

9th-10th Grade Academic Content Standards for English Language Arts

Standard: **Reading Applications: Literary Text**

	Grade Level Indicator	Implementation Plan
	1. Compare and contrast an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.	<ul style="list-style-type: none"> • Discuss comparable/contrastable characters as opportunities arise. • Assign character comparison paper or include character comparison questions on test. • Discuss cases of indirect characterization as they arise in readings. • Resources: soliloquies in <u>Romeo and Juliet</u>, Browning or Frost dramatic monologues in verse.
	2. Analyze the features of setting and their importance in a literary text.	<ul style="list-style-type: none"> • Discuss setting in various works, as it affects conflict, theme, reader response. • Resources: Poe stories, Hawthorne tales.
	3. Distinguish how conflicts, parallel plots and subplots affect the pacing of action in literary text.	<ul style="list-style-type: none"> • Discuss these features in various works; discuss alternative pacing strategies and value of authors' choices in terms of affects on readers. • Assign conflict analysis papers or test questions. • Do plot mapping with exposition, rising action, climax, falling action. • Resources: conflicts in <u>Fahrenheit 451</u> and <u>Black Boy</u>, parallel plots and subplots in <u>Romeo and Juliet</u>.
	4. Interpret universal themes across different works by the same author or by different authors.	<ul style="list-style-type: none"> • Discuss theme with virtually every work. • Teach theme as different from <i>topic</i>. Theme = the generalization about life that arises from the particulars of the literary work. A statement of theme is tested by its ability to explain all key details of a text and its resistance to contradiction by the elements of the story or poem. Theme is stated in sentence form, not simply as a one-word or short-phrase topic statement. • Assign small-group/whole class work to discover and carefully state theme. Assign theme papers or short writings, and include theme questions in tests.
	5. Analyze how an author's choice of genre affects the expression of a theme or topic.	<ul style="list-style-type: none"> • Define genres and explain their typical elements. • Connect elements and features of genre to development of theme or topic. How do some genres lend themselves to particular topics and themes, and vice versa? • Resources: gothic elements of setting and plot in Poe stories as related to psychological themes. Similarly for elements of romance in Hawthorne stories.

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	6. Explain how literary techniques, including foreshadowing and flashback, are used to shape the plot of a literary text.	<ul style="list-style-type: none">• Show these techniques at work in various texts.• Require students to show these techniques at work in short test essays or papers.• Resources: foreshadowing in <u>Black Boy</u> and <u>Fahrenheit 451</u>, flashback in modernist writing--Faulkner (difficult material).
	7. Recognize how irony is used in a literary text.	<ul style="list-style-type: none">• Define irony carefully and precisely.• Discuss examples of irony in short literary texts. Resources might include "The Story of an Hour" by Chopin, "Ozymandias" by Shelley• Discuss irony in course readings. Resource: <u>Romeo and Juliet</u>.• Discuss effects of irony on reader and what effects and meanings it enables writers to achieve.
	8. Analyze the author's use of point of view, mood and tone.	<ul style="list-style-type: none">• Teach tone as the author's attitude toward a subject, embodied in diction, syntax, imagery and figurative language. Distinguish between tone (dealing with attitude) and mood (a function of setting).• Do <u>Voice Lessons</u> exercises in tone.• Develop a class list of tone words.• Practice evaluating the tone of suitable passages in literary texts. Include tone questions in tests and quizzes.• Define and review examples of the different narrative points of view. Show value especially of limited omniscient POV for revealing mind of character and developing shades of sympathy or antipathy in reader.• Explain concept of reliable/unreliable narrator, and analyze instances as they arise in readings.• Include a point of view question on tests, making students evaluate the effect of a particular point of view.
	9. Explain how authors use symbols to create broader meanings.	<ul style="list-style-type: none">• Define symbol (object or action with meaning in itself and beyond itself) and show examples. Resources: poems such as Blake's "To the Sick Rose."• Discuss symbols in assigned readings and how they relate to themes. Resources: Hawthorne, "Young Goodman Brown," <u>Walden</u>, <u>Fahrenheit 451</u>.
	10. Describe the effect of using sound devices in literary texts (e.g., to create rhythm, to appeal to the senses or to establish mood).	<ul style="list-style-type: none">• Discuss as appropriate in various works.• Use poetry, particularly the "Sound and Sense" excerpt by Pope, to exemplify sound devices.

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	11. Evaluate ways in which an author develops a point of view and style (e.g., figurative language, sentence structure and tone), and cite specific examples from the text.	<ul style="list-style-type: none">• Distinguish between commonsense meaning of author’s point of view (i.e., perspective on topic) and more technical term, “narrative point of view,” as the person (first or third) and level of knowledge of the narrator.• Explain how narrative voice affects characterization and narrator credibility.• Discuss how specifically identified purposes are served by particular rhetorical and stylistic strategies and devices, and assign papers or test questions that require students to articulate such insights.• Resource: do <u>Voice Lessons</u> exercises on syntax and tone. Resource: these elements and their effects are especially notable and relatively easily observed and analyzed in poetry and essays.