

Course/Grade Level: English II Reading Curriculum

Focus: Students will analyze and evaluate various genres and types of the world literature using vocabulary and comprehension skills and literary concepts.

R.10.1 Students will utilize vocabulary skills to read and comprehend texts at course level.

Students will...

R.10.1.1 ▲ 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)

R.10.1.2 locate, use, and apply reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task. (HS.1.3.2)

R.10.1.3 ▲ 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: the teacher provides students with a list of common Greek, Latin, and Anglo-Saxon roots, *prefixes*, and *suffixes*. Teachers across all content areas, including science, mathematics, and social studies, should model using the list and require students to use the list to help determine meaning of appropriate content area vocabulary.

R.10.1.4 ▲ identify, interpret, and analyze the use of *figurative language*, including *similes*, *metaphors*, *analogies*, *hyperbole*, *onomatopoeia*, *personification*, *idioms*, *imagery*, and *symbolism*. (HS.1.3.4)

R.10.1.5 discriminate between *connotative* and *denotative* meanings and interpret the *connotative* power of words. (HS.1.3.5)

R.10.2 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.10.2.1 adjust reading rate to support comprehension when reading narrative, expository, technical, and persuasive text. (HS.1.2.1)
- R.10.2.2 identify characteristics of *narrative, expository, technical, and persuasive texts*. (HS.1.4.1)
- R.10.2.3 ▲ understand the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, 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.10.2.4 use prior knowledge, content, and text type features to make, to revise, and to confirm predictions. (HS 1.4.3)
- R.10.2.5 generate and respond logically to literal, inferential, evaluative, synthesizing, and *critical thinking* questions before, during, and after reading the text. (HS.1.4.4)
- R.10.2.6 ▲ use information from the text to make inferences and draw conclusions. (HS.1.4.5)
- Instructional Example: the teacher encourages the students to make inferences or predictions about what could happen in the text after reading a chapter from a novel. As the students are reading about the character, the teacher has the students make inferences about the character using the descriptive words which are describing the character.
- R.10.2.7 ▲ 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)
- R.10.2.8 ▲ compare and contrast varying aspects (e.g., *characters' traits and motives, themes, problem-solution, cause-effect* relationships, ideas and concepts, procedures, viewpoints, *authors' purposes, persuasive* techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts. (HS.1.4.7)
- R.10.2.9 ▲ explain and analyze *cause-effect* relationships in appropriate-level *narrative, expository, technical, and persuasive texts*. (HS.1.4.8)

- R.10.2.10 ▲ 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 authors' intent. (HS.1.4.9)
- Instructional Example: the teacher encourages students to take summary notes using words which are repeated throughout the text and to list ways the *characters* (both major and minor) respond to these words in order to assist in determining the *theme*.
- R.10.2.11 ▲ 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.10.2.12 ▲ 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.10.2.13 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.10.2.14 ▲ 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*, and 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)
- R.10.2.15 ▲ 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)

R.10.3 Students will evaluate and analyze literary concepts to interpret and respond to a variety of literature at course level.

Students will...

- R.10.3.1 ▲ 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.10.3.2 ▲ 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.10.3.3 ▲ 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)

Instructional Example: the teacher conducts group discussions in literature circles explaining the conflicts in a story. The teacher has the students discuss the author's ideas and how they relate to their own ideas.

- R.10.3.4 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 purposes. (HS.2.1.4)
- R.10.3.5 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.10.3.6 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