



Fifth Grade – Eighth Grade

CORE KNOWLEDGE GRADE 5 - ENGLISH

I. Writing, Grammar, and Usage

A. Writing and Research

- Produce a variety of types of writing—including reports, summaries, letters, descriptions, research essays, essays that explain a process, stories, poems—with a coherent structure or story line.
- Know how to gather information from different sources (such as magazines, interviews, observations, atlas, on-line), and write short reports synthesizing information from at least three different sources, presenting the information in his or her own words, with attention to the following:
 - understanding the purpose and audience of the writing
 - defining a main idea and sticking to it
 - providing an introduction and conclusion
 - organizing material in coherent paragraphs
 - illustrating points with relevant examples
 - documenting sources in a rudimentary bibliography

B. Grammar and Usage

- Understand what a complete sentence is, and
 - identify subject and predicate
 - correct fragments and run-ons
- Identify subject and verb in a sentence and understand that they must agree
- Know the following parts of speech and how they are used: nouns, verbs (action verbs and auxiliary verbs), adjectives (including articles), adverbs, conjunctions, interjections
- Understand that pronouns must agree with their antecedents in case (nominative, objective, possessive), number, and gender
- Correctly use punctuation studied in earlier grades, as well as
 - the colon before a list
 - commas with an appositive
- Use underlining or italics for titles of books

C. Vocabulary

- Know how the following prefixes and suffixes affect word meaning:

Prefixes:

anti (as in antisocial, antibacterial) *inter* (as in interstate)
co (as in coeducation, co-captain) *mid* (as in midnight, Midwest)
fore (as in forefather, foresee) *post* (as in postseason,
postwar)
il, ir (as in illegal, irregular) *semi* (as in semicircle,
semiprecious)

Suffixes:

ist (as in artist, pianist)
ish (as in stylish, foolish)
ness (as in forgiveness, happiness)
tion, sion (as in relation, extension)

II. Poetry

A. Poems

- Expose students to more poetry, old and new, and have students write their own poems.
- To bring students into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words.
- Students should examine some poems in detail, asking questions about the poet's use of language, noting the use of devices such as simile, metaphor, and alliteration.

The Arrow And The Song (Henry Wadsworth Longfellow)

Barbara Frietchie (John Greenleaf Whittier)

Battle Hymn of the Republic (Julia Ward Howe)

A bird came down the walk (Emily Dickinson)

Casey at the Bat (Ernest Lawrence Thayer)

The Eagle (Alfred Lord Tennyson)

I Hear America Singing (Walt Whitman)

I like to see it lap the miles (Emily Dickinson)

I, too, sing America (Langston Hughes)

Incident (Countee Cullen)

Jabberwocky (Lewis Carroll)

Narcissa (Gwendolyn Brooks)

O Captain! My Captain! (Walt Whitman)

A Poison Tree (William Blake)
The Road Not Taken (Robert Frost)
The Snowstorm (Ralph Waldo Emerson)
Some Opposites (Richard Wilbur)
The Tiger (William Blake)
A Wise Old Owl (Edward Hersey Richards)

B. Terms

onomatopoeia
alliteration

III. Fiction and Drama

A. Stories

The Adventures of Tom Sawyer (Mark Twain)
Episodes from Don Quixote (Miguel de Cervantes)
Little Women (Part First) (Louisa May Alcott)
Narrative of the Life of Frederick Douglass (Frederick Douglass)
The Secret Garden (Frances Hodgson Burnett)
Tales of Sherlock Holmes, including "The Red-Headed League" (Arthur Conan Doyle)

B. Drama

A Midsummer Night's Dream (William Shakespeare)

Terms:

tragedy and comedy
act, scene
Globe Theater

C. Myths and Legends

A Tale of the Oki Islands (a legend from Japan, also known as "The Samurai's Daughter")
Morning Star and Scarface: the Sun Dance (a Plains Native American legend, also known as "The Legend of Scarface")
Native American trickster stories (for example, tales of Coyote, Raven, or Grandmother Spider)

D. Literary Terms

- Pen name (pseudonym)
- Literal and figurative language

imagery
metaphor and simile
symbol
personification

IV. Speeches

Abraham Lincoln: The Gettysburg Address

Chief Joseph (Highh'moot Tooyalakekt): "I will fight no more forever"

V. Sayings and Phrases

Birthday Suit

Bite the hand That feeds you.

