

Adult Basic Education

# **English Language Arts**

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## **English 2014**

### **Reading: Poetry/Novel/Drama**

## **Curriculum Guide**

**Suggested Resources:** *Making It Work: A Handbook for Reading, Writing, Language and Media*  
*The Road Ahead: Reading Selections for Canadian Students*  
*One Selected Novel*

**Level II English Courses**

English 2011

English 2012

English 2013

**English 2014**

English 2015

English 2016



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## To the Instructor

### **ABE Level II English Program**

ABE Level II is meant to be a transition program. ABE students who are assessed and placed in Level II will mainly be adults who completed ABE Level I, who did not progress to senior high school, who have very limited Senior High School credits in core subject areas, who have been out of formal schooling for a long time, and/or who need to refresh English, Mathematics and Science skills before entering ABE Level III.

ABE Level II students do not have to complete all six Level II English courses to move into ABE Level III English. The decision to do all or some of the six Level II English courses will be made based the instructor's assessment using all appropriate considerations (school report cards, high school transcripts, standardized test results, interviews, student's intended Level III graduation profile, student's employment history, student's intended post-secondary aspirations, student's employment goals, student's progress in Level II English courses, and/or any other relevant consideration).

The Level II English program is meant to provide adult learners with an education in English Language Arts that is approximately equivalent to that in grades 7 to 9 in the Newfoundland and Labrador school system. There are six strands of English Language Arts that are fundamental to the ABE Level II English curriculum; these are:

- Speaking and Listening
- Reading and Writing
- Viewing and Representing

### **English 2014 Reading: Poetry/Novel**

English 2014 is the fourth in a series of six Level II English courses. It is meant to provide ABE students with the opportunity to study a minimum of five poems, one novel and one piece of drama.

This course is divided into three units. *Unit 1: Poetry* begins with a general introduction to reading poetry. Students will then be given the opportunity to read and experience a minimum of five poems.

*Unit 2: Novel* provides students with the opportunity to read and experience a minimum of one novel. Written response work that is assigned in the Study Guide is of a general nature and can be applied to any selected novel.

*Unit 3: Drama* provides students with the opportunity to read and experience a minimum of one drama. Students will study the use of stage directions in drama, how dramatic characters reveal themselves, and apply the theme of a drama selection to the workplace.

## **New Approach for ABE Level II English**

The previous ABE Level II English program was developed in 1990 and then revised in 1995. The 1995 Level II English curriculum contained five courses. Learning outcomes were stated for these five courses, but Study Guides for students were not a part of the curriculum package. This 2011 Level II English curriculum is modeled after the 2006 Level III curriculum in that now both Curriculum and Study Guides are provided to instructors.

There are now six courses in the Level II English program. These are:

- English 2011 Speaking and Listening
- English 2012 Writing: Sentences and Paragraphs
- English 2013 Reading: Short Stories/Non-Fiction/Research
- English 2014 Reading: Poetry/Novel/Drama
- English 2015 Writing: Essays
- English 2016 Viewing and Representing

## **Study Guides**

Each new ABE Level II English course has a Curriculum Guide for the instructor and a Study Guide for the student. The Study Guides are written so that all suggested Required Work is included to fulfill both the general curriculum outcomes for ABE Level II English and the specific curriculum outcomes for each course. The Study Guides allow students to work independently and it also allows instructors to easily track the progress for each student.

## **Curriculum Guides**

Each ABE Level II Curriculum Guide contains a list of stated **General Curriculum Outcomes** (GCO's) for each course. In order to assure that the ABE Level II English program remains approximately equivalent to grades 7-9 in the Newfoundland and Labrador school system, these GCO's are basically the same as in K-12. As the same GCO's are used throughout K-12 English Language Arts, and in ABE Level III English courses, students taking ABE Level II English courses are assured that they will be adequately prepared for future study in ABE Level III English courses.

The GCO's are broken down into **Learning Outcomes** for the specific courses and units. Both the GCO's and Learning Outcomes are met by the completion of the suggested **Required Work**.

