

# 8<sup>th</sup> Grade Honors English Trimble Middle School

5/2019 Created by: Stephanie Paul-Tiberio

<a href="#">Standard Band Link to ODE</a>	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Text Set	Short Stories	Short Stories	Novel Study, Short Stories, Info Texts about period and pop culture	Historical Fiction YAL Novel Study, Primary Docs, Poetry, Info Texts	→	Historical Fiction YAL Novel Study, Music/Poetry, Persuasive Speeches	→	Poetry, Info Texts, Sources for Research	→	Text of Choice, YAL Student Selected
Reading  All Year: RL/RI 10	RL 3	RL 1 RL 3	RL 1/ RI 1 RL 2/ RI 2 RL 3/ RI 3  W 7 RL & I, 9	RL/RI 4 RL/RI 5  R 3		RL 6 RL 9  R3	RI 8	RL/RI 1  RL & I, 7 RL & I, 9		Those deemed necessary from prior assessment.
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–		RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from	RL.8.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot. b. Incorporate a theme and its relationship to other story elements	RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as		

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<p>8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.</p> <p>RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades</p>		<p>the text.</p> <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>into an objective summary of the text.</p> <p>RI.8.2 Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text.</p> <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style</p> <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p>character, or provoke a decision.</p>	<p>provoke a decision.</p> <p>RL.8.6 Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.</p> <p>RL.8.9 Analyze how a modern work of fiction alludes to themes, patterns of</p>	<p>the text</p>	<p>well as inferences drawn from the text</p> <p>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors</p> <p>RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea</p> <p>RL.8.9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths,</p>		
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<p>6–8 text complexity band independently and proficiently.</p>			<p>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RL.8.9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new.</p> <p>RI.8.9 Analyze a case in which two or more texts provide conflicting</p>		<p>events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new.</p> <p>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the</p>		<p>traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new.</p> <p>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>		
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			information on the same topic and identify where the texts disagree on matters of fact or interpretation.			action, reveal aspects of a character, or provoke a decision.				
Writing All Year: W4 W5 W10 W6	W10	W3	W2	W2	W 7 W 8 W9	W 1	W1 W7,9	W2 W6 W 7 W 8 W9	W10	W6
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-	W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)	W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event	W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional	W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	W.8.1 Write arguments to support claims with clear reasons and relevant evidence.  W.8.9 Draw evidence from literary or informational texts to	W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  W.8.7 Conduct short research projects to answer a question (including a self-	W.8.10 Write routinely over extended time frames	W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and

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<p>specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for</p>	<p>for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>sequences.</p>			<p>related, focused questions that allow for multiple avenues of exploration</p> <p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions</p>		<p>support analysis, reflection, and research.</p>	<p>generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p>collaborate with others.</p>
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conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)					of others, while avoiding plagiarism and following a standard format for citation.					
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.					

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<p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.</p>												
<p>Language Conventions All Year: L2</p> <p>L.8.2 Demonstrate command of the conventions of standard English</p>	<p>L1 See section of pacing guide with content ideas for breakdown of chunk of standard.</p> <p>L.8.1</p>	<p>L1 See section of pacing guide with content ideas for breakdown of chunk of standard.</p> <p>L.8.1 Demonstrat</p>	<p>L1 See section of pacing guide with content ideas for breakdown of chunk of standard.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage</p>	<p>L1 See section of pacing guide with content ideas for breakdown of chunk of standard.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage</p>	<p>L1 See section of pacing guide with content ideas for breakdown of chunk of standard.</p> <p>L.8.1</p>	<p>L1 See section of pacing guide with content ideas for breakdown of chunk of standard.</p> <p>!</p>	<p>L1 See section of pacing guide with content ideas for breakdown of chunk of standard.</p> <p>L.8.1</p>	<p>L1 See section of pacing guide with content ideas for breakdown of chunk of standard.</p> <p>L.8.1</p>	<p>L1 See section of pacing guide with content ideas for breakdown of chunk of standard.</p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage</p>	<p>L1 See section of pacing guide with content ideas for breakdown of chunk of standard.</p> <p>L.8.1</p>	<p>L1 See section of pacing guide with content ideas for breakdown of chunk of standard.</p> <p>L.8.1</p>	<p>L1 See section of pacing guide with content ideas for breakdown of chunk of standard.</p> <p>L.8.1</p>

