

## Course/Grade Level: English III Reading Curriculum

**Focus:** Students will analyze and evaluate various genres and types of American literature as related to American history with a specific emphasis on applying critical thinking skills to persuasive literature.

### R.11.1 Students will develop and demonstrate vocabulary related to American literature.

Students will...

- R.11.1.1 ▲ 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 Example: the teacher identifies a word or phrase from a classroom text which uses a context clue(s). The teacher presents the word or phrase to the class out of context and asks students to predict possible meaning(s). He/she directs students to read the word or phrase in the text. As a class, determine the actual meaning of the word or phrase as it is used in context. Next, identify and discuss the type of context clue(s) used by the author to lead the reader to the appropriate meaning. Repeat the same process using different words or phrases throughout the year.

- R.11.1.2 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 and at course level. (HS.1.3.2)

- R.11.1.3 ▲ determine meaning of words through structural analysis, using knowledge of, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ *prefixes*, and ▲ *suffixes* to understand complex words, including word 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.11.1.4 ▲ 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.11.1.5 discriminate between connotative and denotative meanings and interpret the connotative power of words. (HS.1.3.5)

**R.11.2 Students will evaluate and analyze a variety of text types (narrative, expository, technical, and persuasive) and other genres in American literature.**

Students will...

R.11.2.1 adjust reading rate to support comprehension when reading *narrative, expository, technical, and persuasive texts*. (HS.1.2.1)

R.11.2.2 identify characteristics of narrative, expository, technical, and persuasive texts at course level. (HS.1.4.1)

R.11.2.3 ▲ 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.11.2.4 use prior knowledge, content, and text type features to make, to revise, and to confirm predictions at course level. (HS.1.4.3)

R.11.2.5 generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text at course level. (HS.1.4.4)

R.11.2.6 ▲ use information from the text to make inferences and draw conclusions. (HS.1.4.5)

R.11.2.7 ▲ 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: the teacher provides 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

The teacher uses other graphic organizers specific to the text structure.

R.11.2.8 ▲ 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.11.2.9 ▲ explain and analyze *cause-effect* relationships in appropriate-level *narrative, expository, technical, and persuasive texts*. (HS.1.4.8)

Instructional Example: the teacher provides 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.11.2.10 ▲ 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* logical or sequential order, clearly preserving the author's intent. (HS.1.4.9)

Instructional Example: the teacher helps the students to 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.11.2.11 ▲ 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.11.2.12 ▲ 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.11.2.13 ▲ 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 Example: the teacher provides students with several pieces on the same issue but written from a different point of view. Students discuss the effectiveness of each author.

- R.11.2.14 ▲ 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.11.3 Students will evaluate and analyze literacy concepts to interpret and respond to a variety of American literature.**

Students will...

- R.11.3.1 ▲ 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.11.3.2 ▲ analyze the historical, social, and cultural contextual aspects of the *setting* and their influence on characters and events on the story or literary text. (HS.2.1.2)
- R.11.3.3 ▲ analyze and evaluate how the author uses various *plots* 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 students discuss the author's ideas and how they relate to their own ideas.

- R.11.3.4 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.11.3.5 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.11.3.6 recognize ways that literature from different cultures presents similar themes differently across genres. (HS.2.2.1)
- R.11.3.7 analyze and evaluate the influence of historical time periods (decades of the twentieth century) on American literature.

## High School Targeted Roots, Prefixes, and Suffixes

### Roots:

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

### Prefixes:

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

### Suffixes:

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