 **Honors English I**

**Learning Guide**

**Unit #5:**

**Author Exploration**

***The Turn of the Screw***

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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 analyze the representation of a subject using two different artistic mediums. RL.9.7 |  | **3** | I am confident that I understand it and think I can use it in my learning. |
|  |  | I can analyze how an author draws on and transforms source material into a specific work. RL.9.9 |  | **2** | I am not quite there yet. I still have questions, and I need help figuring them out. |
|  |  | I can read and comprehend fictional literature. RL.9.10 |  | **1** | I need a lot of help, and I am confused about what I am supposed to do. |
|  |  | I can analyze important historical documents for how the author addresses themes and concepts. RI.9.9 |  |  |
|  |  | I can write an argument to support my claim in an analysis of a literature topic. W.9.1 |
|  |  | I can write for a range of tasks, purposes, and audiences. W.9.10 |
|  |  | 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 come to a decision through discussion, reasoning, evaulating, and responding. SL.9.1,3 |
|  |  | I can adapt my speech to a variety of contexts and tasks. SL.9.6 |

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| **KEY VOCABULARY** | **Definition** | **Example** | **Expression** |
| New Criticism |  |  |  |
| foreshadowing |  |  |  |
| personification |  |  |  |
| caricature |  |  |  |
| author’s purpose |  |  |  |
| epithet |  |  |  |
| paradox |  |  |  |
| apparition |  |  |  |
| novella |  |  |  |

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| **ASSESSMENT CRITERIA** |
| Do I believe in Ghosts |
| Written response to “New Criticism” article |
| Unit test on The Turn of the Screw |
| Completed five-paragraph essay reflecting opinion about The Turn of the Screw (unit #6 multi-paragraph PP) |
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