It is important to note here that the **Learning Outcomes**, as well as the specific learning exercises in each Study Guide, are suggestions. Instructors can modify the learning exercises and/or choice of resources in order to meet the needs of adult learners. For example, if an instructor feels a suggested short story, poem, writing topic, etc does not meet the needs of a certain student (reading level unsuitable, student uninterested in selection, student feels selection is irrelevant to his/her life, etc), the instructor can select an alternative. The suggestions in the Study Guides should, however, be appropriate to meet the needs of most ABE Level II English students. The GCO's for each ABE Level II English course are set by the Department of Education and are not to be modified.

All the ABE Level II English Curriculum Guides are organized in two sequential sets of columns, as follows:

<b>Learning Outcomes</b>	<b>Required Work</b>
This column lists the specific learning outcomes for each course.	This column contains a numbered list of the work required to be completed in order to meet the specific learning outcomes. Students are also given this list of <b>Required Work</b> in their Study Guides.

<b>Suggestions for Teaching and Learning</b>	<b>Suggestions for Assessment</b>
This column provides suggested explanations and information related to the required work and/or the resources. Instructors should find this column especially helpful in planning for instruction, assisting students with making selections, and making the best use of the available resources.	This column provides suggested information related to the use of the resources for the assessment of learning outcomes. It also provides more general suggestions and guidelines for assessment. Effective assessment improves the quality of learning and instruction. It can help ABE students to become more self-reflective on their learning and to take greater ownership in their own education program. Additionally, assessment can help instructors to monitor the effectiveness of their own instructional methods. Assessment for Level II English courses should be at a degree of complexity less than expected for Level III English courses. A student who meets outcomes in the Study Guide in a more complex manner should be considered for transition from Level II to Level III.

Instructors should note that all suggestions given related to Teaching/Learning/Assessment in this Curriculum Guide are just suggestions. Instructors both individually and collectively have significant experience in the delivery of ABE and are certainly free to exercise professional judgment when teaching and assessing students. Instructors and/or institutions are responsible for developing such things as unit tests, final exams, and supplemental assignments/learning exercises.

## Resources

Anthologies, reference books, and instructor resources for each specific ABE Level II English course are identified on the cover page of the Curriculum Guide. The same is true for the Study Guides minus the Instructor resources. Instructors may, and are encouraged, to supplement these resources as they deem appropriate.

An overview of the resources used for English 2014 is given below:

Course	Resources
English 2014 Reading: Poetry/Novel	<i>Making It Work: A Handbook for Reading, Writing, Language and Media</i> <i>The Road Ahead: Reading Selections for Canadian Students</i> ( <a href="http://www.nelsonschoolcentral.com">www.nelsonschoolcentral.com</a> ) <i>One Selected Novel</i> <a href="http://www.mindresources.com/">http://www.mindresources.com/</a> <a href="http://www.townsendpress.com/">http://www.townsendpress.com/</a> <i>One Drama</i> (Included in <i>The Road Ahead</i> )

Feedback obtained from Newfoundland and Labrador ABE instructors strongly indicated a need for one comprehensive resource to address the literature contained in this course. Instructors also communicated that the reading level contained in such a resource should be appropriate, and that the resources should be as adult-oriented as possible.

The two resources suggested for this course fit these criteria. Selections in *The Road Ahead: Reading Selections for Canadian Students* vary in reading level from easy to moderate to challenging. Selections taken from this anthology and included in the Study Guide are all at the “moderate” reading level. Instructors have flexibility to pick other selections from this anthology if the selections in the Study Guide are too difficult for some students. In such a case, select a selection labeled as “easy” in the *Making It Work Teacher’s Guide* and assign response work consistent with the **General Curriculum Outcomes** for English 2014. The same can be said if instructors wish to raise the reading level.

*Making It Work: A Handbook for Reading, Writing, Language and Media* is a reference text that pairs with *The Road Ahead* anthology. The layout and content of this resource is appropriate for ABE students. There are minimal age inappropriate visuals and many workplace examples are used.

This course requires students to select one novel. Institutions may already have sufficient novels appropriate for ABE Level II students. Instructors can select or recommend novels that have proven successful in the past for ABE Level II students. Two excellent sources where institutions can order suitable novels for this course are Mind Resources and Townsend Press. These publishers also offer study guides, teacher guides, and assessment

tools for the novels they sell. The web links for each publisher are given in the table above.

