

# FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

## TENTH GRADE – BRITISH LITERATURE

**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:**

- 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.

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**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.

**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. 18<sup>th</sup> 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.**

**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.
- 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.

## FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

**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.

### READING ACROSS THE CURRICULUM

**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.**

**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.

**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.

**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.