

Oklahoma Priority Academic Student Skills

Correlated to

Literature & Thought Anthologies Perfection Learning Corporation

Grades 9–12

Priority Academic Student Skills	<i>Literature & Thought Anthologies</i>
I. READING PROCESS Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.	x
A. Vocabulary: Knowledge of words and word meanings.	x
B. Comprehension: Ability to interact with the words and concepts on the page to understand what the writer has said. <ol style="list-style-type: none"> 1. Read and comprehend both fiction and nonfiction that is appropriately designed for grade level reading. 2. Preview material and determine the purpose for reading a specific text. 3. Use prior knowledge to become actively engaged with the reading material and use a range of comprehension skills (e.g., literal, inferential, and evaluative). 4. Skim text for an overall impression and scan text for particular information. 5. Use correction strategies when the meaning is not clear (e.g., read on, reread, ask questions, try alternate pronunciations, use resources). 6. Recognize signal words and their contribution to the meaning of the text (e.g., in spite of, for example, a major force, consequently, especially relevant). 7. Vary reading speed and strategies according to the type of material and the purpose for reading. 	 x x x x

<p>C. Fluency: Ability to identify words rapidly so that attention is directed at the meaning of the text.</p> <ol style="list-style-type: none"> 1. Increase reading speed and comprehension through daily independent reading. 2. Continue to read with expression, interjecting a sense of feeling anticipation, or characterization. 	<p>x</p>
<p>II. RESPONDING TO TEXT Students read, construct meaning, and respond to a wide range of literary forms.</p>	
<p>A. Recall and organize information, make inferences, and draw conclusions by using story structure, (e.g., setting, character, goal, plot, conflict, and resolution).</p>	<p>x</p>
<p>B. Compare and evaluate the effectiveness of plot, theme, setting, and characterization in selections of American and world literature.</p>	<p>x</p>
<p>C. Develop an understanding of the effect of history on American literature (e.g., literary movements and periods).</p>	<p>x</p>
<p>D. Evaluate works of world literature as reflections of time and culture.</p>	<p>x</p>
<p>E. Analyze the recurrence of archetypal characters, setting, and themes in world literature.</p>	<p>x</p>
<p>F. Analyze and trace the author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing and flashbacks).</p>	<p>x</p>
<p>G. Analyze interactions among main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.</p>	
<p>H. Use text organization as an aid to comprehension of increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).</p>	<p>x</p>
<p>I. Use knowledge of literary genre and text structures to aid comprehension (drama, poetry, short stories, essays, speeches, and novels).</p>	<p>x</p>
<p>J. Summarize fiction/nonfiction by determining the main idea and supporting details.</p>	<p>x</p>

K. Analyze details for relevancy and accuracy.	x
L. Discuss underlying theme or message when interpreting fiction and poetry.	x
M. Analyze the poet's use of imagery, personification, symbolism , and figures of speech.	x
N. Explain how the use of sound devices in poetry supports the subject and mood (e.g., rhyme, rhythm, alliteration , and onomatopoeia).	x
O. Support ideas, make inferences , and draw conclusions from evidence presented in text.	x
P. Evaluate, react, and respond creatively to literature (e.g., discussions, art, drama, correspondence, family histories, Reader's Theater , and multimedia projects).	x
Q. Interpret the use of figurative language and literary devices within text (e.g., metaphor, simile, hyperbole, dialect, irony).	x
R. Identify the author's writing style.	
S. Determine the author's purpose (persuade, inform, entertain) and point of view to evaluate source credibility and reliability.	x
T. Analyze the effect of bias, stereotyping, unsupported inferences , fallacious reasoning, and propaganda techniques in expository text (e.g., flay waving, prestige identification, exigency).	x
U. Evaluate advertisements, editorials, and feature stories for relationships between intent and factual content.	
III. INFORMATION AND RESEARCH Students read widely to acquire knowledge, conduct research, and organize information.	
IV. EFFECTIVE READING HABITS Students demonstrate the behaviors, habits, and attitudes of an effective reader.	
A. Continue to participate in daily, independent reading of self-selected literature (e.g., Sustained Silent Reading/Drop Everything and Read: 20-30 minutes daily).	
B. Share and discuss daily books and authors, in pairs, in small groups, and in large groups.	x

C. Respond daily oral reading by the teacher through discussion, arts, drama, and writing.	x
D. Read for a variety of purposes such as for pleasure, to gain information, to communicate, or to support or opinion.	x
E. Read, discuss, and analyze short stories, novels, essays , speeches, technical documents, and other works representing diversity (e.g., gender, ethnicity, and nationality).	x
V. WRITING	
A. Use a writing process to develop and refine composition skills. Students are expected to use prewriting strategies, write and revise multiple drafts, edit, and share their compositions.	x
B. Write a variety of narrative, descriptive, expository , persuasive, and reflective compositions that establish and support a central idea with a thesis statement, supporting paragraphs with facts, details, explanations, or examples, and a concluding paragraph that summarizes the points.	x
C. Write analytically about literature using appropriate literary terms such as character types and development, plot structure, setting, point of view , and theme .	x
D. Write a documented essay using research methods, incorporating the techniques of Modern Language Association or similar parenthetical styles.	
E. Demonstrate essay test-taking techniques by addressing and analyzing the question and using such methods as comparison/contrast, analysis, exposition, and persuasion.	x
F. Select and use reference materials and resources as needed for writing, revising, and editing final drafts.	
VI. GRAMMAR/USAGE AND MECHANICS	
VII. LISTENING/ SPEAKING	
VIII. VISUAL LITERACY	

IX. LITERATURE	
A. Demonstrate a knowledge of and an appreciation for various forms (genres) of literature, such as short story, novel, drama, narrative and lyric poetry, essay, biography, and informational texts.	x
B. Demonstrate a knowledge of literary elements and how they affect the development of a literary work. For example, students are expected to recognize and explain plot, character, setting, theme conflict, symbolism, point of view , imagery, flashback , foreshadowing , irony, tone, and illusion.	x
C. Identify and use figurative language and sound devices in speaking and writing. For example, students are expected to recognize and use analogy, rhyme, metaphor , simile , personification , alliteration , onomatopoeia , and hyperbole .	x
D. Read and respond to historically or culturally significant works of literature. For example, students are expected to find ways to clarify the ideas and make connections between literary works.	x
E. Expand vocabulary through word study, literature and class discussion. For example students are expected to distinguish connotation and denotation of words, etymology , levels of usage, and neologisms .	
F. Draw inferences such as conclusions or generalizations and support them with text evidence and personal experience.	x
G. Recognize and discuss universal themes (archetypal patterns) in literature.	x
H. Analyze characteristics of subgenres such as satire, parody, allegory, and pastorals that are used in poetry, prose, plays, novels, short stories, essays , and other basic genres .	x
I. Analyze, evaluate, and explain the thinking or behavior represented in a work of literature from or about various past and/or present cultures and relate it to own culture.	x