

English Language Arts Curriculum Guide

Grade 9



Moore Public Schools

2001-2002

English Language Arts Curriculum

Assessments for Objective 1

1. Students will write a variety of papers, including the required narrative, reflective, persuasive, expository, research, and literary essays. However, these essays do not need to be 6 separate papers. For example, the research and/or literary essay may be used to fulfill the expository or persuasive requirement. Four (4) papers are required in student portfolios. Writing prompts, rubrics, and portfolio cover pages are in the **Writing Appendices**.
 - Think about a time when something special or unusual happened at school. It could be a time when something unexpected happened in your classroom or any event at school that you remember well. Write about what happened and tell why it was special or unusual (prompt 43 from the Writing Prompts section in the **Writing Appendices**, p 70).
2. See sample PLAN test questions in *Standards for Transition: PLAN English Guide* for ways to assess writing in a multiple choice format.

Suggested Strategies/Activities for Objective 1

1. Have students write paragraphs and multi-paragraph compositions in which they identify and describe both the focus and purpose of an essay and make decisions about organizing, adding, and deleting supporting or explanatory information.
2. Have students write paragraphs/multi-paragraph compositions with
 - a topic sentence/a thesis statement in the first paragraph.
 - three to five supporting sentences/three to five supporting paragraphs.
 - a closing sentence/a closing paragraph.
3. Have students write compositions that
 - show clear evidence of descriptive language that clarifies and enhances ideas.
 - have some explicit transitional devices (see **Grammar Appendices**, p 53).
 - use a variety of sentence structures.
 - make limited but appropriate use of technical terms and notations in writing.
4. Have students practice the process of **revision** by
 - writing complete simple, compound, and complex sentences using the process of coordination and subordination.
 - changing short, choppy, uninteresting sentences into smooth, effective, and interesting ones avoiding cliches and trite expressions.
 - using vivid adjectives, adverbs, and verbs to replace dull modifiers and verbs.
5. Have students participate in peer writing response groups and set group goals for peer

English Language Arts Curriculum

evaluation.

6. Have students work in groups to revise essays. For example, students should ask the following questions about their reflective essays. For each question students should give a response and suggestions.
 - Did I make it clear why my experience holds such significance for me?
 - Did my essay hold your interest? Where, if anywhere, did you feel your interest lagging?
 - Is any part confusing? What made that part unclear?
 - When you finished reading my essay, what did you think, feel, or want to do?
 - Do my reflections hold true in your life as well? How?
7. Have students edit their writing, focusing on transitional devices (see **Grammar Appendices**, p 53).

English Language Arts Curriculum

Writing	English I					
	Eng 7	Eng 8	Eng I	Eng II	Eng III	Eng IV
Narrative / Descriptive	M	A	A			
Expository	I	I	R	M	A	A
Persuasive / Argumentative	I	I	I	R	M	A
Reflective			I	I	R	M

District Objective 2	Quarter
<p>The student will write a variety of narrative, expository, persuasive, and reflective compositions that establish and support a central idea with a thesis statement, supporting paragraphs with facts, details, explanations, or examples, and a concluding paragraph that summarizes the points.</p> <p>Students will write compositions in which they</p> <ol style="list-style-type: none"> 1. identify and develop a controlling idea that conveys a perspective on the subject. 2. identify and create an organizing structure appropriate to a specific purpose, audience, and context using an appropriate point of view and tone. 3. identify and include appropriate facts and details which can be organized in a variety of methods such as chronological, order of importance, or spatial. 4. employ a variety of sentence structures and lengths. 5. identify and use a variety of transitional devices, e.g., phrases, sentences, paragraphs. 	<p>9th grade students will practice <u>narrative</u> writing first semester and <u>expository</u> writing second semester.</p> <hr/> <p>Time</p> <p>See Objective 1</p>
<p>• EXPLORE • CRT • PLAN • EOI • ACT • AP</p>	
PASS Standard: WG.2	NCTE National Standards: 4, 5

