

## **Pre-AP English II GT Grade 9**

### **I. Writing Process**

The student will write essays according to each of the four purposes of discourse: description, narration, persuasion, and expository using the Boley writing model.

Objectives: The student will be able to

1. Identify the purpose of selected pieces of writing:
  - a. Selected excerpts from nonfiction
  - b. The Pearl
  - c. Antigone
  - d. Julius Caesar
2. Analyze his/her writing in terms of purpose and strategy (particularly organization, and will continue the development of diction, syntax, tone, voice, and point of view);
  - a. Persuasive essay
  - b. Research essay
  - c. Literary essay
3. Use a rubric to evaluate his/her own writing as well as the writing of others.
4. Write essays which clearly and effectively satisfy a given purpose.
5. Identify and utilize poetic elements.
6. Develop modes: cause/effect, compare/contrast, and definition.

### **II. Writing in Context: Interpretation and evaluation**

The student will interpret and evaluate both fiction and non-fiction writings according to their historical, social, and cultural context.

Objectives: The student will be able to

1. Identify the point of view of a writer by determining the writer's social and historical milieu;
  - a. Sophocles - Antigone
  - b. William Shakespeare – Julius Caesar
  - c. Mark Twain – The Adventures of Tom Sawyer
2. Identify the genre of given works, along with the elements that describe that genre. (short stories, poetry, drama, novels, and nonfiction)

### **III. Response to Writing: Analysis and Evaluation**

The student will respond to writing selections by analyzing and evaluating the literary elements of fiction using the Schaffer writing model.

Objectives: The student will be able to:

1. Explain the effects of character, plot, setting, theme, metaphor, and simile in a given work;
2. Begin to evaluate the effects of irony, point of view, and tone in a given work.
3. Begin stylistic analysis (diction, detail, and tone) and embedding of quotes from literary sources.
  - a. All fiction works
  - b. Nonfiction works and poetry as it applies
  - c. Emphasize elements by work

Examples of emphasis:

1. Point of view:  
Antigone  
The Pearl  
The Adventures of Tom Sawyer  
A Separate Peace
2. Tone:  
The Pearl  
The Count of Monte Cristo  
Lord of the Flies, A Separate Peace
3. Plot development (drama):  
Julius Caesar
4. Characterization:  
A Separate Peace  
Antigone  
Animal Farm  
The Captain's Daughter
5. Setting:  
A Separate Peace  
Animal Farm  
Lord of the Flies
6. Irony:  
Animal Farm  
Julius Caesar
7. Theme:  
All major works

#### IV. **Writing based on Research**

The student will write documented essays, using both primary and secondary sources.

Objectives: The student will be able to:

1. Support main ideas with appropriate supporting quotes and paraphrases from a piece of writing.
2. Document information where appropriate, using the correct form;

3. Use appropriate library resources to research a selected topic;
4. Follow an efficient writing process, including pre-writing, drafting, revision, and proofreading.

## V. **Preparation for Writing**

The student will use a variety of pre-writing techniques to amass information and ideas for written expression.

Objectives: The student will be able to:

1. Use a selected pre-writing technique which produces a beginning writing plan, including thesis, main ideas, and supporting details.
2. Create ideas for writing that go beyond the obvious, extending preliminary thinking to fresh, insightful ideas.

## VI. **Revision of Writing**

The student will revise his/her writing to improve such elements as **word choice, sentence structure, clarity, conciseness, voice, tone, organization, introduction, conclusions, transitions, and support.**

Objectives: The student will be able to:

1. Develop the voice and/or tone of a piece of writing.
2. Decrease the wordiness by sentence combining, selection of strong verbs, and elimination of unnecessary words.
3. Use punctuation correctly.
4. Use correct standard grammar.
5. Proofread to find most errors in punctuation, grammar, spelling, and form.
6. Describe the structure of his/her own writing in an informal outline.
7. Provide clear transition to guide a reader from one idea to the next.
8. Analyze the quality of support given for each main idea both in his/her own writing or in the writing of others.
9. Introduce and conclude an essay in ways that involve the reader in the writing.

## VII. **Writing Style**

The student will develop an effective writing style, focusing on **diction (vocabulary, word choice), syntax (sentence structure), and voice.**

Objectives: The student will be able to:

1. Select precise, evocative language to increase the power of his/her writing.
2. Produce a clear writer's voice in an essay.
3. Vary sentence structure to enhance smoothness in writing.

4. Identify and produce advanced syntax: parallel, periodic, and antithetical sentences.

### **VIII. PSAT/SAT Preparation**

The student will develop and practice procedures for answering test items on both the PSAT and the SAT.

Objectives: The student will be able to:

1. Solve analogies with one part missing.
2. Answer questions even though some words are not known.
3. Analyze reading comprehension questions to determine the best method of solving them.
4. Determine which questions to answer and which questions to leave blank.
5. Utilize a strategy for time management while taking the test.
6. Vocabulary development: Use Dewar/Smith.

### **IX. TAAS Review**

The student will review and practice basic procedures for the TAAS test.

Objectives: The student will be able to:

1. Review basic punctuation and correct grammatical structure rules.
2. Complete TAAS persuasive essay.

### **X. AP Test Preparation**

The student will develop and practice procedures for answering objective and free writing items such as those on the Advanced Placement Examination in English Language and Composition.

Objectives: The student will be able to:

1. Analyze essay prompts to determine parameters and strategies for response.
2. Provide required evidence to support assertions about writing passages or writing about writing topics.
3. Begin writing essays in a prescribed time period of one hour.
4. Analyze multiple choice questions to determine the correct solution.
5. Begin to solve vocabulary based problems even when some words are not understood.

## XI. **Responding to Literature**

The student will read literature, paying special attention to literary elements.

Objectives: The student will be able to:

1. Find literary elements in literature to discuss how they lend meaning to the overall work.
2. Practice analytical and critical close reading of literary works.
3. Review the literary elements of characterization, theme, satire, symbolism, point of view, irony, etc.
4. Recognize and analyze authors' writing styles (tone, diction, detail).
  - a. Selected short stories
  - b. All major works
  - c. Selected poems
5. Analyze basic elements of poetry.
  - a. Review figures of speech, imagery, and sound devices
  - b. Review narrative and lyric poetry.
6. Recognize and analyze the elements of drama (plot structure: exposition, complication, climax, resolution, denouement; characterization; setting; conventions (Julius Caesar)).
7. Find literary elements in nonfiction selections.
8. Recognize literary elements in classical mythology (Antigone).