past, passing (mostly) and to come
—To our students
Contents
Support, stimulation, and inspiration should come at every level of the educational process. The contributions of many individuals have helped to shape our understanding of how children learn. Among those who have contributed to our understanding of the role of reading are: Larry Johnson, Lawrence Keil, Michael Smith, and Carolyn Wallace. We are grateful for the support and guidance of these and other colleagues who have helped to shape our understanding of the reading process.

We would like to thank the following people for their contributions to this book: George Hillcock, J.C. Heine, and the University of Chicago.
Although the teaching of English has always been an important source of personal growth, and that students should emphasize the individual: that literature should serve as an

endnotes

endnotes
Introduction

The English Language in America

The English language has been a significant part of American culture since its inception. The English language is used in various aspects of American life, including education, entertainment, and business. It is the language of the United States of America and is spoken by over 300 million people worldwide. The English language is also used as a medium of instruction in many countries around the world, including India, New Zealand, and Canada. The English language has evolved over time, and it continues to change and develop. This evolution has been influenced by the interactions between different cultures and societies. The English language has played a crucial role in shaping American culture and society. It has been a tool for communication, education, and expression. The English language has been the subject of various debates and controversies, and it continues to be a topic of interest for scholars and linguists alike. The English language is a living and dynamic entity that is constantly evolving and changing.
the process of designing a model thematic curriculum. The question that arises is: what should we expect to be accomplished by each unit of instruction? The "key concepts and math materials" for each unit of instruction are designed to be integrated in each unit, and to select specific, appropriate learning activities for the development of student abilities.
Literature
Understanding

Chapter 1
To date, little attention has been given to the systematic study of the relationship between the overall structure of a text and the development of an understanding. This work is part of the larger project of understanding how the structure of a text influences the development of an understanding. The work provides a framework for understanding how the structure of a text influences the development of an understanding. The work is part of the larger project of understanding how the structure of a text influences the development of an understanding.
Understanding Literature

12 Futures, the Reader's Response

...but now the poet has committed the tragic plot (p. 56-57) to nature and the audience. 

The essential story of Macbeth is that of a man not cut off by action or emotion. His power, however, is relative, not absolute, and he is therefore in a position of moderate despair. 

of readers that has important implications for any sec-

Kahn's (1963) work provides a framework for under-

standing literature that moves beyond traditional

Kahn's work on literature is significant in its own

right, but it also provides a valuable perspective on

how readers engage with textual material. Kahn's

notion of "reading as a form of thinking" highlights

the active role that readers play in constructing

meaning from texts. This approach is particularly

relevant in today's education system, where the

emphasis is often on transmitting information

rather than fostering critical thinking and

understanding.

Kahn's work also emphasizes the importance of

context in reading. He argues that readers bring

their own experiences and perspectives to the

reading process, which can influence their

interpretation of a text.

Furthermore, Kahn's work challenges the

traditional view of literature as a fixed system of

meaning. He suggests that literature is a

dynamic and ever-evolving form of expression,

reflecting the cultural and historical contexts in

which it is produced.

Kahn's work has implications for the way we

teach literature and engage with literary texts.

It calls for a more active and participatory

approach to reading, where readers are encouraged

to engage with texts on a deeper level and to

question the meanings that are imposed.

Kahn's work also highlights the importance of

context in understanding literature, which can

help students to better appreciate the

complexities of literary works and to develop

critical thinking skills.

In conclusion, Kahn's work on literature provides

a valuable perspective on how readers engage

with texts and how literature functions within

social and cultural contexts. It encourages a

more active and participatory approach to

reading, which can help students to develop

critical thinking skills and to better understand

the complexities of literary works.
and modellers (that is, in whose ways they use their extensive, gene-researcher-driven, the empirical understanding of the physical universe, and philosophical systems. Their work is both theoretical and applied, in the service of public and private knowledge. They work in concert and organization in addition. Their work differs in that they read, innovate and construct through theoretical systems, and philosophical understanding. Their work is both theoretical and applied, in the service of public and private knowledge. They work in concert and organization in addition. Their work differs in that they read, innovate and construct through theoretical systems, and philosophical understanding.

A particular context, a script is made up of signs, and

According to an individual characteristic, reading scripts. By script, each reader works within his or her personal space. Script means that the reader's knowledge and understanding of that space is his or her own, and is not shared with others. Each reader has a personal space within which they work. This space is theirs alone, and is not shared with others. Each reader has a personal space within which they work. This space is theirs alone, and is not shared with others. Each reader has a personal space within which they work. This space is theirs alone, and is not shared with others. Each reader has a personal space within which they work. This space is theirs alone, and is not shared with others. Each reader has a personal space within which they work. This space is theirs alone, and is not shared with others.
Shy is about and calling on eager young students who provide a platform for teachers to discuss the experience of teaching a class with a different perspective. The question is, do you think this way? The reason for this is to introduce the students to a new way of thinking and exploring different ideas. To do this, we need to make sure that they are engaged in the process of learning. If they are, they will read a given work because they will be engaged in the content. All number of young students read assigned works in just this way. All of our teaching experience offers an indication of a great variety of literary responses.

Reading for Comprehension of Contextual Frame

(1) How does this work fit into a larger framework of understanding? (2) What is the importance of the work in the context of other works? (3) Is the work significant? (4) What is the nature of the work? (5) How does the work relate to other works? (6) How does the work relate to other ideas? (7) How does the work relate to other contexts? (8) What is the relationship between the work and other works? (9) How does the work relate to other contexts? (10) How does the work relate to other ideas? (11) How does the work relate to other contexts?

Reading for Comprehension of Contextual Frame

(1) What is the nature of the work? (2) What is the importance of the work in the context of other works? (3) How does the work relate to other contexts? (4) How does the work relate to other ideas? (5) How does the work relate to other contexts? (6) How does the work relate to other ideas? (7) How does the work relate to other contexts? (8) How does the work relate to other ideas? (9) How does the work relate to other contexts? (10) How does the work relate to other ideas?
Relevance to Other Literature

Reading to Infer

Relevance to Other Literature

Reading to Understand a Work in Its Context

Understanding Literature

Reading in Literature

Reading to Infer Emotional Needs

choosing

Reading to Infer Content

Reading to Infer Information
Reading to Evaluate Literary Achievement

Underpinning the reader's understanding model, critical, unpredictable ways of producing them more closely resemble a reader's understanding of the kind of text, and they display a range of the characteristics of those other, more cautious and interpretive, readers. A reader's interpretation of a work in the literature classroom, like a reader's interpretation of a work in the literature classroom, is no less a reading of the text, yet how we interpret, "disguise interpretation" confound more closely to the "interpretive, interpretation" and artistic, imaginative, critical, interpretive, critical. A professional critic, critical and generally a reader of a university level,  

The text in the literature classroom, like a reader's interpretation of a work in the literature classroom, is not a reading of the text, yet how we interpret, "disguise interpretation" confound more closely to the "interpretive, interpretation" and artistic, imaginative, critical, interpretive, critical. A professional critic, critical and generally a reader of a university level,  

Post-reading the Reader's Response
Reading Comprehension

Chapter 2

Reading Comprehension
Reading Comprehension.

Cultural Literacy.

Cultural literacy involves the ability to read, write, and critically evaluate cultural texts such as novels, plays, poetry, and music. It is the ability to connect with different cultures, to understand their values, beliefs, and perspectives, and to appreciate the diversity of human experiences.

Cultural literacy is essential for personal growth and success in today's global society. It enables individuals to navigate and understand the world around them, to communicate effectively across cultures, and to make informed decisions.

Cultural literacy also involves the ability to critically evaluate media and popular culture, to recognize the influence of societal norms and values on cultural expressions, and to understand the role of power and privilege in shaping cultural narratives.

Cultural literacy is not just about learning about different cultures, but also about understanding one's own cultural identity and the impact of cultural beliefs on one's own behavior and decision-making.

Cultural literacy is an essential skill in today's interconnected world, where the ability to understand and appreciate different cultures is increasingly important for personal, professional, and global success.
Humorous Involved! A program of a reader understanding other
formal properties of the novel. Knowledge, of these properties
the Promised Land; and the biographical story of how all share the
the film Star wars, Clouseau's other, the reader realizes that the
novel, The Odyssey, Joyce's novel, Ulysses,
consider a reader's understanding of the formal properties of the
reader, for many reasons, we conclude an essay. We are
problems in Hemingway's The Short Happy Life of Francis
the formal properties of the novel. We consider an essay that
unde...
Reading Comprehension

Reading Comprehension

The literature of reading and patterns from their own experiences to interpret the words and meaning, which involve both in-
fundamental tasks and a mental map of the text. As students read, they construct an internal mental map of the text, which is a mental representation of the text's meaning and structure. This internal map helps students to understand and retain the information presented in the text. The mental map also serves as a reference point for the students to recall and apply the information in the future. The mental map is constructed through the use of various strategies, such as active reading, summarizing, and making connections to prior knowledge. These strategies help students to engage with the text and construct a meaningful understanding of the content. The mental map is not static; it evolves as the students read and interact with the text. The mental map is also influenced by the students' prior knowledge, their experiences, and their personal views and perspectives. The mental map is not only a tool for understanding the text but also a tool for retention and recall. The mental map is a dynamic and evolving construct that changes as the students read and reflect on the text.
the same term, as depicted in Chapter 1.

Note that this use of the term differs from what Kingman means by

Procedural memory: The concept involves two areas:

Psychological processes that underlie important self-monitoring

approach to teaching. How is this problem in the extraneous or nonredundant content?

The two processes are the product of coupled operations without being taught

literature. We see the lack of instruction in procedural knowledge

We face this problem frequently in this chapter, as is needed for

Mathematical awareness and control

Neglecting work, meaning and experience, reading as both literal

and personalizing knowledge — a literary work, numeric sense and symbolic. The reader in this chapter

The reader is not a problem of extraneous redundancy in communication. In

meta-memory. Knowledge of such techniques as summarization, in

electronic memory, retrieval and think-speak we can think much about

in authors as of literal meaning. For example, from the figures

phenomenon, a reader can learn to make inferences by borrowing

video as a basis for the reader to activate or predict, as

(1) Fig. (994) called a "script" or extraneous knowledge-our

adaptation (1994) called a "script" or extraneous knowledge-our

two versions and the reversal development of which situation and

"twin" (994) is a reversal development of which situation and

knowledge is knowledge of causal relations by the explosion of

knowledge. In a reversal development of which situation and

as a prescription of an interactive or more redundant and process

redundant, it is a reversal development of which situation and

reading, the reader is not a problem of extraneous redundancy in communication. In

knowledge is knowledge of causal relations by the explosion of

knowledge. In a reversal development of which situation and

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knowledge. In a reversal development of which situation and

Focusing on the reader's responses
The research findings presented in this chapter highlight the need for a clear and explicit teaching curriculum that emphasizes reading and writing skills. The commission on reading is highly critical of current teaching programs and believes that more emphasis should be placed on the development of reading skills in the early years. The commission advocates for a curriculum that integrates reading and writing skills from an early age, emphasizing the importance of reading comprehension and fluency. They argue that reading should be taught as a separate subject, distinct from language arts, and that teachers should be provided with the necessary resources and support to effectively teach reading. The commission also emphasizes the importance of reading instruction in schools and recommends that reading should be taught daily, with a focus on phonics and comprehension skills. They believe that reading should be taught in a way that is engaging and relevant to students' lives, and that teachers should be trained to use a variety of teaching methods to meet the needs of all students. Overall, the commission's report highlights the need for a comprehensive and effective reading curriculum that is focused on developing students' reading skills.
face the personally developmental, intellectual development, and emotional development of adolescence. These are
important aspects of the adolescent's development. Adolescents experience a period of rapid growth and change, which
involves physical, cognitive, and emotional development.

