

READING AND BRITISH LITERATURE

READING AND BRITISH LITERATURE (This literature module may be taught in 10th, 11th, or 12th grade.)

Focusing on a study of British Literature, the student develops an understanding of chronological context and the relevance of period structures in British literature. The student develops an understanding of the ways the period of a work of literature affects its structure and how the chronology of a work of literature affects its meaning.

ELABLRL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events, main ideas, and characteristics) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

The student identifies, analyzes, and applies knowledge of the structures and elements of British and Commonwealth fiction and provides evidence from the text to support understanding; the student:

- a. Locates and analyzes such elements as language and style, character development, point of view, irony, and structures (i.e., chronological, *in medias res*, flashback, epistolary narrative, frame narrative) in works of British and Commonwealth fiction from different time periods.
- b. Identifies and analyzes patterns of imagery or symbolism.
- c. Relates identified elements in fiction to theme or underlying meaning.
- d. Analyzes, evaluates, and applies knowledge of the ways authors use techniques and elements in fiction for rhetorical and aesthetic purposes.
- e. Analyzes the influence of mythic, traditional, or classical literature on British and Commonwealth literature.
- f. Traces the development of British fiction through various literary periods (i.e., Anglo-Saxon, Medieval, Renaissance, Romantic, etc.)
- g. Traces the history of the development of the novel.

The student identifies, analyzes, and applies knowledge of the purpose, structure, and elements of nonfiction and/or informational materials and provides evidence from the text to support understanding; the student:

- a. Analyzes and explains the structures and elements of nonfiction works of British literature such as letters, journals and diaries, speeches, and essays.
- b. Analyzes and evaluates the logic and use of evidence in an author's argument.
- c. Analyzes, evaluates, and applies knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.

The student identifies and analyzes elements of poetry from various periods of British literature and provides evidence from the text to support understanding; the student:

***Sample tasks are attached to specific standards; however, because of the interrelated nature of the standards and the strands, each task may provide evidence of learning for multiple standards in multiple strands.

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- a. Identifies, responds to, and analyzes the effects of diction, tone, mood, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.
 - i. sound: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance
 - ii. form: fixed and free, lyric, ballad, sonnet, heroic couplets, elegy, narrative poem, dramatic monologue
 - iii. figurative language: personification, imagery, metaphor, conceit, simile, metonymy, synecdoche, hyperbole, symbolism, allusion
- b. Analyzes and evaluates the effects of diction and imagery (i.e., controlling images, figurative language, extended metaphor, understatement, hyperbole, irony, paradox, and tone) as they relate to underlying meaning.
- c. Traces the historical development of poetic styles and forms in British literature.

The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic British and Commonwealth literature and provides evidence from the text to support understanding; the student:

- a. Identifies and analyzes types of dramatic literature (i.e., tragedy, comedy, verse play).
- b. Analyzes the characters, structures, and themes of dramatic literature.
- c. Identifies and analyzes dramatic elements, (i.e., monologue, soliloquy, aside, foil, satire, stock characters, dramatic irony).
- d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.

➤ **Sample Task for ELABLRL1**

The student reads a literary work concentrating on a specific topic, image, or idea in the work (e.g., in *Heart of Darkness* a student might be assigned ivory and bones, the Fates, flabby devils, pilgrims, machinery, light and dark, the Intended, the African woman, works of art, etc.) and composes a succinct, one-page paper explaining the significance of the assigned topic, image, or idea. The student then participates in a discussion forum.

ELABLRL2 The student identifies, analyzes, and applies knowledge of theme in a work of British and/or Commonwealth literature and provides evidence from the work to support understanding. The student

- a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.
- b. Evaluates the way an author's choice of words advances the theme or purpose of the work.
- c. Applies knowledge of the concept that a text can contain more than one theme.
- d. Analyzes and compares texts that express universal themes characteristic of British and/or Commonwealth literature across time and genre (i.e., classism, imperialism) and provides support from the texts for the identified themes.

➤ **Sample Task for ELABLRL2**

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The student analyzes a specific literary work (e.g., a poem, novel, or play) to determine theme and other literary elements then employs different intelligences to present this interpretation meaningfully to the class (e.g., creates, choreographs, and performs a classical or modern dance; plans and creates a painting or sculpture; composes and performs original music; or compiles and organizes existing music in a meaningful way).

ELABLRL3 The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods.

The student relates a literary work to primary source documents of its literary period or historical setting; the student:

- a. Relates a literary work to the seminal ideas of the time in which it is set or the time of its composition.
 - i. Empire
 - ii. Postcolonialism
- b. Relates a literary work to the characteristics of the literary time period that it represents.
 - i. Anglo-Saxon Period
 - ii. Medieval Period
 - iii. Renaissance
 - iv. 18th Century/Restoration/Neo-Classical Period
 - v. Romantic Period
 - vi. Victorian Period
 - vii. Modern Period
 - viii. Postmodern Period

The student compares and contrasts specific characteristics of different genres as they develop and change over time for different purposes (i.e., heroic elegy, satirical essay, serial novel, etc.).

