

FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

NINTH GRADE – WORLD 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 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.

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.

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

FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

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

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.

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. 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.

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.

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.

FLINT RIVER ACADEMY ENGLISH/LANGUAGE ARTS STANDARDS

- 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.

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