Chip on your shoulder

Count your blessings.

Eat crow

Eleventh hour

Eureka!

Every cloud has a silver lining.

Few and far between

Forty Winks

The grass is always greener on the other side of the hill.

To kill two birds with one stone

Lock, stock and barrel

Make a mountain out of a molehill

A miss is as good as a mile.

It's never too late to mend.

Out of the frying pan and into the fire.

A penny saved is a penny earned.

Read between the lines.

Sit on the fence

Steal his/her thunder

Take the bull by the horns.

Till the cows come home

Time heals all wounds.

Tom, Dick and Harry

Vice versa

A watched pot never boils.

Well begun is half done.

What will be will be.

CORE KNOWLEDGE GRADE 6 - ENGLISH

I. Writing, Grammar, and Usage

A. Writing and Research

- Learn strategies and conventions for writing a persuasive essay, with attention to
 - defining a thesis (that is, a central proposition, a main idea)
 - supporting the thesis with evidence, examples, and reasoning
 - distinguishing evidence from opinion
 - anticipating and answering counter-arguments
 - maintaining a reasonable tone
- Write a research essay, with attention to
 - asking open-ended questions gathering relevant data through library and field research
 - summarizing, paraphrasing, and quoting accurately when taking notes
 - defining a thesis
 - organizing with an outline
 - integrating quotations from sources
 - acknowledging sources and avoiding plagiarism
 - preparing a bibliography
- Write a standard business letter.

B. Speaking and Listening

- Participate civilly and productively in group discussions.
- Give a formal presentation to the class that is well-organized and well-supported.
- Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances.

C. Grammar and Usage

- Understand what a complete sentence is, and
 - identify subject and predicate
 - identify independent and dependent clauses
 - correct fragments and run-ons
- Identify different sentence types, and write for variety by using
 - simple sentences
 - compound sentences

complex sentences
compound-complex sentences

- Correctly use punctuation introduced in earlier grades, and learn how to use a semicolon or comma with *and*, *but*, or *or* to separate the sentences that form a compound sentence.
- Recognize verbs in active voice and passive voice, and avoid unnecessary use of passive voice.
- Recognize the following troublesome verbs and how to use them correctly:
 - sit, set
 - rise, raise
 - lie, lay
- Correctly use the following:
 - good / well
 - between / among
 - bring / take
 - accept / except
 - fewer / less
 - like / as
 - affect / effect
 - who / whom
 - imply / infer
 - principle / principal
 - their / there / they're

D. Dictation

- Use weekly dictation passages to continue work with spelling and punctuation

E. Vocabulary

- Review the meaning of the following Latin and Greek words that form common word roots and be able to give examples of English words that are based on them.

<u>Latin/Greek Word</u>	<u>Meaning</u>	<u>Examples</u>
annus [L]	year	annual, anniversary
ante[L]	before	antebellum, antecedent
aqua [L]	water	aquarium
astron [G]	star	astronaut, astronomy
bi [L]	two	bisect, bipartisan
bios[G]	life	biology, biography

centum [L]	hundred	cent, percent
decem [L]	ten	decade, decimal
dico, dictum [L]	say, thing said	dictation, dictionary
duo [G, L]	two	duplicate
ge [G]	earth	geology, geography
hydor [G]	water	hydrant, hydroelectric
magnus [L]	large, great	magnificent, magnify
mega [G]	large, great	megaphone, megalomania
mikros [G]	small	microscope, microfilm
minus [L]	smaller	diminish, minor
monos [G]	single	monologue, monarch, monopoly
omnis [L]	all	omnipotent, omniscient
phileo [G]	to love	philosophy, philanthropist
phone [G]	sound, voice	phonograph, telephone
photo [from G phos]	light	photograph, photocopy
poly [G]	many	polygon
post [L]	after	posthumous, posterity
pre [L]	before	predict, prepare
primus [L]	first	primary, primitive
protos [G]	first	prototype, protozoa
psyche [G]	soul, mind	psychology
quartus [L]	fourth	quadrant, quarter
tele [G]	at a distance	telephone, television, telepathy
thermos [G]	heat	thermometer, thermostat
tri [G, L]	three	trilogy, triangle
unus [L]	one	unanimous, unilateral
video, visum [L]	see, seen	evident, visual
vita [L]	life	vitality, vitamin

II. Poetry

A. Poems

- Expose students to more poetry, old and new, and have students write their own poems.
- To bring students into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words.
- Students should examine some poems in detail, discussing what the poems mean as well as asking questions about the poet's use of language.

