

Cont. Lit. - Sem 2

OUR GOALS:

1. Be introduced to ideas and thinking that you may not encounter on your own.
2. Mine the classics for gold.
3. Be more independent with your learning.
4. Identify and do your thing.
5. Infer and analyze sophisticated point of view (e.g. satire, sarcasm, irony, or understatement).
6. Analyze and evaluate the effectiveness of author's structure in exposition or argument (Clear? Convincing? Engaging?).
7. Use all three types of support in support of claims: fact, anecdote, reason
 - a. Demonstrate understanding of "If... then..." statements, analogy, syllogism.
8. Integrate and evaluate multiple sources of information presented in different media or formats.
9. Cite strong and thorough textual evidence to support analysis of texts.
10. Determine an author's point of view or purpose in a text.
11. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
12. Write arguments on substantive topics or texts, using reasoning and evidence.
 - a. Introduce claims.
 - b. Develop claim(s) and counterclaims.
 - c. Create cohesion, and clarify relationships.
 - d. Maintain a formal style.
 - e. Provide concluding statement/section.
13. Gather relevant information from print/digital sources; assess each source, its purpose and audience; integrate into text; avoid plagiarism; follow standard format for citation.
14. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
15. Develop and strengthen writing by planning, revising, editing, rewriting.
16. Draw evidence from literary or informational texts to support analysis, reflection, and research.
17. Acquire and use accurately general academic and domain-specific words and phrases.

OUR RULES:

1. Don't laugh at mistakes.
2. Don't use sentences that begin: "I hate..."
3. Don't complain. (Remember: Everything you feel like complaining about is an opportunity for gratitude.)
4. Use the magic phrases:
 - a. "But I could be wrong."
 - b. "I'm sorry." Or "Excuse me."
 - c. "I respectfully disagree."
 - d. "What else can I do?"

OUR LESSONS:

- Sophisticated points of view
 - Define: satire, sarcasm, irony, or understatement
 - In groups of three, read a famous example of each
 - Present to class:
 - Summary of text
 - 2 expert analyses of the view. What are the expert's credentials?
 - Read an excerpt that exemplifies the view
- The three types of support
 - Cyclical reasoning. I.e.: I am right because I say -->
 - Make a claim. Use/create opposing anecdotes to support/refute your claim.
 - Use/create opposing facts/data to support/refute your claim.
 - Use/create "If... then..." statement(s), analogy, syllogism to support your claim.
- Write literary analysis essay using textual evidence
 - In the Lake of Woods essays: Is the hypothesis of chapter ____ valid based on the evidence?
- Academic Language
 - Define your 3 terms.
 - Gather with others with those terms. Check accuracy. Debate, verify. Present your terms to the class.
 - 2, 4, 5, 6 (v) & (n), 7, 9, 10, 12, 13, 15, 18, 19, 21, 26, 28, 29, 30, 33, 34, 38, 39, 40, 42, 46 (both), 47, 53, 54, 55
- What was the author's purpose?
 - In the Lake of the Woods. The Vietnam in Me. The Road.
- Figurative Language
 - What is it? why use it?
 - The foliage exercise
 - metaphor quotes
 - Identify metaphor examples. Analyze metaphors. Create metaphors.
- Nuances, connotation
 - Different ways to write the same sentence
 - The best word here. SAT questions??
- Conventions
 - Capitalization exercise (repetition)
 - Spelling exercise (game, repetition)
 - FANBOYS comma ??
 - AAAWWOUBBIS comma??
- The writing process
 - R.A.F.T.
 - Organization

OUR ASSIGNMENTS:

- POV presentation. Each group member present a part.
- Three types of support exercise
- Three literary analysis essays (2 - Lake, 1 - Road)
- Academic Language sheet/presentation
- Poetry portfolio
- Poetry explication essay
- ??

OUR STANDARDS:

RL.6 Introduce- Infer and analyze sophisticated point of view (e.g. satire, sarcasm, irony, or understatement).

RI.5 Introduce- Analyze and evaluate the effectiveness of author's structure in exposition or argument (Clear? Convincing? Engaging?).

RI.7 Continue/Practice - Integrate and evaluate multiple sources of information presented in different media or formats.

RL.1/RI.1 Cite strong and thorough textual evidence to support analysis of texts.

RI.6 Determine an author's point of view or purpose in a text.

L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

W.1 Introduce- Write arguments on substantive topics or texts, using reasoning and evidence.

- a) Introduce claims.
- b) Develop claim(s) and counterclaims.
- c) Create cohesion, and clarify relationships.
- d) Maintain a formal style.
- e) Provide concluding statement/section.

W.8 Continue/Practice- Gather relevant information from print/digital sources; assess each source, its purpose and audience; integrate into text; avoid plagiarism; follow standard format for citation.

L.2 Continue/Practice - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

W.5 Develop and strengthen writing by planning, revising, editing, rewriting.

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.6 Acquire and use accurately general academic and domain-specific words and phrases.