

READING AND WORLD LITERATURE

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

Focusing on a study of World Literature, the student develops an understanding of chronological context and the relevance of period structures in literature within cultures around the world. The student develops an understanding of the ways the place of origin of a work of literature affects its structure and how the chronology of a work of literature affects its meaning. The student develops an understanding of literature as both a product of its culture and as a culture-bearer and recognizes the commonalities and differences among works of literature from different times and places in the world.

ELAWLRL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events, main ideas, and cultural 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 fiction from around the world 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 world 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 the influence of mythic, traditional, or classical literature on works of world literature.
- e. Analyzes and compares style and language across significant cross-cultural literary works.
- f. Compares and contrasts various translations of a work and evaluates the effect of translation on meaning.

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 world literature such as philosophical essays and letters.
- 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 from different cultures use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works.

***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.

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

- a. Identifies, responds to, and analyzes the effects of diction, syntax, sound, form, figurative language, and structure of poems as these elements relate to meaning.
 - i. sound: alliteration, end rhyme, internal rhyme, *terza rima*, consonance, assonance
 - ii. form: haiku, lyric, epic, narrative poem
 - iii. figurative language: personification, imagery, metaphor, epic simile, synecdoche, hyperbole, symbolism
- b. Analyzes and evaluates the effects of diction and imagery (i.e., controlling images, figurative language, understatement, irony, paradox, and tone) as they relate to underlying meaning.
- c. Identifies and responds to poetic forms specific to particular cultures.

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

- a. Identifies and analyzes types of dramatic literature (i.e., classical tragedy and culturally specific forms such as *commedia dell'arte*).
- b. Analyzes the characters, structures, and themes of dramatic literature.
- c. Identifies and analyzes dramatic elements, (i.e., unity of time, place, and action; tragic hero; *deus ex machina*; recognition; reversal; chorus; aside; dramatic irony).
- d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.

➤ **Sample Task for ELAWLRL1 (see also ELAWLRL5 and ELAWLRC3)**

The student focuses on three poets from different cultures around the world and

- a. analyzes each poet's or culture's subject matter and use of diction, syntax, sound, form, figurative language, and structure;
- b. determines the characteristics of each poet's or culture's style;
- c. illustrates each poet's or culture's individual style for the class through the use of specific, representative poems from each poet's work;
- d. composes an original poem in three different versions to exemplify the distinct styles of the three poets or cultures.

ELAWLRL2 The student identifies, analyzes, and applies knowledge of theme in a work of world literature and provides evidence from the text 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.

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- 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 universal themes characteristic of literature from different cultures across time and genre (i.e., archetypes, cultural values, cultural tradition, and philosophical roots).

➤ **Sample Task for ELAWLRL2**

The student identifies a universal theme or archetypal meaning in a work of fiction and prepares a project board or multimedia presentation that illustrates the connection of the theme or meaning to

- a. literary works from the same genre, time period, and culture;
- b. literary works from different genres, time periods, and/or cultures;
- c. and/or popular films and TV shows.

ELAWLRL3 The student deepens understanding of literary works from around the world by relating them to their contemporary context or historical background, as well as to works from other time periods. The student

- a. Relates a literary work to primary source documents of its literary period or historical setting.
- b. Relates a literary work to the seminal ideas of the time and place in which it is set or the time and place of its composition.
 - i. Greek
 - ii. Roman
 - iii. Classical Multicultural
 - iv. Western European
 - v. Contemporary Multicultural
- c. Compares and contrasts specific characteristics of different genres as these genres develop and change over time and across cultures (i.e., classical multicultural with contemporary multicultural, Western with Eastern European).
- d. Analyzes a variety of cross-cultural works representing different genres within the same specific time period in order to identify types of discourse (i.e., satire, parody, allegory, pastoral) that cross the lines of genre classifications.

➤ **Sample Task for ELAWLRL3**

The student researches an archetypal story (e.g., Cinderella or Little Red Riding Hood) as it changes over time and across cultures, connects the various versions to its contemporary context and/or historical background (e.g., the social, political, and economic contexts), then reports the results of this research to the class.

