

Louisiana Believes.



English IV

Transitional Curriculum

REVISED 2012

BLACKLINE MASTERS

LOUISIANA DEPARTMENT OF EDUCATION

Unit 1, Activity 1 and 2, Skills Index

Skill	Selection/Date	Selection/Date	Selection/Date	Selection/Date
Analyzing Word Choice				
Drawing Conclusions/ Making Inferences				
Main Idea				
Theme				
Distinctive Elements of Literary Types				
Views or Comments on Life				
Comprehending				
Interpreting				
Evaluating				
Comparing/ Contrasting				
Making Predictions				
Making Generalizations				
Critiquing Strengths and Weaknesses				
Synthesizing				
Identifying Details to Solve Problems or to Answer Questions				
Philosophical Arguments				
Impact of Author's Background and Culture				
Cause/Effect				
Raising Questions				
Reasoning Inductively and Deductively				
Generating a Theory or Hypothesis				
Skimming and Scanning				
Distinguishing Fact from Opinion and Probability				
Responding Orally to Text				
Responding in Writing to Text				

Unit 1, Activity 6 Elements of Grammar and Style Guide

Mechanics/Spelling/ (1, 2, 3, 4, 5 points)	Usage (1, 2, 3, 4, 5 points)
Mechanics: IAC, LIP —Introductory Adverb Clause or Long Introductory Phrase—should be followed by a comma. -- Unnecessary Comma—no rule; no need P-- Punctuation Error—Any error in punctuation. Check carefully for problems. SC —Semi-Colon—Check for an error in the misuse or omission of a semi-colon. CN —Colon—Check for an error in the misuse or omission of a colon. IS —Items in a Series—Must have a comma to separate. AE —Apostrophe—Check for an error in the misuse of an apostrophe, either with possessions or contractions. QT —Quotation Marks—Check for misuse or exemption of quotation marks with dialogue, quoted materials, or excerpts from a text. PE —Parenthetical Element—Check for something used in a sentence but not necessary to the content of the sentence; these should be set off by commas. Examples are: of course, in the first place, in fact, by the way. APP – Appositive – Should be set off by commas. Spelling: SP —Spelling—Check for a misspelled word and correct C-- Capitalization—Check for a proper noun with no capitalization or something capitalized with no need for such.	USAGE —Usage—Common errors in usage (verbs with “of,” “gonna,” “used” as a verb, “among/between”). VF —Verb Form—Check for incorrect form of the verb. VT/T —Verb Tense—(or PT —Past Tense)—Check for incorrect tense; all literary papers must be entirely in present tense. SVA —Subject/Verb Agreement—Verb does not agree with its subject. UA —Unclear Antecedent—Check for this, that, it, or some other pronoun used in isolation, meaning the antecedent is unclear or not stated. PAA —Pronoun/Antecedent Agreement—The pronoun used does not agree with the word to which it is referring. CASE —Pronoun Case—Check for proper pronoun form. Check for “me and my . . .” POSS —Possession—Check for a possessive noun or pronoun in an incorrect form; you may need an apostrophe (school’s, schools’) or you have used possessive case when you mean plural. DN —Double Negative—do not use any two “no” words together. (Watch for “hardly” and “scarcely” also). SM —Subjunctive Mood—When using “if . . .” use “were” instead of “was.” MM or DM —Misplaced or Dangling Modifier—Check for an adj. or adv. placed such that object is not clear; rearrange the sentence. A/Ad —Adjective/Adverb—A problem exists with the usage of an adjective or adverb check for use of “ly.” ? —Is something missing? PL —Plural—Check for some problem with pluralization. SI —Split Infinitive—Check for a word separating “to” and its verb.