All the world's a stage [from *As You Like It*] (William Shakespeare)
Apostrophe to the Ocean [from *Childe Harold's Pilgrimage*, Canto 4, Nos. 178-184] (George Gordon Byron)
I Wandered Lonely as a Cloud (William Wordsworth)
If (Rudyard Kipling) Mother to Son (Langston Hughes)
Lift Ev'ry Voice and Sing (James Weldon Johnson) A narrow fellow in the grass (Emily Dickinson)
A Psalm of Life (Henry Wadsworth Longfellow)
The Raven (Edgar Allan Poe)
A Song of Greatness (a Chippewa song, trans. Mary Austin)
Stopping by Woods on a Snowy Evening (Robert Frost)
Sympathy (Paul Laurence Dunbar)
There is no frigate like a book (Emily Dickinson)
The Walloping Window-blind (Charles E. Carryl)
Woman Work (Maya Angelou)

B. Terms

meter
iamb
couplet
rhyme scheme
free verse

III. Fiction and Drama

A. Stories

The Iliad and *The Odyssey* (Homer)
The Prince and the Pauper (Mark Twain)

B. Drama

Julius Caesar (William Shakespeare)

C. Classical Mythology

Apollo and Daphne
Orpheus and Eurydice
Narcissus and Echo
Pygmalion and Galatea

D. Literary Terms

- Epic
- Literal and figurative language

imagery
metaphor and simile
symbol
personification

IV. Sayings and Phrases

All for one and one for all.
All's well that ends well.
Bee in your bonnet
The best-laid plans of mice and men oft go awry.
A bird in the hand is worth two in the bush.
Bite the dust
Catch-as-catch-can
Don't cut off your nose to spite your face.
Don't lock the stable door after the horse is stolen.
Don't look a gift horse in the mouth.
Eat humble pie
A fool and his money are soon parted.
A friend in need is a friend indeed.
Give the devil his due.
Good fences make good neighbors.
He who hesitates is lost.
He who laughs last laughs best.
Hitch your wagon to a star.
If wishes were horses, beggars would ride.
The leopard doesn't change his spots.
Little strokes fell great oaks.
Money is the root of all evil.
Necessity is the mother of invention.
It's never over till it's over.
Nose out of joint
Nothing will come of nothing.
Once bitten, twice shy.
On tenterhooks
Pot calling the kettle black
Procrastination is the thief of time.
The proof of the pudding is in the eating.
RIP
The road to hell is paved with good intentions.
Rome wasn't built in a day.
Rule of thumb
A stitch in time saves nine.
Strike while the iron is hot.

Tempest in a teapot
Tenderfoot
There's more than one way to skin a cat.
Touché!
Truth is stranger than fiction.

CORE KNOWLEDGE GRADE 7 - ENGLISH

I. Writing, Grammar, and Usage

D. Writing and Research

- Expository writing: Write nonfiction essays that describe, narrate, persuade, and compare and contrast
- Write a research essay, with attention to
 - asking open-ended questions
 - gathering relevant data through library and field research
 - summarizing, paraphrasing, and quoting accurately when taking notes
 - defining a thesis (that is, a central proposition, a main idea)
 - organizing with an outline
 - integrating quotations from sources
 - acknowledging sources and avoiding plagiarism
 - preparing a bibliography

E. Speaking and Listening

- Participate civilly and productively in group discussions.
- Give a short speech to the class that is well-organized and well-supported.
- Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances.