### **Recommended Evaluation**

Course Work	60%
Assignment(s)	20%
Final Exam	<u>20%</u>
	100%

The overall pass mark for the course is 50%.

**Note:** The evaluation scheme recommended above is presented as a suggestion. Institutions may choose an alternate evaluation scheme in order to meet the individual needs of adult learners. The Department of Education has no requirement that a final exam must be given in this course. Instructors/institutions can decide if a final exam is necessary based on their own policies and procedures

### **General Curriculum Outcomes for English 2014**

Adult students will be expected to:

- Read with understanding a minimum of five poems, one novel and one drama.
- Respond personally to a range of texts.
- Respond critically to a range of texts, applying their knowledge of language, form, and genre.
- Read and experience a variety of fiction and literature representing a geographical and historical range.
- Analyze thematic connections among texts and articulate an understanding of the universality of themes.
- Respond to some of the material read by questioning, connecting, evaluating, and extending by moving beyond initial understanding to more thoughtful interpretations.
- Express and support points of view about texts and about issues, themes, and situations.

## Unit 1: Poetry--Learning Outcomes

Learning Outcomes	Required Work
<p>1.1 Understand what a poem is and how it is different from other forms of writing.</p> <p>1.2 Provide personal responses by explaining initial responses to the poems selected.</p> <p>1.3 Respond thoughtfully to poems by questioning, connecting, evaluating, and extending interpretations.</p> <p>1.4 Express and support points of view about issues, themes, and situations within poems, citing appropriate evidence.</p>	<p><b>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</b></p> <p>1. Read page 20 in <i>Making It Work</i>, and then respond in writing to the following:</p> <ol style="list-style-type: none"><li>What is a poem?</li><li>How is a poem different from other forms of writing?</li></ol> <p>2. Read the poem “Erosion”, by E.J. Pratt, on page 22 of <i>Making It Work</i>, and then respond in writing to the following:</p> <ol style="list-style-type: none"><li>Did you like or dislike this poem? Explain your choice.</li><li>What do you think the poet wanted you to feel, see, or know?</li><li>What are “granite seams/upon a woman’s face”? What has happened to place these seams on the woman’s face?</li></ol>

## Unit 1: Poetry--Learning Outcomes

Learning Outcomes	Required Work
<p>1.5 Understand that specific poems are written for particular purposes and audiences.</p> <p>1.6 Respond critically to selected poems.</p>	<p>3. Read the poem “The Road Not Taken”, by Robert Frost, on page 5 of <i>The Road Ahead</i>, and then respond in writing to the following:</p> <ul style="list-style-type: none"><li>a) Read and respond to the question asked in “Before You Read”, on page 4 of <i>The Road Ahead</i>.</li><li>b) Describe the differences between the two roads the poet mentions. Explain why his choice “has made all the difference” for his journey.</li></ul> <p>4. Read the poem “Experience”, by Emily Dickinson, on page 247 of <i>The Road Ahead</i>, and then respond in writing to the following:</p> <ul style="list-style-type: none"><li>a) Our experiences in life, both the good and bad, teach us our most important lessons. Think about what your experiences have taught you so far in your life. Write a paragraph (six to ten sentences) describing one of the most important lessons that your experiences have taught you.</li><li>b) A metaphor is a comparison of two objects—often one is concrete (something real) and the other is not (idea, value, experience). Identify how metaphor is used in this poem. Do you think it’s an effective metaphor? Why/Why not?</li></ul>