Sentence Structure/Formation (1, 2, 3, 4, 5 points)	Style/Audience Awareness (1, 2, 3, 4, 5 points)
RO —Run-On—Check for independent clauses joined with no punctuation; they must be separated into two sentences or joined by a comma and a conjunction or a semi-colon. SS —Sentence Structure—check for words or phrases within your sentence that make the meaning unclear or the grammar faulty; reword to make the correction. [] —Fragment—Section in brackets is not a complete sentence. C/S —Comma Splice—Two complete sentences joined by only a comma; see rule above. // ST —Parallel Structure—Check the forms of your items in a series or your sentence structure; all forms should be the same (“to run, to hide, and to seek”) CDS —Compound Sentence—Check for two or more independent clauses where a semi-colon or period and a capital letter is needed.	Selected Vocabulary WC —Word Choice—Check and replace with more appropriate word (See constructions-to-know list on back). WW —Wrong Word—Check for words that are often confused. (See constructions-to-know list on back). NO —One of the No No’s—see list on back Selected Information RED —Redundancy—repeated ideas—(even if words are not repeated). Sentence Variety S,CDS,CX,CDSCX --Simple, Compound, Complex, Comp/Complex Tone F/IF —Formal/Informal Language CCT —Clear, Consistent, Appropriate Tone (XCCT —if lacking) Voice IND —Individual Voice/Personality (XIND —if lacking) EFF —Writing has clear effect on reader (XEFF —has no effect) Audience Awareness 2p —2nd Person--Never use in expository/analytical writing
Content/Composing (0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80 points)	
Central Idea TH —clear thesis/sharp focus OT —engaged with topic/on topic PURP —clarity of purpose INT —introduction “grabs” the reader CON —conclusion ends essay with significance/value/new idea Support/Elaboration CD —includes significant concrete detail COMM —includes commentary/opinion EX —ideas are developed with examples SEL —selected/appropriate information for topic Unity and Organization TRAN —uses effective transitions EMB —logical/smooth embedding of quotations TS —uses topic sentences that develop idea in thesis CCS —conclusion sentences “wrap up” ideas in one paragraph and lead to the next BME —essay has a clear beginning, middle, and end	XTH —lacks a clear thesis/no clear focus XOT —not engaged with topic/off topic. XPURP —no clear purpose/confusion XINT —introduction doesn’t “get to the point” XCON —conclusion summarizes, leaves topics, restates XCD —lacks concrete detail XCOMM —Lacks commentary XEX —lacks examples from personal experience or text XSEL —listing/automatic writing without selection XTRANS —problem with transitions XEMB —illogical/inappropriate embedding of quotations XTS —lacks clear topic sentence/doesn’t relate to thesis XCCS —lacks clear conclusion sentence. XBME —essay lacks strength in beginning, middle, or end

