

Course/Grade Level: English I Curriculum

Focus: Students will develop fluency and vocabulary skills to aid comprehension in order to evaluate and analyze a variety of texts.

R.9.1 Students will utilize vocabulary skills to read and comprehend texts at course level.

Students will...

R.9.1.1 ▲ determine meaning of words or phrases using context clues (e.g., definitions, *restatements*, *examples*, *descriptions*, *comparison-contrast*, clue words, *cause-effect*) from sentences or paragraphs. (HS.1.3.1)

Instructional Examples:

- have students discuss and compare the possible interpretations based on the clues.
- have students a word or phrase from a classroom text which uses a context clue.

R.9.1.2 locate, use, and apply reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet). (HS.1.3.2)

R.9.1.3 ▲ determine meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo Saxon ▲ roots, ▲ *prefixes*, and ▲ *suffixes* to understand complex words, including words in science, mathematics, and social studies. (see appendix) (HS.1.3.3)

Instructional Example: provide students with a list of common Greek, Latin, and Anglo-Saxon roots, prefixes and suffixes. Teachers across all content areas should model using the list and require students to use the list to help determine meaning of appropriate content area vocabulary.

R.9.1.4 ▲ identify, interpret, and analyze the use of *figurative language*, including *similes*, *metaphors*, *analogies*, *hyperbole*, *onomatopoeia*, *personification*, *idioms*, *imagery*, and *symbolism*. (HS.1.3.4)

Instructional Examples:

- demonstrate the use of onomatopoeia with comic books.
- explain to students to look for the signal words "is to" and "as" when finding analogies.

R.9.1.5 discriminate between *connotative* and *denotative* meanings and interpret the connotative power of words. (HS.1.3.5)

R.9.2 Students will evaluate and analyze a variety of text types (narrative, expository, technical, persuasive) and other genres to achieve comprehension at course level.

Students will...

- R.9.2.1 adjust reading rate to support comprehension when reading *narrative, expository, technical, and persuasive texts*. (HS.1.2.5)
- R.9.2.2 identify characteristics of narrative, expository, technical, and persuasive texts. (HS.1.4.1)
- R.9.2.3 ▲ understand the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, heading, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and use such features to locate information in and to gain meaning from appropriate-level texts. (HS.1.4.2)
- R.9.2.4 use prior knowledge, content, and text type features to make, to revise, and to confirm predictions at course level. (HS.1.4.3)
- R.9.2.5 generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text. (HS.1.4.4)

Instructional Examples:

- during reading of the text, have the students write questions they encounter onto sticky notes. Then, after reading have the students read the questions on their sticky notes to determine if they still need an answer to the question or if another question has arose stemming from the initial question.
- have the students use the *QAR Framework* and pose questions to assist students in their understanding of the text. This process can be used to activate prior knowledge, to make predictions based on illustrations, and to recall important events and details presented in the text.

- R.9.2.6 ▲ use information from the text to make inferences and draw conclusions. (HS.1.4.5)

Instructional Examples:

- have the students read a *narrative text*. As the students are reading about a *character*, the teacher has the students make inferences about the *character* using the descriptive words that are describing the *character*. The students arrive at their inferences using a word equation (see example below)

EXAMPLE: Character Description + Prior Knowledge = Inference
 (what are the details) (what the details mean to you)

- have the students draw conclusions using information from the text. The teacher has the students chart pieces of information from the text onto a two-column graphic organizer (see below) and draw conclusions using the information from the text.

Information From the Text	Conclusion
Friends are buying dresses	Going somewhere special
Students decorating the gym	A possible party
Making reservations for dinner	A special occasion

- R.9.2.7 ▲ analyze and evaluate how authors use text structure (e.g., *sequence, problem-solution, comparison-contrast, description, cause-effect*) to help achieve their purposes. (HS.1.4.6)

Instructional Example: provide students with models or students create their own *graphic organizers* to identify and analyze the structures of the texts:

- ▶ comparison/contrast - *Venn Diagram*
- ▶ sequence/narration, story map - causal chain
- ▶ cause/effect - Fishbone Graphic Organizer and/or other graphic organizers specific to the text structure

- R.9.2.8 ▲ compare and contrast varying aspects (e.g., *characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, author's purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence*) in one or more appropriate-level texts. (HS.1.4.7)

- R.9.2.9 ▲ explain and analyze *cause-effect* relationships in appropriate-level *narrative, expository, technical, and persuasive texts.* (HS.1.4.8)

Instructional Example: provide students with a cause-effect graphic organizer. The teacher encourages the students to determine what the major event/cause of the text is as the text is being read. Once the cause is determined, the teacher encourages the students to reread the text to look for the events/effects that result from the cause.