F. Grammar and Usage

Parts of the Sentence

- Prepositional phrases
 - Identify as adjectival or adverbial
 - Identify word(s) modified by the prepositional phrase
 - Object of the preposition (note that pronouns are in objective case)
 - Punctuation of prepositional phrases
- Subject and verb
 - Find complete subject and complete predicate
 - Identify simple subject and simple verb (after eliminating prepositional phrases):
 - in statements
 - in questions

in commands (you understood)
with there and here

Auxiliary verbs

Noun of direct address

Subject-verb agreement:

with compound subjects

with compound subjects joined by or

with indefinite pronouns (for example, everyone, anyone,
some, all)

- Complements

Find direct and indirect objects

Review linking vs. action verbs

Predicate nominative

Predicate adjective

- Appositives

Identify and tell which noun is renamed

Use of commas with appositive phrases

- Participles

Identify past, present participles

Identify participial phrases

Find the noun modified

Commas with participial phrases

- Gerunds and gerund phrases

Identify and tell its use in the sentence (subject, direct object,
indirect object, appositive, predicate nominative, object of
the preposition)

- Infinitives and infinitive phrases

Adjective and adverb: find the word it modifies

Noun: tell its use in the sentence

Clauses

- Review: sentences classified by structure

Simple; compound (coordinating conjunctions v. conjunctive
adverbs); complex; compound-complex

- Review of independent (main) v. dependent (subordinate) clauses

- Kinds of dependent clauses

Adjective clauses

Identify and tell noun modified

Introductory words: relative pronouns, relative adverbs
(where, when)

Implied "that"

Commas with nonrestrictive (nonessential) adjective clause

Adverb clauses

Identify and tell the word(s) modified

Subordinating conjunctions (for example, because, although, when, since, before, after, as soon as, where)

Comma after introductory adverbial clause

Noun clauses

Identify and tell use in the sentence (subject, predicate nominative, direct object, indirect object, object of the preposition, appositive, objective complement, noun of direct address)

G. Dictation

- Use weekly dictation passages to continue work with spelling and punctuation

H. Vocabulary

- Review the meaning of the following Latin and Greek words that form common word roots and be able to give examples of English words that are based on them.

<u>Latin/Greek Word</u>	<u>Meaning</u>	<u>Examples</u>
ab [L]	away from	abnormal, absent
ad [L]	to, forward	advocate, advance
amo [L]	love	amiable, amorous
audio [L]	hear	audience, inaudible
auto [G]	self	automobile, autocrat
bene [L]	good/well	beneficial, benefit
circum [L]	around	circulate, circumference
celer [L]	swift	accelerate
chronos [G]	time	chronological
cresco [L]	grow	increase, decrease
cum [L]	with	compose, accommodate
curro [L]	run	current, cursive, course
demos [G]	people	democracy, epidemic
erro [L]	wander, stray	error, erratic
ex [L]	from, out of	exclaim, exhaust
extra [L]	outside	extravagant, extraordinary
facio [L]	make	effect, affect

fero [L]	bring, bear	confer, defer
fragilis [L]	breakable	fragile, fragment
finis [L]	end	confine, finality
homos [G]	same	homogenous
hyper [G]	over, beyond	hypertension, hyperactive
hypo [G]	under, beneath	hypodermic, hypothesis
jacio [L]	throw	eject, interject
judex [L]	a judge	judge, prejudice
juro [L]	swear	jury, perjury
makros [G]	long	macrocosm
malus [L]	bad	malady, malice
manus [L]	hand	manufacture, manuscript
morphe [G]	form	metamorphosis, amorphous
neos [G]	new	neophyte
pan [G]	all	panorama, panacea
pedis [L]	foot	pedal, biped
polis [G]	city	metropolis
pro [L]	before, for	proceed, propose, prodigy
pseudos [G]	a lie	pseudonym
re [L]	back, again	react, reply, revise
scribo [L]	write	scribble, inscribe
sentio [L]	feel (with senses)	sensation, sensual, sentry
sequor [L]	follow	subsequent, sequel
solvo [L]	loosen	solution, dissolve, solvent
specto [L]	look at	inspect, speculate, perspective
strictus [L]	drawn tight	strict, constricted
sub [L]	under	subdue, subject, subtract
super [L]	above	superficial, superlative, supreme
syn [G]	together	synchronize, synthesis
tendo [L]	stretch	tension, intense, detention
teneo [L]	hold, keep	contain, content, maintain
trans [L]	across	transfer, transcontinental
valeo [L]	be strong	prevail, valiant
venio [L]	come	event, advent

voco [L]
volvo [L]
zoon, zoe [G]

call
revolve
animal, life

vocal, voice, vociferous
evolve, revolution
zoology, protozoa

II. Poetry

A. Poems

- Expose students to more poetry, old and new, and have students write their own poems.
- To bring students into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words.
- Students should examine some poems in detail, discussing what the poems mean as well as asking questions about the poet's use of language.