Unit 1, Activity 6 Elements of Grammar and Style Guide

No No's/Avoid Usage Of:

you (except in a quote)
 there (as an expletive)
 it (as an expletive)
 a lot (or any form thereof)
 this (as a pronoun, unless the antecedent is clear or named)
 kind of/sort of/type of
 in conclusion
 in my opinion
 totally, very
 get, getting

I think/I feel/I believe
 needless to say
 in summary
 gonna
 due to the fact that

one (unless as a number)
 obviously
 really, little, simply, somewhat
 thing
 go, going, gone, went

Learn the difference in these constructions:

like/as if
 then/than
 it's/its
 no/know
 to/too/two
 their/there/they're
 whose/who's
 by/buy
 past/passed
 conscience/conscious

lose/loss/loose
 along/alone
 threw/through/thorough
 from/than
 bring/take
 here/hear
 principal/principle
 wonder/wander
 except/accept
 affect/effect

Example Generic Scoring Rubric:

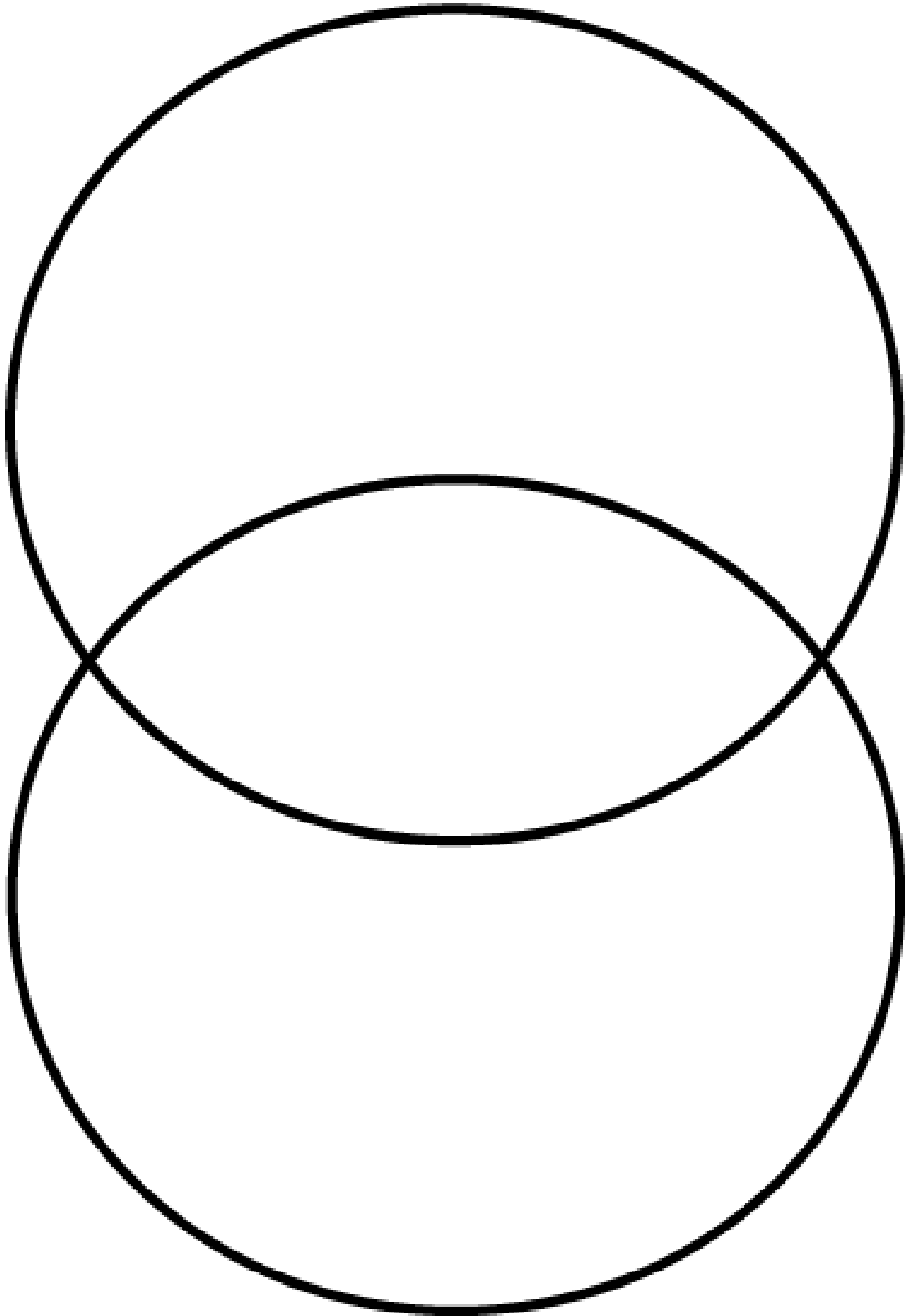
Mechanics/Spelling (1, 2, 3, 4, 5 points)		Grammar/Usage (1, 2, 3, 4, 5 points)	
IAC, LIP	C (=)	USAGE	VF
,	SP	VT	PT
P	SC	SVA	UA
CN	AE	PAA	PC
QT	PE	POSS	DN
APP		SM	MM or DM
		A/Ad	?
		PL	SI
SS/Formation (1, 2, 3, 4, 5 points)		Style/Aud Awareness (1, 2, 3, 4, 5 points)	
RO	SS	WC	2P
[]	C/S	WW	EFF
// ST	CDS	NO	IND
		RED	(XEFF/ XIND)
		S, CDS, CX, CDSCX	
		F/IF	CCT
Content/Composing (0, 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80 points)			
Central Idea		Unity/Organization	
TH	XTH	TRAN	XTRANS
OT	XOT	EMB	XEMB
PURP	XPURP	TS	XTS
INT	XINT	CCS	XCCS
CON	XCON	BME	XBME
Support/Elaboration		Comments:	
CD	XCD		
COMM	XCOMM		
EX	XEX		
SEL	XSEL		