Text Correlation Textbook Rating – 1	Additional Resources
<p style="text-align: center;"><i>The Writer’s Craft</i></p> <p>Writing Handbook mini-lessons: writing process, pp 310-403; style, pp 405-436</p> <p>Writing Handbook mini-lessons 10, pp 361-370 and 19, pp 416-418</p> <p>Narrative / Reflective – Writer’s Workshop 3, pp 84-113</p> <p>Expository – Writer’s Workshops 4-6, pp 116-203</p> <p>Persuasive – Writer’s Workshop 7, pp 206-233</p>	<p>See Writing Appendices for</p> <ul style="list-style-type: none"> • Rubrics, pp 51-64 • Writing Prompts, pp 65-83 <p><i>Daily Language Builder / BEST Standards for Transition: PLAN English Guide</i></p>

English Language Arts Curriculum

Assessments for Objective 2

1. Students will write a variety of papers, including the required narrative, reflective, persuasive, and expository essays. Writing prompts, such as the following, and rubrics are in the **Writing Appendices**.
 - **Narrative:** Have students recall an incident in their lives they would like to relive. They may want to relive it because it was a good experience or because they would change something about it. Students should write about this incident in detail and tell why they want to relive it.
 - **Reflective:** Write a letter of appreciation to a teacher at your school who has had a positive influence on you.
 - **Persuasive:** There has been discussion about changing the driving age. Some say the age should be lowered from 16 to 14, but some say it should be raised to 18. Tell why you think the legal driving age should be lowered to 14, raised to 18, or left as it is at 16 (prompt 122 from the Writing Prompts section in the **Writing Appendices**, p 77).
 - **Expository:** You have old milk cartons and straws. Think about how you could design a toy using these materials. Describe the toy and explain how you made it.
2. See sample PLAN test questions in *Standards for Transition: PLAN English Guide* for ways to assess writing in a multiple choice format

Suggested Strategies/Activities for Objective 2

1. Have students write in a variety of modes. Appropriate writing activities include, but are not limited to, the following:
 - A business letter or other type of correspondence
 - A daily/weekly journal
 - A writing contest entry
 - Newspaper articles and investigative reports
 - An original children's story or one written from another point of view
 - Essay prompt responses (see Objective 3)
 - Documented essays
2. Have students write **persuasive** compositions; e.g., in compositions that convince readers to agree with the writer's opinion, students will
 - select a debatable issue as a topic.
 - use argument, a well-thought-out explanation for the opinion.
 - give three reasons that explain the opinion.
 - use facts, statistics, or examples to give support to each reason.
 - use language that creates a serious, unemotional tone.

English Language Arts Curriculum

3. Have students write in different modes in their journals. For example, they may argue for more options in the school cafeteria or compare and contrast life in elementary school and junior high.
4. Have students write essays, brief and multi-paragraph, in response to prompts which appear on applications for employment.
5. Have students edit their writing, focusing on effective use of transitional devices (see **Grammar Appendices**, p 53), grammar, usage, and mechanics.
6. See Suggested Strategies/Activities under Objective 1.

English Language Arts Curriculum

- understand the role of tone in presenting literature (both fictional and non-fictional).
- evaluate the stance of a writer in shaping the presentation of a subject.
- interpret ambiguities, subtleties, contradictions, ironies, and nuances.
- demonstrate how literary works (fictional and non-fictional) reflect the culture that shaped them.
- demonstrate how literary works reflect universal truths.

Suggested Strategies/Activities for Objective 3

1. In analyzing setting, have students answer the following questions (adapted from X.J. Kennedy and Dana Gioia, *An Introduction to Fiction*, 7th ed., Longman):
 - When does the story take place? Is the time of the year or time of day of any significance?
 - Does the weather play a meaningful role in the story's action?
 - Where does the story take place? Does its location suggest anything about the characters' lives?
 - Do different characters become associated with different locations?
 - Do any external elements of time or place suggest something about the protagonists?
2. In preparation for writing about setting, have students do the following (adapted from X.J. Kennedy and Dana Gioia, *An Introduction to Fiction*, 7th ed., Longman):
 - Recreate a time and place they know intimately. Write about it like a fiction writer, giving reality to a setting in which a story is about to unfold. Imagine the setting in detail or take a fresh look at it. Ensure that the reader can virtually see, hear, smell, and taste the chosen time and place.
 - Rewrite the first page or two of a story they have read, picking up the characters and putting them down in an entirely different setting. This new time and place might be the setting of another story, or it might be some actual place readers will recognize.
3. To help students understand theme and other literary elements, teach an analytic method such as DIDLS and TP-CASTT (see **Literature Appendices**, pp 19-20).
4. Have students use on-line sources to gather information and create a newspaper in the time period of a literary work.