## Unit 1: Poetry--Learning Outcomes

Learning Outcomes	Required Work
	<p>5. Read the following poem by William Wordsworth, and then respond in writing to the items which follow.</p> <p style="text-align: center;"><b>Daffodils (1804)</b> <b>William Wordsworth</b></p> <p>I WANDER'D lonely as a cloud That floats on high o'er vales and hills, When all at once I saw a crowd, A host, of golden daffodils; Beside the lake, beneath the trees, Fluttering and dancing in the breeze.</p> <p>Continuous as the stars that shine And twinkle on the Milky Way, They stretch'd in never-ending line Along the margin of a bay: Ten thousand saw I at a glance, Tossing their heads in sprightly dance.</p> <p>The waves beside them danced; but they Out-did the sparkling waves in glee: A poet could not but be gay, In such a jocund company: I gazed -- and gazed -- but little thought What wealth the show to me had brought:</p> <p>For oft, when on my couch I lie In vacant or in pensive mood, They flash upon that inward eye Which is the bliss of solitude; And then my heart with pleasure fills, And dances with the daffodils</p> <p class="list-item-l1">a) The major presence in this poem is that of the “host of golden daffodils” seen by the poet-speaker. How does the speaker describe the daffodils?</p> <p class="list-item-l1">b) What do you think is the poet’s purpose in writing this poem? Explain your response.</p>

## Unit 2: Novel--Learning Outcomes

Learning Outcomes	Required Work
<p>2.1 Read and experience a minimum of one novel.</p> <p>2.2 Provide personal responses to the novel by explaining initial reactions.</p> <p>2.3 Respond critically to the novel by discussing the novel's main conflict, main theme, and narrative point of view.</p> <p>2.4 Respond thoughtfully to the novel by asking further questions for extending interpretations of a novel.</p>	<p><b>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</b></p> <p>In this unit, you are required to read one novel. You should select a novel that you feel is interesting and suitable for your reading level. Many appropriate novels are available in your classroom, college library, public library, home, or bookstore. Your instructor will help you select an appropriate novel. If you have difficulty selecting a novel, some suggestions are in the right hand column.</p> <p>The response items in this unit are general in nature and can be used for any novel chosen.</p> <p><b>Novel Assignment:</b> After discussing your novel with your instructor, respond in writing to the following items:</p>

## Unit 2: Novel--Learning Outcomes

Learning Outcomes	Required Work
	<ol style="list-style-type: none"><li>1. Explain using specific examples your initial reactions to the novel by responding to each of the following:<ol style="list-style-type: none"><li>a) What is your overall impression of the novel?</li><li>b) What did you like about the novel?</li><li>c) What did you dislike about the novel?</li><li>d) What was challenging about the novel?</li><li>e) What questions, if any, do you have related to the novel?</li></ol></li><li>2. Read the explanation of setting on page 32 of <i>Making It Work</i>. Explain the author's use of setting in your novel.</li><li>4. Read the explanation of conflict on pages 32-33 of <i>Making It Work</i>. Use this information to describe the author's use of conflict in your novel.</li><li>5. Read the explanation of theme on page 32 of <i>Making It Work</i>. Explain what you feel is the main theme of your novel.</li><li>6. Read the explanation of narrative point of view on page 32 of <i>Making It Work</i>. Explain what you feel is the narrative point of view of your novel.</li></ol>

### Unit 3: Drama--Learning Outcomes

Learning Outcomes	Required Work
<p>3.1 Read and experience a minimum of one play.</p> <p>3.2 Understand the purpose of stage directions in a play.</p> <p>3.3 Understand characterization in a play.</p> <p>3.4 Write a character sketch of a character in a play</p> <p>3.5 Respond thoughtfully to a play by connecting it to a real-life situation.</p>	<p><b>All responses in this Study Guide should be written in complete sentences with examples if appropriate.</b></p> <p>1. Read the play entitled “The Blame” on pages 159-163 of <i>The Road Ahead</i>, and then respond in writing to the following:</p> <p>a) Read the stage directions that appear at the beginning of the play. On a piece of plain paper, make a sketch of a possible floor plan for the set. The receptionist’s desk is at the center of the action. Draw where you think it should go on the floor plan.</p> <p>b) Characters reveal themselves through the following:</p> <ul style="list-style-type: none"> <li>• what they say</li> <li>• what they do</li> <li>• how they interact with others</li> <li>• what others say about them</li> </ul> <p>Select one character in the play to write a character sketch. Use pages 37-41 in <i>Making It Work</i> to help you write your character sketch</p> <p>c) Discuss with your instructor the work environment, or culture, of the workplace described in this play. After your discussion with your instructor, respond in writing answering this question: Is this a work culture in which you would like to work? Explain your answer.</p>