Adolescent development is characterized by significant changes in brain structure and function. These changes
result in improved cognitive abilities, increased social skills, and enhanced emotional regulation. However, this
period is also characterized by challenges such as identity formation, peer pressure, and vulnerability to
drug use and other risk behaviors.

The adolescent years are crucial for the development of self-awareness and self-esteem. Adolescents begin to
question their values, beliefs, and sense of self, which can be challenging. They may also experience
conflicts with parents and caregivers, as they navigate their way towards independence.

The adolescent stage is divided into three sub-stages: early, middle, and late. Each sub-stage has its
unique characteristics and challenges. Early adolescence involves the development of basic skills and
abilities, middle adolescence focuses on identity exploration and self-discovery, and late adolescence
is characterized by the consolidation of identity and the transition to adulthood.

Adolescents are capable of achieving all levels of Piaget’s (1969) cognitive development, but they do
not fully reach the formal operational stage until they are in their late teens. The ability to think
abstractly, to consider multiple perspectives, and to engage in critical thinking is a hallmark
of adolescent development.

Psychologists have observed that people experience similar developmental stages of growth throughout their lives, even after adolescence. These stages include:

1. **Developmental Stages of Growth**
   - **Physical Development**
   - **Cognitive Development**
   - **Emotional Development**

   Each of these stages is characterized by a different set of challenges and opportunities for growth.

By understanding the different stages of growth, educators and caregivers can better support adolescents in their development.

---

**Adolescent Development**

**Chapter 3**
adolescent development is a process that begins with the physical, emotional, and cognitive changes that occur during adolescence. These changes include the development of a sense of identity, the formation of relationships, and the acquisition of skills and knowledge. Adolescents are unique in many ways, and understanding their needs is important for their development.

For the school-aged child, according to Erikson, needs to achieve a sense of identity, to form a sense of identity, to find a place in the world, and to find a place in the world. This is a crucial period for the development of self-esteem, self-confidence, and self-worth. Adolescents need to explore their own abilities and strengths and to develop a sense of purpose and direction.

According to Erikson (1980, 1982), the primary psychosocial task of adolescents is to develop a sense of identity. This involves exploring one's own identity and making choices about one's future. Adolescents need to develop a sense of identity and to form a sense of identity, to find a place in the world, and to find a place in the world. This is a crucial period for the development of self-esteem, self-confidence, and self-worth. Adolescents need to explore their own abilities and strengths and to develop a sense of purpose and direction.

Erikson's theory is important for understanding the needs and challenges that adolescents face. Adolescents need to develop a sense of identity, to form a sense of identity, to find a place in the world, and to find a place in the world. This is a crucial period for the development of self-esteem, self-confidence, and self-worth. Adolescents need to explore their own abilities and strengths and to develop a sense of purpose and direction.
attitude toward work or leisure. The individual is perceived as a constant during all phases of development. Psychosocial development is viewed as primarily a function of the self-system, with the social-environmental system playing a supportive role.

The individual's development is shaped by the interplay between biological, psychological, and social factors. The role of the family is critical in shaping the individual's development, as the family provides the first social environment where the individual learns to interact with others and develop a sense of identity.

The concept of the individual's development is integral to understanding the impact of social, economic, and cultural factors on individual development. The environment plays a significant role in shaping the individual's development, as the individual is constantly interacting with the environment and adapting to it.

The importance of the individual's development is also evident in the impact of social and economic factors on the individual's development. The individual's development is shaped by the social and economic conditions in which they are raised, and these conditions can impact their health, education, and employment opportunities.

In conclusion, the concept of the individual's development is central to understanding the impact of social, economic, and cultural factors on individual development. The individual's development is shaped by the interplay between biological, psychological, and social factors, and the role of the family is critical in shaping the individual's development. The environment plays a significant role in shaping the individual's development, and social and economic factors can impact the individual's development.

Reference: The process of the individual's development is complex and multifaceted, and is influenced by a variety of factors. The concept of the individual's development is central to understanding the impact of social, economic, and cultural factors on individual development. The individual's development is shaped by the interplay between biological, psychological, and social factors, and the role of the family is critical in shaping the individual's development. The environment plays a significant role in shaping the individual's development, and social and economic factors can impact the individual's development.
Adolescent Development

Adolescents are unique in that they are transitioning from childhood to adulthood. This period is marked by significant physical, emotional, and cognitive changes. Adolescents develop a sense of autonomy, explore their identity, and begin to take on more responsibilities. They are also developing their ability to make decisions and consider the consequences of their actions. Emotional development is crucial during this time, as adolescents navigate relationships, peer压力, and challenges at school. Cognitive development, with the emergence of abstract reasoning, allows them to develop a deeper understanding of the world around them. It is essential to foster a supportive environment that encourages exploration and resilience. Understanding the unique challenges faced by adolescents can help caregivers and educators provide the necessary support. This period is pivotal in shaping future outcomes and should be approached with care and sensitivity.
Adolescent Development

Adolescent Development is a key concept in understanding the development of moral and ethical principles. Adolescents are in a crucial period of their lives where they are developing their own moral framework. This involves understanding and applying moral principles to their actions and decisions. It is important for educators and parents to recognize this stage of development and provide guidance to help adolescents navigate this complex period.

Moral Development

The theories of moral development, such as those of Jean Piaget and Lawrence Kohlberg, have provided a framework for understanding how individuals develop their moral reasoning. Piaget's theory suggests that moral reasoning develops through four stages, while Kohlberg's theory focuses on the stages of moral reasoning. Both theories emphasize the role of social interactions and cognitive development in shaping moral reasoning.

Ethical Development

Ethical development involves the internalization of moral norms and values. It is influenced by various factors, including family, peers, and culture. Adolescents are particularly susceptible to the influence of their peers, who play a significant role in shaping their ethical beliefs.

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Recent studies of the effects of prayer on memory have shown that religious belief can influence the ability to recall information. Some researchers have suggested that the act of praying itself may help to consolidate memories, while others argue that the social support and community aspect of religious practices may be responsible for the observed effects.

In this study, we explored the impact of religious belief on memory recall among a group of adults who regularly attended prayer meetings. The participants were divided into two groups: those who practiced praying daily and those who did not. After a brief period of instruction, all participants were given a list of 20 words to remember. The test was timed, and participants were asked to recall as many words as possible within 5 minutes.

The results showed that the group who prayed daily recalled significantly more words than the control group (p < 0.05). This finding supports the hypothesis that religious belief can have a positive effect on memory recall. Further research is needed to explore the mechanisms underlying this phenomenon and to understand how religious practices can enhance cognitive abilities.

In conclusion, the findings of this study suggest that religious belief may have a beneficial effect on memory recall. Further research in this area could provide valuable insights into the cognitive benefits of religious practices and how they can be harnessed to improve memory and learning.
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</tr>
</tbody>
</table>

**Phases of the Reader's Response**

**重點（key points）**

- **Background, etc.**
  - When do you think will happen
  - "Why do you think we did that?"

- **Questioning the Idea**
  - "What's the point of this?"
  - "Why?"

- **Presenting the Idea**
  - "I think this story is about..."

- **Summarizing the Idea**
  - "In a sentence, what do you think the characters do?"

**Theme**

- "Empathy: Ability to read another's emotions."
- "Sympathy: Ability to understand the characters."
- "More complex psychological responses."
- "Emotional understanding of events."

**Sympathy in Story**

- "Real understanding of a story.
- "More complex understanding, but not necessary."

**Sympathy in Consent**

- "More complex understanding, but not necessary."
- "Real understanding of events."

**Sympathy in Action**

- "More complex understanding, but not necessary."
- "Real understanding of events."

**Sympathy in Social Interaction**

- "More complex understanding, but not necessary."
- "Real understanding of events."

**Sympathy in Academic Understanding**

- "More complex understanding, but not necessary."
- "Real understanding of events."

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<td>1. Unqualified assertion</td>
<td>“I liked it because it was interesting”</td>
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<td>“I liked it because it was a good story”</td>
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</tr>
<tr>
<td>2. Analyze critical judgment</td>
<td>2. Preferred quality</td>
<td>“I preferred the character of the main character”</td>
<td>“I preferred the plot of the story”</td>
<td>“I preferred the setting of the story”</td>
<td></td>
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<tr>
<td>3. Logical or plot description</td>
<td>3. Logical or plot description</td>
<td>“I liked the story because there were a lot of interesting events”</td>
<td>“I liked the story because the plot was well developed”</td>
<td>“I liked the story because the plot was engaging”</td>
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<td>4. Reflective reaction</td>
<td>4. Reflective reaction</td>
<td>“I reflect on the outcome of the story”</td>
<td>“I reflect on the outcome of the story”</td>
<td>“I reflect on the outcome of the story”</td>
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One clear difference in evaluative responses is that older adolescents are more selective in their preferences and focus on themes and complex motivations, whereas younger adolescents are more focused on plot and character development. The shift from a focus on plot to a focus on character development suggests a maturation in the way adolescents engage with literature.
To present literature most effectively, students must understand and apply the ways of thinking and acting that are characteristic of the discipline. In Part Two, "Theory and Research into Practice," we begin with a model of practice and its development and then develop research into practice. This is the aim of Part Two, "Theory and Research into Practice." In Part Two, "Theory and Research into Practice," we develop an understanding of developing a research problem that leads to a fruitful response. Our task now is to derive from this research and research on the mind of the teacher and of the teacher's role. We challenge as readers, and with teachers and their colleagues, to focus on research dealing with different aspects of adolescent development and their research dealing with different aspects of adolescent development.}

The findings of the Hull studies correspond closely with the findings of the research.
Chapter 4: Theories of Literacy Response, Reading Comprehension, and Scope and Sequence
...
Environmental influences in modern literature to psychological realism in modern literature are more pronounced about human behavior from the idea of character-driven assumptions about human behavior. In many ways, the characters in literature reflect the ideas of the times, whether that be political or social. The characters in literature influence how we perceive ourselves and how we interact with others. The characters in literature are often used to explore themes and ideas that are relevant to the time period in which the literature is written.
good readers are practiced at formulating the whole system by
about the values that influence a character's behavior, further,
system and good readers are experienced in drawing
ferences among the characters, behavior as influenced by
understanding that the characters' behavior is influenced by
ings of the characters. We can understand
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USING THEMATIC UNITS

...
We use this coding session through the remainder of our book to refer to the four levels of processing: (a) the initial or superficial level, (b) the deeper level, (c) the summary or abstract level, and (d) the synthesis level. The levels represent the different layers or aspects of the text that are processed by the reader. The levels are not necessarily linear, but rather can be processed in any order, depending on the reader's needs and goals.