English Language Arts Curriculum

3. Pre-AP students are required to write a 3-5 page documented essay, following MLA guidelines.
4. Have students access information from a variety of media (television, computers, videos, CD-ROMs) and evaluate the quality of material selected (**PASS RL 4. 1-2**).

Suggested Strategies/Activities for Objective 4

1. In preparing students to write a documented essay, have them
 - practice the research process which includes selecting materials, pre-reading, formulating a preliminary outline and thesis, taking notes, finalizing an outline and thesis, choosing support, using parenthetical documentation, compiling a works cited page, and formatting according to MLA.
 - narrow a topic to focus on a specific research thesis.
 - recognize plagiarism and utilize methods to avoid it.
 - primary from secondary sources and utilize both in research projects.
 - understand that to be convincing, an argument must have both true statements and valid connections among them.
 - analyze the effectiveness of arguments based on the extent to which they rely on facts versus opinions.
 - understand that when people try to prove a point, they may at times select only the information that supports it and ignore the information that contradicts it.
 - identify techniques used to slant information in subtle ways.
 - identify the logic of arguments that are based on quantitative data.
 - identify or seek out the critical assumptions behind a line of reasoning and use that to judge the validity of an argument.
2. Suggested research topics include, but are not limited, to the following:
 - From the novel *Alas Babylon*, topics include stealth bombers, Kruschev, the Bay of Pigs, Castro, John Fitzgerald Kennedy, the Cold War, Hippies, NAACP, or KKK.
 - Topics provided by world history teachers, including Viking exploration, the Renaissance, Confederate generals, and Pearl Harbor.
 - Write a narrative essay (I-search essay) that details a student's search for career information through a variety of means, e.g., interviews, observation, or traditional library research.
3. Suggested topics for a documented literary essay include, but are not limited, to the following:
 - Write an essay comparing or contrasting the characters Darnay and Carton from *A Tale of Two Cities*.
 - Write an essay in which students analyze how Romeo and Juliet's disobedience led directly to the tragedy in *Romeo and Juliet*.
 - From Romeo or Juliet's point of view, write a brief letter which tells of the series of

English Language Arts Curriculum

2. See sample PLAN test questions in *Standards for Transition: PLAN English Guide* for ways to assess grammar in a multiple choice format.

English Language Arts Curriculum

3. Use a literary passage or essay to assess grammar in context as the following example, formatted similar to the state English II End-of-Instruction test, illustrates:

1 Although people who are visually impaired can't see
2 the action of a live opera, they might find it difficult to
3 follow the plot since they hear the music. However,
4 thanks to people called audio describers, people
5 whose vision is impaired can now "see" the action
6 taking place onstage. Audio describers gave detailed
7 verbal descriptions of the actors' costumes and body
8 movements, as well as the stage lighting. A small
9 transmitter relays their voices to earphones worn by
10 audience members. Wanting to be an audio describer
11 requires talent as well as practice. Successful
12 describers must be informative but careful not to
13 interfere with the music. Above all, audio describers
14 should realize that their voices have to be an effective
15 substitute for eyes in order to ensure that audience
16 members who are unable to see can still enjoy the
17 opera to the fullest extent.

(Adapted from the online Texas Assessment of Academic Skills, grade 8, spring 2000.)

1. What is the best rewrite, if any, of lines 1-3? ("Although people...see the action.")
 - A. Visually impaired people can hear the music of a live opera although they can't see the action and so can't follow the plot.
 - B. Although visually impaired people might find it difficult to follow the plot of a live opera, they can hear the music.
 - C. Although people who are visually impaired can hear the music of a live opera, they might find it difficult to follow the plot since they can't see the action.
 - D. Make no change
2. What is the best change, if any, to make in lines 6-8? ("Audio describers... stage lighting.")
 - A. Change **gave** to **give**
 - B. Change **actors'** to **actors**
 - C. Change **lighting** to **lightening**
 - D. Make no change
3. What is the best change, if any, to make in lines 10-11? ("Wanting to be...as practice.")
 - A. Change **Wanting to be** to **Being**
 - B. Change **requires** to **require**
 - C. Change **as well as** to **but**
 - D. Make no change
4. What is the best change, if any, to make in lines 13-17? ("Above all,...the fullest extent.")
 - A. Change **their** to **its**
 - B. Change **effective** to **affective**
 - C. Change **members** to **member's**
 - D. Make no change