## Unit 1: Poetry--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>1. Students will begin this poetry unit by studying specified pages in <i>Making It Work</i>. It is suggested that instructors discuss this material with students first.</p> <p>2. Students can be encouraged to compile a personal glossary of new vocabulary encountered in this unit. Students can use a dictionary or other reference tool (internet) to look up meanings.</p> <p>3. The first poem, “Erosion” should speak to many students considering the subject. This poem is unavailable on the CD package included with the <i>Making It Work Teacher’s Guide</i>. Instructors may want to read the poem to students.</p> <p>4. Students should be encouraged to read poems aloud and to re-read them several times.</p> <p>5. Students can be encouraged to read more than the minimum number of poems assigned for the course. This may foster a commitment to life-long learning and reading for pleasure.</p>	<p>1. Through the completion of the Required Work for this unit, students will meet the outcomes for this course.</p> <p>2. Instructors can assign a mark for the personal glossary. This can count under the course work category for evaluation. Instructors can deem an appropriate weighting for this.</p> <p>3. In general, assessment for this unit may include the following (at a level appropriate for ABE Level II):</p> <ul style="list-style-type: none"> <li>• Asking students to read poems aloud to demonstrate their understanding.</li> <li>• Asking students to verbally explain both the literal and figurative meaning of the poems.</li> <li>• Asking students to respond in writing to items in the text and study guide.</li> <li>• Asking students to discuss the poems they are reading with the instructor and/or other students.</li> </ul>

## Unit 1: Poetry--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>6. Supplemental information for each poem selected from <i>The Road Ahead</i> is available in the <i>Making It Work Teacher's Guide</i>.</p> <p>7. Although not mandatory, instructors may encourage students to type and save all written work using a computer.</p> <p>8. Students who show an interest in writing poetry should be encouraged to do so. <b>Line Masters 25 and 26</b> on pages 232-233 of the <i>Making It Work Teacher's Guide</i> may be useful for this.</p>	<p>5. In general, the required written responses should provide evidence that students are able to (at a level appropriate for ABE Level II):</p> <ul style="list-style-type: none"> <li>• Include specific references and reasons to support interpretations.</li> <li>• Reflect on their responses and interpretations.</li> <li>• Reflect upon themes and issues in poetry, and apply them to real-life.</li> </ul> <p>6. All written responses should be written in complete sentences with examples if appropriate. Work should be neat, organized and legible.</p> <p>7. If a student does decide to write their own poetry, then instructors may use their own professional judgment in awarding a portion of the marks for this unit towards this.</p>

## Unit 2: Novel--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>1. Students will begin this unit by selecting one novel to read. As this may be students' first encounter with reading a novel for study ever, or in a long time, it is suggested that instructors introduce students to the novel study by direct instruction or discussion.</p> <p>2. Students should be encouraged to select a novel based on personal interest. Instructors will need to ensure that students are able to determine whether a novel is of interest. Students should be aware of the information contained on the book itself and the usefulness of book reviews, which may be found online, in newspapers, and in magazines. Word-of-mouth recommendations from other students and the instructor can be helpful in novel selection.</p> <p>3. Instructors may use publisher's websites and other online sources useful for obtaining access to teaching, learning and assessment resources.</p> <p><b>4. Recommended Novels</b>  Instructors should note that the list of recommended novels in this curriculum guide is a list of suggestions. The Department of Education is not prescribing one specific novel. Instructors have flexibility to use other novels providing that the following guidelines are met:</p>	<p>1. A novel assignment is included in the study guide for this course. Response items in the novel assignment are general in nature. The novel assignment is appropriate for any novel selection.</p> <p>2. Instructors may wish to develop content and comprehension questions on each novel studies to guide student reading and understanding.</p> <p>3. Commercial study guides and assessment material (quizzes, tests, and assignments) are available for many novels from publishers and other firms specializing in educational resources. Instructors may wish to recommend such material for institutional purchase.</p>