ELAWLRL4 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

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- a. Demonstrates awareness of an author’s use of stylistic devices for specific effects.
- b. Draws comparisons between specific incidents in a text and broader themes that illustrate the writer’s important beliefs or generalizations about life or culturally specific beliefs or generalizations about life.
- c. Includes a formal works cited or bibliography when applicable.

➤ **Sample Task for ELAWLRL4**

The student independently reads a short story from a pre-selected list of works from various cultures and

- a. identifies a plausible theme, underlying meaning, or interpretation for the story;
- b. analyzes the diction, imagery, point of view, figurative language, symbolism, structure, etc., of the story to determine how the author develops this particular meaning;
- c. investigates the effects of culture (e.g., time, place, societal values, etc.) on the work;
- d. drafts a thesis-controlled, essay that explains the theme or interpretation in terms of the strategies employed by the author who produced it and the culture in which it was produced;
- e. employs correct manuscript form and follows an appropriate style sheet (such as MLA, etc.) to integrate, cite, and document evidence from the primary and secondary sources quoted, summarized, or paraphrased in the essay.

ELAWLRL5 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 world mythologies to understand the meanings of new words.
- c. Identifies and understands foreign terms that appear in works originally written in a language other than English.
- d. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.

➤ **Sample Task for ELAWLRL5 (see also ELAWLRL1 and ELAWLRC3)**

The student focuses on three poets from different cultures around the world and

- a. analyzes each poet’s or culture’s subject matter and use of diction, syntax, sound, form, figurative language, and structure;
- b. determines the characteristics of each poet’s or culture’s style;
- c. illustrates each poet’s or culture’s individual style for the class through the use of specific, representative poems from each poet’s oeuvre;
- d. composes an original poem in three different versions to exemplify the distinct styles of the three poets or cultures.

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READING ACROSS THE CURRICULUM

After the elementary and middle school 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.

ELAWLRC1 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 ELAWLRC1**

The student engages in pleasure reading of multiple works in an area of personal interest.

ELAWLRC2 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 ELAWLRC2 (see also ELAWLRC4)**

The student engages in a discussion forum to determine similarities and differences among visual and oral texts of different media presentations of the same issue (e.g., US news, news from Great Britain or other Western European countries, and news from Asia, the Middle East, or South America on a specific issue of foreign policy). As a part of this discussion, students will

- a. evaluate the diction, structure, and effectiveness of the speaker's argument(s);
- b. analyze the effectiveness of the rhetorical strategies employed;
- c. evaluate the aesthetic effects of the media presentation;
- d. evaluate the differences in voice and tone of the media personalities;

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- e. compare and contrast the strategies employed by the various media personalities in terms of audience and purpose
- f. evaluate the aesthetic affects of visual news casts (e.g., lighting, camera angle, etc.)

ELAWLRC3 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.

➤ **Sample Task for ELAWLRC3 (see also ELAWLRL1 and ELAWLRL5)**

The student focuses on three poets from different cultures around the world and

- a. analyzes each poet's or culture's subject matter and use of diction, syntax, sound, form, figurative language, and structure;
- b. determines the characteristics of each poet's or culture's style;
- c. illustrates each poet's or culture's individual style for the class through the use of specific, representative poems from each poet's work;
- d. composes an original poem in three different versions to exemplify the distinct styles of the three poets or cultures.

ELAWLRC4 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 ELAWLRC4 (see also ELAWLRC2)**

The student engages in a discussion forum to determine similarities and differences among visual and oral texts of different media presentations of the same issue (e.g., US news, news from Great Britain or other Western European countries, and news from Asia, the Middle East, or South America on a specific issue of foreign policy). As a part of this discussion, students will

- a. evaluate the diction, structure, and effectiveness of the speaker's argument(s);
- b. analyze the effectiveness of the rhetorical strategies employed;
- c. evaluate the aesthetic effects of the media presentation;
- d. evaluate the differences in voice and tone of the media personalities;
- e. compare and contrast the strategies employed by the various media personalities in terms of audience and purpose
- d. evaluate the aesthetic affects of visual news casts (e.g., lighting, camera angle, etc.)

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