Suggested Strategies/Activities for Objective 6

1. In their writing have students
 - correct vague, wordy, or clumsy phrases with sophisticated language.

English Language Arts Curriculum

- determine the clearest and most logical conjunction to link clauses.
 - use a conjunctive adverb or phrase to express a straightforward logical relationship.
 - use punctuation or conjunctions to coordinate uncomplicated sentences and to avoid awkward-sounding fused sentences or sentence fragments.
 - solve such basic grammatical problems as whether to use an adverb or an adjective form, how to form comparative and superlative adjectives, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and when to use the contraction *it's*.
 - identify the past and past participle forms of irregular but commonly used verbs and identify idiomatically appropriate prepositions in terms of their context (see Principal Parts of Verbs and Prepositions in **Grammar Appendices**, pp 19-24, 50-52).
 - ensure that a verb agrees with its subject when there is some text between the two.
 - avoid the pitfalls of hypercorrection, correctly using reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronoun *who* rather than *whom*.
2. Have students compose at the computer and use word processing tools to correct errors.

English Language Arts Curriculum

- faulty mechanics, especially with regard to the use of commas and semicolons.
 - spelling.
2. Use a passage from literature or an essay to assess grammar in context as the following example, formatted similar to the state English II End-of-Instruction test, illustrates:

- | | |
|--|---|
| 1 There is nothing like spring in Oklahoma. | 1. What is the <u>best</u> change, if any, to make in lines 2-3? (“Wildflowers transform ... and yellow.”) |
| 2 <u>Wildflowers transforms plain fields of grass into</u> | A. Change Wildflowers to Wildflower’s |
| 3 <u>oceans of blue, pink, and yellow. A walk among</u> | B. Change transforms to transform |
| 4 <u>the blossoms sweetened by their pleasant</u> | C. Delete the comma after blue |
| 5 <u>perfume.</u> An Oklahoma spring is an | D. Make no change |
| 6 unforgettable time of year. | 2. What is the best rewrite, if any, of lines 3-4? (“A walk ... pleasant perfume.”) |
| | A. A walk, sweetened by their pleasant perfume, among the blossoms is also pleasant. |
| | B. A walk among the blossoms is sweetened by their pleasant perfume. |
| | C. Their pleasant perfume sweetens the walk among them. |
| | D. Make no change |

(Adapted from the online Texas Assessment of Academic Skills, grade 8, spring 1998.)

3. See sample PLAN test questions in *Standards for Transition: PLAN English Guide* for ways to assess grammar in a multiple choice format.

Suggested Strategies/Activities for Objective 7

1. In their writing have students
- distinguish between plurals and possessives using apostrophes correctly.
 - ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences.
 - identify and correct pronouns that have vague referents.
 - maintain consistent verb tense and pronoun person in compound sentences or between sentences (see Conjugation unit in **Grammar Appendices**, pp 7-18).
 - recognize and correct marked disturbances of sentence flow and structure (such as misplaced modifiers).
 - use commas to set off parenthetical phrases or adverbial phrases.
 - use commas to set off a nonessential/nonrestrictive appositives or clauses.
 - use a semicolon to indicate a relationship between closely related independent clauses.
 - use a colon to introduce an example or an elaboration.
 - delete illogical conjunctive adverbs and unnecessary commas.

English Language Arts Curriculum

and usage (**PASS OL 2**). For activities 2 and 3 see Oral Presentation and Oral Presentation Critique Form and/or Scoring Guide for Public Speaking in the **Listening & Speaking Appendices**, pp 17-23, 31-32, 34.