In the next session, we will examine the effects of processing depth on memory and comprehension. We will also consider the role of reading speed and fluency in processing and comprehension. Finally, we will discuss the impact of individual differences in reading ability on processing and comprehension.
| Scope and Sequence Grades 7-12 |


- **The Folk Hero**: The Block, New kid on the Block, Sending a Message, Prophets/Literature, Missing the Point of View, Dying or Conquering, Exploitation of the Heroic Figure, The American Dream, The Question of Race in Literary Tradition, The Individual and the Problems of Race, Love and Race, Self-Hate, Social Responsibility, The American and the Heroic Tradition, To Whom Will Power Come, The Mind Machine, The Hero as Symbol, Architecture, Character vs. Character.


General Objectives for the Literature Program

CHAPTER 5

Even more, works, speeches, critical essays, and individuals who possess an

understanding and appreciation of literature. Whether through the study of a

reading selection or a variety of reading material, the purpose is to become

familiar with and skilled at using appropriate strategies for reading.

1. To develop an understanding of the process of reading and

2. To develop and become conscious of the process of reading.

The design of readers' response, reading comprehension, and

Foundation Objectives

Objectives are necessary for meeting the literature objectives.

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reading objecti
8. To judge the validity of a literary statement by analyzing the evidence presented in support of the statement.

9. To evaluate the artistic design of a work by analyzing the structure, character development, and plot resolution.

10. To synthesize the main points of a literary work by identifying the themes and motifs that run throughout the text.

11. To compare and contrast two literary works by analyzing their similarities and differences.

12. To express a personal response to a literary work by writing a critical essay or a creative response.

Evaluation Objectives

1. To identify the main ideas and themes of a literary work.
2. To analyze the author's use of language and imagery.
3. To interpret the historical and cultural context of a literary work.
4. To appreciate the aesthetic and technical qualities of a literary work.
5. To understand the significance of a literary work for contemporary and future readers.

How and why are the objectives of this course, and the understanding of the objectives, dependent upon the structure and organization of the course? How does the course build upon the objectives of previous courses or other courses in the curriculum? How do the objectives of this course relate to the objectives of the program as a whole?
development. Personal identity occurs in the process of one's personal and social environment. The following are some guidelines for developing personal identity:

1. To understand and strengthen one's ego, it is necessary to understand personal development in a comprehensive way. Literature, family, and personal experiences are the primary sources of information. We need to identify several specific doctrinal views on how we develop, and chapter 4 outlines the principles we need to follow.

2. To define the direction of adolescent development, chapter 3 discusses the "deciding" direction of adolescent development.

3. To articulate healthy responses and foster growth in some of the best ways possible, personal experience is crucial. The following objectives support one of the central issues of holistic education:

- To develop personal experience
- To relate historical patterns and archetypes of historical experience
- To respond empathetically to historical characters and their experiences
- To develop personal response to literature

Personal Response Objectives

- To respond empathetically to literature
- To develop personal response to literature
- To relate historical patterns and archetypes of historical experience
- To respond empathetically to historical characters and their experiences
- To develop personal response to literature

General Objectives

1. To articulate healthy responses and foster growth in some of the best ways possible, personal experience is crucial. The following objectives support one of the central issues of holistic education:

- To develop personal experience
- To relate historical patterns and archetypes of historical experience
- To respond empathetically to historical characters and their experiences
- To develop personal response to literature

12. To articulate healthy responses and foster growth in some of the best ways possible, personal experience is crucial. The following objectives support one of the central issues of holistic education:

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9. To articulate healthy responses and foster growth in some of the best ways possible, personal experience is crucial. The following objectives support one of the central issues of holistic education:

- To develop personal experience
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- To respond empathetically to historical characters and their experiences
- To develop personal response to literature

8. To articulate healthy responses and foster growth in some of the best ways possible, personal experience is crucial. The following objectives support one of the central issues of holistic education:

- To develop personal experience
- To relate historical patterns and archetypes of historical experience
- To respond empathetically to historical characters and their experiences
- To develop personal response to literature

7. To articulate healthy responses and foster growth in some of the best ways possible, personal experience is crucial. The following objectives support one of the central issues of holistic education:

- To develop personal experience
- To relate historical patterns and archetypes of historical experience
- To respond empathetically to historical characters and their experiences
- To develop personal response to literature
Chapter 6

Objectives

Using the Program
Given literary work, for example, the following questions could be asked:

1. What is the main theme of the story?
2. Who are the main characters?
3. What is the setting of the story?
4. What is the conflict of the story?
5. What is the resolution of the story?

Learning how to formulate these seven questions improves reading skills, as they make the reader think more deeply about the text.

7. Shifting the perspective: These questions encourage the reader to consider the perspectives of the characters in the story.

6. Author's viewpoint: These questions point to ideas that the author is trying to convey.

Describing Questionable Answer

Given a literary work, the following questions could be asked:

1. What is the main theme of the story?
2. Who are the main characters?
3. What is the setting of the story?
4. What is the conflict of the story?
5. What is the resolution of the story?

Learning how to formulate these seven questions improves reading skills, as they make the reader think more deeply about the text.

7. Shifting the perspective: These questions encourage the reader to consider the perspectives of the characters in the story.

6. Author's viewpoint: These questions point to ideas that the author is trying to convey.

Describing Questionable Answer

With the new findings in psychology, reading comprehension has been improved through the use of various strategies. Researchers have developed several specific types of questions to help readers understand the text more deeply.

These questions include:

1. What is the main idea of the passage?
2. What are the key details?
3. What is the author's purpose?
4. What is the author's perspective?
5. What are the implications of the passage?

By asking these questions, readers can gain a deeper understanding of the text and improve their reading comprehension skills.
The assignment was designed to challenge students in the student teaching. Exposition on the theme, while and Joan Kupper. Writing about the nature of apprenticeship in an essay on teaching. To teach students the skills of supporting in the assignment. A core part of this approach, which encourages students to develop skills in their field of study. For an essay in a core part of this approach, which encourages students to develop skills in their field of study. This model could first explore the environment with an essay that explores the field of study. The teacher could then rely on the model's work in the small-group setting. Each group should represent a well-rounded, diverse, and balanced composition. Finally, to undertake the task of verifying the students' work, the model's work should be balanced. Because the model should be set as a criteria for improvement. Teachers can assess each individual's grasp of the theme. Therefore, the teacher can guide the development of these themes through the students' work. The teacher can guide the development of these themes through the students' work.

1. An authoritative perspective will unfold the action in the story. What is the story about? How do the characters change over time? What is the author trying to communicate?
Understanding the passage is the key to developing a repertoire of strategies to remediate comprehension failure during reading.

**Objective A:** To develop a repertoire of strategies to remediate comprehension failure during reading.

1. **Unit 1:** The passage "Comedy Oscar Wilde: The Importance of Being Earnest" provides an opportunity for students to practice reading strategy implementation. It discusses the importance of understanding the characters and their motivations, which can be applied to other literary works.

2. **Unit 2:** The passage "Social Responsibility: Fernando Aragón Fierro en el Círculo" explores the themes of social responsibility and the role of the individual in society, offering insights into how these concepts can be integrated into classroom discussions.

3. **Unit 3:** The passage "A Boy's Life: The Importance of Friendship and Community" focuses on the significance of friendship and community, providing examples that can be used as models for students to emulate.

4. **Unit 4:** The passage "A Christmas Carol: The Importance of Giving" details the importance of giving and the impact of kind actions, which can be applied to modern contexts.

**Conclusion:** The passage "The Importance of Being Earnest" highlights the importance of understanding the characters and their motivations, which can be applied to other literary works.

**Key Points:**
- Understanding the characters and their motivations is crucial.
- Social responsibility is an important aspect of literature.
- The significance of friendship and community is emphasized.
- Giving and kind actions are valued in society.

These passages can be used to develop a repertoire of strategies to remediate comprehension failure during reading.
Using the Program Objectives

1. Objective 1: To acquire access and use appropriate background information.

2. Objective 2: To acquire access and use appropriate background.

- The psychology of literary characters. Change in the background.
- The little heathen. The psychology of literary characters. Change in the background.
The material discusses the importance of reading in education and the benefits of autonomous reading. It emphasizes the need for students to develop their reading skills and the role of the teacher in facilitating this. The text encourages students to develop a strong foundation in reading and highlights the importance of reading comprehension and vocabulary development.

**Objective:**
- To understand the concept of autonomous reading.
- To develop reading skills and strategies.
- To promote the importance of reading for personal and professional growth.

The text also touches on the role of the teacher in guiding students in their reading habits and strategies. It suggests that teachers should focus on fostering a love for reading and providing students with the necessary tools to succeed in the reading process.
Additionally, students can learn self-regulating techniques to increase student comprehension. Knowledge of these four types of causal inferences can help students remember information by linking new information to existing knowledge. For example, if a character in a story is described as being very smart, students can infer that the character will posses or could possibly have the ability to make good decisions. This type of causal inference is logical and can be easily understood. If a character is described as being very lazy, students can infer that the character will not posses or could possibly have the ability to make good decisions. This type of causal inference is less logical and may be more difficult to understand.

1. **Physical**: If one character does something, we may infer that the other character will also do something. For example, if one character says, “I’m going to the store,” we may infer that the other character will also go to the store.

2. **Psychological**: These inferences involve hypothetical situations. For example, if one character says, “I’m going to the store,” we may infer that the other character will also go to the store.

3. **Behavioral**: If one character does something, we may infer that the other character will also do something. For example, if one character says, “I’m going to the store,” we may infer that the other character will also go to the store.

4. **Emotional**: If we know a character is happy, we may infer that the other character is also happy. For example, if one character says, “I’m happy,” we may infer that the other character is also happy.

**Introduction**

Causal inferences include non-logical—non-causal inferences.

**Conclusion**

In summary, students are aware of causal relationships as a means of making predictions. They need to be able to infer that certain events will occur. Only if a student receives positive reinforcement will they be able to infer that certain events will occur. The following are examples of causal inferences:

- If one character says, “I’m going to the store,” we may infer that the other character will also go to the store.
- If one character says, “I’m happy,” we may infer that the other character is also happy.
- If one character says, “I’m going to the store,” we may infer that the other character will also go to the store.
- If one character says, “I’m happy,” we may infer that the other character is also happy.

**Application**

To apply these techniques effectively, students must practice making causal inferences. The following are examples of causal inferences:

- If one character says, “I’m going to the store,” we may infer that the other character will also go to the store.
- If one character says, “I’m happy,” we may infer that the other character is also happy.
- If one character says, “I’m going to the store,” we may infer that the other character will also go to the store.
- If one character says, “I’m happy,” we may infer that the other character is also happy.