Unit 1, Activity 7, Research Rubric

Criteria	4 Excellent	3 Proficient	2 Competent	1 Less than Competent
Organization	The essay contains a logically developed introduction, body, and conclusion and provides effective and powerful research on a specific topic. Clear, relevant research questions are used along with suitable research methods.	The essay contains a loosely developed introduction, body, and conclusion and provides research on a specific topic. Generally clear, relevant research questions are used along with suitable research methods.	The essay attempts to develop an introduction and body, but may lack a conclusion. It attempts to provide research on a specific topic. Questions are not used consistently and are unclear and irrelevant.	The essay altogether lacks a logical organization and contains three or more paragraphs, which might attempt to provide research on a specific topic. Questions are non-existent.
Format	The essay contains a bibliography of reference materials using varied consumer, workplace and public documents according to MLA guidelines with no errors . Content has been synthesized from several sources.	The essay contains a bibliography of reference materials using varied consumer, workplace and public documents according to MLA guidelines with few errors . Content has been synthesized from several sources.	The essay attempts to contain a bibliography of reference materials using limited materials. MLA guidelines are used inconsistently. Content is occasionally synthesized from several sources.	The essay does not contain a bibliography . MLA guidelines are not used. Content is not synthesized from several sources.
Thesis	The essay provides a meaningful thesis that states central, relevant, clear research questions .	The essay provides a thesis that states central and generally clear and relevant research questions.	The essay provides an unclear thesis that may or may not state central, clear and relevant research questions.	The essay provides a weak and vague thesis that does not state research questions.
Support and Evidence	The essay logically supports the thesis and addresses research questions with supporting evidence .	The essay supports the thesis and addresses research questions with supporting evidence .	The essay loosely supports the thesis and addresses research questions with limited evidence .	The essay fails to support ideas as well as answer research questions with information gathered from sources.
Sentence Variety	The essay provides varied sentence types and uses precise, descriptive language .	The essay provides varied sentence types and uses some descriptive language .	The essay provides few types of sentences, and uses basic, predictable language .	The essay provides no sentence variety .
Audience, Purpose, & Vocabulary	The essay demonstrates a clear sense of audience and purpose and uses the appropriate vocabulary for that audience.	The essay demonstrates a general sense of audience and purpose and uses some vocabulary for that audience.	The essay demonstrates little sense of audience and purpose and does not adjust the vocabulary for an audience.	The essay demonstrates no sense of audience and purpose , uses limited vocabulary , and makes no adjustments.
Standard English Usage	The essay contains few , if any, errors in the conventions of the English language. No use of personal words such as “I,” “me,” or “you.” Quotations are correctly punctuated and smoothly blended into the body of the essay.	The essay contains some errors in the conventions of the English language. (Errors do not interfere with the reader’s understanding of the essay.) Occasional use of personal words. Quotations are correctly punctuated, but are not carefully blended into the essay.	The essay contains numerous errors in the conventions of the English language. (Errors may interfere with the reader’s understanding of the paper.) Frequent use of personal words. Quotations lack correct punctuation and are awkwardly placed in the body of the essay.	The essay contains serious errors in the conventions of the English language. (Errors interfere with the reader’s understanding of the paper.) Constant use of personal words. Quotations are not used in the essay.
Points				
Comments and Grade				

Unit 1, Activity 9, Riddle Rubric

Categories	Tasks	Score Point 4	Score Point 3	Score Point 2	Score Point 1
Required Elements	Includes a minimum of 12 lines in length				
	Utilizes Anglo-Saxon poetic elements: kenning, caesura, alliteration, metaphor				
	Describes a common life object				
	Uses a consistent line length				
	Employs wit				
Overall Elements	Responds to prompt				
	Mirrors Anglo-Saxon style				
	Shows evidence of a process				
	Considers the aesthetics of the publication				
Overall Points	(36 Possible Points)				
Total Score and Comments					



Unit 1, Activity 14, Monster Essay Rubric

Prompt: In a well-developed essay, choose a monster of today’s world that challenges you. Identify the elements of the monster that defy the Heroic Ideal, how it has proven an obstacle to you, and possible ways that good will triumph. The essay is to be relevant, realistic, and problem-solving in its intent. Be sure to focus on a personal “monster” or obstacle, use supporting evidence from your life (i.e., anecdotal details), and develop a conclusion that offers some resolution to the effect of this challenge on you.