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capitalization, punctuation, and spelling	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	when writing or speaking.	when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
and spelling Speaking writing. a. Listening punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	Conventions of standard English grammar and usage when writing or speaking.	of standard English grammar and usage when writing or speaking. SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)	SL 1 SL 2  SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)	SL 1 SL 2  SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)	conventions of standard English grammar and usage when writing or speaking.	SL.8.3 Delineate a speaker's argument and specific claims, writing or speaking soundness of the reasoning	SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant	SL 4, 5, 6 Conventions of standard English grammar and usage when writing or speaking.	SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant	Conventions of standard English grammar and usage when writing or speaking. SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)



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		<p>with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared,</p> <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its</p>	<p>with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p>with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>		<p>and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6 Adapt speech to a variety of contexts and tasks,</p>		<p>evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English</p>	<p>groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>
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		presentation.					demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)		when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	
Vocab All Year: L6, L3	L 4 L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content,	L 4 L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies	L 4 L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies	L5 L 4 L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies  L.8.5 Demonstrate understanding of figurative language, word relationships,	L 4 L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly	L5 L4 L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of	L 4 L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies	L6 L.8.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression	L6 L.8.6 Acquire and use accurately grade appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression	L 4 L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of

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	choosing flexibly from a range of strategies.			and nuances in word meanings.	from a range of strategies	strategies  L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				strategies
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### Selected Curricula Ideas

Standard Band	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Text Set	Short Stories in Lit Book, essential course of study path- knock out a bunch!	Short Stories in Lit Book, essential course of study- knock out a bunch!	<u>The Outsiders</u> , Info Texts, Short Stories in Lit book coinciding to theme, Poetry (1960s era music)	<u>The Book Thief</u> , Holocaust Lit, Anne Frank Play in Lit Book, Poetry, Primary Docs, Info Texts		The Rock and The River, <u>I Have A Dream</u> & other Civil Rights ers Persuasive Speeches,  Short Stories in Lit book coinciding to theme,		Poetry & Info Texts about Dreams and Growth Mindset, Texts for Research		<b>Student Selected Texts of Choice YAL from ACLS, Reseraching using ALA/YALS A lists</b>
Essential Q	What happens when things don't go as planned?	What happens when things don't go as planned? dy path	How important is it to fit in? Who defines and redefine this idea?	Is life more beautiful or brutal?		Who has the power to change society?		<b>How do I make a dream come true?</b>		What makes you, you?

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Reading	Literary Elements	Key Ideas/Details, Characters and Plot	Key Ideas/Details  Mood/Character Motivation	Craft and Structure  Figurative Language / Tone  Theme		Integration of Knowledge and Ideas  How two Texts Address Similar Themes		Key Ideas and Details		
Writing &  *6+1 Trait Focus	Descriptive  *Presentation *Ideas *Sentence Fluency	Narrative, Memoir Writing  Presentation *Ideas *Organization *Conventions Sentence Fluency	Compare/Contrast  Presentation Ideas *Organization Conventions Sentence Fluency	Literary Analysis  Presentation *Ideas Organization Conventions Sentence Fluency *Voice		Rhetorical Analysis	Argumentative  Presentation Ideas Organization Conventions *Word Choice	Expository, iSearch,  Career Exploration Project interdisciplinary with Math in Past	Poetry	<b>Creative Writing, All Purposes</b>
Language	<ul style="list-style-type: none"> <li>○ Sentence Types Review</li> <li>○ Fragmen</li> </ul>	<ul style="list-style-type: none"> <li>○ Preposition placement</li> <li>○ Comma to set off elements</li> </ul>	<ul style="list-style-type: none"> <li>○ colons</li> <li>○ Verbals</li> <li>○ Misplaced Modifers</li> </ul>	<ul style="list-style-type: none"> <li>○ ID Verb Moods</li> <li>○ Correct Tense</li> </ul>		<ul style="list-style-type: none"> <li>○ P/A</li> </ul>		<ul style="list-style-type: none"> <li>○ Semi colons in lists</li> </ul>		<ul style="list-style-type: none"> <li>○ All</li> </ul>

