**Course Overview**

This program builds upon Preparatory English I. Students will be challenged to demonstrate improved competence in close reading and academic writing. Students will approach text using rhetorical analysis, specifically focusing on the subject, occasion, audience, and speaker of a text. Students will be encouraged to identify and overcome particular areas of weakness through more concentrated study and practice.

**Essential Understandings**

* Reading a wide variety of literature and literacy nonfiction offers insights into the human condition and serves as models for students’ own thinking and writing.
* Writing is a means of asserting and defending claims, displaying knowledge, and conveying experiences and feelings. This ability to communicate is vital to career, college, and life experiences.

**Brunswick Priority Standards and Performance Indicators**

(as based on the Maine Learning Results)

**P.S. ELA-1 Language: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.**

1. Notice and correct grammatical and mechanical errors in writing.
2. Demonstrate command of correct sentence structure and variety.
3. Apply standard usage to formal speaking and writing.

**P.S ELA-2 Reading Analysis: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**

1. Evaluate the relevant themes and synthesize how they are present in the novel in oral and written responses.
2. Interpret the implications of setting and circumstance.
3. Analyze the role of characters in the plot in oral and written responses.
4. Analyze important quotations from the text in oral and written responses.
5. Annotate the text.

**P.S ELA-3 Reading Craft and Structure: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of a text.**

1. Understand SOAPSTone: Speaker, Occasion, Audience, Purpose, Subject, Tone.
2. Analyze the plot and/or design of the text, following shifts in time and place.

**P.S ELA-4 Writing Analysis: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

1. Select and limit a debatable thesis.
2. Research evidence using credible sources.
3. Select an appropriate organizational plan.
4. Acknowledge alternate sides of a position.
5. Apply the standards of English conventions.
6. Apply persuasive strategies.
7. Create a Works Cited for evidence used.

**P.S ELA-5 Writing Craft: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

1. Create an effective introduction.
2. Use showing details v. telling details.
3. Maintain a focus on the main idea throughout the body paragraphs.
4. Write an effective conclusion.

**P.S. ELA-7 Speaking and Listening: Engage effectively in well-reasoned exchange of ideas.**

1. Attentively listen to the words of a speaker.
2. Summarize what someone has said.
3. Defend, refute, or challenge the ideas of others.
4. Use evidence to support a position.
5. Organize ideas clearly and logically.
6. Use annotations of the text to contribute to class discussion.

**Examples of Formative / Summative Assessments**

* In-class reading (both silent and aloud)
* In-class discussions
* In-class writing
* Short take-home writing exercises
* Portfolios
* Quizzes and tests
* Language practice and word games
* Guided close reading exercises
* Guided annotation (for select readings)
* Vocabulary and grammar exercises
* Narrative, non-fiction and argumentative essay writing
* Basic literary analysis
* Synthesize information from at least 2 sources in a formal, written composition or presentation

**Sample Texts and Materials/Resources**

*50 Essays: A Portable Anthology* Samuel Cohen

*The Norton Sampler: Short Essays for Composition* Thomas Cooley

*The Language of Composition: Reading, Writing, Rhetoric* Shea, Scanlon, Aufses

*Of Mice and Men* John Steinbeck

*The Book Thief,* Markus Zusak

*Night* Elie Wiesel

*Animal Farm* George Orwell

*I Know Why the Caged Bird Sings* Maya Angelou

*All Quiet on the Western Front* Erich Maria Remarque