Annabel Lee (Edgar Allan Poe)

Because I could not stop for Death (Emily Dickinson)

The Charge of the Light Brigade (Alfred Lord Tennyson)

The Chimney Sweeper (both versions from *The Songs of Innocence* and *The Songs of Experience*; William Blake)

The Cremation of Sam McGee (Robert Service)

Dulce et Decorum Est (Wilfred Owen)

Fire and Ice; Nothing Gold Can Stay (Robert Frost)

Heritage (Countee Cullen)

Macavity: The Mystery Cat (T.S. Eliot)

The Negro Speaks of Rivers; Harlem; Life is Fine (Langston Hughes)

This Is Just to Say; The Red Wheelbarrow (William Carlos Williams)

B. Elements of Poetry

- Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration
- Stanzas and refrains
- Forms
 - ballad
 - sonnet
 - lyric
 - narrative
 - limerick
 - haiku
- Types of rhyme: end, internal, slant, eye

III. Fiction and Drama

A. Short Stories

“The Gift of the Magi” (O. Henry)

“The Necklace” (Guy de Maupassant)

“The Secret Life of Walter Mitty” (James Thurber)

“The Tell-Tale Heart”; “The Purloined Letter” (Edgar Allan Poe)

B. Novels/Novellas

The Call of the Wild (Jack London)

Dr. Jekyll and Mr. Hyde (Robert Louis Stevenson)

C. Elements of Fiction

- Review aspects of plot and setting
- Theme
- Point of view in narration
 - omniscient narrator
 - unreliable narrator
 - third person narrator
 - first person
- Conflict: external and internal
- Suspense and climax

D. Essays and Speeches

“Shooting an Elephant” (George Orwell)

“The Night the Bed Fell” (James Thurber)

“Declaration of War on Japan” (Franklin D. Roosevelt)

E. Autobiography

Diary of a Young Girl (Anne Frank)

F. Novels/Novellas

• *Cyrano de Bergerac* (Edmond Rostand)

• Elements of drama

Tragedy and comedy (review)

Aspects of conflict, suspense, and characterization

Soliloquies and asides

G. Literary Terms

- Irony: verbal, situational, dramatic
- Flashbacks and foreshadowing
- Hyperbole; oxymoron; parody

IV. Foreign Phrases Commonly Used in English

ad hoc - concerned with a particular purpose; improvised [literally, "to the thing"]

bona fides - good faith; sincere, involving no deceit or fraud

carpe diem - seize the day, enjoy the present

caveat emptor - let the buyer beware, buy at your own risk

de facto - in reality, actually existing

in extremis - in extreme circumstances, especially at the point of death

in medias res - in the midst of things

in toto - altogether, entirely

modus operandi - a method of procedure

modus vivendi - a way of living, getting along

persona non grata - an unacceptable or unwelcome person

prima facie - at first view, apparently; self-evident

pro bono publico - for the public good

pro forma - for the sake of form, carried out as a matter of formality

quid pro quo - something given or received in exchange for something else

requiescat in pace, R I P - may he or she rest in peace [seen on tombstones]

sic transit gloria mundi - thus passes away the glory of the world

sine qua non - something absolutely indispensable [literally, "without which not"]

sub rosa - secretly

CORE KNOWLEDGE GRADE 8 - ENGLISH

I. Writing, Grammar, and Usage

A. Writing and Research

- Expository writing: Write essays that describe, narrate, persuade, and compare and contrast.
- Write research essays, with attention to
 - asking open-ended questions
 - gathering relevant data through library and field research
 - summarizing, paraphrasing, and quoting accurately when taking notes
 - defining a thesis (that is, a central proposition, a main idea)
 - organizing with an outline
 - integrating quotations from sources
 - acknowledging sources and avoiding plagiarism
 - preparing a bibliography

B. Speaking and Listening

- Participate civilly and productively in group discussions.
- Give formal presentations to the class that are well-organized and well-supported.
- Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstance.