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	<ul style="list-style-type: none"> <li>o Run-On Review</li> <li>o Possessives</li> </ul>	<ul style="list-style-type: none"> <li>o Ellipsis</li> <li>o Dash</li> <li>o Hyphen</li> <li>o Active/Passive</li> </ul>		Shifts						
Speaking & Listening	Performance Task Assessments for Formative Data	Teacher-lead discussions	Cooperative Learning Group, Evidence-Based Discussion	Evidence- Based Socratic Seminars		Teacher-Lead Discussions  Persuasive Speech	Project Presentations	Research Presentations		Small Group Discussions , Student Led
Academic Vocabulary	<ul style="list-style-type: none"> <li>✓ Writer's Process Steps</li> <li>✓ CUPS</li> <li>✓ Punctuation terms</li> <li>✓ Concrete</li> <li>✓ Sensory Language/Details</li> <li>✓ Describe</li> <li>✓ Audience</li> <li>✓ Purpose</li> <li>✓ Introduction/Lead</li> <li>✓ Concluding Statement</li> </ul>	<ul style="list-style-type: none"> <li>✓ RAFT</li> <li>✓ Narrator</li> <li>✓ Orienting the reader</li> <li>✓ Paraphrase</li> <li>✓ Quote</li> <li>✓ Plagiarism</li> <li>✓ Reflect</li> <li>✓ Compose</li> <li>✓ Showing Words</li> <li>✓ Point of View</li> <li>✓ Parts of Plot</li> <li>✓ Develop</li> <li>✓ Pacing</li> <li>✓ Theme</li> <li>✓ Transitions, Signal/Sequence Clacks</li> </ul>	<ul style="list-style-type: none"> <li>✓ RACE</li> <li>✓ Objective Tone</li> <li>✓ Subjective Tone</li> <li>✓ Construct</li> <li>✓ Evidence</li> <li>✓ Relevant Facts</li> <li>✓ Sufficient</li> <li>✓ Collaborate</li> <li>✓ Compare</li> <li>✓ Distinguish</li> <li>✓ Explain</li> <li>✓ Construct</li> <li>✓ Synthesize</li> <li>✓ Transitions, Shovels to Dig</li> <li>✓ Inference</li> </ul>	<ul style="list-style-type: none"> <li>✓ Analyze</li> <li>✓ Evaluate</li> <li>✓ Claim</li> <li>✓ Significance</li> <li>✓ Thesis</li> <li>✓ Reasoning</li> <li>✓ Draw Conclusion</li> <li>✓ Formal Style</li> <li>✓ Clarify</li> <li>✓ Tone</li> </ul>		<ul style="list-style-type: none"> <li>✓ Rhetorical</li> <li>✓ Bias</li> <li>✓ Unbias</li> <li>✓ Question</li> <li>✓ Repetition</li> <li>✓ Pathos</li> <li>✓ Logos</li> <li>✓ Ethos</li> <li>✓ Demonstrate</li> <li>✓ Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Precise Language</li> <li>✓ Summarize</li> <li>✓ Synthesize</li> <li>✓ CARS</li> <li>✓ Primary Source</li> <li>✓ Secondary Sour</li> </ul>			

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	<ul style="list-style-type: none"> <li>✓ nt</li> <li>✓ Topic Sentence</li> <li>✓ 6+1 Traits</li> </ul>	<ul style="list-style-type: none"> <li>✓ Protagonist</li> <li>✓ Antagonist</li> <li>✓ Round Character</li> <li>✓ Satic/Flat Character</li> <li>✓ Linear and Non-Linear Plot</li> <li>✓ Flash-forward/Back</li> <li>✓ Minor Character</li> <li>✓ Major Character</li> <li>✓ Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>✓ Foreshadow</li> <li>✓ Imagery</li> <li>✓ Mood</li> <li>✓ Suspense</li> <li>✓ Conflict Types</li> <li>✓ Literal</li> <li>✓ Figurative</li> <li>✓ Connotation</li> <li>✓ Denotation</li> <li>✓ Idiom</li> <li>✓ Simile</li> <li>✓ Metaphor</li> </ul>	<ul style="list-style-type: none"> <li>✓ Symbolism</li> <li>✓ Irony Types</li> <li>✓ Euphamism</li> <li>✓ Oxymoron</li> <li>✓ Parallelism: Anaphorism</li> <li>✓ Paradox</li> <li>✓ Juxtaposition</li> <li>✓ Personification</li> <li>✓ Allusion</li> <li>✓ Nuance</li> <li>✓ onamono peia</li> </ul>		<ul style="list-style-type: none"> <li>✓ .Claim</li> <li>✓ Counter-Claim</li> <li>✓ Style</li> <li>✓ Coherent</li> <li>✓ Support</li> <li>✓ Understatement</li> <li>✓ Extended Metaphor</li> <li>✓ Hyperbole</li> <li>✓ Alliteration</li> <li>✓ Logical Fallacies, Various</li> </ul>		<ul style="list-style-type: none"> <li>ce</li> <li>✓ Print vs. Digital Source</li> <li>✓ Narrow vs. Broad Search Inquiry</li> <li>✓ Citation</li> <li>✓ MLA</li> <li>✓ Plagiarism</li> </ul>		
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