

Course/Grade Level: English IV Reading Curriculum

Focus: Students will analyze, interpret, and evaluate various genres and types of world literature with an emphasis on British literature.

R.12.1 Students will analyze and interpret vocabulary to determine meaning of language used in course level texts.

Students will...

R.12.1.1 ▲ 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:

- give students a list of words to look for as they read (or have students generate their own lists). Students record the predicted meaning. As a class, students discuss and compare the possible interpretations based on the clues. Discussion should lead students toward determining the real meaning and determining which context clue method is utilized.
- identify a word or phrase from a classroom text which uses a context clue(s). Present the word or phrase to the class out of context and ask students to predict possible meaning(s). Direct 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.12.1.2 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 at course level. (HS.1.3.2)

Instructional Examples:

- review reference materials with students.
- encourage the use of a thesaurus when writing.

R.12.1.3 ▲ 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 Examples:

- provide students opportunities to investigate word origins as an aid to understanding meanings, derivations, and spellings, as well as influences on the English language.
- give students a list of unfamiliar words which contain a *root word*, *prefix(es)*, and *suffix(es)*. Direct students to highlight the *prefix(es)* with one colored highlighter and the *suffix(es)* with a different colored highlighter. Next, ask students to list the *prefix(es)* and its definition, the *suffix(es)* and its definitions, and the root word and its definition on a piece of paper. Finally, direct students to write a definition of the word based on the clues provided by the *prefix(es)*, *suffix(es)*, and *root word*.
- provide students with a list of common Greek, Latin, and Anglo-Saxon roots, *prefixes*, and *suffixes*.

R.12.1.4 ▲ 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:

- model how to analyze *metaphors*. For example, one might use the *metaphor*, "Love is a rose." First, identify the literal pattern or characteristics of the first element in the *metaphor*. Next, identify the literal pattern or characteristics of the second element. For example, rose is beautiful, sweet, brings happiness, but can have thorns. Finally, identify the abstract relationship between the two elements: something that can bring happiness can also cause pain. Following the modeling, provide guided practice in analyzing *metaphors* using a variety of sample *metaphors*. Continue practice including identifying, interpreting, and analyzing *metaphors* used within classroom texts.
- provide students with poetry written by several poets. Ask students to identify and analyze the use of *personification* in the poems. Then, direct students to write their own poems using *personification* appropriately to support comprehension and understanding of their own poem.
- explain to students that metaphors are often identified by the words "like a" and explain that metaphors are compared to information that is already known about a topic and new information.

R.12.1.5 discriminate between *connotative* and *denotative* meanings and interpret the *connotative* power of words. (HS.1.3.5)

R.12.2 Students will analyze, interpret, and evaluate a variety of course level texts (*narrative, expository, technical, persuasive*), as well as *poetry and drama*.

Students will...

- R.12.2.1 adjust reading rate to support comprehension when reading *narrative, expository, technical, persuasive*, including poetry and drama texts. (HS.1.2.1)
- R.12.2.2 identify characteristics of *narrative, expository, technical, persuasive* including poetry and drama texts. (H.S. 1.4.1)
- R.12.2.3 ▲ 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.12.2.4 use prior knowledge, content, and text type features to make, to revise, and to confirm predictions. (HS.1.4.3)

Instructional Example: lead the students in a discussion through a narrative or expository passage using the Directed Reading-Thinking Activity. Discuss with the students what they predict the author will say, read to confirm and revise predictions and responses. Discuss the responses and strategies used to confirm predictions.

- R.12.2.5 generate and respond logically to literal, inferential, evaluative, synthesizing, and *critical thinking* questions before, during, and after reading the course level text. (HS.1.4.4)

Instructional Example: using the *QAR Framework*, 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.12.2.6 ▲ use information from the text to make inferences and draw conclusions. (HS.1.4.5)

Instructional Example: encourage the students to draw conclusions using information from the text. 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.12.2.7 ▲ 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

R.12.2.8 ▲ 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)

Instructional Examples:

- prepare a *Venn Diagram*. After reading a text, the students work in pairs to compare one *character* to another. Once the *Venn Diagram* has been completed, the students change partners and discuss how the *characters'* traits made them feel about each character.
- students read two stories. They compare and contrast the two stories looking for similarities and differences. This activity can be used with any novel or short story to compare and contrast characters' traits and motives or to compare two problems and how they were solved.

R.12.2.9 ▲ explain and analyze *cause-effect* relationships in appropriate-level *narrative*, *expository*, *technical*, and *persuasive texts*. (HS.1.4.8)

Instructional Examples:

- provide students with a cause-effect graphic organizer. Encourage the students to determine what the major event/cause of the text is as the text is being read.
- once the cause is determined, encourage the students to reread the text to look for the events/effects that result from the cause.

R.12.2.10 ▲ 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)

R.12.2.11 ▲ 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. (1.4.10)

R.12.2.12 ▲ 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.12.2.13 ▲ 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)

R.12.2.14 ▲ 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.12.3 Students will evaluate and analyze literary concepts to interpret and respond to course level texts.

Students will...

- R.12.3.1 ▲ 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.12.3.2 ▲ 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.12.3.3 ▲ 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)
- R.12.3.4 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.12.3.5 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.12.3.6 identify, analyze and evaluate the use of poetic devices (e.g., rhyme, alliteration, assonance, meter, caesuras, and blank verse) in poetry (e.g., kennings, metaphysical poetry, Shakespearean plays and sonnets).
- R.12.3.7 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