Suggested Strategies/Activities for Objective 8

1. Have students create oral essay responses to questions posed during mock employment interviews.
2. Have students give oral presentations of selected essays. Suggested oral presentations include, but are not limited to, the following:
 - I-search (see Objective 4, suggested activity 3)
 - Body Biography – a visual and written portrait illustrating several aspects of the character’s life in the novel (see The Biography Map in the **Listening & Speaking Appendices**, pp 1-2).
 - Life Map – a visual and written panel illustrating all significant elements for the purpose of teaching and/or reviewing the class (see The Life Map in the **Listening & Speaking Appendices**, p 5).
 - Mind Map – a visual and written portrait illustrating several aspects of a character’s interior life within the story (see The Mind Map in the **Listening & Speaking Appendices**, pp 6-7).
3. Have students give poetry recitations.
4. Have students participate in discussion groups (see Inner-Outer Circles in the **Listening & Speaking Appendices**, pp 3-4).
5. Have students use entrance/exit slips (“Ticket in/out the Door”) to quickly assess their understanding of information presented in class. A “ticket” is a brief assignment given usually at the end of class. Students are required to turn in the assignment before they leave or as they enter class the next day.
6. Have students prepare and present to the class a documented essay. (This meets the research requirement outlined in Objective 4.) The following documented essay assignments are appropriate for students:
 - Address a problem-solution.
 - Evaluate or critique a product or policy.
 - Compare a school issue to broader societal concerns, e.g., chronic absenteeism, high school dropouts.
 - Explain how some experiences, conditions, or concerns have universal significance.
 - Analyze the author’s use of an adult narrator to recount a childhood experience.
 - Analyze a work in its historical context.

English Language Arts Curriculum

7. See Suggested Strategies/Activities under Objective 15.

English Language Arts Curriculum

Suggested Strategies/Activities for Objective 9

1. Have students distinguish fact, opinion, and fiction in print and nonprint media, such as in literature, electronic media, and advertising (**PASS RL 2. 4a**).
2. Have students practice notetaking.
3. In *The Miracle Worker* dining room scene with Annie and Helen, read the narration while two students listen and act out the scene as the other students observe their interpretation.
4. Read a selection from *Romeo and Juliet*. Have pairs of students sit knee and knee, reading the selection to each other without eye contact, then add some eye contact, and finally full eye contact.
5. Have students discuss and find examples of common logical fallacies such as the following (adapted from *Harbrace College Handbook*, 13th ed., Harcourt, pp 218-219):
 - **Ad hominem**: A personal attack on an opponent's character, usually appealing to feelings or prejudices, that draws attention away from an issue under consideration. (Faulty: She will not be a good teacher because some of her college grades were Cs.)
 - **Bandwagon**: An argument which says, in effect, "Everyone's doing or thinking this, so you should too." (Faulty: Everyone is cutting classes so why shouldn't you?)
 - **False analogy**: The assumption that because two things are alike in some ways, they must be alike in other ways. (Faulty: Because the textbooks are the same length, they are probably equally good.)
 - **False dilemma** (Either-or fallacy): States that only two alternatives exist when, in fact, there are more than two. (Faulty: We have only two choices: to cut class and miss the test or to take the test and fail it.)
 - **Hasty generalization**: A generalization based on too little evidence or on exceptional or biased evidence. (Faulty: George is a poor student because he failed the test.)
 - **Non sequitur**: A conclusion that does not follow logically anything previously said. (Faulty: Sharon is a lovely girl; therefore, she will win the contest.)
 - **Oversimplification**: A statement that leaves out relevant considerations to imply that there is a single cause or solution for a complex problem. (Faulty: We can eliminate the homeless by building more houses.)
 - **Red herring**: Distracting attention from the real issue by drawing attention to an irrelevant issue. (Faulty: Why worry about absenteeism when we should be trying to build a better football team.)
6. See Suggested Strategies/Activities under Objectives 8 and 15.

English Language Arts Curriculum

- clarify, illustrate, or expand on a response when asked to do so and ask classmates for similar expansions.
 - employ a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).
 - divide labor so as to achieve the overall group goal efficiently.
 - give reasons in support of opinions expressed.
 - share original compositions.
 - discuss tolerance and intolerance as illustrated in literature.
3. Have students
- develop and negotiate a classroom rubric.
 - engage in classroom town meetings.
 - role-play to better understand a certain historical event.
 - set group goals for peer evaluation in peer editing groups.
4. To ensure that students have exposure to career connection activities and develop team-building skills, teachers should use an activity such as the following:
- A travel brochure for Odysseus' journey.
 - An advertising campaign, selling the same product to different species of animals in *Animal Farm*, appealing to each species' personality (minimum of six ads).
 - At least ten advertisements for real or imagined products from the time period of *Romeo and Juliet*, *Great Expectations*, or *A Tale of Two Cities*.
5. See Suggested Strategies/Activities under Objectives 8, 9, and 15.

English Language Arts Curriculum

Assessments for Objective 11

1. See AP Questions in the **Writing Appendices**, pp 1-11.
2. Have students analyze, evaluate, and explain the thinking or behavior represented in a work of literature from or about various past and/or present cultures and relate it to his own culture (**PASS RL 3. 4**).
3. See Assessments under Objectives 3, 12-14.

