

# GT Vertical Alignment

## STYLE ANALYSIS

### Prose Analysis

#### English IV GT (grade 11)

- Analyze a piece of fiction or nonfiction by applying style analysis techniques without prior discussion of selection.
- Write an essay that focuses on all style analysis techniques used to create meaning of a selection.
- Write comparison contrast of two prose passages.
- Use an AP rubric to evaluate self and peers' essays in terms of all stylistic elements.
- At least one AP multiple-choice practice per six weeks.

#### English III GT (grade 10)

- See fine distinctions among tone words and be able to choose the most appropriate word or the best qualifying term for a choice.
- Perceive the subtle shifts in tone and attitude that are found in complex reading passages.
- Analyze a piece of fiction and nonfiction by applying all previously introduced style analysis techniques.
- Introduce oral and written analysis of syntax and develop an appreciation and understanding of the choices an author makes.
- Write a comparison contrast prose analysis.
- Use an AP rubric to evaluate self and peers' essays in terms of all stylistic elements.
- At least one AP multiple-choice practice per six weeks.

#### English II GT (grade 9)

- Apply specific tone vocabulary words to selections.
- Gain confidence throughout the year with the style analysis techniques.
- Produce essays that address AP exam prompts on stylistic devices appropriate to grade level.
- Frequently incorporate quotation response timed writings (15-20 minute one page response) (Include at all grade levels.)
- Incorporate multiple choice and timed writings.

#### English I GT (grades 7 & 8)

- Apply specific tone vocabulary words to selections.
- Identify language levels and apply this knowledge to selections.
- Read a short teacher chosen passage and choose a tone word and justify the choice.
- Gain confidence in verbal discussion of stylistic devices.
- Write a paragraph discussing the tone of a passage. (7<sup>th</sup>)
- Compose short essays that focus on the attitudes of a piece of fiction, nonfiction, or poetry. (8<sup>th</sup>)
- Analyze a passage for attitude from the AP Language Exam.
- Analyze a passage for attitude from the AP Literature Exam.
- Incorporate multiple choice questions and short timed responses to quotation

## Poetry Analysis

### English IV GT (grade 11)

- same as grade 12 in packet
- Be successful in writing about a poem using an AP Exam prompt in a timed setting, including comparison-contrast.

### English III GT (grade 10)

- grade 11
- keeping last three and move first two to 2 gt
- Write a full explication of one poem and a variety of time periods.
- Write mini-analyses throughout the year. (mini timed writings)
- Be successful on timed multiple choice AP Exam poetry selections. (Recommendation is 1 per six weeks)

### English II GT (Grade 9)

- Create a written response to a poem using TP-CASSTT as a method of analysis and addressing all the steps of TP-CASSTT.
- Incorporate multiple choice questions that parallel the type and format of AP Exam questions over a poem not previously discussed in class. (minimum of twice for the year)
- Analyze their own and others' essays of explication over a poem and determine how effective the essays are. (create a rubric)
- Analyze a poem's form and show how form contributes to meaning
- Analyze the poem for shifts in tone/attitude and explain how these shifts can be identified.
- Timed short answer and multiple choice practice.

### English I GT (Grade 7 & 8)

- Write a paraphrase of a poem.
- Dramatic oral reading of a poem showing understanding of meaning the thought units, pauses, and tone.
- Apply TP-CASSTT to a poem as an aid in understanding meaning and seeing how the author uses language to achieve purpose.
- Incorporate multiple choice questions and short answers that parallel the type and format of AP questions over a poem previously discussed in class. (minimum of two times per year; with modified time limits)

## Argument Analysis

Argument analysis is a type of style analysis. In addition to applying techniques listed under prose analysis, students should also be involved in analysis of rhetorical strategies listed below. Reference the corresponding grade level on the style analysis vertical alignment.