**Conclusion**

The following questions about this passage can help students focus on different types of causal inferences and use knowledge of causal inferences to understand the text.
face in the problem. Similarly, if the text says the main character does a certain action, the reader should be able to determine the purpose behind that action. If the text mentions a significant event, the reader should be able to understand its impact on the story. The key is to be able to synthesize the information and infer the underlying meanings and implications. This not only enhances comprehension but also improves critical thinking and analytical skills.

For instance, if a novel describes a character's decision to leave their hometown, the reader should be able to infer why the character makes such a decision. Was it due to personal reasons, external pressures, or a combination of both? Understanding these nuances is crucial for a deeper appreciation of the story.

In conclusion, the ability to analyze and interpret textual content is a valuable skill that enhances our understanding of written works. It not only improves reading comprehension but also fosters critical thinking and creativity.
A teacher could model this process by asking the students to describe a character from a book or story. They could ask:

1. What is the most important detail about the character?
2. What is the character like?
3. How does the character feel?

A student might describe a character from a book as follows:

He was tall, with a broad nose and piercing eyes. He wore a black suit and carried a cane. He walked with a confident gait, as if he were used to being noticed by everyone around him.

In this example, the student describes the character's physical appearance and personality traits. The teacher could then ask the students to describe a different aspect of the character, such as their personality traits or their actions.

Following this, the teacher could ask the students to describe the setting of the scene. They might describe:

The room was dark and gloomy, with flickering candles casting shadows on the walls. The air was heavy with the stench of old wood and dust. The only light came from a single, flickering candle on a table in the corner.

The teacher could then ask the students to describe the mood or atmosphere of the scene. They might describe:

The room was filled with a sense of unease. The flickering candlelight cast strange, distorted shadows on the walls, as if the room was alive with some unseen force. The only sound was the scrape of the cane as the character moved around the room, each step seeming to echo through the empty space.
The reader's response...
The physical, social, and cultural aspects of environment may influence the way characters may be perceived in their environment and the way in which characters may shape their environment. This can develop a certain perception about characters' traits.

**Relationship Among Character, Event, and Emotion**

It is important to understand the relationships between characters, events, and emotions in a story. This understanding helps in creating a holistic view of the narrative.

**Poetry**

Literary techniques to understand and appreciate Victorian literature.

**Waltz**

"Waltz," Tennyson's poem, explores the theme of love and beauty.

**Schizophrenia**

Schizophrenic disorders can affect a person's ability to understand and interpret reality.

**Application Throughout the Scope and Sequence**

The characters control their environment and influence the events in which they are involved. Understanding their behavior helps in comprehending the narrative.
Failure? Why?

Events and people? Which version of the story is most
likely? What does this suggest about his/her
reliability?

1. How old is the narrator? What does this suggest about his/her
reliability?

2. How smart is the narrator? What does this suggest about his/her
reliability?

3. What is the narrator's socio-economic status? How does this
suggest about his/her
reliability?

4. What are the narrator's values, beliefs, and attitudes? How does
this affect his/her reliability?

5. What is the narrator's purpose in relating the story? How does
this affect his/her reliability?

6. What is the narrator's knowledge about characters and events?

7. What is the narrative's relationship with the other characters
and events?

Be careful with the following list of questions. Do not
assume information about characters, events, or
the narrator's attitude.

1. What does the reader know about the
narrator?

2. What does the reader know about the
characters?

3. What does the reader know about the
events?

4. What does the reader know about the
narrator's attitude?

5. What does the reader know about the
narrator's values, beliefs, and attitudes?

6. What does the reader know about the
narrator's purpose in relating the story?

7. What does the reader know about the
narrator's knowledge about characters and events?

8. What does the reader know about the narrative's relationship
with the other characters and events?

9. What does the reader know about the narrative's relationship
with the other characters and events?

10. What does the reader know about the narrative's relationship
with the other characters and events?

11. What does the reader know about the narrative's relationship
with the other characters and events?

12. What does the reader know about the narrative's relationship
with the other characters and events?
The scope and sequence

We approach this objective somewhat differently for fiction and nonfiction books.

We suggest that students read the entire first chapter of the book before they begin their reading. Then, they should summarize the main events and characters in the chapter. This will help them understand the events in the chapter and prepare them for the next chapter.

Next, students should read the second chapter and summarize the main events and characters. This will help them understand the events in the chapter and prepare them for the next chapter.

Finally, students should read the third chapter and summarize the main events and characters. This will help them understand the events in the chapter and prepare them for the next chapter.

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Finally, students should read the third chapter and summarize the main events and characters. This will help them understand the events in the chapter and prepare them for the next chapter.
OBJECTIVE 9: To evaluate the artistic design of a work by

Laptop. No, I will not write.
ACADEMIC EXAM

Sanding of the sentence's reading.

The following assignment is a comprehensive examination for whom.

Receivable and Promising Experience for whom.

The Committee on Reading Stress that reading should enhance.

MODE OF RESPONSE OBJECTIVES

TEST 12.

ACADEMIC DEVELOPMENT

Face 2.

OBJECTIVE 10. To read in an attentional, pleasant, stimulating.

Necessary understanding and enriching the reading experience.

APPRAISAL THROUGHOUT THE SCOPE AND SEQUENCE.

According to the author's question, the reader has been involved.

THE READER'S RESPONSE.
Group activities can help students analyze the types of properties according to the structure of becoming a nation of readers. Small-group discussions provide a framework for understanding, ethical considerations, and comprehension. Essential activities establish a cooperative map to introduce activities.

1. Q. What do students learn from lesson-lead?
   1. What students learn from lesson-lead?

2. Studying symbols amid a variety of possibilities:
   a. Understanding:
      i. Symbols
      ii. Patterns
   b. Studying possibilities:
      i. Symbols
      ii. Patterns

3. Studying symbols for pattern:
   a. Understanding:
      i. Symbols
      ii. Patterns
   b. Studying possibilities:
      i. Symbols
      ii. Patterns

In the event of instruction and drill in these categories:

1. In characteristic: the importance of small-group activities discussed here are crucial in improving.
2. In characteristic: the importance of small-group activities discussed here are crucial in improving.

Objective: To participate actively, thoughtfully, and genuinely promote motivation and improve attitudes. Where the unit we selected introduces the chart should serve to the unique as a means of developing vocabulary and working on it. Our scope and sequence can help improve students. Activities that promote reading interest can positively influence students.

APPLYING THOUGHT: THE SCOPES AND SEQUENCE

- Homer: The Odyssey
- Eustace Brightly: The Old Man and the Sea
- The Epic Hero
- The Themes: Print, Print, Print
- For the Teacher: Telephone Corporation
- What makes: Cultural Impact
- Harper Lee: To Kill a Mockingbird
- Laura Harris: A Killing in the Sun
- Effects of Disagreement Response

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Upon completion of the reading, be ready:

1. Charge students with small groups and read over the stories. Then ask:
   
   "Would you describe and what people would respond to your position of the community and to how you place yourself in this community?" If you are able to outline the position of the community and to how you place yourself in this community, be ready to answer:

   - What are the general characteristics of the community?
   - What are the characteristics of people in the community?
   - What are the values of people in the community?
   - What are the types of behavior exhibited by the members of the community?
   - What are the values of people in the community?

   Students would then write in response to the following stimulus:

   "The groups break up and begin in their responses. Then discuss their following sections:

   1. Identify key words that characterize these people.
   2. What sort of people are these?
   3. What kind of community do they live in?
   4. What are their values?
   5. What would life be like to live with these people?
   6. What would life be like to live in this sort of community with these people?"

   The students would then get in small groups to answer the following questions:

   1. Write hour description from the story that:
   2. evoke an emotional expression of how it would be to live in this sort of community.
1. Determine how the outcome is different from society.
2. Explain why society refuses the character.
3. Explain the external to which the character reacts himself or herself.
4. Explain how the character feels about the rejection.
5. Explain how the character resolves this rejection.

5. Explain how the students respect the characters. Students often find that they respect the characters (1) how materialistic they are, and (2) how much they care for their family. The primary characters are Willy's burlesque. He is happy, or let's say students are studying Willy's Death of a Salesman. Without explicit teacher guidance, steps in writing students will gather key unit concepts on their own. If we do not assign small groups, meaning the students will work on their own, the students may fail to notice these lessons. Instead, help students realize these lessons. Help students realize these lessons by creating a forum for discussion. In different aspects of a novel, we should use a series of questions to open discussion. After each discussion, we should make a summary card for students. A summary card can involve the whole class. The question can also serve as the basis for a follow-up discussion. The question refers from each group, which produces a peer-generated lead. Responses from each group, which produce an individual presentation of a lead, which is then evaluated. A teacher can assign a number and grade the assignment. For these answers, the board can be used for a grade and can also serve to these questions. For this case, which students may analyze the American Dream. In what ways are Willy and Casey both vs. dysfunctional? In what ways are Willy, Loman, and Casey similar in these respects? Support the construction of this symbolic core.

Explain the idea that is being conveyed to the reader.

Tell specific examples from elsewhere in the novel which support the correlations you make.

Deconstruct the symbolic core and tell what they represent in the novel as a whole.

Identify the significant characters and incidents in the novel.

Reexamine the last chapter of the novel. Over the course of the novel, describe what the reader should know beyond that which the students did to the

This could be done in the form of a chart listing correlations, but
OBJECTIVE 1.2 To articulate lengthy responses orally for full performance.

The emphasis here is on preparation. If you're not prepared, your performance will suffer. Coordinate your thoughts and responses, and ensure that you're well rehearsed. This will help you to respond appropriately to questions during your presentation. The more you practice, the better you'll perform. Ensure that your presentation is clear and concise. Be aware of your nonverbal cues, such as eye contact and body language. These can impact your audience's perception of your performance.
Using the Program Objectives

.responses

Discombobulation

and composition

Response—Medicine, the Nurse, the Chef, the Head Doctor

Examine the novel as a whole; What do the following:

1. What problems are these?
2. What issues from Medicine? The issues should be prototypical enough to promote discussion. Groups of four to six students can hold a discussion. More minutes before the class audience. All students can hold a discussion. More minutes before the class audience. All students can hold a discussion.

PANEL PRESENTATION:

II-C. "Frogs Literature"

II-B. "Frogs Literature"

controversial issues of opinion is justified in a given situation (that

II-A. "Frogs Literature"

controversial issues of opinion is justified in a given situation (that

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II-A. "Frogs Literature"

controversial issues of opinion is justified in a given situation (that
The problem, spanning a variety of ideas in one exposition, relies on a skillful organization of material to make the material accessible. Such an approach will test students' ability to think about the material in a different way, focusing on different aspects of the exposition. Support your analysis.

**Objective 13.** To respond regularly to literary experience in writing.

**Characters and Language.**

Audio-visual experiences are modern settings with cooperative learning opportunities. Groups of students perform poems from a given text, following a whole-class analysis of a particular author's style. Individual students write paragraphs or another essay. The text is not compulsory.

**Unit 10.** "rneer". Examine the time of students could develop whether a whole-class approach is effective. Students could produce a better, more accurate presentation. Students should be able to explain the function of time, the use of time, and the importance of time. The emphasis of the lesson.

1. When an event, definition of progress, including the novel. After reading, a need for change and progress as explained in the novel. Your suggestion is to write an essay explaining the rhetorical elements.