	5	3	1
Ideas	The writer presented a real “monster” or obstacle, and demonstrated a concrete, detailed, and personal understanding of the problem. The beginning engages the reader, and the text includes compelling and relevant details and supporting evidence, examples, and elaboration.	The writer presented a real “monster” or obstacle and showed some understanding of it, but only offers few details. The essay needs more concrete information from the student’s life. The beginning tells the reader what the problem is and the text includes information that helps the reader understand the problem, but only on a basic level.	The writer has not clearly defined a “monster” or obstacle. Information is too sketchy and details are missing. The beginning and ending needs work to satisfy the reader that the problem and solution is important and relevant.
Requirements	The writer develops all three requirements (the elements of the Monster that defy the Heroic Ideal, how the Monster has proven to be a personal obstacle, and possible ways for good to triumph) exceptionally well. All parts of the essay embrace the concept of a personal problem, the need for a solution, and the significance of this to the writer.	The writer develops all three requirements (the elements of the Monster that defy the Heroic Ideal, how the Monster has proven to be a personal obstacle, and possible ways for good to triumph), but only on a pedantic level. All parts of the essay are present, but the connection between the writer and the elements is missing or is minimally developed.	The writer does not develop all three requirements (the elements of the Monster that defy the Heroic Ideal, how the Monster has proven to be a personal obstacle, and possible ways for good to triumph). The essay is missing one or more components and lacks any real engagement with the idea of the personal Monster and the impact on self.
Voice	The writer's tone fits the seriousness of the problem.	The writer seems sincere but not fully engaged or involved. As a result, the suggested problem and its solution are not as compelling as they could be.	The writer seems indifferent, uninvolved, or distanced from the problem, his or her solution, and uninterested in his or her audience.
Word Choice	Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging. Strong and vivid verbs are used, and usage of the verb “to be” is limited.	The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level. Strong verbs are used, but the writer relies much on the verb “to be.”	The writer struggles with a limited vocabulary, searching for words to convey meaning. Lackluster verbs are used, and usage of the verb “to be” is rampant.
Sentence Fluency	The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.	The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid. Sentences are predominantly simple in structure, and little variation of sentence type exists.	The reader has to practice quite a bit in order to give this paper a fair interpretive reading. Writer exhibits little or no control of sentence structure and variety.
Points			
Comments			

Unit 1, Activity 16, Contraries Chart

Name:	Topic: Contraries in <i>Beowulf</i>
Contraries	Textual Evidence of Contrary/Individual Analysis
pagan vs. Christian	
good vs. evil	
monster vs. hero	
courage vs. cowardice	
reality vs. fantasy	

Unit 1, Activity 16, Literary Analysis Rubric

Literary Analysis Rubric

A

- ☐ Excellent use of thoughtfully chosen, apt, and specific concrete details and references to the text
- ☐ Convincing response to the prompt and/or topic; includes insightful and perceptive commentary and interpretation, free of plot summary, ideas expressed with clarity and skill, thoroughly addresses the “what,” the “how,” and the “why” in the prompt.
- ☐ Well organized with careful development; excellent thesis; logically ordered, strong conclusion; smooth transitions (not “First,... Second, ...)
- ☐ Well-written, with pleasing sentence variety, sound sentence structure (minus fragments, run-ons), precise and fresh diction (word choice). Uses the literary present, third person (if necessary), and few “to be” verbs.
- ☐ Virtually no errors in conventions such as spelling, grammar, usage, and mechanics
An “A” essay is above the pack—fresh, sophisticated, highly interpretive, and marked with stylistic finesse.

B

- ☐ Effectively uses well-chosen and specific concrete details and references to the text.
- ☐ Thoughtful and convincing commentary and analysis, but less insightful and less developed than an A paper. Effectively addresses the “what” and the “how,” but may miss the “why.”
- ☐ Sound organization; intelligent, but less effective thesis; logically ordered; effective conclusion; good use of transitions.
- ☐ Well-written, with some sentence variety; good sentence structure; high-level and varied diction. Uses the literary present and third person (if appropriate) most of the time.
- ☐ Few errors in conventions—spelling, grammar, usage, and mechanics.
A high B paper will have more developed analysis and development and have better control over sentence structure, diction, and conventions. A low B paper is interpretive but “safe”; carefully done but needs more.