Suggested Strategies/Activities for Objective 11

1. Have students expand vocabulary through word study, literature, and class discussion. For example, students are expected to distinguish connotation and denotation of words, etymology, levels of usage, and neologisms (**PASS RL 1**). See Verbal Analogies in the **Grammar Appendices**, pp 54.
2. Have students identify some major influences on language and how language changes. For example, vowel shift and fewer inflections are typical of patterns of change. Changes in politics (glasnost, apartheid) and technology (Internet, laser) are examples of how new words are added to our vocabulary.
3. Have students participate in book talks with each other.
4. See Suggested Strategies/Activities under Objectives 3. 12-14.

English Language Arts Curriculum

3. See Suggested Strategies/Activities under Objectives 3, 11, 13-14.

English Language Arts Curriculum

1. In studying different selections of literature, have students
 - evaluate the role played by setting in a novel.
 - analyze the effect of a minor character on the plot of a novel.
 - interpret a recurring motif in a novel or play.
 - compare two critical interpretations of a poem or a work of fiction.
 - analyze the characteristics of literary forms and genres.
 - explain the effect of point of view.
 - make inferences and draw conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles.
 - interpret the effect of literary devices such as figurative language, allusion, diction, dialogue, description, symbolism.
 - understand the role of tone in presenting literature (both fictional and non-fictional)
2. Have students compare or contrast how the author's use of a literary technique such as setting, symbol, or point of view conveys overall meaning in two works by the same author or works by two different authors.
3. Have students use plot maps in analyzing a literary work such as "The Most Dangerous Game."
4. Have students identify color symbolism in "The Scarlet Ibis."
5. In a double entry journal, have students identify flashbacks used in *The Miracle Worker*, *A Tale of Two Cities*, or *The Odyssey*.
6. See Suggested Strategies/Activities under Objectives 3, 11-12, 13.

English Language Arts Curriculum

Literature						English I					
1	2	3	4	5	6	Eng 7	Eng 8	Eng I	Eng II	Eng III	Eng IV
N A – See Reading Curriculum						For scope and sequence, see Literary Terms in the Literature Appendices.					

<p style="text-align: center;">District Objective 14</p> <p>The student will <u>identify and use figurative language and sound devices</u> when reading and in speaking and writing. For example, students are expected to recognize and use analogy, rhyme, metaphor, simile, personification, alliteration, onomatopoeia, and hyperbole. (See Objective 3)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">Quarter</td></tr> <tr><td style="text-align: center;">ongoing</td></tr> <tr><td style="text-align: center;">Time</td></tr> <tr><td style="text-align: center;">See Objective 11</td></tr> </table>	Quarter	ongoing	Time	See Objective 11
Quarter					
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See Objective 11					
○ EXPLORE ○ CRT ○ PLAN ● EOI ○ ACT ● AP					
PASS Standard: RL 3.3 NCTE National Standards: 3, 6, 9					

Text Correlation Textbook Rating – 1	Additional Resources
<p style="text-align: center;"><i>Language of Literature</i></p> <p>See textbook index for list of appropriate selections.</p> <p style="text-align: center;"><i>The Writer’s Craft</i></p> <p>Writing Handbook 18, pp 409-415</p>	<p>See Writing Appendices for</p> <ul style="list-style-type: none"> • AP Questions, pp 1-2 <p>See Literature Appendices for</p> <ul style="list-style-type: none"> • Literary Terms, pp 11-12 <p><i>A Handbook to Literature</i>, 8th ed. <i>Writing About Literature</i>, 9th ed.</p>

Assessments for Objective 14

1. Have students read a poetry selection and write an essay in which they discuss the author’s use of figurative language and/or sound devices such as rhyme, rhythm, alliteration, and onomatopoeia. Examples of poems include, but are not limited to, “The Bells,” “Jabberwocky,” “Red, Red Rose,” and “Macavity the Mystery Cat.”
2. See AP Poetry Questions in the **Writing Appendices**, pp 1-2.
3. See Assessments under Objectives 3, 11-13.

Suggested Strategies/Activities for Objective 14

1. Have students create a Figurative Language Encyclopedia, defining terms and providing original examples.
2. Have students write a short story or poem that uses one or more literary elements or figurative

