

RENTON SCHOOL DISTRICT NO. 403

DEPARTMENT OF INSTRUCTION

LANGUAGE ARTS CURRICULUM FOR

LITERATURE

LANGUAGE ARTS 3 & 4

GRADE 10

Adopted by the Board June 2000

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ACKNOWLEDGEMENTS

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A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

The Renton Board of Directors recognizes that general goals are necessary to guide the development and implementation of instructional programs and services for grades kindergarten through twelve. Each student shall be provided equal access to instructional programs to meet their anticipated needs.

The Board has as the primary intent of this policy that students will be provided instructional programs and services which will meet their needs and ensure graduation from high school, prepared for citizenship, productive work, and further learning.

The goals for the Renton public schools are consistent with those adopted by the State Board of Education in 1985. They are divided into two general categories of (I) goals to guide the educational process and (II) goals to express expected student achievement.

- I. The Renton School District shall foster an educational process that:
 - A. Respect the rights and responsibilities of each student, parent, staff member, and citizen.
 - B. Provides learning experiences matched to differing students' needs, interests, readiness, and learning styles.
 - C. Helps all students achieve at their highest potential and gain satisfaction from their performance.
 - D. Emphasizes that cultural, ethnic, religious, and racial diversity contribute positively to the individual, community, and national enrichment.
 - E. Provides access to the District's learning opportunities.
 - F. Provides a balanced curriculum which accurately represents our past, present, and future society.
 - G. Provides a system to measure and reduce substance abuse in and around the schools.
 - H. Emphasizes the development of good study habits, appropriate conduct and grooming, respect for self and others, self discipline, and initiative.
 - I. Extends learning opportunities beyond the school building, school day, and school year.
 - J. Informs and involves parents in the process of education throughout all grade levels.
 - K. Works in partnership with the entire community to achieve these goals.
 - L. Continually examines its own goals and evaluates programs with regard to the future as well as the present.
 - M. Provides staff assessment, development, and training to improve the quality of teaching, support, and administrative services and resources.
 - N. Maintains facilities conducive to learning which are an attractive part of the community.
 - O. Provides libraries and services that are significant resources to students, staff, and community.

- II. Goals expressing expected student achievement. As a result of the educational process in Renton, students should better possess, understand, and apply:
- A. Language skills including reading, writing, spelling, and speech.
 - B. Mathematical skills.
 - C. Concepts and skills in natural and physical sciences.
 - D. Concepts and skills in social studies with an appreciation for the heritage of America.
 - E. Knowledge, skills, and appreciation of arts and humanities.
 - F. Knowledge and skills necessary to maintain physical and mental health and well-being.
 - G. Skill in a foreign language.
 - H. Thinking, study, information gathering, and problem-solving skills to guide further learning.
 - I. skills needed for responsible participations in a democratic society and a comprehension of other societies and forms of government.
 - J. Functional skills necessary for successful participation in the job market.
 - K. Technological principles and processes.

POLICY ADOPTED:

RENTON SCHOOL DISTRICT NO. 403

Renton, Washington

Essential Academic Learning Requirements in **READING**

1. **The student understands and uses different skills and strategies to read.**

To meet this standard, the student will:

- 1.1 use word recognition and word meaning skills to read and comprehend text
such as phonics, context clues, picture clues, and word origins; roots, prefixes, and suffixes of word
- 1.2 build vocabulary through reading
- 1.3 read fluently, adjusting reading for purpose and material
- 1.4 understand elements of literature -- fiction
such as story elements, use of humor, exaggeration, and figures of speech
- 1.5 use features of non-fiction text and computer software
such as titles, headings pictures, maps, and charts to find and understand specific information

2. **The student understands the meaning of what is read.**

To meet this standard, the student will:

- 2.1 comprehend important ideas and details
- 2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas
- 2.3 think critically and analyze authors' use of language style, purpose, and perspective

3. **The student reads different materials for a variety of purposes.**

To meet this standard, the student will:

- 3.1 read to learn new information
such as reading science and mathematics texts, technical documents, and for personal interest
- 3.2 read to perform a task
such as using schedules, following directions, filling out job application, and solving problems
- 3.3 read for literary experience
in a variety of forms such as novels, short stories, poems, plays, and essays to understand self and others
- 3.4 read for career applications

4. **The student sets goals and evaluates progress to improve reading.**

To meet this standard, the student will:

- 4.1 assess strengths and need for improvement
- 4.2 seek and offer feedback to improve reading
- 4.3 develop interests and share reading experiences

Language Arts 3 & 4 Reading Curriculum

Historical Perspective

Language Arts is the foundation for learning and communication. It is the core subject of every educational system. The oldest curriculum on file in our district is dated December 1976 and was titled *The Basic Skills Project Guide for Language Arts, K-10*. It was revised in June 1979. Since that time, the instructional materials have been updated and expanded (1985, 1989 and 1995). This May 2000 reading curriculum and materials revision reflects our current Washington State Essential Academic Learning Requirement goals and provides our students and teachers with the tools they need to become proficient readers.

