**Honors English I**

**Learning Guide**

**Unit #3:**

**Literary Analysis**

***The Count of Monte Cristo***

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| **SELF-ASSESSMENT** |  | **Use these to score yourself:** |
| **Student** | **Teacher** | **Learning Targets** |  | **4** | I understand it, I can do it, and I can comfortably explain it to another learner. |
|  |  | I can use the blueprint structure in order to write an analysis of a literary text. W.9.1-3 |  | **3** | I am confident that I understand it and think I can use it in my learning. |
|  |  | I can write formally and informally to make my writing appropriate for each task and audience by controlling by diction and syntax. W.9.4, 10 |  | **2** | I am not quite there yet. I still have questions, and I need help figuring them out. |
|  |  | I can respond thoughtfully to others’ perspectives by evaluating what they say, reasoning, discussing, and responding. SL.9.1,3 |  | **1** | I need a lot of help, and I am confused about what I am supposed to do. |
|  |  | I can develop a claim or counterclaim based on factual evidence. SL.9.4 |  |  |
|  |  | I can write informative and explanatory texts in response to non-fiction informational texts. W.9.2 |
|  |  | I can write a narrative in the form of a melodrama. W.9.3 |
|  |  | I can determine and clarify the meaning of words and phrases, and I can acquire and use accurately academic and domain-specific words and phrases. L.9.4,6 |
|  |  | I can demonstrate command of the conventions of English grammar, usage, capitalization, punctuation, and spelling. L.9.1-2 |

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| **KEY VOCABULARY** | **Definition** | **Example** | **Expression** |
| diction |  |  |  |
| syntax |  |  |  |
| perspective |  |  |  |
| claim |  |  |  |
| counterclaim |  |  |  |
| informative/explanatory |  |  |  |
| sequence of events |  |  |  |
| narrative |  |  |  |
| melodrama |  |  |  |

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| **ASSESSMENT CRITERIA** |
| Unit test on The Count of Monte Cristo |
| Completed original melodrama with dialogue |
| Completed independent novel poster presented and displayed |
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