

Orange Unified School District  
**READING & LINGUISTICS I**  
 Year Course

**GRADE LEVEL:** 9-12

**PREREQUISITES:** Students identified as performing at or below the 35<sup>th</sup> percentile in total reading on the state mandated standardized test and/or teacher recommendation.

**INTRODUCTION TO THE SUBJECT:**

Reading and Linguistics is a course open to students in grades nine through twelve who meet the prerequisites. The course is designed to meet students' needs through pre-testing, diagnosis, prescription, and post-testing. Emphasis is placed upon word analysis, fluency, systematic vocabulary development, reading comprehension, and literary response and analysis.

**COURSE OBJECTIVES:**

**BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:**

<b>Objective</b>	<b>Standard</b>
Decode and encode isolated words, and connected text.	1.0 Reading , Word Analysis, Fluency, and Systematic Vocabulary Development
Comprehend sentences, paragraphs, and passages through the higher level thinking skills.	2.0, 3.0 Reading
Comprehend use of figurative language (e.g., simile, metaphor, personification, alliteration, onomatopoeia).	3.0 Reading
Use pragmatic language and levels of usage, formal and informal (e.g., business letter, email, newspaper article, op ed piece, dialect).	1.0, 3.0 Reading
Use systematic, explicit spelling program.	1.0 Written and Oral Language Conventions
Apply the conventions of writing (punctuation, capitalization, and mechanics of English) to the student's own writing.	1.0 Written and Oral Language Conventions
Use and apply grammatic, idiomatic, and changing structures of English (e.g., collocations).	1.0 Reading , Word Analysis, Fluency, and Systematic Vocabulary Development
Develop and expand vocabulary through the use of morphology (roots, prefixes, suffixes, compoundings) and its influence on function and meaning as well as form.	1.0 Reading , Word Analysis, Fluency, and Systematic Vocabulary Development
Read a variety of literature genres (e.g., work place documents, fiction, non-fiction).	2.0, 3.0 Reading

Objective	Standard
Read common and irregular grade level sight words.	1.0 Reading , Word Analysis, Fluency, and Systematic Vocabulary Development
Identify words through context, phonetic analysis, structural analysis.	1.0 Reading , Word Analysis, Fluency, and Systematic Vocabulary Development
Develop oral reading skills using appropriate phrasing and accurate pronunciation. (ensure rhythm, expression and emphasis).	1.0 Reading , Word Analysis, Fluency, and Systematic Vocabulary Development
Adjust reading rate to purpose of reading and kind of material.	2.0 Reading
Answer questions on important facts and details.	2.0 Reading
Answer questions on stated sequence or relationships.	2.0 Reading
Answer questions on implied ideas or relationships.	2.0 Reading
Identify main idea of passage or selection.	2.0 Reading
Follow written directions.	2.0 Reading
Make reasonable inferences and generalizations.	2.0 Reading
Make comparisons.	2.0 Reading
Identify author's purpose.	2.0 Reading
Identify mood or tone.	2.0, 3.0 Reading
Identify writers viewpoint, attitude or feeling.	2.0 Reading
Recognize literary devices and forms.	2.0, 3.0 Reading
Judge accuracy and authenticity of content.	2.0, 3.0 Reading
Relate feeling and characters to own experience.	2.0, 3.0 Reading
Recognize antonyms and synonyms.	1.0 Reading , Word Analysis, Fluency, and Systematic Vocabulary Development
Identify appropriate meaning of multi-meaning words.	1.0 Reading , Word Analysis, Fluency, and Systematic Vocabulary Development
Predict outcome and draw conclusions.	2.0 Reading
Demonstrate ability to locate information (e.g., alphabetizing, guide words, pronunciation key, diacritical marks, table of contents, index, glossary, appendix, and preface).	2.0 Reading
Use reference materials (e.g., Internet, encyclopedia, and card catalog).	2.0 Reading
Demonstrate ability to read and interpret: manuals, maps, charts, graphs, menus, tables diagrams and other graphic organizers technical workplace documents.	2.0 Reading
Demonstrate the ability to: take notes prepare outlines summarize materials sequence items both chronologically and in order of importance	2.0 Reading

Objective	Standard
<input type="checkbox"/> classify information <input type="checkbox"/> formulate meaningful questions	
Practice independent, self-selected, recreational reading through programs or activities such as: SSR, DEAR Accelerated Reader or Reading Counts Book Clubs Literary Circles	2.0 Reading

**THE CALIFORNIA READING CONTENT STANDARDS  
GRADE 9**

**1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.**

**Vocabulary and Concept Development**

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).