C. Grammar

Punctuation

- Review punctuation based on sentence structure, including semi-colons and commas with phrases and clauses
- Review other punctuation, including punctuation of quotations, dialogue, use of parentheses, hyphens, dashes, colons, italics, and apostrophes

Misplaced Modifiers

- Phrases and clauses go as near as possible to the word(s) they modify.
 - Dangling modifiers
 - Two-way modifiers

Parallelism

- Parallelism is expressing ideas of equal importance using the same, grammatical constructions.
- Kinds of parallelism

coordinate (using coordinating conjunctions and, but, or, nor, yet)
compared/contrasted
correlative (both/and, either/or, neither/nor, not only/but also)

- Correcting faulty parallelism
repeating words (articles, prepositions, pronouns) to maintain parallelism
completing parallel construction
revising sentences using parallel structure (for example, using all gerund phrases or all noun clauses)

Sentence variety

- Review sentences classified by structure: simple, compound, complex, compound-complex.
- Varying sentence length and structure to avoid monotony
- Varying sentence openings

D. Dictation

- Use weekly dictation passages to continue work with spelling and punctuation

E. Vocabulary

- Review the meaning of the following Latin and Greek words and be able to give examples of English words that are based on them.

<u>Latin/Greek Word</u>	<u>Meaning</u>	<u>Examples</u>
aequus [L]	equal	equal, equation
ago, acta [L]	do, things done	agent, enact, transact
anthropos [G]	man, human being	anthropology, misanthrope
ars [L]	art	artist, artifact
brevis [L]	short	brevity, abbreviate
canto [L]	sing	chant, cantor
caput [L]	head	captain, decapitate
clino [L]	to lean, bend	incline, decline
cognito [L]	know	cognizant, recognize
copia [L]	plenty	copy, copious
credo [L]	believe	credible, incredulous
culpa [L]	blame	culpable, culprit
dominus [L]	a lord, master	dominate, dominion
duco [L]	lead	abduct, introduce
fido [L]	to trust, believe	confide, infidel
fundo, fustum [L]	pour, thing poured	effusive, transfusion
genus [L]	kind, origin	generic, congenital
holos [G]	whole	holistic, catholic
jungo [L]	join	junction, conjugal
lego, lectum [L]	read, thing read	intellect, legible
locus [L]	a place	local, dislocate

loquor [L]	speak	eloquent, loquacious
medius [L]	middle	mediate, mediocrity
missio [L]	a sending	emissary, mission
morior [L]	die	mortal
nego [L]	deny	negate
nihil [L]	nothing	nihilism, annihilate
occido [L]	kill	homicide, suicide
pathos[G]	suffering, feeling	sympathy, apathy
pendo [L]	weigh, hang	depend, pendant
per [L]	through	perceive, persist, persevere
phobos [G]	fear	phobia, claustrophobia
plenus [L]	full	plenty, plenary
positum [L]	placed	position, opposite
porto [L]	carry	transport, export
possum [L]	be able	possible, potent
pugno [L]	to fight	impugn, pugnacious
punctum [L]	point	punctual, punctuation
rego [L]	to rule	regular, regency
sanguis [L]	blood	sanguine
satis [L]	enough	satisfy
scio [L]	know	science, conscious
solus [L]	alone	solo, desolate
sonus [L]	a sound	unison, consonant
sophos [G]	wise	philosophy, sophomore
spiritus [L]	breath	inspire, spirit
totus [L]	whole	totalitarianism
tractum [L]	drawn, pulled	distract, tractor
usus [L]	use	abuse, utensil
vacuus [L]	empty	evacuate, vacuum
verbum [L]	word	verbal
verto [L]	turn	avert, convert, anniversary
via [L]	way, road	deviate, viaduct

II. Poetry

- Expose students to more poetry, old and new, and have students write their own poems.
- To bring students into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words.
- Students should examine some poems in detail, discussing what the poems mean as well as asking questions about the poet's use of language.

