

READING AND AMERICAN LITERATURE

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

Focusing on a study of American literature, the student develops an understanding of chronological context and the relevance of period structures in American 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.

ELAALRL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) 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 American fiction and provides evidence from the text to support understanding; the student:

- a. Locates and analyzes such elements in fiction as language and style, character development, point of view, irony, and structures (i.e., chronological, *in medias res*, flashback, frame narrative, epistolary narrative) in works of American 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 American literature.
- f. Traces the history of the development of American fiction.

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 American 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 American literature and provides evidence from the text to support understanding; the student:

- 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.

***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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- i. sound: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance
- ii. form: fixed and free, lyric, ballad, sonnet, narrative poem, blank verse
- 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 American literature.

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

- a. Identifies and analyzes types of dramatic literature (i.e., political drama, modern drama, theatre of the absurd).
- b. Analyzes the characters, structures, and themes of dramatic literature.
- c. Identifies and analyzes dramatic elements, (i.e., stage directions, fourth wall, expressionism, minimalism, dramatic irony).
- d. Identifies and analyzes how dramatic elements support and enhance the interpretation of dramatic literature.

➤ **Sample Task for ELAALRL1 (see also ELAALRL5)**

The student focuses on one American poet and creates a project board or a multimedia presentation that illustrates understanding of

- a. the poet's subject matter and use of diction, syntax, sound, form, figurative language, and structure;
- b. the characteristics of the poet's particular style;
- c. the poet's life and times and the affect of these factors on the poet's work; and
- d. the ways in which the poet's work furthers and/or breaks from prior literary traditions and informs or affects the traditions and literary works that follow.

ELAALRL2 The student identifies, analyzes, and applies knowledge of theme in a work of American 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 American literature across time and genre (i.e., American individualism, the American dream, cultural diversity, and tolerance) and provides support from the texts for the identified themes.

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➤ **Sample Task for ELAALRL2**

The student identifies a universal theme characteristic of American fiction (i.e., American individualism, the American dream, etc.) and works with other students to prepare an annotated time line of works that embody this theme in a number of literary periods and genres, including at least one contemporary work. The time line illustrates the chronological progression of these works and includes

- a. the title of each work;
- b. the genre of each work;
- c. a brief synopsis of each work;
- d. major historical events around the time of each work's production and publication;
- e. an analytical statement of the representation of the identified theme as it appears in each work;
- f. and appropriate illustrations and/or graphics to make the time line attractive.

The student and his/her colleagues will display the time line in the classroom and explain the information it contains for the other members of the class.

ELAALRL3 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. Native American literature
 - ii. Colonial/Revolutionary/National literature
- b. Relates a literary work to the characteristics of the literary time period that it represents.
 - i. Romanticism/Transcendentalism
 - ii. Realism
 - iii. Naturalism
 - iv. Modernism (including Harlem Renaissance)
 - v. Postmodernism

The student compares and contrasts specific characteristics of different genres as they develop and change over time for different purposes (i.e., personal, meditative Colonial writing vs. public, political documents of the Revolutionary era, or replication of traditional European styles [Bradstreet, Taylor] vs. emerging distinctive American style [Dickinson, Whitman] in poetry).

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) that cross the lines of genre classifications.

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➤ **Sample Task for ELAALRL3 (see also ELAALRC1 and ELAALRC4)**

The student adopts the persona of an historical figure from the Colonial or Revolutionary Period, researches the life and times of the historical figure, including primary source documents such as diaries, letters, sermons, and secondary sources such as biographies and autobiographies, then keeps a diary for a specified period in the voice and style of that figure. Maintaining the persona, the student corresponds with other classmates who are writing as other historical figures. To conclude the task, the students debrief their experiences and compare and contrast life in the Colonial or Revolutionary Period to their own lives in the 21st century.

ELAALRL4 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 by the devices.
- b. Analyze the use of imagery, language, and other particular aspects of a text that contribute to theme or underlying meaning.
- c. Draw comparisons between specific incidents in a text and broader themes that illustrate the writer’s important beliefs or generalizations about life.
- d. Analyze multiple, relevant historical records of a single event and examine their critical relationships to a literary work.
- e. Include a formal works cited or bibliography when applicable.

➤ **Sample Task for ELAALRL4 (see also ELAALRC3)**

The student identifies the characteristics of theatre of the absurd, researches the historical, societal, and philosophical underpinnings of theatre of the absurd, reads and analyzes a specific work of dramatic literature identified as theatre of the absurd, and composes an expository essay to illustrate and explain the connection between the play and the seminal ideas of the time of its composition.

ELAALRL5 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 American literature to understand the meanings of new words.
- c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.

➤ **Sample Task for ELAALRL5 (see also ELAALRL1)**

The student focuses on one American poet and creates a project board or a multimedia presentation that illustrates understanding of

- a. the poet’s subject matter and use of diction, syntax, sound, form, figurative language, and structure;
- b. the characteristics of the poet’s particular style;
- c. the poet’s life and times and the affect of these factors on the poet’s work; and

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- d. the ways in which the poet's work furthers and/or breaks from prior literary traditions and informs or affects the traditions and literary works that follow.

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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.

ELAALRC1 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 ELAALRC1 (see also ELAALRL3)**

The student adopts the persona of an historical figure from the Colonial or Revolutionary Period, researches the life and times of the historical figure, including primary source documents such as diaries, letters, sermons, and secondary sources such as biographies and autobiographies, then keeps a diary for a specified period in the voice and style of that figure. Maintaining the persona, the student corresponds with other classmates who are writing as other historical figures. To conclude the task, the students debrief their experiences and compare and contrast life in the Colonial or Revolutionary Period to their own lives in the 21st century.

ELAALRC2 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 ELAALRC2**

The student compares a fictional account of a time period or an event (e.g., Puritanism in *The Scarlet Letter* or the Salem witch trials in *The Crucible*) to the historical record of that period or event and works with a group of three to four other students to present a panel discussion on the topic to the class as a whole.

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ELAALRC3 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 ELAALRC3 (see also ELAALRL4)**
- The student identifies the characteristics of theatre of the absurd, researches the historical, societal, and philosophical underpinnings of theatre of the absurd, reads and analyzes a specific work of dramatic literature identified as theatre of the absurd, and composes an expository essay to illustrate and explain the connection between the play and the seminal ideas of the time of its composition.

ELAALRC4 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 ELAALRC4 (see also ELAALRC1 and ELAALRL3)**
- The student adopts the persona of an historical figure from the Colonial or Revolutionary Period, researches the life and times of the historical figure, including primary source documents such as diaries, letters, sermons, and secondary sources such as biographies and autobiographies, then keeps a diary for a specified period in the voice and style of that figure. Maintaining the persona, the student corresponds with other classmates who are writing as other historical figures. To conclude the task, the students debrief their experiences and compare and contrast life in the Colonial or Revolutionary Period to their own lives in the 21st century.

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