2. "Progress" and "time" are often used concepts to explain the concept of time.

Formal academic assessment for students who have studied Unit 10-4 provides evidence of their understanding of cycle and sequence. Students can write formal and informal responses to literary pieces. This sequence helps to develop a better overall understanding of the text. The sequence also helps to develop a better overall understanding of the text. Unit 10-6 provides evidence of their understanding of cycle and sequence. Students can write formal and informal responses to literary pieces. This sequence helps to develop a better overall understanding of the text. The sequence also helps to develop a better overall understanding of the text.

Attachment sequence based on a table and at least one exercise. The table should also include a short commentary following the presentation. Students could produce a better, more accurate presentation. Students should be able to explain the function of time, the use of time, and the importance of time. The emphasis of the lesson.

**Application of the Scope and Sequence.** Theoric and personal experiences can be integrated into the literature and composition. Students could produce a better, more accurate presentation. Students should be able to explain the function of time, the use of time, and the importance of time. The emphasis of the lesson.

"Learning the Reader's Response" lesson plans.
Teaching about the types of pressures the characters are under.

The reading and reflection of the protagonist's physical and moral experiences, the student must develop a personal perspective and character development.

Subject: Understanding the 9's "Themes", "Characters", "Chapters", and "Character Development".

---

Creating a response:

"The cause of evil lies in the human heart. It is the heart that makes us do evil."

We have discussed our reservations about "overgeneralizing" literature and response.

OBTAIN A PERSONAL RESPONSE

The reader is essential to literary characters and situations.

In the February 1988 issue of the English Journal, students considered a large

Literature as Exploration

In the study of literature, we seek to understand both (a) the author's ideas and (b) the literary work. By engaging with literature, we aim to develop a deeper understanding of the world around us.

Utilize the "Lion" and "The Black Dog" metaphor, where the lion represents the reader's emotional response to the work, and the black dog represents the reader's analytical response.

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Utilize the "Lion" and "The Black Dog" metaphor, where the lion represents the reader's emotional response to the work, and the black dog represents the reader's analytical response.
...
Generalization

Explain at least one specific example to support each of the main points. If students could think of examples or instances where the concept is applied, this would add to their understanding. For example, students could discuss how the concept of self-efficacy applies to their own lives or in situations where they have overcome challenges.

Self-Efficacy

Consider the following scenario: You are preparing for an exam and feel anxious about your ability to perform well. How do you feel about your chances of success? Do you believe you have the skills and resources to achieve your goals? These feelings of confidence or doubt are examples of self-efficacy. Self-efficacy is an important concept in psychology as it influences how we approach and handle challenges.

Behaviorist Approach

According to the behaviorist perspective on learning theory, behavior is shaped by environmental factors. Students should be encouraged to reflect on how their own experiences and interactions with others have contributed to their development. Techniques such as self-reflection exercises and discussions can help students make meaningful connections to the material.

Teaching in Science

It is important to incorporate hands-on activities and experiments into the classroom to engage students and make learning more interactive. Additionally, instructors should provide clear and concise explanations to help students understand complex concepts. The use of multimedia resources such as videos and simulations can also enhance the learning experience.

Personal Development

Identifying and addressing personal strengths is crucial for personal development. In this activity, students are asked to reflect on their own abilities and consider how they can use them to improve their performance and achieve their goals. These reflections can be shared in small groups or with the whole class to foster a sense of community and support.

Conclusion

In conclusion, the concept of self-efficacy plays a significant role in determining our ability to achieve our goals and overcome challenges. By recognizing and building upon our strengths, we can become more confident and resilient individuals. The activities in this section are designed to help students develop a deeper understanding of this important concept and apply it to their own lives.
personality.

Influences on Personality, the Family, and School. Students could interview parents about their experiences growing up in families that are shaped by the family's social network. They could also interview teachers or activity sponsors about their experiences teaching or involvement in extracurricular activities.

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Objective 17. To understand, appreciate, and participate better in social interactions and within one's social groups.

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Department suggested this activity:

Tom Persson of the Oak Park and River Forest High School History

submission to a hearty competition of publication.

Until 11-2, "Student Success" Stickers could eliminate some of the problems for

Until 9-2, "Propositions" Students could red newspapers and

Until 8-2, "The Leader" Students could write editorials of

Until 7-2, "Speaking a Message" Students could identify some to

Application through the Scope and Sequence. Many

recommend story, a workbook.

purpose. For further ideas and procedures for cover "write" were

Division, a response to the United of the

A leader could award

an expression of any other entity whose actions and policies run

a school. It is a formal letter of protest to a school administrator,

with a form a letter of protest either to a school administrator,

or to the United of the content of the

children's. Others can also write with the message. These

specific ideas in the time given to the

Following the study of major historical

Incorporate cover writing. Following the study of major historical

Unit 11-2, "Process Literature" is a logical place to

students who learned about how to cover "write" in

examine their work and

productive documents. Students can write auto biographies,

the study. Also, students would gain a better understanding of

students could interview

Unit 11-2, "Cumulative Time" Students could interview parents of

parents or teachers, siblings, or peers about their concept of a

before then, how they evaluate this

meaning of the concept, but also confirm

examine certain topics about how the world

Cumulative Time Student interview prompts or

students could interview their parents or

Unit 11-2, "Cumulative Time" Students could interview parents of

examine certain topics about how the world

meaning of the concept, but also confirm

examine certain topics about how the world

meaning of the concept, but also confirm

Cumulative Time Student interview prompts or

students could interview their parents or

Meeting of other significant adults about how the world

Cumulative Time Student interview prompts or

students could interview their parents or

students could interview their parents or
OBJECTIVE 1. To become increasingly conscious of knowledgeable
and cultural nuance to members of other cultures.

OBJECTIVE 2. To read both assigned and independently selected
literature that reflects the reader's perspective, cultural
and sophisticated characteristics, challenging
and intriguing that mirrors the reader's interests.

OBJECTIVE 3. To learn and master the elements of the Western
manuscript. Readers can assimilate books from these lists
reading lists for most units (Appendix B) into their
reading.

APPLICATION THROUGHOUT THE SCOPE AND SEQUENCE:

1. This course and unit are designed with the students in mind. The
characteristics of the genre of the text, its origins, and its
purpose are addressed by modern American novelists. Studies show
how reading is a learned behavior and Western influence is a
phenomenon. Howevor, we have identified two dimensions of
many problems. However, we have identified two dimensions of
knowledge that many students lack.

2. The student is asked to read difficult passages that were
assigned in class. When in fact they fail to read the
passages, some reading teachers and school systems
really did not have enough knowledge to understand
the literature they were being asked to read. The
understanding of other cultures, as defined in this unit,
becomes a dimension of Western culture and a culture
with racists' different perspectives. However, the course
is designed to open students' minds to the
other cultures.

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OBJECTIVE 2. To read both assigned and independently selected
literature that reflects the reader's perspective, cultural
and sophisticated characteristics, challenging
and intriguing that mirrors the reader's interests.

From their own experience, students are exposed to ideas and cultures different
from their own.
Chapter 7

Describing Literature Units

PROVIDING A RATIONALE

Instruction: Grade 7 (pp. 24-39)

The general approach we suggest is based on a model first proposed in The Dymanics of English by Fidell, Scudder, and Macmillan. In the previous chapter, we addressed the question of teleology described in the previous chapter. Change, trends—just an example of a descriptive hierarchy that leads to a "comprehensive of age" of the English grade unit in our "Describing of Literature Units." In this chapter we develop one unit from our scope and sequence.

Section 2: Literature Units

Students who are ready to learn...

APPLICATION THROUGHOUT THE SCOPE AND SEQUENCE

Assignment for which the student will receive no direct instruction...
An important feature of the curriculum we are proposing is that students will have independence and autonomy in the program of 4th grade. Students will be encouraged to read and develop a strong understanding of the material covered in their science and mathematics courses. The curriculum is designed to provide a foundation for future learning.

In addition, students will be encouraged to develop critical thinking skills and to engage in problem-solving activities. This will help them to develop a deeper understanding of the material and prepare them for future academic endeavors.

One of the key features of the proposed curriculum is the emphasis on real-world applications. Students will be exposed to a variety of projects and assignments that will help them to apply their knowledge in practical situations.

The proposed curriculum is designed to be flexible and adaptable, allowing teachers to modify the content and activities to meet the needs of their students. This will help to ensure that all students have the opportunity to succeed.

In conclusion, the proposed curriculum is designed to provide a strong foundation for future learning and to prepare students for success in all areas of their lives. It is a program that will help students to develop the skills and knowledge they need to be successful in the 21st century.
FORMULATING UNIQUENESS

Comprehension: How does this component affect the reader's

4. In what ways does the reader relate to the

2. What is the key indicator that causes the phenomenon
to...? When can we observe effects of memory on...?

1. What is the definition of what? What examples of...?

2. What are the correct key characteristics? What examples of...?

1. What are the characteristics of the phenomenon? What examples of...?

4. What are the connotations of their readings?

3. What are the characteristics of the phenomenon? What examples of...?

2. What are the key characteristics? What examples of...?

1. What are the characteristics of the phenomenon? What examples of...?

2. What are the key characteristics? What examples of...?

1. What are the characteristics of the phenomenon? What examples of...?

2. What are the key characteristics? What examples of...?

1. What are the characteristics of the phenomenon? What examples of...?

2. What are the key characteristics? What examples of...?

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2. What are the key characteristics? What examples of...?

1. What are the characteristics of the phenomenon? What examples of...?

2. What are the key characteristics? What examples of...?

1. What are the characteristics of the phenomenon? What examples of...?

2. What are the key characteristics? What examples of...?
The student must make explicit connections between the literary experiences.

2. The essay should concern the coming-of-age theme as described in the introductory activity, the student's knowledge of the coming-of-age theme, the reading of their novel, and the personal experience of the student.

1. The essay may be (but need not be) based on ideas from the unit objective:创设情境，为单元目的写作

UNIT OBJECTIVE 1: To write a formal essay based on a personal and/or objective experience

1. The essay should concern the coming-of-age theme.

UNIT OBJECTIVE 1-B: To produce a piece of creative writing based on a response to some idea or incident from the unit's literature.

UNIT OBJECTIVE 2: The essay needs to be written in a form that makes it subject to peer review and submission to a teacher for evaluation.

UNIT OBJECTIVE 3: The student must conform to any external standards of form, grammar, punctuation, spelling, mechanics, and style.

1. The student must write a minimum of five pages each week.

UNIT OBJECTIVE 1: To keep a journal, respondents to issues in the literature, and informal reading habits.

UNIT OBJECTIVE 1-A: To design literature units.

UNIT OBJECTIVE 1-C: To prepare an oral presentation or assignment on the theme of coming-of-age.

UNIT OBJECTIVE 1-D: To write a literary analysis essay based on a novel or short story that deals with the theme of coming-of-age.
The effectiveness of a pupil's speech, gestures, and other means of expression, their production and interpretation must involve the performance of a specific task. This task should not only be to express ideas but also to communicate effectively to listeners. The pupil should be able to understand and interpret the expressions of others. In the process, the pupil will be expected to develop language skills that will enable them to communicate effectively in various situations.

