - Use the *6+1 Writing Traits* in the revising and editing activities.
 - Prepare the final product for presentation.
- c. Locate, retrieve and use information from various sources to accomplish a purpose.
 - Paraphrase, summarize, and quote to credit original sources.

- Synthesize ideas with emphasis on the distinction between the student's own ideas and cited sources.
 - Use MLA format to cite sources.
 - Evaluate effectiveness and reliability 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, the *6+1 Traits of Writing*, and other resources 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.
 - 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.
 - Describe in prose and/or poetic forms to clarify, extend or elaborate and extend on ideas by using vivid language such as imagery, figurative language, and sound elements.
- g. Compose oral, written, and visual presentations to inform.
- Provide relevant support, appropriate organizational structures, and signal words within a paragraph or between paragraphs.
 - Apply appropriate types of literary structures such as literary analysis and interpretation of text.
 - **Compose analytical compositions identifying stylistic and rhetorical choices and explaining their effect. G/T**
- h. Compose oral, written, and visual presentations to persuade.
- Support, modify, or disagree with a position and generate convincing evidence.

- Write an assertion and use evidence to justify the assertion.
 - Consider the effectiveness of diction, audience appeal, and organization.
 - Use connotation, parallelisms, repetition, and figurative language to control audience emotion and reaction.
 - Use MLA format.
- i. Compose a logically organized response to an in-class 35-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, 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 by selecting appropriate organizational strategies and delivery techniques for a variety of oral presentation purposes.

Objectives – The student will be able to:

- a. Identify the purpose, audience, and setting for a presentation.
- b. Identify the needs and perspectives of the audience.
- c. Select and plan for appropriate use of visual aids.
- d. Select the topic of an oral presentation.
- e. Gather/construct adequate support.
- f. 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 all grammatical concepts.
 - 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.
 - 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 English usage, involving subject/verb agreement.
 - 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.
 - Punctuate at the word level.
 - Hyphen
 - Slash
 - Use the mechanics of writing correctly.
 - Use available resources for all mechanics of writing rules that may be in flux.
- g. Explain editorial choices involving mechanics.

UNIT II: Literary Forms: Fiction, Fantasy, and Science Fiction

Goal 1a. The student will demonstrate the ability to distinguish between science fiction and fantasy.

Objectives – The student will be able to:

- a. Differentiate between science fiction and fantasy using structural features to distinguish between the two types of narrative text.
- b. Evaluate the role of physical, social, and cultural setting in the text.
- c. Examine how the relationship between the natural world and science reflects problems in society.
- d. Describe how the internal conflict of the individual versus self affects character and plot in fantasy.
- e. Analyze how irony and satire are used to provoke social change.

Goal 1b. The student will demonstrate the ability to evaluate the effects of fictional elements on a reader's interpretation of a short story.

Objectives – The student will be able to:

- a. Analyze the author's development of the plot through the use of an inciting incident and the climax of a story.
- b. Justify the presence of a universal theme based on analysis of the literature.
- c. Analyze point of view and its effect on meaning.
- d. Evaluate the effectiveness of ironic tone.
- e. Analyze and evaluate figurative language and its contribution to meaning and/or style.

Goal 2. The student will use a variety of strategies to construct meaning.

Objectives – The student will be able to:

- a. *Identify and explain the main idea or argument.*
- b. *Identify and explain information directly stated in the text.*
- c. *Draw inferences and/or conclusions and make generalizations.*
- d. *Confirm, refute, or make predictions about the development, topics, or ideas that might be logically included if the text were extended.*
- e. *Connect the text to prior knowledge or personal experience that clarifies, extends, or challenges the ideas and/or information in the text.*
- f. *Use context to determine the meaning of words.*
 - *Above grade-level words used in context*
 - *Words with multiple meanings*
- g. Identify particular reading processes that improve comprehension of short stories.

- h. Analyze and evaluate elements of poetry to facilitate understanding and interpretation.
- i. Make connections between the text and referenced works.