Language Arts 3 and 4 Reading Curriculum

Course Overview/Goals

Reading at the tenth grade level reinforces the many years of reading instruction and reading experience our students bring with them to high school. The ninth grade reading curriculum refines these skills by increasing the complexity of the materials used and developing further each student's ability to comprehend, analyze, interpret, and synthesize the fiction and non-fiction materials they read. Students will also expand their reading skills to accommodate a wide variety of reading purposes: to gain new information; to perform a task; for literary experience; and career applications. Information gained from reading assignments will provide a foundation for classroom discussions, writing assignments and oral presentations. The goal of this curriculum is to provide all students the reading skills they will need throughout their adult lives and to also instill a fondness for, and appreciation of, the written word.

Washington State Essential Academic Learning Requirements for Reading

1. The student understands and uses different skills and strategies to read.

To meet this standard, the student will:

COMPONENTS

TEACHING FOCUS FOR BOTH 9TH & 10TH GRADES

1.1 use word recognition and word meaning skills to read and comprehend text

use language structure to understand reading materials including sentence structure, prefixes, suffixes, contractions, and simple abbreviations

integrate appropriate reading strategies to adapt reading to different styles of text

readily uses a variety of strategies to comprehend words and ideas in complex texts including self-correcting, re-reading, reading-on, and slowing down

understand and apply reading strategies including word origins, word roots, prefixes, suffixes; making predictions; and verifying and revising understanding while reading

synthesize information when reading from a variety of sources

identify technical and specialized terms and determine meaning of multiple meaning words

1.2 build vocabulary through reading

examine and increase vocabularies relevant to different contexts, cultures, and communities

1.3 read fluently, adjusting reading for purpose and material

read fluently focusing on text details when necessary to maintain meaning

Washington State Essential Academic Learning Requirements for Reading

1.4 understand elements of literature-fiction

identify literary devices (exaggeration, irony, humor, dialogue, devices that develop characterization, tension, and mood)

understand sentence structure, paragraphs, and chapters

analyze literary elements plot, characters, setting, theme, point of view, conflict, resolution)

1.5 use features of non-fiction text and computer software

read, analyze, and use informational materials to demonstrate understanding and expertise; analyze the validity of electronic information

use complex organizational features of printed text (titles, headings, table of contents, indexes, glossaries, prefaces appendices, captions, citations, endnotes, etc.)

use features of electronic information (electronic bulletin boards and databases, e-mail, etc.)

2. The student understands the meaning of what is read

To meet this standard the student will:

COMPONENTS

TEACHING FOCUS FOR BOTH 9TH & 10TH GRADES

2.1 comprehend important ideas and details

demonstrate comprehension of varied texts especially technical materials, complex narratives, and exposition

summarize the main idea and support facts and details with evidence from reading

use prior knowledge of issues, characters, events, and information to examine texts and extend understanding

synthesize ideas from selections to make predictions and inferences about various texts

Washington State Essential Academic Learning Requirements for Reading

2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas	critically compare, contrast, and connect ideas within and among a broad range of texts use logical sequence to accurately retell stories; order and/or sequence parts of text
2.3 think critically and analyze authors' use of language, style, purpose, and perspective	draw conclusions based on the validity and accuracy of what is read explain how an author uses language to influence different audiences analyze and evaluate authors' effectiveness for different audiences detect bias, stereotype, over generalization, association, and other devices used by the author to influence an audience apply information gained from reading to give a response and express insight analyze, interpret, and evaluate ideas and concepts within, among, and beyond multiple texts analyze, interpret, and evaluate reasoning and ideas related to multiple texts

Washington State Essential Academic Learning Requirements for Reading

3.1 The student reads different materials for a variety of purposes.

To meet this standard, the student will:

COMPONENTS

TEACHING FOCUS FOR BOTH 9TH & 10TH GRADES

3.1 read to learn new information

observe and use signs, labels, and instructions

organize information from resource materials and communicate findings effectively

locate, analyze, and interpret material to investigate a question, topic, or issue (encyclopedia and other reference materials, pamphlets, book excerpts, newspaper and magazine articles, letters to an editor, etc.)

read, analyze, and interpret a full range of texts, fluently (instructions, news articles, poetry, novels, short stories, professional-level materials, that match career or academic interests, electronic information, etc.)