**2.0 READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Grades Nine through Twelve (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.**

### **Structural Features of Informational Materials**

- 2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

### **Comprehension and Analysis of Grade-Level-Appropriate Text:**

- 2.3 Generate relevant questions about readings on issues that can be researched.
- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

### **Expository Critique**

- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

- 3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine through Twelve illustrate the quality and complexity of the materials to be read by students.**

### **Structural Features of Literature**

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.3 Analyze interactions between 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.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9 Explain how voice, persona, and the choice of narrator affect characterization and the tone, plot, and credibility of a text.
- 3.10 Identify and describe the function of dialogue scene designs, soliloquies, asides, and character foils in dramatic literature.

### **Literary Criticism**

- 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach).
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach).

## **WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**

English Language Conventions are integral both to Writing and to Listening and Speaking. Thus, these standards have been placed between the other two.

**1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.**

**Grammar and Mechanics**

- 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases, (e.g., gerund, infinitive and participial), and mechanics of punctuation (e.g., semi-colons, colons, ellipses and hyphens), usage (e.g., tense consistency), and sentence structure (e.g., parallel structure, properly placed modifiers).
- 1.3 Demonstrate control of grammar, paragraph and sentence structure, diction, syntax, and usage.

**Manuscript Form**

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.5 Reflect appropriate manuscript requirements, including:
  - (1) title page presentation
  - (2) pagination
  - (3) spacing and margins
  - (4) integration of source and support materials (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

**COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:**

**FIRST SEMESTER**

**WEEKS**

I.	Introduction to Reading and Linguistics I	1
A.	Define Linguistics	
B.	Analyze/self study SAT 9 scores	
C.	Pre-test to determine individual levels (e.g., Gates-McGinitie, Morrison-McCall Spelling Inventory, Accelerated Reading Star Test)	
D.	Reading inventories and attitude surveys	
II.	Vocabulary Development	8 Ongoing
A.	Decoding and encoding	
B.	Phonemic awareness	
C.	Phonics	
D.	Word attack skills	

**WEEKS**

- E. Connotation/denotation
  - F. Spelling
  - G. Morphology
  - H. Etymology
  - I. Common and irregular sight words
  - J. Context clues
  - K. Antonyms and synonyms
  - L. Appropriate meanings of multi-meaning words
  - M. Idioms
  - N. Figurative language
  - O. Oral reading skills (guided oral reading)
- III. Reading Comprehension Strategies - Non Fiction Focus 9  
(utilize these skills with non-fiction as appropriate)
- A. Develop oral reading skills (oral reading to check for understanding)
  - B. Identify main ideas/specific details
  - C. Note taking
  - D. Outline
  - E. Summarize
  - F. Identify author's purpose (fiction, non-fiction)
  - G. Draw conclusions/predict outcomes
  - H. Inferences
  - I. Identify cause and effect
  - J. Comparisons/contrasts
  - K. Identify both mood and tone
  - L. Identify sequence of events
  - M. Following direction
  - N. Fact vs. opinion
  - O. Locating information
  - P. Workplace document
  - Q. Maps, charts, graphs, menus, tables
  - R. Text structure

**SECOND SEMESTER**

- I. Reading Comprehension Strategies - Fiction Focus 9  
(utilize these skills with fiction as appropriate)
- A. Develop oral reading skills (oral reading to check for understanding)
  - B. Identify main ideas/specific details
  - C. Note taking

**WEEKS**

- D. Outline
  - E. Summarize
  - F. Identify author's purpose (fiction, non-fiction)
  - G. Draw conclusions/predict outcomes
  - H. Inferences
  - I. Identify cause and effect
  - J. Comparisons/contrasts
  - K. Identify both mood and tone
  - L. Identify sequence of events
  - M. Following direction
  - N. Fact vs. opinion
  - O. Locating information
  - P. Workplace document
  - Q. Maps, charts, graphs, menus, tables
  - R. Text structure
- II. Literary Response and Analysis 4
- A. Comprehend use of figurative language
  - B. Read a variety of literary genres
  - C. Identify mood and tone
  - D. Relate feeling and characters to own experience (theme)
  - E. Judge accuracy and authenticity of content
- III. Independent/Self-Selected Reading 5
- A. Reinforce reading comprehension skills and apply to independent/self-selected reading at appropriate reading level
  - B. Explore new genres of reading (e.g., biographies, mysteries, etc.)
  - C. Use reading as a means of exploring and enriching life
  - D. Use reference materials (e.g., Internet, encyclopedia, and card catalog) to help select independent reading materials.

**DATE OF CONTENT REVISION:** NEW - August 2001

**DATE OF BOARD APPROVAL:** October 11, 2001