The student analyzes a variety of works representative of different genres within specific time periods in order to identify types of discourse (i.e., satire, parody, allegory, romance, pastoral) that cross the lines of genre classifications.

➤ **Sample Task for ELABLRL3 (see also ELABLRL5)**

The student identifies the elements and strategies of satire in a literary work (e.g., “A Modest Proposal” from 18th century literature or *1984* from 20th century literature) and employs those elements and strategies to satirize a current ill or foible in society.

ELABLRL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student

- a. Demonstrate awareness of an author’s use of stylistic devices and an appreciation of the effects created.

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- b. Analyze the use of imagery, language, and other particular aspects of a text that contribute to theme or underlying meaning.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and/or to other relevant works.
- d. Analyze multiple, relevant historical records of a single event, examine their critical relationships to a literary work, and explain the perceived reason or reasons for the similarities and differences in factual historical records and a literary text from or about the same period.
- e. Include information from relevant critical perspectives and evaluate the validity and reliability of sources.
- f. Imitate a variety of literary forms to demonstrate understanding (i.e., sonnet, ballad, satire).
- g. Include a formal works cited or bibliography when applicable.

➤ **Sample Task for ELABLRL4**

The student works with other class members to determine a frame scenario modeled after *The Canterbury Tales* or *The Decameron*, then adopts a fictional persona, creates an appropriate sketch of his or her character for a prologue, and composes a tale to fit within the frame. Students work together to combine and connect the character sketches to frame the tales, determine the order of the tales, polish the composite document, and apply specialized software to publish the document for classroom distribution.

ELABLRL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student

- a. Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.
- b. Uses knowledge of mythology, the Bible, and other works often alluded to in British and Commonwealth literature to understand the meanings of new words.
- c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.

➤ **Sample Task for ELABLRL5 (see also ELABLRL3)**

The student identifies the elements and strategies of satire in a literary work (e.g., “A Modest Proposal” from 18th century literature or *1984* from 20th century literature) and employs those elements and strategies to satirize a current ill or foible in society.

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READING ACROSS THE CURRICULUM

After the elementary and middle grades years, the student seriously engages in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. The student encounters a variety of informational and fictional texts and reads texts in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), the student must learn, through reading, the communities of discourse of those disciplines. Each subject has its own specific vocabulary, and for a student to excel in all subjects, he or she must learn the specific vocabulary of all subject areas *in context*.

Reading across the curriculum develops the student's academic and personal interests in different subjects, as well as his or her understanding and expertise across subject areas. As the student reads, he or she develops both content and contextual vocabulary and builds good habits for reading, researching, and learning. The Reading Across the Curriculum standards focus on the academic and personal skills a student acquires as the student reads in all areas of learning.

ELABLRC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

➤ **Sample Task for ELABLRC1**

The student selects a poet from a particular literary period (e.g., 17th century, Romantic, Victorian, etc.), independently reads a variety of poems by this person, and reads multiple biographical accounts of the poet's life, as well as a number of historical accounts of the time during which the poet wrote.

ELABLRC2 The student participates in discussions related to curricular learning in all subject areas. The student

- a. Identifies messages and themes from books in all subject areas.
- b. Responds to a variety of texts in multiple modes of discourse.
- c. Relates messages and themes from one subject area to those in another area.
- d. Evaluates the merits of texts in every subject discipline.
- e. Examines the author's purpose in writing.
- f. Recognizes the features of disciplinary texts.

➤ **Sample Task for ELABLRC2 (see also ELABLRC4)**

The student employs two different critical lenses (e.g., feminist, postcolonial, biographical, formalist, etc.) to read a text such as *Jane Eyre* and compares and contrasts the resulting interpretations in a classroom seminar format.

ELABLRC3 The student acquires new vocabulary in each content area and uses it correctly. The student

- a. Demonstrates an understanding of contextual vocabulary in various subjects.
- b. Uses content vocabulary in writing and speaking.
- c. Explores understanding of new words found in subject area texts.

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➤ **Sample Task for ELABLRC3**

The student identifies content vocabulary specific to Anglo-Saxon poetry (e.g., alliteration, split line, caesura, kennings, *ubi sunt*, etc.) then demonstrates understanding of these concepts by composing a mock heroic elegy, modeled after *Beowulf*, that depicts the adventures of a warrior/hero. The student presents this elegy orally along with appropriate background music.

ELABLRC4 The student establishes a context for information acquired by reading across subject areas. The student

- a. Explores life experiences related to subject area content.
- b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.
- c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

➤ **Sample Task for ELABLRC4 (see also ELABLRC2)**

The student employs two different critical lenses (e.g., feminist, postcolonial, biographical, formalist, etc.) to read a text such as *Jane Eyre* and compares and contrasts the resulting interpretations in a classroom seminar format.

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