**Name: Period: Date:**

**Pre-AP English II Unit 2: Where Do I Fit In?**

**Learning Targets:** (What am I supposed to learn?)

A.1: -I can choose a book to read based on my lexile level and/or interest; I can read independently for various reasons

A.2: -I can use a variety of reading strategies to read and comprehend print and non-print sources

A.3: -I can identify and interpret works from a variety of forms

A.4: -I can explain how what I read relates to today and the time it was written

A.5: -I can explain how an author’s choices affect a text

A.7: -I can read,  learn, and understand different ways to interpret text

A.8: -I can describe and analyze how the English language has changed over time

B.1: -I can use the writing process to compose writing pieces

B.2: -I can write for a variety of purposes and audiences

B.3: -I can write organized, unified writing pieces

B.4: -I can write effective, powerful sentences of varied length, style, and structure

B.5: -I can write using proper grammar, spelling, and punctuation

B.6: -I can write using proper grammar, spelling, and punctuation

E: -I can use organizational skills, study skills, and test taking skills to my benefit

**Essential Questions:** (What am I supposed to understand?)

1. Who am I as a reader, writer, student, and person?

2. How can literary elements affect a work and/or a reader?

3. Why do authors choose to use some literary elements in the way they do?

4. What are characteristics of poetry?

**Essential Vocabulary:** (What do I need to know to understand?)

Alliteration

Assonance

End Rhyme

Figurative Language

Free Verse

Hyperbole

Internal Rhyme

Irony

Paradox

Personification

Onomatopoeia

Metaphor

Near Rhyme/ Half Rhyme/

Slant Rhyme/ Impure Rhyme

Simile

Prose

Stanza

Repetition

Rhyme

**Assessments:** (How will I demonstrate what I have learned?)

-Class Binder/Handouts (Reading Strategies and Annotations, questionnaires, etc)

-Writing: Formal and informal including writer’s notebook

-Homework/classwork consisting of analysis, annotations, and/or reading activities

-Practice ACT and PLAN-like assessments (Reading and English/Grammar)

-Created poetry and analysis

-Group discussions and presentations

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