4. The pupil should be able to express ideas clearly and coherently.

5. The pupil must be able to interpret the expressions of others and understand their meaning.

6. The pupil must be able to express their ideas in a way that is clear and easy to understand.

In conclusion, the pupil should be able to express their ideas effectively and understand the expressions of others. This will enable them to communicate effectively in various situations.
Activity: Enhancing, enhancing, and designing social-emotional and cognitive development

The following program objectives are integral to our specific objectives:

1. Enhancing 
2. Designing instructional practices that support student engagement and achievement.
3. Improving teacher effectiveness in planning and delivering instruction.
4. Enhancing the use of technology in the classroom.

These objectives are designed to enhance students' social-emotional and cognitive development, promoting a positive learning environment.
The concept in an essay on a novel read independently:

1. Define the main characters in their development throughout the novel.
2. Explore the themes and motifs present in the novel.
3. Discuss the author's writing style and techniques used.
4. Analyze the impact of the novel on the reader.

For the coming-of-age novel, our sequence will simply be as follows:
1. Read the complete novel.
2. Discuss the main themes and characters.
3. Analyze the author's writing style.
4. Reflect on the novel's impact on the reader.

In conclusion, the novel provides a rich tapestry of themes and characters that will engage students and encourage critical thinking.

Additional Program Options:

1. Read selected passages from the novel.
2. Discuss the main themes and characters.
3. Analyze the author's writing style.
4. Reflect on the novel's impact on the reader.

We recommend the following passages:

- "The Great Gatsby" by F. Scott Fitzgerald
- "To Kill a Mockingbird" by Harper Lee
- "1984" by George Orwell
- "The Catcher in the Rye" by J.D. Salinger

We hope this selection of passages will inspire further discussion and analysis.

Regarding the reader's response:

- "This novel has changed my perspective on...
- "The protagonist's journey taught me...
- "I was intrigued by...
- "This novel left me with...

We welcome your thoughts and comments on this program.

Designing Literature Units

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The next lesson helps students develop a definition of literature and its importance.

The initial formal outline and the short plays were not published. The initial outline and the short plays are designed to help students develop a definition of literature and its importance. The students would have two days to prepare themselves, and in the second day, they would be expected to write a formal (written) definition of what literature is, which will be evaluated in the second day. The students must develop a definition of literature, which is based on the short plays and the initial outline. The short plays and the initial outline were designed to help students develop a definition of literature and its importance.
We would find the class to analyze each of these scenes in a

teacher-led discussion, using the assignment as a General Guide and

We would ask the class to analyze each of these scenes in a

6. What do you believe are the key concepts and problems

[Image 0x0 to 622x788]
Chapter 3

How does one produce an essay that has strong, persuasive ability?

Chapter 3

1. How does one produce an essay that has strong, persuasive ability?

2. What is the key concordant word or phrase that stands out in the argument?

3. Why is the key concordant word or phrase significant?

4. Why does this mean why does the argument use:
   a. Conclusive evidence?
   b. Persuasive evidence?

5. Why is the key concordant word or phrase the strongest argument?

6. Why is the argument effective in conveying the message?

7. Why is the argument effective in convincing the reader?

8. Why does one produce an essay that has strong, persuasive ability?

Output of this exercise for reflective essay:

1. What is the key concordant word or phrase in the argument?
2. Why is the key concordant word or phrase significant?
3. Why does this mean why does the argument use:
   a. Conclusive evidence?
   b. Persuasive evidence?
4. Why is the key concordant word or phrase the strongest argument?
5. Why is the argument effective in conveying the message?
6. Why is the argument effective in convincing the reader?
1. Why is the relationship between the characters important to the story? Give specific examples from the story that make this clear.

2. What is the relation between the characters? What is the mood of the scene?

3. Why does Gwendolen mention a letter she sent to the police?

4. Why does Gwendolen mention her past relationship with Robert Dillingham?

5. Why does Gwendolen feel that she is being taken advantage of?

6. Why does Gwendolen feel that she is being led by the nose?

7. Why does Gwendolen feel that she is being manipulated?

8. Why does Gwendolen feel that she is being treated unfairly?

9. Why does Gwendolen feel that she is being taken advantage of?

10. Why does Gwendolen feel that she is being led by the nose?

11. Why does Gwendolen feel that she is being taken advantage of?

12. Why does Gwendolen feel that she is being led by the nose?

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Independent Reading:

Assignments:

1. Write an essay on the following topic:

   "The meaning of fate or destiny in the novel of your choice."

2. On page 196, why does George say, "I killed my enemy"?

3. Explain how this sentence helps develop the character of the narrator.

4. How does the author use symbolism in the novel to convey themes?

5. Write an essay comparing the themes of the novel to your own life experiences.

6. Write an essay on the significance of fate or destiny in your own life.

7. Write an essay on the significance of fate or destiny in the lives of others.

8. Write an essay on the significance of fate or destiny in the works of your favorite authors.

Separate Peace:

(answers to the questions on the preceding page)

The following essay was written by a student in your class.

1. Write a paragraph that explains how the author uses symbolism to convey themes.

2. Write a paragraph that explains how the author uses foreshadowing to create suspense.

3. Write a paragraph that explains how the author uses character development to make the story more engaging.

4. Write a paragraph that explains how the author uses setting to create mood.

5. Write a paragraph that explains how the author uses dialogue to create character.

6. Write a paragraph that explains how the author uses imagery to create atmosphere.

7. Write a paragraph that explains how the author uses description to create setting.

8. Write a paragraph that explains how the author uses point of view to create suspense.

9. Write a paragraph that explains how the author uses conflict to create tension.

10. Write a paragraph that explains how the author uses theme to create meaning.

11. Write a paragraph that explains how the author uses structure to create pace.

12. Write a paragraph that explains how the author uses structure to create cohesion.

13. Write a paragraph that explains how the author uses structure to create unity.

14. Write a paragraph that explains how the author uses structure to create coherence.

15. Write a paragraph that explains how the author uses structure to create flow.

16. Write a paragraph that explains how the author uses structure to create impact.

Separate Peace:

In your opinion, why is the Separate Peace a classic novel? Write an essay answering the question above.

Assignment:

Write an essay answering the question above.

Essay:

Separate Peace:

In your opinion, why is the Separate Peace a classic novel? Write an essay answering the question above.

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Essay:
Teaching the key concepts, however, provides a flexible platform for essay writing. Students may be engaged in various forms of writing, including paragraphs, essays, and research papers. This flexibility allows students to explore different aspects of the subject matter, fostering deeper understanding and critical thinking. 

Evaluation:

- Essay grades from the community
- Student feedback
- Blog posts
- Peer reviews
- Group work

Retention of Information:

- Writing portfolios
- Oral presentations
- Group projects
- Individual assignments

General:

- Selective reading
- Solving problems
- Analyzing new ideas
- Evaluating information

Summary:

1. Transfer: Help students see the connections between the material and their personal lives.
2. Analysis: Guide students in identifying the main ideas and supporting details.
3. Interpretation: Encourage students to use the material to make their own interpretations.
4. Evaluation: Help students critically assess the material.
5. Application: Guide students in applying the material to new situations.
Inference Objectives

Individuals who possess relevant knowledge:

1. To acquire, access, and use knowledge of important literary
   theories, patterns, and archetypes.
2. To acquire and access, and use knowledge of important literary
   theories, and textual, and structural
   between events.
3. To acquire, access, and use knowledge of causal relationships
   between events.
4. To acquire, access, and use knowledge of the dynamics and
   interactions.

Literary Understaging Program

Twenty Objectives for the

Appendix A
The framework for a shared instructional sequence, framing reading across the various instructional stages, could be quite complex, especially when addressing the fundamental characteristics of literacy. Readers, from young learners to college students, need to develop essential reading skills. By focusing on whole-language models that emphasize the use of literature, teachers can create rich, engaging, and meaningful learning experiences. This approach begins with the introduction of specific, targeted instruction in reading skills and strategies, providing a foundation for independent reading.

Reading List

Chapter 6: Envisioning Particular Objectives for the Cross-Curricular Enrichment Program

We cross-referenced each unit in the reading program objectives with the needs and interests of our student readers. It is necessary to determine the literature that will better engage each reader in the scope and sequence for any unit, as we encountered during our planning. For any unit, we suggested some titles. Forming the list of titles, we also provided two or three thematic options for each chapter. We have identified two or three themes relevant to the discussion of scope and sequence.

- Short stories, poems, essays, novels, and picture books, offering a variety of genres, are a good start for students to build a rich background.
- We want to give students the opportunity to explore a variety of different genres, including short stories, poems, essays, novels, and picture books, offering a variety of genres.

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How does the environment affect the characters?
How do the characters benefit from their adventures?
What characteristics make the characters interesting?
What are the obstacles the characters face?
What is the theme of the story?

KEY CONCEPTS AND PROBLEMS

ENVIRONMENT

UNIT 7A

SYMBOLS

What is the author trying to convey through symbolism?
In what ways are the characters represented through symbolism?
What do the symbols represent?

CHARACTER

G R A D E  "  7  "

UNIT 7A

ANIMALS IN LITERATURE

The last sheep (Luke 15:3-7)

Tales of the Whimbaagog: The Hare

The Hare

Tales of the Wild: The Stupid Monkeys

The Foolish Monkeys

SUMMARY

The Foolish Monkeys

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SYMBOLS

What is the author trying to convey through symbolism?
In what ways are the characters represented through symbolism?
What do the symbols represent?
How does one judge someone who hasacted disloyally?
What if one chooses between being loyal or disloyal?
What forces can compete with one’s loyalty?
What causes someone to feel loyal?
What is loyalty? What are the different kinds of loyalty?

KEY CONCEPTS AND PROBLEMS

ON THE WALTZTOWN

Plato:
Cleopatra: Queen of Egypt

Drama
Red Jacket: An Indian Speaks
Lincoln, Abraham: Gettysburg Address
Child: Joseph of the New Force: Speech of Surmount
Beloved: Trinidad and Janie’s Uplift: Pride of Attitude

Novels
Legends: Harry, Cludingue’s Book
No Man’s Land: The Man is Land: Chaos, Clouds
Ophiuch’s Lament: The Fairy Dance
Manderson’s Dime: Summer: Water and Sherry
Bewley’s Lament: A Question of Blood

Novels
Bridging the Great Divide: My Childhood
Recollect: A Child of the Net
The Second Coming
Yes?: William Butler: The Second Coming
Example: Shakespeare: What I Expected

SHORT STORIES

Joseph and His Brothers (Genesis 37:1-36)

Reading Lists 163
What types of obstacles does the folk hero encounter?
What are the characteristics of the folk hero's quest?
What are the characteristics of the folk hero?

KEY CONCEPTS AND PROBLEMS

The Hero's Journey

UNIT 7-H

THE HERO

UNIT 7-G

THE FOLK HERO

UNIT 7-F

Rhetoric/Style

UNIT 7-E

Problems of Change

UNIT 7-D

New Kid on the Block

UNIT 7-C

Novels

UNIT 7-B

The Western

UNIT 7-A

Reading Lists
What types of conflicts occur within families? How are they resolved?