- R.9.2.10 ▲ use *paraphrasing* and organizational skills to *summarize* information (stated and implied *main ideas*, main events, important details, underlying meaning) from appropriate-level *narrative, expository, technical, and persuasive texts* in logical or sequential order, clearly preserving the author's intent. (HS 1.4.9)

Instructional Examples:

- divide the class into two groups and have each group read a different story or novel. Prior to reading, students focus on a few issues that could be compared and contrasted between the two novels or stories. As they read, students keep response logs of their reactions and supporting evidence. After both groups finish, the teacher leads and structures a discussion of the key issues.
- help the students understand that summarizing is restating or translating information into your own words. While reading the text, the teacher and students highlight the stated and implied main ideas or events and important details. Then after reading a "how to" article, the students summarize and list the steps in proper sequence.

- R.9.2.11 ▲ identify the *topic, main idea(s), supporting details, and theme(s)* in text across the content areas and from a variety of sources in appropriate-level texts. (HS.1.4.10)

- R.9.2.12 ▲ analyze and evaluate how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g., foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery point of view, allusion, overstatement, paradox) work together to achieve his or her purpose for writing text. (HS.1.4.11)

- R.9.2.13 establish purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems). (HS.1.4.12)

- R.9.2.14 ▲ identify the author's position in a *persuasive* text, describe techniques the author uses to support that position (e.g., *bandwagon*, *approach*, *glittering generalities*, *testimonials*, *citing authority*, *statistics*, other techniques that appeal to reason or emotion), and evaluate the effectiveness of these techniques and the credibility of the information provided. (HS.1.4.14)

Instructional Examples:

- provide students with several pieces on the same issue but written from a different point of view. Students discuss the effectiveness of each author.
- encourage the students to work in pairs and write a persuasive paper based on a given topic (vending machines in schools, internet high school classes, mandatory year-round school attendance) using various persuasive techniques (e.g., *bandwagon*, *approach*, *glittering generalities*, *testimonials*, *citing authority*, *statistics*, other techniques that appeal to reason or emotion). After completion of the task, the teacher leads the classroom in discussion to determine the effectiveness of the techniques used in each writing.
- group the students in pairs to look through a magazine and discuss the different positions the authors use to persuade. This can be accomplished by discussion of text passages or advertisement. Then the students can identify which technique (e.g., *bandwagon* approach, *glittering generalities*, *testimonials*, *citing authority*, *statistics*, other techniques that appeal to reason or emotion), the author used to persuade the reader.

- R.9.2.15 ▲ distinguish between fact and opinion, and recognize *propaganda* (e.g., advertising, media, politics, warfare), *bias*, and *stereotypes* in various types of appropriate-level texts. (HS.1.4.15)

Instructional Examples:

- direct students to use a *T-Chart* to list facts and opinions from a newspaper article.
- have the students negotiate, *clarify*, and defend opinions in large and small discussion groups.
- after identifying the facts and opinions in a *persuasive* piece, have students infer, explain, and record the author's bias and provide evidence of this bias.
- have the students work in pairs to review several articles or pieces of advertisements on the same issue (written from different points of view) to determine which statements about each issue are facts and which are opinions. Then the students arrange the fact and opinions from the article or advertisement on a chart. Once the chart is completed, the students develop their own advertisement to persuade an audience from their own point of view and opinions.

R.9.3 Students will evaluate and analyze literary concepts to interpret and respond to a variety of literature genres at course level.

Students will...

- R.9.3.1 ▲ identify and describe different types of *characters* (e.g., *protagonist*, *antagonist*, *round*, *flat*, *static*, *dynamic*) and analyze the development of *characters*. (HS.2.1.1)
- R.9.3.2 ▲ analyze the historical, social, and cultural contextual aspects of the *setting* and their influence on characters and events in the story or literary text. (HS.2.1.2)
- R.9.4.3 ▲ analyze and evaluate how the author uses various *plot* elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the *plot* and make connections between events. (HS.2.1.3)
- R.9.3.4 analyze *themes*, tone, and the author's point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose. (HS.2.1.4)
- R.9.3.5 identify, analyze, and evaluate the use of literary devices (e.g., *foreshadowing*, *flashback*, *irony*, *figurative language*, *imagery*, *symbolism*, *satire*, *allusion*, *paradox*, *dialogue*, *point of view*, *overstatement*) in a text. (HS.2.1.5)
- R.9.3.6 recognize ways that literature from different cultures presents similar *themes* differently across genres. (HS.2.2.1)

High School Targeted Roots, Prefixes, and Suffixes

Roots:

anthrop (o)	[G]	human
belli	[L]	war
brev	[L]	short
cred	[L]	believe
culpa	[L]	fault
derm	[G]	skin
duc/duct	[L]	lead
ego	[L]	I
fac	[L]	do/ make
jud/jur/jus	[L]	law
luc/lum	[L]	light
mega	[G]	great
ocu	[L]	eye
ortho	[G]	straight/ correct
poly	[L]	straight note: poli - city
rect	[L]	straight
the/theo	[G]	god
urb	[L]	city
vac	[L]	empty
vir	[L]	man

Prefixes:

ante-	before
counter-	against
dys-	badly/ ill
hyper-	over/ above
inter-	between
intra-/intro-	inside of
micro-	small
pseudo-	false/ pretend
trans-	across/ beyond/ through

Suffixes:

-hood	time period
-ic	nature of/ like
-ify/ -if	make
-logy	study of
-ure	state, act or process of