

Unit 2

Author's Craft Lit

Goal #1: Students will understand complex characters and will be able to analyze their development and how these characters advance the plot and/or theme.

4.0	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><i>The student will make inferences beyond identifying and analyzing the development of complex characters and their affect on plot advancement that was explicitly taught, extending knowledge and inferences to other pieces literature.</i></p> <p>Students make no major errors or omissions regarding the score 4 content.</p>
3.0	<p>TARGET LEARNING GOAL: Student will be able to:</p> <ul style="list-style-type: none">-<i>Infer</i> how the interactions between characters impact the plot development.-<i>Evaluate</i> the development of complex characters throughout the course of the work.-<i>Analyze</i> complex characters and how they, and their motivations advance the plot and theme.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none">-<i>Determine</i> the complex characters within the text by examining which characters have multiple or conflicting motivations.-<i>Cite</i> the specific motivations, from the text, of each character that has multiple or conflicting motivations (these are what make the character complex).-<i>Understand</i> the development of the plot or theme of the text.-<i>Understand</i> literary terms such as motivations, development, plot, theme, characters, characterization (direct and indirect)
1.0	<p>The student is able to determine and understand complex characters and their impact on the development of plot, with support from teacher.</p>
0.0	<p>Even with assistance from the teacher, the student cannot determine complex characters.</p>

Goal#2 Author’s Craft Lit- Demonstrate an understanding of unknown and multiple-meaning words and phrases as they are used in a text and analyze the cumulative impact of specific word choices on meaning and tone.

4.0	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><i>The student will make inferences beyond understanding unknown words and phrases and analyzing the cumulative impact of specific word choices on meaning and tone that was explicitly taught, extending knowledge and inferences to other pieces literature.</i></p> <p>Students make no major errors or omissions regarding the score 4 content.</p>
3.0	<p>TARGET LEARNING GOAL: Students will be able to:</p> <ul style="list-style-type: none"> -<i>Analyze</i> the cumulative (over all) impact of specific word choices on meaning and tone. -<i>Infer</i> the meaning of multiple-meaning words as they are used in a text through the use of context clues. -<i>Evaluate</i> the connotative and figurative meanings of words and phrases.
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> -<i>Understand</i> the difference between figurative and connotative meanings. -<i>Determine</i> the meaning of words and phrases as they are used in the text through context clues. -<i>Determine</i> the meaning and tone of the text by examining the specific word or phrase choice made by the author. -<i>Understand</i> literary terms such as tone, meaning, figurative, connotative
1.0	<p>The student is able to determine the meaning of unknown words, with support from the teacher.</p>
0.0	<p>Even with assistance from the teacher, the student cannot determine the meaning of unknown words as they are used in the text.</p>