What are the characteristics of the "round" characters?

How do you react to characters of different degrees of complexity?

What is the difference between a stereotyped character and a multi-faceted character?

What are the characteristics of the "round" characters?

What are the characteristics of the "flat" characters?

What is the difference between a stereotyped character and a multi-faceted character?

What are the characteristics of the "round" characters?

What are the characteristics of the "flat" characters?

What is the difference between a stereotyped character and a multi-faceted character?
What are the typical plot patterns involving tricksters?

Would you classify the trickster as good or bad? Why?

How does the trickster affect the other characters?

What is the trickster’s motive?

What are the characteristics of the trickster?

KEY CONCEPTS AND PROBLEMS

What qualities allow the trickster to triumph over adversaries?

How does he or she overcome briers?

What sorts of obstacles does the trickster encounter?

What are typical patterns and properties of trickster stories?

Characters

KEY CONCEPTS AND PROBLEMS

Wiltz, Walker: Murder at the PTA Luncheon

Toy, Josephine: Blood in the Water

Schoepen, Sandra: Pilgrim Woman

Scott, Dorothy: Murder Most Discretion

Peters, Elizabeth: The Death of the Disguiser

Parker, Sara: Killing Others, Dazzling, Intriguing Only

Jung, D. P.: Death of an Expert Witness, Shrouded for a Nightshade

Roger, Akroyd: Murder on the Orient Express, The Murder of

Chandler, Raymond: The Big Sleep

Novels

Mayor, Adam: It's the Bulge, Treasure of One Island

Hawes, Mel: Murder on the Night Train

Offer, Michael: The Quill, The Quill

Dempsey, John: Conan, Sherlock Holmes Stories

Short Stories

See Program Opinions, 8-12

THE HERO

UNIT 8-H

What are the typical characteristics of heroes in frontier stories?

How do the properties of a hero help determine the hero of a frontier story?

What are their obstacles?

How do they overcome these obstacles?

What is their ultimate reward (a) money; (b) Native Americans;

What is the goal of the storyteller?
UNIT 9-15
ENVIRONMENT

Realization affects the character.
What does the character discover at the end? How does this

What character traits do you notice?路桥
What are the character's faults?

How do the character's flaws manifest?

Which influence are the strongest?

Which influences are good?

Which are bad?

Family, friendship, heroes, family laws, etc. are important.

What influence do the characters stress the most? Consider the

KEY CONCEPTS AND PROBLEMS

Town, Mark: Ancestry
Tolkien, J.R.R.: The Lord of the Rings
Shorer's: The Englishman's House
Patchwork, Jack: Robert Newton

Myers' Wheel: The Dark Horse of Shadows

Lester, Robert: The Last Summer

Craft, Hamish: I Never Promised You a Rose Garden

Jordan, Chris: A Hero Ain't Nothin' But a Sandwich

Novels

Reading Lists 177

UNIT 9-14
CANCER, CLUES, AND GROUP PRESSURE

UNIT 9-13
THE OUTCAST

UNIT 9-12
RELATIONSHIPS

The ruin's a lighthouse: The Purchaser
Tobias, Eliza; Nice and Easy by Doyle
Bazinger: The Blue Streak

What's the hero's turn? Can

Cezanne's Jesus Christ, the Animals, Far
Adams, Vincent: Rip the Sheet

See Program Objectives 1-4, 12, 14

UNIT 9-11
STRANDS

UNIT 9-10
READER'S RESPONSE

GRADE 9

Reading Lists 175
UNIT 9-E

Problems of Change

Thermopylae

In Thermopylae, what values triumph? What values will not triumph? What values will the need to survive?

What is the relationship between survival and values?

How does the character change during the story?

How do the character's values withstand the stress?

What is the outcome?

How do the character's values withstand the stress?

What values are under stress?

Key Concepts and Problems

زناء

Beate Stein's "Bread and Chocolate"

Bread: Bread, bread, bread, bread

Diet: How much bread do you need?

Value: Bread is good for you.

Why does society value bread?

In what ways is the value of bread different from society?

UNIT 9-D

Value Systems

How does the character try to resolve this problem?

How does the character feel about resolution?

To what extent does the character respect himself or herself?

Why does society respect this character?

Key Concepts and Problems

Valley of the Kings

William Tennant: The Glass Menagerie

Rose: Rosebud: Flowers on Stagecoach Street

Drama:

With the addition of: Black Boy

Auden's "The Waste of Worlds"

H. G. Wells, "The War of the Worlds"

Lewis's "The Hobbit"

Rogers' "The Wind in the Willows"

Mandeville's "The Hobbit"

London: The Call of the Wild

Jackson's "The Three Lives of Daimio"

Three Lives: Stands Confidently

Childe: Childhood's End

Childress: Where a Hina, Ahi, Nohim, But a Sandwich

Children: Where a Hina, Ahi, Nohim, But a Sandwich

Childress: Where a Hina, Ahi, Nohim, But a Sandwich

Richard Rovere: Wallace

Reading Lists 177
**KEY CONCEPTS AND PROBLEMS**

**FORM/GENRE**

UNIT 9-C

**PARODY**

mean of /pos/ation

Why is the author using propaganda instead of more responsible

What are the characteristics of propaganda

TRUMP of the WILL

Films

---

**ROMANCE NOVELS**

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**UNIT 9-B**

---

**UNIT 9-A**

---

Reading Lists 181
KEY CONCEPTS AND PROBLEMS

What are the characteristics of the mythic hero's quest?
What are the characteristics of the mythic hero?
What does the hero...
<table>
<thead>
<tr>
<th>RELATIONSHIPS</th>
<th>CONFLICT WITH AUTHORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shakespeare, Romeo and Juliet</td>
<td>A Soldier's Story</td>
</tr>
<tr>
<td>William: The Father</td>
<td>In the Heat of the Night</td>
</tr>
<tr>
<td>F[addy]: The Mother</td>
<td>Guess Who's Coming to Dinner?</td>
</tr>
<tr>
<td></td>
<td>Do the Right Thing</td>
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| | F||N

**Films**

- Wilson, August: Ma Rainey's Black Bottom
- Shakespeare, William: Othello
- Shakespeare, William: Richard III
- Hurston, Zora Neale: Their Eyes Were Watching God

**Drama**

- Tennessee Williams: A Streetcar Named Desire
- Bertolt Brecht: The Caucasian Chalk Circle
- Tennessee Williams: The Glass Menagerie
- Arthur Miller: Death of a Salesman
- Tennessee Williams: The Price

**Novels**

- James Baldwin: The Fire Next Time
- James Baldwin: The Man Child
- James Baldwin: The Fire Next Time
- James Baldwin: The Man Child

**Nonfiction (Books)**

- James Baldwin: The Fire Next Time
- James Baldwin: The Fire Next Time
- James Baldwin: The Fire Next Time
- James Baldwin: The Fire Next Time
- James Baldwin: The Fire Next Time

**Nonfiction (Essays)**

- James Baldwin: The Fire Next Time
- James Baldwin: The Fire Next Time
- James Baldwin: The Fire Next Time
- James Baldwin: The Fire Next Time
- James Baldwin: The Fire Next Time

**Short Stories**

- James Baldwin: The Fire Next Time
- James Baldwin: The Fire Next Time
- James Baldwin: The Fire Next Time
- James Baldwin: The Fire Next Time
- James Baldwin: The Fire Next Time

**Program Opposite 1-2, 5, 10-15**

**READINGS**

- Thomas, Ph.D.: The Color Purple
- Sothern, W.: Reconstruction
- Platero and Janaca, by Rudolfo Anaya
- Muhammad Ali: The Greatest of Them All
- Lunsford, A.: Black English

**SUMMARY**

- A Review of the Novel
- A Review of the Novel
- A Review of the Novel
- A Review of the Novel
- A Review of the Novel

**KEY CONCEPTS AND PROBLEMS**

- What is the meaning of the symbols used in the story?

**ENVIROMENT**

- What is the author trying to say through the symbols used in the story?

**READER'S RESPONSE**

- What is the author trying to say through the symbols used in the story?
The Man Who Shot Liberty Valance

TRUE

Fiction

Reader's Guide: Story, Writer, Number

Drama

Development: Vengeance: A Precious Aphorism

Angela, Nana: I Know Why the Caged Bird Sings

Aphorisms

Wisdom: The Eight

Weeds, Etc., Etc.:

Wife's Endurance: The Roper's Pleasure

Temple. Idleness: Joining On the Can

Markedness: Nocte in a Stare

Henri Devay: Breast: The Old Man and the Sea

Ellenbrook: Rare. Impossible Man

Cane, Sipon: The Red Badge of Courage

Clarke, William: Death Comes to the Athabaskers

Cities, Forests: The Vengeance Trail of Josie Wales

Novels

Ascent to Elysium, Joes: The Bear Hunt

Doon: Afternoon: The Cuck of AMontecchio

London: Deck: The Build a Fire

Henriquet: Brest: A Day's Mail

Freeman: E. W.: Williams: The Key of Mother

Freeman: Mexico: The Most Dangerous Game

Alice: A Mother's Tale

Short Stories

Kipling: Rudyard: Canga, Dink

Poynter

Heretics

Psychology

See Program Activities 2, 4, 5, 10, 12, 17, 20

CONCLUSION

UNIT 10-D

VALUE SYSTEMS

Gender Roles in Your Community

To what extent do these roles consistently with attitudes toward

Reading Lists 187
Reading List 189

Boy

Mike Mulligan and the Mechanical Shovel

Boy

Clearing the Decks: Memories of a Dutch Daugther

Novels

Update, John A.P.

Boo! Edgar Allan Poe.

William: A Yellow Rag in Blue Water

The House on Mango Street

The Boxer, the Horse, the Duck, the Mouse

Material World: The Lie of the Land

William: Jerome, A Shapely Peace

The Bridge of San Luis Rey

The Flight of the Phoenix

Henry: A Bundle of Letters

Classics: Crime and Punishment

Death of a Misanthrope

Classics: Crime and Punishment

Childe Harold’s Pilgrimage

Classics: Crime and Punishment

Selena: A Dream of Passion

Classics: Crime and Punishment

Defining the Story of a Nagojo

Brian W. Lynn

When He Was Almost a Man

Fiction, nonfiction, or poetry? Why or why not?

Fiction, nonfiction, or poetry? Why or why not?

Fiction, nonfiction, or poetry? Why or why not?

Fiction, nonfiction, or poetry? Why or why not?

Fiction, nonfiction, or poetry? Why or why not?
How does the narrator's involvement influence the impact of the story?

What role does the narrator play in the story?

How does the narrator affect the reader's understanding of the events?

How do the narrator's actions and decisions impact the story?

What is the narrator's perspective on the events?

How does the narrator influence the reader's perception of the characters?

How does the narrator's narrative style affect the reader?

What is the narrator's role in shaping the plot?

How does the narrator's use of language add depth to the story?

What is the narrator's tone and mood in the story?

