

## WEEK TWO

### OVERVIEW/FOCUS:

Applying Weaver's grammar in context

Main literature: *The Lord of the Rings: The Fellowship of the Ring*

Unit Theme: A Hero's Dilemma

This week's theme: No Hero Is An Island

Picky About Sentence Construction

"If no hero is an island, a subject can't stand alone without a predicate in a sentence." (Ch. 4-5)

Getting Acquainted with Writing Techniques

Frodo and Friends from the Shire to Bombadil's Haven (Ch. 6-7)

The Erudition on Odes: Ode to Friendships (Ch 8 -9):

Poetry Galore: In Praise of Strider (Ch 10-11)

Graphic Novels: Heroes Saved (Ch.12-Part of Book 2,Ch 1)

### OBJECTIVES:

Students will be able to:

1. identify incorrect sentence construction from the reading.
2. restate the incorrect sentence to its proper form.
3. recognize the subject and predicate from given sentences.
4. differentiate among simple, compound, and complex sentences from the reading.
5. identify the correct sentence to its corresponding meaning.
6. identify varied writing techniques.
7. identify the writing techniques in the assigned reading chapters.
8. apply the writing techniques through quick write in making effective description.
9. describe what an ode is.
10. restate parts of a poem from the main literature to create an ode.
11. construct their own ode following a template.
12. justify statements quoted, implied, and applied from the assigned chapters.
13. differentiate the fixed forms of poetry.
14. construct their own genre of fixed form poetry with the assigned readings.
15. compare and contrast events in their graphic novels to other graphic novels'.
16. construct written interpretations of an event in the reading.
17. graphically illustrate their interpretations of an event in the reading.

### STANDARDS:

#### Standards Addressed:

CE 1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).

CE 1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).

CE 1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).

CE 2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.

CE 3.2.1 Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.

CE 3.2.2 Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.

CE 3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).

CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.

CE 4.1.4 Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.

CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.