C

- ☐ Contains and uses concrete details and textual references correctly, but it may be superficial, obvious, and/or vague.
- ☐ Commentary is generic but contains some analysis. Writing displays writer’s ideas in an overly generalized fashion.
- ☐ Paper is organized, has an adequate thesis, but may not address the complexity of the question; logically ordered, adequate conclusion, contains transitions.
- ☐ Little sentence variety but adequate sentence structure; diction is adequate and correct but may be repetitive or generic. May drift from literary present or slip into inappropriate voice (ex., going from 3rd person to 1st).
- ☐ May have some, but not serious, errors in conventions—spelling, grammar, usage, mechanics.
A “C” paper meets the assignment but seems general and mechanical.

D

- ☐ Contains some supporting evidence, but it is weak, paraphrased, vague, or inaccurate.
- ☐ Analysis and commentary is weak, misguided, and/or inaccurate and unclear. Response paraphrase and plot summary opposed to analysis. Writing does address the topic and conveys the writer’s ideas but is underdeveloped. Response fails to address the question adequately.
- ☐ Paper shows some sense of organization; imprecise thesis or merely a restatement of the question; ideas may drift from or are not connected to the thesis; weak conclusion; may lack transitions and topic sentences.
- ☐ Little sentence variety; sentence structure errors; generic and/or repetitive diction—overuse or misuse of “I” and/or “you.”
- ☐ Weak control over conventions—spelling, grammar, usage, mechanics.
A low “D” paper compounds the weakness of a high “D” paper; it includes weaker writing skills, less organization, misinterpretations, inadequate development, and serious omissions.

F

- ☐ Very little, if any, concrete details and textual support; if present, unacceptably vague.
- ☐ Plot summary and/or paraphrase substitute for commentary and analysis; some attempt to answer the question, but with little clarity or coherence.
- ☐ Lack of control over organization and development; may ramble; thesis is weak or nonexistent; thesis is a restatement of the question or absent altogether.
- ☐ Little sentence variety, may have distracting errors in sentence structure and diction.
- ☐ Weak control and distracting errors in conventions—spelling, grammar, usage, mechanics.
An “F” paper is unacceptably brief or incoherently long, full of mechanical errors, and/or misses the focus of the topic.

0

F A response that is no more than a reference to the task.

Unit 1, Activity 17, Anglo Saxon Literary Devices

Anglo-Saxon Literary Devices

1. kenning:

- a stereotyped figurative phrase used in Old English and other Germanic tongues as a synonym for a simple noun;
- often are picturesque compounds;
- two word Anglo-Saxon metaphors, used to symbolically identify creatures, objects, and phenomena, as a type of expressive imagery, which avoids naming the subject directly.

Examples:

- the sea-wood or the ringed prow = ship;
- the swan-road or the whale-road = sea;
- peace-bringer among nations = queen.

Teacher/Class Generated Example:

◦ _____

2. litotes:

- a form of understatement in which a thing is affirmed by stating the negative of its opposite; a common device of ironic expression.

Example:

- To say "He was not unmindful" when one means that "He gave careful attention."

Teacher/Class Generated Example:

◦ _____

3. understatement:

- a general term for figures of speech that represent a matter or a case at less than its full force of truth.

Example:

- Saying "It's a little warm today" when it is 125 degrees in the desert.

Teacher/Class Generated Example:

◦ _____

4. alliteration/assonance:

- the repetition of initial identical consonant sounds (alliteration) or the repetition vowel sounds in successive or closely associated words or syllables (assonance).

Example:

- The fair breeze blew, the white foam flew,/The furrow followed free.

Teacher/Class Generated Example:

◦ _____

5. caesura:

- a pause or break in the metrical or rhythmical progress of a line of verse. Usually, the caesura has been placed near the middle of a verse.
- In scansion, the symbol to mark a caesura = /.