### English IV GT (grade 11)

- Analyze nonfiction passages and arguments to determine what the author has done to craft an effective or ineffective argument
- Continue to use all the skills gained to develop a personal style/voice
- Explain how an author's rhetorical choices create meaning
- Expand the use of schemes listed on scope and sequence to analyze argument
- Perform successfully on AP exam multiple choice argumentative items and prompts in a timed setting (at least one first semester; multiple second semester)
- Continue writing essays in response to prose passages that contain an argumentative approach.
- Create a rubric for AP exam prompts and apply this to own and others' writing

### English III GT (grade 10)

- Use all the previously learned skills and devices to develop a personal style/voice
- Use and identify the schemes listed on the scope and sequence chart for this grade level
- Use a College Board rubric for AP Exam prompts and apply this to own and others' writing
- Perform successfully on AP exam multiple choice argumentative items and prompts in a timed setting (at least one first semester and multiple second semester)
- Create a rubric for AP Exam prompts and apply this to own and others' writing

### English II (grade 9)

- Introduce schemes listed on scope and sequence chart to analyze argument
- Imitate sentence both grammatically and stylistic effect.
- Imitate passages for stylistic effect.
- Gain confidence in analyzing rhetorical devices for argumentative passages as appropriate for grade level
- Apply PACE-QuACE-C to an argumentative passage as an aid in identifying the components of an effective argument
- Use PACE-QuAC-C to evaluate own and others' essays
- Incorporate AP type multiple choice questions in a timed classroom setting (at least one per six weeks)
- Expand on definition writing and introduce varieties of definition
- Recognize deductive and inductive reasoning

### English I (grades 7-8)

- Introduce and apply SOAP, PATTR, and/or pattern of organization to argumentative selections
- Recognize levels of language in argumentative selections
- Use parallel structure correctly in own writing and find examples of parallelism in the writing of others
- Introduce and apply the mode of definition in writing
- Use close reading prompts to create AP style multiple choice questions appropriate to grade level
- Teacher explanation of deductive and inductive reasoning

# **ARGUMENTATIVE/FREE RESPONSE**

## Writing Argument

### English IV GT (grade 11)

- Review all skills necessary for writing of argument.
- Write arguments as necessary to review and re-enforce.

### English III GT (grade 10)

- Review all skills necessary for writing of argument.
- Analyze and evaluate model AP essays.
- See the results of writing effective argumentation through teacher/peer comments on own essays.
- Continue practice to understand terminology used in open-prompt AP questions.
- Write two timed arguments in semester one; choose one to develop into a fully processed essay. Write multiple timed arguments in semester two.
- Organize an argumentative essay using PACE-QUAC-E
- Analyze and interpret argumentative prompt questions

### English II (grade 9)

- Begin writing of argument by writing definition paper; introduce varieties of definitions
- Introduce and practice point/thesis statements
- Introduce and practice writing claims statements
- Write one argument in semester two prior to benchmark
- Introduce terminology of argument (fact, opinion, emotional, logical)
- Introduce types of evidence
- Introduce logical fallacies.

### English I (grades 7-8)

- Introduce terminology of argument
- Introduce types of evidence and appeals

## Literary Analysis

### English IV GT (grade 11)

- For every major work studied, respond to a compatible AP prompt appropriate to the work as a major test question or timed writing prompt. Provide opportunity for responding to both teacher selected and student selected works for prompts.
- Use a selected timed writing to develop into a full process paper.
- Analyze and interpret free response prompt questions and brainstorm various works that would apply.
- Review major works using AP Literary Notes (book report, double-column notes, t-notes, organizer, etc.).

### English III GT (grade 10)

- For selected major works studied, respond to a compatible AP prompt appropriate to the work as a major test question or timed writing prompt.
- Use a selected timed writing to develop into a full process paper.
- Analyze and interpret free response prompt questions and brainstorm various works that would apply.
- Produce AP Literary Notes for each major work using a variety of organizational strategies throughout the year (book report, double-column notes, t-note, organizer, etc.).

### English II (grade 9)

- For selected major works studied, respond to a modified AP prompt appropriate to the work as a major test question or timed writing prompt.
- Use a selected timed writing to develop into a full process paper.
- Analyze and interpret free response prompt questions.
- Produce AP Literary Notes for each major work using a variety of organizational strategies throughout the year (book report, double-column notes, t-note, organizer, etc.).

### English I (grades 7-8)

- For every major work studied, respond to a compatible AP prompt in discussion. Write one full process essay using a modified open-ended question model.
- For selected major works studied, respond to a modified AP prompt appropriate to the work as a major test question. Focus specifically on literary elements such as conflict, setting, characterization, or theme.
- Produce AP Literary Notes for each major work using a variety of organizational strategies throughout the year (book report, double-column notes, t-note, organizer, etc.).
- Collaboratively write a full essay responding to a compatible AP prompt.