

marigolds
by
eugenia collier

<i>item analyses for all standards: vocabulary, reading, writing, conventions</i> <i>grades 9 & 10</i>	iv
<i>reading standard 1.0 -- word analysis, fluency, and systematic vocabulary development</i>	
<i>vocabulary practice</i>	2
<i>vocabulary quiz</i>	3
<i>reading standard 2.0 -- focus on informational materials</i>	
<i>informational reading: "everything you wanted to know about marigolds and more..."</i>	7
<i>functional reading: "got a green thumb?"</i>	10
<i>analytical essay: "the power of naming: a prequel"</i>	13
<i>reading standard 3.0 -- literary response and analysis</i>	
<i>quiz: "marigolds"</i>	19
<i>poem: "the whipping"</i>	21
<i>through the text: story map, dialectical journals, focus questions, etc.</i>	24
<i>writing standards 1.0 & 2.0 -- strategies and applications</i>	
<i>persuasive essay: evaluation</i>	44
<i>response to literature</i>	50
<i>writing strategies standard 1.0 & language conventions standard 1.0</i>	
<i>daily oral language practice</i>	59
<i>answer key</i>	69

ITEM ANALYSIS FOR "MARIGOLDS"
GRADES 9 & 10 STANDARDS

READING

1.0	Vocabulary	22 Questions
1.1	Identify and use the literal and figurative meanings of words and understand word derivations.	15
1.2	Distinguish between denotative and connotative meanings of words and interpret the connotative power of words.	13
1.3	Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (i.e., <i>narcissistic</i> drawn from the myth of Narcissus and Echo).	5
2.0	Informational Reading Comprehension	48 Questions
2.1	Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	4
2.2	Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	5
2.3	Generate relevant questions about readings on issues that can be researched.	2
2.4	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	15
2.5	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	6
2.6	Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	4
2.7	Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	4
2.8	Evaluate the credibility of an author's arguments or defense of a claim by critiquing the relationship between generalizations and evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).	8

3.0 Literary Response and Analysis	30 Questions
3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).	2
3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.	3
3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.	2
3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.	4
3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.	3
3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).	2
3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, symbolism, and explain their appeal.	3
3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.	2
3.9 Explain how voice, persona, and the choice of a narrator affects characterization and the tone, plot, and credibility of a text.	3
3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.	1
3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)	2
3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)	3

WRITING

1.0	Writing Strategies	22 Questions
1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.	6
1.2	Use precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.	2
1.3	Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.	1
1.4	Develop the main idea within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).	2
1.5	Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).	2
1.6	Integrate quotations and citations into a written text while maintaining the flow of ideas.	1
1.7	Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Assn, Chicago Manual of Style).	2
1.8	Design and publish documents by using advanced publishing software and graphic programs.	3
1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.	3
2.0	Writing Styles	2 Prompts
2.1	Narrative: Story, Autobiographical, and/or Biographical	1
2.2	Response to Literature	
2.3	Research Report	
2.4	Persuasive	1
2.5	Business Letter	
2.6	Technical Writing	

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

17 Questions

1.1	Identify and correctly use clauses (main and subordinate), phrases (gerund, infinitive, and participial), and mechanics of punctuation (semicolons, colons, ellipses, hyphens).	5
1.2	Understand sentence construction (parallel structure, subordination, proper placement of modifiers) and proper English usage (consistency of verb tense).	5
1.3	Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.	4
1.4	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	2
1.5	Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.	1