## Unit 2: Novel--Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<ul style="list-style-type: none"> <li>• The novel must be a novel (not a non-fiction book, not a novel excerpt).</li> <li>• The novel must have a degree of literary merit.</li> <li>• The novel's reading level should be appropriate for an ABE Level II student (comparable to junior high).</li> <li>• The novel's subject matter should be of interest to adults.</li> </ul> <p><b>5. Suggested Novels and Associated Publishers</b></p> <ul style="list-style-type: none"> <li>• <i>The Adventures of Tom Sawyer</i>, by Mark Twain (Townsend Press)</li> <li>• <i>The Prince and the Pauper</i>, by Mark Twain (Townsend Press)</li> <li>• <i>Captains Courageous</i>, by Rudyard Kipling (Townsend Press)</li> <li>• <i>White Fang</i>, by Jack London (Townsend Press)</li> <li>• <i>Great Expectations</i>, by Charles Dickens (Townsend Press)</li> <li>• <i>Silas Marner</i>, by George Eliot (Townsend Press)</li> <li>• <i>The Count of Monte Cristo</i>, by Alexandre Dumas (Townsend Press)</li> <li>• <i>The Swiss Family Robinson</i>, by Johann Wyss (Townsend Press)</li> <li>• <i>The Scarlet Letter</i>, by Nathaniel Hawthorne (Townsend Press)</li> <li>• More suggestions available on publishers' websites:  <a href="http://www.mindresources.com/">http://www.mindresources.com/</a>  <a href="http://www.townsendpress.com/">http://www.townsendpress.com/</a></li> </ul>	<p>4. In general, assessment for the novel should focus primarily on comprehension; however, students should also be assessed on the following:</p> <ul style="list-style-type: none"> <li>• The use of complete sentences.</li> <li>• The use of standard language conventions.</li> <li>• The use of correct spelling.</li> <li>• The coherence of ideas presented.</li> </ul> <p>5. It is also important that students are able to (at a level appropriate for ABE Level II):</p> <ul style="list-style-type: none"> <li>• Include specific reference to support their interpretations.</li> <li>• Reflect on their responses and interpretations</li> <li>• Reflect upon themes and issues revealed in the novel.</li> </ul> <p>6. All written responses should be organized, neat and eligible.</p>

### Unit 3: Drama-Suggestions for Teaching, Learning and Assessment

Suggestions for Teaching and Learning	Suggestions for Assessment
<p>1. Students will begin this drama unit by reading the play entitled “The Blame” on pages 159-193 of <i>The Road Ahead</i>. Background information and teaching notes for this play can be found on pages 145-147 of the <i>Making It Work Teacher’s Guide</i>.</p> <p>2. Students are required to write a character sketch in the <b>Required Work</b> section. <i>Making It Work</i>, pages 37-41, provides resource material to help students with this exercise. Instructors may want to discuss this material first with students.</p> <p>3. <b>Line Master 2</b> on page 204 of the <i>Making It Work Teacher’s Guide</i> may be useful for students.</p> <p>4. Instructors may be able to provide students with the opportunity to assume character roles in a read aloud exercise. Ideally, this will work best when two or more students are reading the play at the same time.</p> <p>5. Instructors may have students use the <b>CD Making It Work: Interactive Software for Reading, Writing, Language, and Media</b> included with the <i>Making It Work Teacher’s Guide</i>.</p>	<p>1. Written response items are included in the study guide.</p> <p>2. Instructors may wish to discuss the play with students before, during and after reading to assess level of comprehension before students actually begin their written responses.</p> <p>3. The floor plan that students sketch should be assessed on its accuracy in relation to the printed stage directions and the overall quality of the presentation.</p> <p>4. In general, assessment for the novel should focus primarily on comprehension; however, students should also be assessed on the following:</p> <ul style="list-style-type: none"> <li>• The use of complete sentences.</li> <li>• The use of standard language conventions.</li> <li>• The use of correct spelling.</li> <li>• The coherence of ideas presented.</li> </ul> <p>5. It is also important that students are able to (at a level appropriate for ABE Level II):</p> <ul style="list-style-type: none"> <li>• Include specific reference to support their interpretations.</li> <li>• Reflect on their responses and interpretations</li> <li>• Reflect upon themes and issues revealed in the novel.</li> </ul> <p>6. All written responses should be organized, neat and eligible.</p>