A. Poems

Buffalo Bill's (e.e. cummings)

Chicago (Carl Sandburg)
Do Not Go Gentle into That Good Night (Dylan Thomas)
How do I love thee? (Elizabeth Barrett Browning)
How They Brought the Good News from Ghent to Aix (Robert Browning)
I dwell in possibility; Apparently with No Surprise (Emily Dickinson)
The Lake Isle of Innisfree (William B. Yeats)
Lucy Gray (or Solitude); My Heart Leaps Up (William Wordsworth)
Mending Wall; The Gift Outright (Robert Frost)
Mr. Flood's Party (Edward Arlington Robinson)
Polonius's speech from Hamlet, "Neither a borrower nor a lender be . . ." (William Shakespeare)
Ozymandias (Percy Bysshe Shelley)
Sonnet 18, "Shall I compare thee. . ." (William Shakespeare)
Spring and Fall (Gerald Manley Hopkins)
A Supermarket in California (Allen Ginsberg)
Theme for English B (Langston Hughes)
We Real Cool (Gwendolyn Brooks)

B. Elements of Poetry

- Review: meter, iamb, rhyme scheme, free verse, couplet, onomatopoeia, alliteration, assonance
- Review:
 - forms: ballad, sonnet, lyric, narrative, limerick, haiku
 - stanzas and refrains
 - types of rhyme: end, internal, slant, eye
 - metaphor and simile
 - extended and mixed metaphors
 - imagery, symbol, personification
 - allusion

III. Fiction, Nonfiction, and Drama

A. Short Stories

"The Bet" (Anton Chekov)
"Dr. Heidegger's Experiment" (Nathaniel Hawthorne)
"God Sees the Truth But Waits" (Leo Tolstoy)
"An Honest Thief" (Fyodor Dostoyevsky)
"The Open Boat" (Stephen Crane)

B. Novels

Animal Farm (George Orwell)
The Good Earth (Pearl S. Buck)

C. Elements of Fiction

- Review:
 - plot and setting
 - theme
 - point of view in narration: omniscient narrator, unreliable narrator, third person limited, first person
 - conflict: external and internal
 - suspense and climax
- Characterization
 - as delineated through a character's thoughts, words, and deeds; through the narrator's description; and through what other characters say
 - flat and round; static and dynamic
 - motivation
 - protagonist and antagonist
- Tone and diction

D. Essays and Speeches

"Ask not what your country can do for you" (John F. Kennedy's Inaugural Address)

"I have a dream"; "Letter from Birmingham Jail" (Martin Luther King, Jr.)

"Death of a Pig" (E. B. White)

"The Marginal World" (Rachel Carson)

E. Autobiography

Selections from *I Know Why the Caged Bird Sings* (Maya Angelou)

F. Drama

- *Twelfth Night* (William Shakespeare)
- Elements of Drama:
 - Review:
 - tragedy and comedy
 - aspects of conflict, suspense, and characterization
 - soliloquies and asides
 - Farce and satire
 - Aspects of performance and staging
 - actors and directors
 - set, costumes, props, lighting, music
 - presence of an audience

G. Literary Terms

- Irony: verbal, situational, dramatic

- Flashbacks and foreshadowing
- Hyperbole, oxymoron, parody

IV. Foreign Phrases Commonly Used in English

au revoir – goodbye, until we see each other again

avant-garde – a group developing new or experimental concepts, a vanguard

bête noire – a person or thing especially dreaded and avoided [literally, “black beast”]

c'est la vie – that's life, that's how things happen

carte blanche – full discretionary power [literally, “blank page”]

cause célèbre – a very controversial issue that generates fervent public debate [literally, a “celebrated case”]

coup de grâce – a decisive finishing blow

coup d'état – overthrow of a government by a group

déjà vu – something overly familiar [literally, “already seen”]

enfant terrible – one whose remarks or actions cause embarrassment, or someone strikingly unconventional [literally, “terrible child”]

fait accompli – an accomplished fact, presumably irreversible

faux pas – a social blunder [literally, “false step”]

Madame, Mademoiselle, Monsieur – Mrs., Miss, Mr.

merci – thank you

pièce de résistance – the principal part of the meal, a showpiece item

raison d'être – reason for being

savoir-faire – the ability to say or do the right thing in any situation, polished sureness

tête-à-tête – private conversation between two people [literally, “head to head”]