

ENTRY D – DIGIAL PORTOLIO INTERVIEW PROJECT
LITERARY ANALYSIS PAPER PROJECT

In order to prepare Academy students for successful high school achievement, the Literary Analysis Paper Project is bolstered by the following learning standards:

Virginia's Standards of Learning

These standards serve as a collection of the expected minimum competencies within Virginia's secondary education system.

PLEASE NOTE: THE FOLLOWING STANDARDS ARE INCLUDED FOR RESEARCH AND PEDAGOGICAL PURPOSES ONLY. STUDENTS, PARENTS AND PORTFOLIO INTERVIEW PANELISTS ARE INVITED BUT NOT REQUIRED TO PERUSE THIS DOCUMENT

VIRGINIA'S STANDARDS OF LEARNING	
<u>READING ANALYSIS</u>	
11.5	The student will read and analyze relationships among American literature, history, and culture.
E 11.5.1	Describe contributions of different cultures to the development of American literature.
E 11.5.2	Compare and contrast the development of American literature in its historical context.
E 11.5.3	Compare and contrast the development of American literature with the literature of other countries.
E 11.5.4	Contrast periods in American literature with specific attention given to the relationship between the author's period and purpose.
E 11.5.6	Differentiate among archetypal characters in American literature.
E 11.5.7	Describe the major themes in American literature.
E 11.5.8	Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
E 11.5.9	Show how certain themes in American literature remain constant.
E 11.5.10	Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.
E 11.5.11	Read at least two books a grading period. (How to books, self help books, biography, autobiography, history, puzzles, plays, short stories, travel, gardening, cooking, business, and career books.)
E 11.5.12	Write a review of a book, play, script, movie, or television show.
11.6	The student will read and analyze a variety of informational materials.
E 11.6.1	Use information from texts to clarify or refine understanding of academic concepts.
E 11.6.3	Apply concepts and use vocabulary in informational and technical materials to complete a task.
E 11.6.4	Generalize ideas from selections to make predictions about other texts.

E 11.6.5 Analyze information from a text to draw conclusions.

E 11.6.6 Evaluate internet sources.

11.9 The student will improve comprehension of literature by improving vocabulary.

E 11.9.1 Increase vocabulary by using new words from literature and the mass media in speaking and writing.

E 11.9.2 Use allusions to define words (e.g., names of people; characters in literature, legends and myths; and place names).

E 11.9.3 Use analogies to expand vocabulary.

E 11.9.4 Complete analogies and identify the relationship between the parts of the analogy.

E 11.9.5 Continue to expand vocabulary by using the terms associated with all American literary movements.

E 11.9.6 Continue to use structural/contextual clues to derive the meaning of new words.

E 11.9.7 Extend general and specialized vocabularies for reading and writing

WRITING

11.11 The student will use the writing process: prewriting, writing, revising, editing, and publishing.

E 11.11.1 Generate, gather, plan, and organize ideas for writing.

E 11.11.2 Develop a focus for writing.

E 11.11.3 Evaluate and cite applicable information.

E 11.11.4 Organize ideas in a logical manner.

E 11.11.5 Evaluate writing for self and peers for purpose and audience.

E 11.11.6 Elaborate ideas clearly and accurately.

E 11.11.7 Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.

E 11.11.8 Use a variety of sentences appropriately and correctly.

E 11.11.9 Use reflection to revise writing.

E 11.11.10 Revise writing for accuracy and depth of information.

E 11.11.11 Proofread final copy and prepare document for intended audience and purpose.

E 11.11.12 Transfer the skills of editing, revising, proofing, and evaluating writing to other classes, occasions, and situations.

E 11.11.13 Use technology to access information, organize ideas, and develop writing.

E 11.11.14 Maintain a writing portfolio.

11.12 The students will edit for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

E 11.12.1 Use verbals and verbal phrases to achieve sentence conciseness and

variety.

E 11.12.2 Adjust sentence and paragraph structures for a variety of purposes and audiences

E 11.12.3 Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) for producing research projects.

11.14 The student will communicate ideas in writing using correct grammar, usage, and mechanics.

E 11.14.1 Master verbal phrases, transitional elements, and parallel structure in writing.

E 11.14.2 Use a handbook as a reference tool.

E 11.14.3 Exhibit proficiency in the use of standard English in writing.

11.15 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the work place and higher education.

E 11.15.1 Apply a variety of planning strategies to generate and organize ideas.

E 11.15.2 Organize information to support the purpose of the writing.

E 11.15.3 Present information in a logical manner.

E 11.15.4 Revise writing for clarity.

E 11.15.5 Edit writing for correct use of language, spelling, punctuation, and capitalization.

E 11.15.6 Use technology to access information, organize ideas, and develop writing.

11.16 The student will prepare for the transition to career or schools of higher learning.

E 11.16.1 Practice word processing skills in composition to prepare for entrance into the business and/or academic community.

E 11.16.2 Use resources independently.

RESEARCH

11.17 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

E 11.17.1 Narrow a topic.

E 11.17.2 Develop a plan for research.

E 11.17.3 Select and narrow a topic for a literary analysis paper.

E 11.17.5 Collect information to support a thesis.

E 11.17.6 Evaluate quality and accuracy of information.

E 11.17.7 Prepare a formal outline of the paper.

E 11.17.8 Synthesize information in a logical sequence.

E 11.17.9 Write a well-organized documented paper of 750-1000 words.

E 11.17.10 Document sources of information using a style format such as that of the Modern Language Association (MLA) or the American Psychological

Association (APA).

- E 11.17.11 Edit writing for clarity of content and effect.
- E 11.17.12 Edit final copy for grammatically correct use of language, spelling, punctuation, and capitalization.
- E 11.17.13 Proofread final copy and prepare document for publication or submission.
- E 11.17.14 Use technology to access information, organize ideas, and develop writing.