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

Objectives – The student will be able to:

- a. *Analyze text features that contribute to meaning.*
- b. *Distinguish among types of narrative texts such as short stories, science fiction, fantasy, essays, plays, and lyric and narrative poetry.*
- c. *Analyze the events of the plot: exposition, rising action, climax, and resolution.*
- 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*
 - *Connections between setting and theme*
- 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 serve to advance the plot.*
- h. *Analyze internal and/or external conflicts that motivate characters and those that advance the plot.*
- i. *Analyze the author's approach to issues of time in a narrative.*
 - *Flashback*
 - *Foreshadowing*
- j. *Analyze the point of view and its effect on meaning.*
 - *Connections between point of view and meaning*
 - *Conclusions about the narrator based on his or her thoughts and/or observations*
- k. *Analyze structural features of drama that contribute to meaning such as the literal versus the interpretive meaning.*
- l. *Analyze interactions among narrative elements and their contribution to meaning.*
- m. *Analyze how dialogue and stage directions work together to create characters and plot.*
- n. *Analyze language and structural features to determine meaning such as literal versus figurative meaning in poetry.*
- o. *Analyze sound elements of poetry that contribute to meaning.*
 - *Rhyme, rhyme scheme*
 - *Alliteration and other repetition*

- *Onomatopoeia*
- p. *Identify and explain other poetic elements such as setting, mood, tone, etc. that contribute to meaning.*
- q. *Analyze and evaluate the plausibility of plot and the creditability of the characters.*
- r. *Analyze and evaluate the extent to which the text contains ambiguities, subtleties, or contradictions such as questions and predictions about events, situations, and conflicts that might occur if the text were extended.*
- s. *Analyze and evaluate the relationship between a literary text and its historical and/or social context.*
- t. *Analyze the relationship between the structure and the purpose of the text.*
- u. *Analyze main ideas and universal themes: experiences, emotions, issues, and ideas in a theme or main ideas.*
- v. *Analyze similar themes, across multiple texts: experiences, emotions, issues, and ideas across texts that give rise to universal themes.*
- w. *Summarize or paraphrase.*
- x. *Reflect on and explain personal connections to the text.*
- y. *Explain the implications of the text for the reader and/or society.*
- z. **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 and evaluate 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 and evaluate language choices that create tone.*
- c. *Analyze the appropriateness of a particular tone by making connections between tone and other narrative elements.*
- d. *Analyze figurative language that contributes to meaning and/or creates style.*
- e. *Analyze imagery that contributes to meaning and/or creates style especially specific words and phrases that create sensory images.*
- f. *Analyze elements of style and their contribution to meaning such as repetition, hyperbole, and rhetorical questions.*

Goal 5. The student will demonstrate the ability to compose oral, written, and visual presentations that inform, persuade, and express personal ideas and the ability to self-reflect on their writing development.

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 prompt.
 - Focus and order ideas, using a variety of self-selected organizers to generate, select, narrow, and develop ideas.
 - Use writing-to-learn strategies such as dialectic journals, quickwrites, and mindmaps 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.
 - 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.
- 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.
 - Use the *6+1 Writing Traits* in the revising and editing activities.
 - Prepare the final product for presentation.
- c. Locate, retrieve and use information from various sources to accomplish a purpose.
- Paraphrase, summarize, and quote to credit original sources.
 - Synthesize ideas with emphasis on the distinction between the student's own ideas and cited sources.
 - Use MLA format to cite sources.
 - Evaluate effectiveness and reliability 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, the *6+1 Traits of Writing*, and other resources 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.
 - Generate and revise a list of effective writing strategies for prewriting, drafting, revising, and editing through ongoing metacognitive conversations.
- g. 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.
 - Describe in prose and/or poetic forms to clarify, extend or elaborate and extend on ideas by using vivid language such as imagery, figurative language, and sound elements.
- h. Compose oral, written, and visual presentations to inform.
- Provide relevant support, appropriate organizational structures, and signal words within a paragraph or between paragraphs
 - Apply appropriate types of literary structures such as literary analysis and interpretation of text.
 - **Compose analytical compositions identifying stylistic and rhetorical choices and explaining their effect. G/T**
- i. Compose oral, written, and visual presentations to persuade.
- Support, modify, or disagree with a position and generate convincing evidence.
 - Write an assertion and use evidence to justify the assertion.
 - Consider the effectiveness of diction, audience appeal, and organization.
 - Use connotation, parallelisms, repetition, and figurative language to control audience emotion and reaction.
 - Use MLA format.
- j. Compose a logically organized response to an in-class 35-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:

- b. 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.
- c. 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 by selecting appropriate organizational strategies and delivery techniques for a variety of oral presentation purposes.

Objectives – The student will be able to:

- a. Identify the purpose, audience, and setting for a presentation.
- b. Identify the needs and perspectives of the audience.
- c. Select and plan for appropriate use of visual aids.
- d. Select the topic of an oral presentation.
- e. Gather/construct adequate support.
- f. 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 all grammatical concepts.
 - 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.

- 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 English usage, involving subject/verb agreement.
 - 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.
 - Punctuate at the word level.
 - Hyphen
 - Slash
 - Use the mechanics of writing correctly.
 - Use available resources for all mechanics of writing rules that may be in flux.
- g. Explain editorial choices involving mechanics.

UNIT III: Literary Origins: Epics

Goal 1. The students will demonstrate the ability to recognize epics as long, episodic narrative poems that recount the adventures of an historical or mythical hero.

Objectives – The students will be able to:

- a. Identify the characteristics of the epic:
 - The hero is on a quest.
 - The action covers a large geographical area.
 - The gods/goddesses may play an important role.
 - The events are of international/national importance.
 - The hero can face supernatural antagonists.
 - The story begins *In Medias Res* (in the middle).
 - The story involves restoration of a rightful leader.
- b. Recognize the conventions of the epic as poetry.
- c. Analyze and evaluate the relationship between a literary text and its historical, social, and political contexts.

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

Objectives – The students will be able to:

- a. *Identify and explain the main idea or argument.*
- b. *Identify and explain information directly stated in the text.*
- c. *Draw inferences and/or conclusions and make generalizations.*
- d. *Draw inferences about the text.*
- e. *Confirm, refute, or make predictions about the development, topics, or ideas that might be logically included if the text were extended.*
- f. *Connect the text to prior knowledge or personal experience that clarifies, extends, or challenges the ideas and/or information in the text.*
- g. *Use context to determine the meaning of words.*
 - *Above grade-level words used in context*
 - *Words with multiple meanings*

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

Objectives – The students will be able to:

- a. *Analyze text features that contribute to meaning.*
- b. *Distinguish among types of narrative texts such as short stories, science fiction, fantasy, essays, plays, and lyric and narrative poetry.*
- c. *Analyze the events of the plot: exposition, rising action, climax, and resolution.*
- 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*
 - *Connections between setting and theme*
- 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 serve to advance the plot.*
- h. *Analyze internal and/or external conflicts that motivate characters and those that advance the plot.*
- i. *Analyze the author's approach to issues of time in a narrative.*
 - *Flashback*
 - *Foreshadowing*