3.2 read to perform a task

understand and follow complex information to perform tasks for a specific audience (schedules, maps, recipes, instructions, want ads, consumer reports, travel books, first aid, etc. manuals, catalogs, yellow pages, credit card or job applications, etc.)

3.3 read for literary experience

read, respond to, and evaluate a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, non-fiction narratives, plays)

read critically to analyze, compare and contrast works of various authors and to understand multiple perspectives and issues of self, others, an world issues

analyze recurring themes in literature such as human interaction, identity, conflict ad struggle, and economic change

Washington State Essential Academic Learning Requirements for Reading

3.4 read for career applications	<p>identify particular reading skills required for occupational/career areas of interest</p> <p>use appropriate reading strategies for interpreting technical and non-technical document from different career settings such as scanning, finding specific information, and inferring from data</p>
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4. The student sets goals and evaluates progress to improve reading.
To meet this standard the student will

COMPONENTS	TEACHING FOCUS FOR 9TH & 10TH GRADES
4.1 assess strengths and need for improvement	<p>solve problems, monitor progress, and direct own reading</p> <p>set goals and take individual responsibility to form a plan for improvement</p>
4.2 seek and offer feedback to improve reading	<p>apply academic and technical standards to evaluate and improve reading for self and others</p>
4.3 develop interests and share reading experiences	<p>share knowledge gained through reading with others</p>

Language Arts 3 and 4
Literature
10th Grade

Overview of Teaching Emphasis by Semester:

First Semester

- Non-Fiction
- Auto-Biography and/or Biography
- Research Process
- Writing - Expository (Compare and Contrast, Literary Analysis, Current Issues), Persuasive (Editorial Letter, Critical Review)
- Writing Portfolio Entry

Second Semester

- Continue Non-Fiction
- Shakespeare
- Poetry
- Research Process (continued)
- Fiction
- Writing - Continue and expand upon Expository and Persuasive
- Writing
- Writing Portfolio Entry

The Traits of an Effective Reader*

Decoding Conventions:

- Decoding words
- Decoding symbols
- Decoding grammar and punctuation
- Reading aloud with sentence fluency
- Oral fluency enhances meaning of text

Establishing Comprehension:

- Establishing plot
- Selecting main ideas
- Distinguishing between significant and supporting details
- Distinguishing turning moments, conflicts, resolutions
- Creating a purposeful summary

Realizing context:

- Finding vocabulary reflective of the text
- Describing setting
- Describing historical time period
- Finding evidence of social studies
- Realizing cultural overtones

Developing Interpretations:

- Locating problems, ambiguities and gaps in texts
- Selecting clues and evidence to analyze problems
- Revising interpretations with new information
- Connecting interpretations to a bigger picture

Integrating for Synthesis:

- Put information in order
- List, sort, outline information
- Compare and contrast
- Compare to personal background experience
- Use multiple sources to create an “integrated” analysis

Critiquing for Evaluation:

- Experimenting with ideas
- Expressing opinions
- Raising questions
- Challenging bias and distortion
- Distinguishing between fact and opinion

*From Northwest Regional Education Laboratory, Portland, Oregon

TP-CASTT A Method for Analyzing Poetry*

Title

Examine the title before reading the poem. Consider connotations.

Paraphrase

Translate the poem into your own words (literal/denotation). Resist the urge to jump to interpretation. A failure to understand what happens literally leads to an interpretive misunderstanding.

Look for:

Syntactical units (complete sentence rather than line by line)

Connotation

Examine the poem for meaning beyond the literal.

Look for:

Diction

Imagery

Symbolism

Irony (paradox, understatement, oxymoron)

Allusion

Effect of sound devices (alliteration, onomatopoeia, assonance, consonance, rhyme)

Attitude

Tone (diction, images, language, sentence structure) – Examine both the speaker's and the poet's attitudes. Remember, don't confuse the author with the persona.