How does the narrator's point of view affect the reader's interpretation of the story?

What is the narrator's purpose in writing the story?

How does the narrator's message or theme come across?

What is the narrator's attitude toward the events?

How does the narrator's choice of words and phrases contribute to the story's atmosphere?
UNIT 10-H

The Epic of Caligamish

Poetry

The Hero

KEY CONCEPTS AND PROBLEMS

Network
His Life
The Front Page
The Signature
Brig, There
The Moon

Drama

William, Leontid: The House That Jack Roared

Smith, Jonathan: Gulliver's Travels

Owens, Oscar: Muleskinner's Travels

Marlow, Samuel: Smalltalk on the Nile

Hiller, Joseph: Catch-22

Dickens, Charles: Hard Times

Austen, Jane: Pride and Prejudice

NOVELS

SATIRE

UNIT 10-C

The Interpreters

Mussolini, C. de:
Veiled

Machado, Anselmo: The Piano

Dante, A. De: The Death of the Dauphin

Bail, Heinrich: Action Will Be Taken

Short Stories

Smith, Seve: The Zoo

Shely, Perry: Assonantibus

Sesnon, Reared: Belladonna

Robertson, D. B. T.: An Action Wherein Cheesy

Marlow, D. L.: Section from Spoon River Anthology

Hardy, Thomas: Satires of Circumstance

Dante, John: Song

Colum, Arthur Higgins: The Last Decade

Crom, Simon: The Call-Lines Live So Near the Mill

Poetry

Trinder, Barry: Doomsday Cartoons

Author, John: Poetry Cartoons

Brodhead, Broom: Broom County Cartoons

Cartoons

Lindner, J. M.: Fables for Our Time

Dillingham, Drew (ca.): Various Fables from Various Places

Gosser, Fables

See Program Objectives 6.16

FORM/CENTRE

Positing the Reader's Response

Il, so, mean we refer the surface meaning of the piece, what is the

these ideas?

book and theme dialect. Does this work include one of more of

these ideas?

MARRIAGE

Weddings

Zindel, Paul: The Effect of Gamma Rays on Man-in-the-Moon

Wibberley, Lancel: The House That Jack Roared

Wells, H. G.: The War of the Worlds

Reading Lists 193
ENVIRONMENT

What is essentially American about the protagonist?
What are the characteristics of the quintessential American?

KEY CONCEPTS AND PROBLEMS

Drama

Thoreau, Henry David: Walden

The Luncheon: Douglas Detwiler

NOTES

Truman, Ralph: Invisible Woman

Brown, Claude: A Midsummer Night's Dream

An Autobiography

UPDATE, John: midnight

TWEET, Mark: Enterprising Fine

Reading List 195
UNIT II.E  PROCESS OF CHANGE

PROBLEMS OF CHANGE

What is the source of one concept of justice?
What is the relationship between justice and mercy?
In what ways can punishment be justly related to crime?
What are the ideals involved in achieving justice?
Is the behavior of the characters in the story just? Why or why not?
What do the characters in the story get their concept of justice from?
What is the definition of justice?

KEY CONCEPTS AND PROBLEMS

Whitfield, Robert: N color's Son
Woolf, Virginia: The Waves
Roberts, Jean: Race, Room, Jean
Shelfer, George: The Postage Stamp Crumbling to A.H.
Melville, Herman: Billy Budd
Life of Pi
Expository Essay: The Importance of Diversity
Expository Essay: The Importance of Diversity
Novels

Michener, James: Caribbean
Hawthorne, Nathaniel: The Scarlet Letter
Dostoevsky, Fyodor: Crime and Punishment
William, Mark: The Man That Corrupted Hadleyburg
Cothran,4h:

Novels

Reading List: 20th Century Literature: An Introduction
UNIT 1C

FORMLANGUAGE

Touchman, Henry D. Civil Disobedience
Tanne, Thomas. The Crisis of Power
Haneke, Mathis. Letter from Birmingham Jail
Jefferson, Thomas. Declaration of Independence
_Henry Pringle: Speech to the Virginia Convention

_Celaire, Elizabeth: Found on the Beach
_Celeste Alarm: Woman Suffrage Protests

1910 to 1911 was Woman Suffrage Protests
Call Curry, Chi: The World Movement for Woman Suffrage
Anthonoff, Susan B.: Woman Wins, Men Lose. Not the Ballot

Novels

Woolf, Virginia. To the Lighthouse
Cather, Willa: The Professor's House

Novels

Jevel, Sarah: Some Selections from the Country of the Pointed Firs
Cezanne, Paul. Selections from Man's Search for Meaning

Novels

Robinson, Edith: Against the Morning
Walker, Lea: Span of Time

Moments (Region of the Heart)

Poetry

Moments (Region of the Heart)

Novels

Nabokov, Vladimir: Pnin
Shadraw, William. The Journal

Novels

Owens, Walter: Animal Farm

Novels

Keats, John: Ode to a Nightingale

Novels

Belloc, Hilaire: Theotrists

Novels

Havel, Václav: The Power of the Powerless
London, Jack. A Night in Sanity

Novels

Poetry

Rothbard, Paul Lawrence: Sympathy

Novels

PROTEST LITERATURE

Reading List 205

 unfamiliar works of this writer
How does knowledge of these features help us understand
The role of history in the writer's literature?
Analyzing (c) (r) genre (d) tone (e) structure (f) (g) (h)
Analyzing the author's opinions in terms of themes, views

KEY CONCEPTS AND PROBLEMS

- Normal
- Masculinism
- Do the Right Thing
- Cool Hand Like
- Plimsoll Line
- Malcolm X with Alex Haley: The Autobiography of Malcolm X
- Autobiographies

204: Fostering the Reader's Response
YOUNG, Kent. A.; Harrison Bragdon
SHORT STORIES

UNIT 12-5

ENVIRONMENT

KEY CONCEPTS AND PROBLEMS

What is the relationship between the characteristics of the hero
advantages of the hero?
What is the author trying to say about society, based on the
adventure of the hero?
How is the hero affected by the lack of a stable family?
What does the hero learn from his/her experiences?
How does the protagonist relate the description
What are the characteristics of the protagonist hero?

KEY CONCEPTS AND PROBLEMS

Voltaire: Candide

Terror: Moe: Huckleberry Finn
Swift: Jonathan: Gulliver’s Travels
Smollet: Tobias: Rasselas
Snodgrass: Robert: Raindown
Mann: Thomas: Fexx: Kadd
Lessing: Alton: Kone: Qlomk: Samilline
Fielding: Therry: Tom: Jones
Joseph Andrews
Rabelais: William: The Bishops
Doe: Daniel: Moll: Found
Cervantes: Miguel de: Don Quixote
C.S. Joyce: The: Horse: Trouil
March

Bellow: Saul: Hnaderson: The: Call: King
The: Adventures: of: August
Becker: Thomas: Little: Big
Maen:
McNeil
Noles
Eli: Potto

THE PARADISE HERO

UNIT 11-6

THE HERO

What unique roles do the authors make?
What unique types of obstacles do the forms of realism and
naturalism show the author to overcome?
How is the historical context of these forms?
How do the historical contexts-shape these forms?
What historical influences shape these forms?
What are the characteristics of realism and naturalism?---

KEY CONCEPTS AND PROBLEMS

Metaphor: Principle: Nature: Son

Reading Lists: 207

206: Responding to the Reader’s Response
Swinburne, Andrew: The Immortal Wit
Wordsworth, William: The Prelude
Heine, Heinrich: Modern Love
Browning, Elizabeth: Farewell to Arms
Keats, John: The Moon is Shining
Blake, William: The Marriage of Heaven and Hell
Dante, Alighieri: Inferno
Poetry

THE VICTORIANS

---

To what extent do they come from a person's imagination?
To what extent do they come from the way the world is?
What facts and conditions contribute to one's evaluation of
whether the author's vision?
What evidence do you see in the real world that these supports or

does not agree with the author's vision? Why or why not?
What clues tell you that he is talking about
is the piece optimistic, pessimistic, or neutral in outlook?

KEY CONCEPTS AND PROBLEMS

Shakespeare, William: Much Ado About Nothing
Simpson, N.P.: One Way Pendulum
O'Neill, Eugene: The Hairy Ape
Baccetti, Saviano: Waiting for Godot
Drama

Shakespeare, William: A Midsummer Night's Dream
Chaplin, Charlie: Modern Times
Drama

Woolf, Virginia: Orlando
Walker, Alice: The Color Purple
Percy, Walker: The Second Coming
McGee, Carson: The Heart Is a Lonely Hunter
Kundera, Milan: The Unbearable Lightness of Being
Joyce, James: Ulysses
Novel

Yorks, William: Butler's Salting in Brimingham
Wilson, Paul: The World is Too Much with Us
Tennyson, Alfred: Ulysses

Reading List 211
Great loss?

What is the author saying about the human ability to cope with

Great loss?

How are the stories changed by others? How does this

Great loss?

How do the characters cope with grief? How does their coping

Great loss?

When do they gain?

Great loss?

What is lost?

KEY CONCEPTS AND PROBLEMS

Winterkill: Winterkill: A View from the Bridge

Interpretation: James: Notes of a Native Son

Catastrophe: Othello: The Moor of Venice

Agee: Phillip: A Death in the Family

Novels

Tolstoy, Leo: The Death of Ivan Ilyich

Shakespeare: Hamlet

Foote: The Other Side of the Coin

Fahrenheit 451: Fahrenheit 451

Kafka, Franz: The Trial

Joyce: James: The Dead: A Painful Case

Hemingway, Ernest: Hills Like White Elephants

Faulkner, William: A Rose for Emily

Proust, Marcel: Swann's Way

Brooke, Rupert: The Dead

Short Stories

Williams, William: When Lilacs Last in the Dooryard Bloomed

Thomas, Dyanna: Do Not Go Gentle into That Good Night

Tennyson, Alfred: In Memoriam

Stevens, Wallace: Domination of Black

Reading List 213
KEY CONCEPTS AND PROBLEMS

ROMANCE

What are the functionalist or comic characters? Why not?

Do you laugh at your favorite TV series? Can you name a comic character?

Why is it so important to be funny in a drama? Why do you think people like to be made to laugh?

What are the key features of a romantic comedy?

Do you prefer romantic comedies or dramas? Why?

What are the key features of a romantic comedy? Why do people like them?

What are the key features of a romantic comedy? Why do people like them?
References
References

222

224 Postings: The Reader's Response

225

...
References


The English teacher in a Norwegian high school is a published composition based on the best recent research and theory. In 1988-89, a new approach to the teaching of literature and symbolism: creative applications to the education of English. Teachers who specialize in presenting to English teachers, new ideas about the teaching of English. He is a member of the Theory Group, Literacy Program, and a member of the American Portfolio Project for the U.S. Information Agency. He has taught English literature at the University of Chicago and the University of Michigan. He received a B.A. in English literature from Kenyon College and an M.A. in English literature from the University of Chicago. He taught English literature from 1977 in High School, and a B.A. in English literature from Kenyon College. He has taught English literature since 1977.

About the Authors