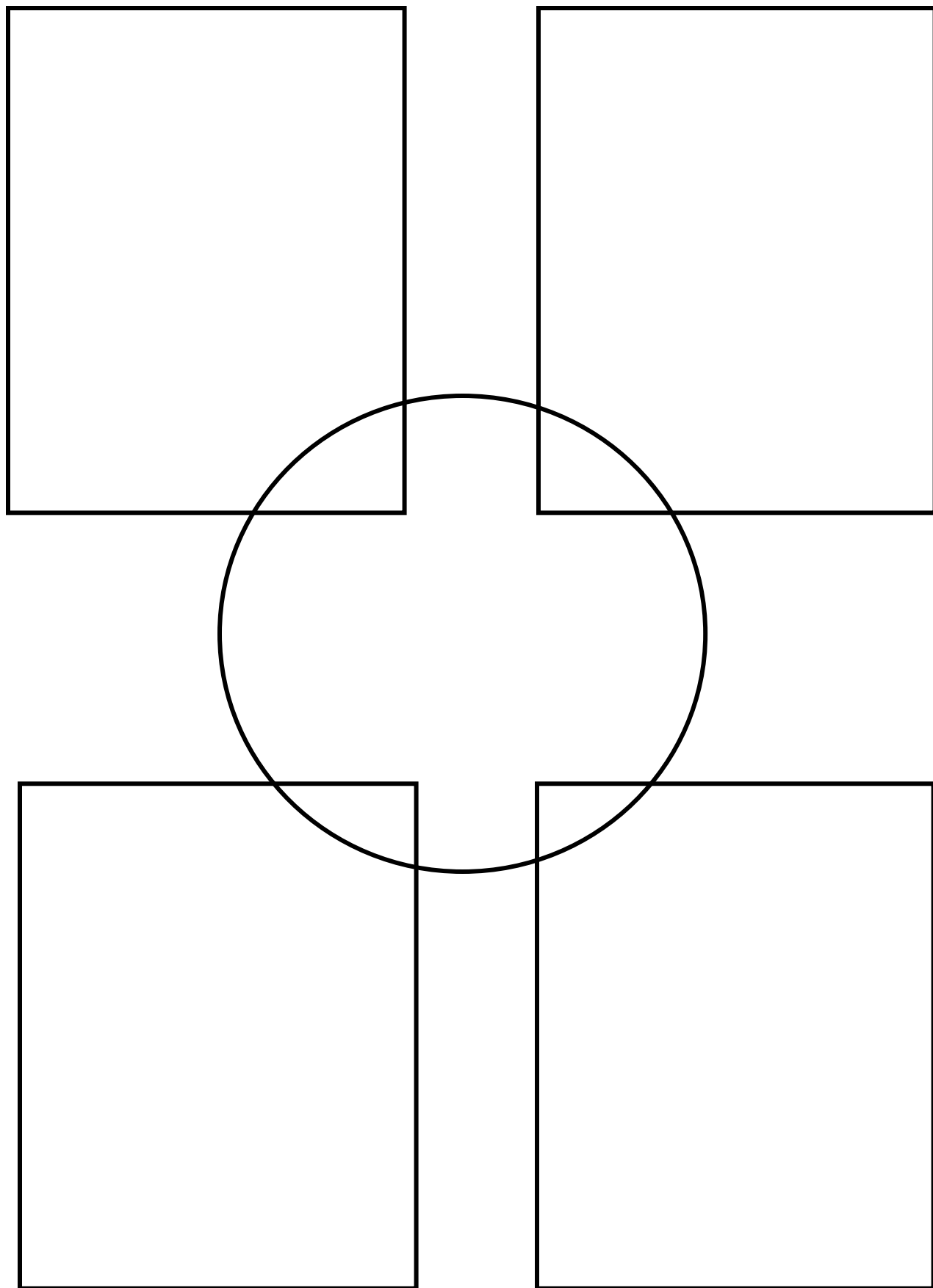
Example:

- Know then thyself, // presume not God to scan; The proper study of Mankind // is Man.

Teacher/Class Generated Example:

◦ _____

Unit 1, Activity 17, Literary Vocabulary Cards



Unit 1, Activity 17, Anglo-Saxon Literary Terms Analysis Rubric BLM

	5	4	3	2	1
Focus on One Term/Literary Device					
Documentation					
Textual Evidence					
Discussion of HOW and WHY Term is Used					
Overall Analysis					
Total/Comments					