Look for:

Speaker's attitude toward self, other characters, and the subject,

Attitudes of characters other than the speaker,

Poet's attitude toward the speaker, other characters, and finally, toward the reader.

Shifts

Note shift in speaker and attitude.

Look for:

Occasion of poem (time and place)

Key words (but, yet)

Punctuation (dashes, periods, colons, etc.)

Stanza divisions

Changes in line and/or stanza length

Irony (sometimes irony hides shifts)

Effect of structure on the meaning

Title

Examine the title again, this time on an interpretive level.

Theme

First list what the poem is about (subject), then determine what the poem is saying about each of those subjects (theme). Remember, theme must be expressed as a complete sentence.

***Sally P. Pfeifer, Lewis and Clark High School**

Language Arts 3 & 4

Evaluation

An important part of the teaching-learning process is the evaluation of attainment of course learning objectives by the students. This evaluation assists teachers in their instructional planning, helps determine the degree to which learning has occurred, and aids in deciding where there is a need to re-teach specific objectives in the nine areas identified in this guide.

The following means will be used in the evaluation process:

- Tests
- Quizzes
- Class participation
- Written assignments
- Oral Presentations

LANGUAGE ARTS 3 &4
INSTRUCTIONAL RESOURCES

BASIC ADOPTION MATERIALS

Basic Text:

The Language of Literature, Grade 10 Pupil's Edition, McDougal Littell (A Houghton Mifflin Company), Evanston, Illinois, Copyright 2000.

The Language of Literature Grade 10, McDougal Littell (A Houghton Mifflin Company), Evanston, Illinois, Copyright 2000.

Teacher's Edition

Teacher's Resource Package

Audio Library Package (CD)

Literature/Performance Video Package

Literature/Performance Resource Book

Electronic Library w/User's Guide

Test Generator

NetActivities CD-ROM Grade 9-12

NetActivities CD-ROM Grade 9-12 (10 Pack)

SUPPLEMENTARY ADOPTED MATERIALS

Vocabulary Workshop, Fourth Course (Grade 10) , Holt, Rinehart and Winston, copyright 1994.

Supplemental Novel List

Tenth Grade

*Oedipus**

*Winning**

*Fahrenheit 451**

*Lord of the Flies**

A Separate Peace

*The Taming of the Shrew**

*Their Eyes were Watching God**

*The Bean Trees**

*Cry the Beloved Country**

*A Tale of Two Cities**

*The Moon Is-Down **

*To Kill a Mocking Bird**

*MacBeth**

Steinbeck, John

Brancato, Robin F

Bradbury, Ray

Golding, William

Knowles, John

Shakespeare, William

Hurston, Zora Neale

Kingslover, Barbara

Paton, Alan

Dickens, Charles

Steinbeck, John

Lee, Harper

Shakespeare, William

<i>An The Earth Did Not Devour Him</i>	Rivera, Tomas
<i>Ethan Frome</i>	Wharton, Edith
<i>Kaffir Boy</i>	Mark Mathabane
<i>Julius Caesar</i>	Shakespeare, William
<i>Pygmalion</i>	Shaw, George Bernard
<i>The Underdog</i>	Azuela, Mariano
<i>West With The Night</i>	Markham, Beryl
<i>Catcher in the Rye</i>	Salinger, J. D.
<i>Black Boy</i>	Wright, Richard
<i>The Color of Water</i>	McBride, James
<i>Women of the Silk</i>	Tsukiyama, Gail
<i>Enders Game</i>	Card, Orson Scott

ACCELERATED TENTH GRADE*

<i>Gulliver's Travels*</i>	Swift, Jonathan
<i>The Good Earth*</i>	Buck, Pearl
<i>My Antonia</i>	Cather, Willa

*ADOPTED JANUARY 25, 1995

Reading Continuum (Washington State Benchmarks), Bonnie Campbell Hill, Fall 1997.

Dictionaries and Thesaurus

Rescind:

Composition and Grammar, Laidlaw Brothers, 1985

Elements of Literature, Holt, Rinehart & Winston, 1989

“What’s Going On Here?” *A Study of Media and Propaganda* by Tom Crone,

Filmstrip 3 “*Semantics: Nuts and Bolts of Persuasion*”;

Filmstrip 4 “*Packaging the Message*”;

Filmstrip 5 “*The ‘you’ Factor*”

EMC Corporation 1972