- j. *Analyze the point of view and its effect on meaning.*
 - *Connections between point of view and meaning*
 - *Conclusions about the narrator based on his or her thoughts and/or observations*
- k. *Analyze structural features of drama that contribute to meaning such as the literal versus the interpretive meaning.*
- l. *Analyze interactions among narrative elements and their contribution to meaning.*
- m. *Analyze how dialogue and stage directions work together to create characters and plot.*
- n. *Analyze language and structural features to determine meaning such as literal versus figurative meaning in poetry.*
- o. *Analyze sound elements of poetry that contribute to meaning.*
 - *Rhyme, rhyme scheme*
 - *Alliteration and other repetition*
 - *Onomatopoeia*
- p. *Identify and explain other poetic elements such as setting, mood, tone, etc. that contribute to meaning.*
- q. *Analyze and evaluate the plausibility of plot and the creditability of the characters.*
- r. *Analyze and evaluate the extent to which the text contains ambiguities, subtleties, or contradictions: questions and predictions about events, situations, and conflicts that might occur if the text were extended.*
- s. *Analyze and evaluate the relationship between a literary text and its historical and/or social context.*
- t. *Analyze the relationship between the structure and the purpose of the text.*
- u. *Analyze main ideas and universal themes: experiences, emotions, issues, and ideas in a theme or main idea.*
- v. *Analyze similar themes, across multiple texts: experiences, emotions, issues, and ideas across texts that give rise to universal themes.*
- w. *Summarize or paraphrase.*
- x. *Reflect on and explain personal connections to the text.*
- y. *Explain the implications of the text for the reader and/or society.*
- z. **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 and evaluate 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 and evaluate language choices that create tone.*

- c. *Analyze the appropriateness of a particular tone by making connections between tone and other narrative elements.*
- d. *Analyze figurative language that contributes to meaning and/or creates style.*
- e. *Analyze imagery that contributes to meaning and/or creates style especially specific words and phrases that create sensory images.*
- f. *Analyze elements of style and their contribution to meaning such as repetition, hyperbole, and rhetorical questions.*

Goal 5. The student will demonstrate the ability to compose oral, written, and visual presentations that inform, persuade, and express personal ideas and the ability to self-reflect on their writing development.

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 prompt.
 - Focus and order ideas, using a variety of self-selected organizers to generate, select, narrow, and develop ideas.
 - Use writing-to-learn strategies such as dialectic journals, quickwrites, and mindmaps 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.
 - 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.
- 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.
 - Use the *6+1 Writing Traits* in the revising and editing activities.
 - Prepare the final product for presentation.
- c. Locate, retrieve and use information from various sources to accomplish a purpose.
 - Paraphrase, summarize, and quote to credit original sources.

- Synthesize ideas with emphasis on the distinction between the student's own ideas and cited sources.
 - Use MLA format to cite sources.
 - Evaluate effectiveness and reliability 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, the *6+1 Traits of Writing*, and other resources 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.
 - 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.
 - Describe in prose and/or poetic forms to clarify, extend or elaborate and extend on ideas by using vivid language such as imagery, figurative language, and sound elements.
- g. Compose oral, written, and visual presentations to inform.
- Provide relevant support, appropriate organizational structures, and signal words within a paragraph or between paragraphs.
 - Apply appropriate types of literary structures such as literary analysis and interpretation of text.
 - **Compose analytical compositions identifying stylistic and rhetorical choices and explaining their effect. G/T**
- h. Compose oral, written, and visual presentations to persuade.
- Support, modify, or disagree with a position and generate convincing evidence.

- Write an assertion and use evidence to justify the assertion.
 - Consider the effectiveness of diction, audience appeal, and organization.
 - Use connotation, parallelisms, repetition, and figurative language to control audience emotion and reaction.
 - Use MLA format.
- i. Compose a logically organized response to an in-class 35-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 by selecting appropriate organizational strategies and delivery techniques for a variety of oral presentation purposes.

Objectives – The student will be able to:

- a. Identify the purpose, audience, and setting for a presentation.
- b. Identify the needs and perspectives of the audience.
- c. Select and plan for appropriate use of visual aids.
- d. Select the topic of an oral presentation.
- e. Gather/construct adequate support.
- f. 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 all grammatical concepts.
 - 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.
 - 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 English usage, involving subject/verb agreement.
 - 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.
 - Punctuate at the word level.
 - Hyphen
 - Slash
 - Use the mechanics of writing correctly.
 - Use available resources for all mechanics of writing rules that may be in flux.
- g. Explain editorial choices involving mechanics.