

Teacher: _____

School Year: _____

English II Objective Sheet

Student: _____

| Objectives: | 1 | 2 | 3 | 4 | Comments: |
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| COMPETENCIES AND OBJECTIVES | | | | | |
| 1. The student will use word recognition and vocabulary (word meaning) skills to communicate. | | | | | |
| <i>a. The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships. (DOK 2)</i> | | | | | |
| <i>b. The student will analyze author's (or authors)' uses of figurative language (e.g., metaphor, simile, hyperbole, personification, oxymoron, idiom, etc.) in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood. (DOK 3)</i> | | | | | |
| <i>c. The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose. (DOK 3)</i> | | | | | |
| <i>d. The student will analyze text to determine how the author's (or authors') use of connotative words reveals and/or affects the purpose of the text. (DOK 3)</i> | | | | | |
| 2. The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity. | | | | | |

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| <p><i>a. The student will apply understanding of text features (e.g., introduction, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning. (DOK 2)</i></p> | | | | | |
| <p><i>b. The student will recognize text structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc. (DOK 3)</i></p> | | | | | |
| <p><i>c. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)</i></p> | | | | | |
| <p><i>d. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc. (DOK 3)</i></p> | | | | | |
| <p><i>e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning. (DOK 3)</i></p> | | | | | |
| <p>1) Literary Text and Literary Non-fiction</p> | | | | | |

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| -Short stories, novels, biographies, autobiographies, narrative essays (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, stylistic devices, dramatic irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.) | | | | | |
| -Poetry (e.g., structure, language, theme, setting, persona, conflict, dramatic irony, symbolism, allusion, figurative language, stylistic devices, imagery, language/word choice, etc.) | | | | | |
| -Drama (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, figurative language, stylistic devices, dramatic irony, language/word choice, foreshadowing, etc.) | | | | | |
| NOTE: Figurative language includes simile, metaphor, personification, hyperbole, symbolism, imagery, irony, oxymoron, paradox, etc. Stylistic devices include alliteration, assonance, onomatopoeia, rhyme, rhythm, repetition, etc. Both are to be used with appropriate (or specific) mode/audience. | | | | | |
| 2) Informational Texts | | | | | |
| -Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.) | | | | | |
| <i>f. The student will distinguish fact from opinion in different media. (DOK 2)</i> | | | | | |
| 1) TV ads | | | | | |
| 2) Billboards | | | | | |
| 3) Essays | | | | | |
| 4) Literary non-fiction | | | | | |
| 5) TV commentary | | | | | |

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| 6) Editorials | | | | | |
| 7) Political speeches | | | | | |
| 8) Letters to the Editor | | | | | |
| <i>g. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources. (DOK 3)</i> | | | | | |
| 3. The student will produce, analyze, and evaluate effective communication. | | | | | |
| <i>a. The student will utilize, analyze, or evaluate the composing process (e.g., planning, drafting, revising, editing, publishing). (DOK 3)</i> | | | | | |
| 1) <u>Planning:</u> | | | | | |
| • Determine audience | | | | | |
| • Determine purpose | | | | | |
| • Generate ideas | | | | | |
| • Address prompt/topic | | | | | |
| • Organize ideas | | | | | |
| • Compose a clearly stated thesis | | | | | |
| 2) <u>Drafting:</u> | | | | | |
| • Formulate introduction, body, and conclusion | | | | | |
| • Create paragraphs (minimally five paragraphs) | | | | | |
| • Use various sentence structures | | | | | |
| • Use paraphrasing for reports and documented text | | | | | |
| 3) <u>Revising:</u> | | | | | |
| • Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.] | | | | | |
| • Add and delete information and details (for audience, for purpose, for unity) | | | | | |

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| • Use precise language (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.) | | | | | |
| • Use available resources (reference materials, technology, etc.) | | | | | |
| 4) Editing: | | | | | |
| • Proofread to correct errors | | | | | |
| • Apply tools to judge quality (rubric, checklist, feedback, etc.) | | | | | |
| 5) Publishing: | | | | | |
| • Proofread final text | | | | | |
| • Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.) | | | | | |
| <i>b. The student will compose text in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event. (DOK 3)</i> | | | | | |
| <i>c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well elaborated and sufficient in number. (DOK 3)</i> | | | | | |
| <i>d. The student will compose persuasive texts for different audiences using facts and opinions. (DOK 3)</i> | | | | | |
| 1) Newspaper ads | | | | | |
| 2) Commercials | | | | | |
| 3) Billboards | | | | | |
| 4) Catalog descriptions | | | | | |
| 5) Editorials | | | | | |

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| <i>e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings. (DOK 4)</i> | | | | | |
| 4. The student will use Standard English grammar, mechanics, and sentence structure to communicate. | | | | | |
| <i>a. The student will analyze text to determine the appropriate use of advanced grammar in composing or editing. (DOK 2)</i> | | | | | |
| 1) Verb tenses [including purpose] (present perfect, past perfect, future perfect; emphatic [present and past]) | | | | | |
| 2) Active and passive voice | | | | | |
| 3) Avoiding ambiguous pronoun reference | | | | | |
| 4) Objective complements | | | | | |
| 5) Subject-verb agreement (in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb) | | | | | |
| <i>b. The student will analyze text to determine the appropriate use of advanced mechanics in composing or editing. (DOK 1)</i> | | | | | |
| 1) Capitalize regions of countries | | | | | |
| 2) Semicolons to separate items in a series when items include commas | | | | | |
| 3) Commas to avoid misreading | | | | | |
| 4) Coordinate adjectives | | | | | |
| 5) Single quotation marks to identify quotes-within-quotes | | | | | |
| <i>c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing. (DOK 2)</i> | | | | | |
| 1) Parallel structure of sentences | | | | | |

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| i.) Using participial and infinitive phrases and adverb and adjective clauses as modifiers; noun clauses as subjects, direct and indirect objects, predicate nominatives, or objects of the preposition; | | | | | |
| ii.) Presenting items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis. | | | | | |
| 2) Avoiding misplaced modifiers to ensure clarity | | | | | |
| 3) Using subordination to express the relationship between two unequal ideas within a single sentence. | | | | | |

