

Content Standard II

Literature: Interpreting, Critiquing, and Creating

Students enhance their understanding of common human experiences by reading a variety of literary works from different genres, time periods, cultures, and perspectives. They apply a wide range of strategies to comprehend, interpret, analyze, evaluate, and appreciate texts.

Performance Standards

KINDERGARTEN

To progress toward the content standard, kindergarten students will:

Read a wide range of literature to build an understanding of common human experience.

Read a wide range of literature representing the diversity of the human experience to develop appreciation for other perspectives.

To progress toward meeting the grade level standard, students will:

- Listen to and experience literature from a variety of cultures.
- Listen to and experience nursery rhymes and poetry.

Apply a variety of strategies to make meaning from literature.

To progress toward meeting the grade level standard, students will:

- Summarize a simple story.
- Talk about character, setting, and story events.

Make connections between the literature and their experiences to further personal awareness.

To progress toward meeting the grade level standard, students will:

- Listen and respond to literature which relates to their developmental/experiential level.
- Recite favorite poems and chants.

GRADE ONE

To progress toward the content standard in literature, first grade students will:

Read a wide range of literature to build an understanding of common human experience.

Read a wide range of literature representing the diversity of the human experience to develop appreciation for other perspectives.

To progress toward meeting the grade level standard, students will:

- Listen to and experience folk tales and fables.
- Read and respond to nursery rhymes and poetry.

Apply a variety of strategies to make meaning from literature.

To progress toward meeting the grade level standard, students will:

- Retell stories using beginning and ending.
- Identify character, setting and story events.

Make connections between the literature and their experiences to further personal awareness.

To progress toward meeting the grade level standard, students will:

- Listen, read and respond to literature which relates to their developmental/ experiential level.
- Select stories and books for personal interest.
- Retell favorite stories, recite favorite poems or chants.

GRADE TWO

To progress toward the content standard in literature, second grade students will:

Read a wide range of literature to build an understanding of common human experience.

Read a wide range of literature representing the diversity of the human experience to develop appreciation for other perspectives.

To progress toward meeting the grade level standard, students will:

- Read and experience literature from a variety of cultures.
- Read and experience a variety of forms of literary works such as short story, drama, poetry, age appropriate novels.
- Read and respond to a variety of realistic fiction.
- Experience several authors' versions of similar stories.

Apply a variety of strategies to make meaning from literature.

To progress toward meeting the grade level standard, students will:

- Retell stories using beginning, middle and ending.
- Identify rhyme.

Make connections between the literature and their experiences to further personal awareness.

To progress toward meeting the grade level standard, students will:

- Listen, read and respond to literature which relates to their developmental/ experiential level.
- Select favorite titles and authors.
- Retell favorite stories and folk tales.
- Relate previous experiences to new material.
- Make predictions about characters actions and feelings based on personal experience.

GRADE THREE

To progress toward the content standard in literature, third grade students will:

Read a wide range of literature to build an understanding of common human experience.

Read a wide range of literature representing the diversity of the human experience to develop appreciation for other perspectives.

To progress toward meeting the grade level standard, students will:

- Read and respond to classic fairy tales, myths, folk tales, legends, and fables from around the world.
- Experience a variety of non-fictional literature.
- Read and share several authors' versions of similar stories.
- Read several books by a single author.
- Experience several books (or book equivalents such as, essays, stories, groups of poems, or articles) about one subject.
- Recognize the significance of traditional literature within a culture.

Apply a variety of strategies to make meaning from literature.

To progress toward meeting the grade level standard, students will:

- Recognize and describe character types in folk tales, fairy tales and stories.
- Identify alliteration and hyperbole as literary devices.

Make connections between the literature and their experiences to further personal awareness.

To progress toward meeting the grade level standard, students will:

- Read and respond to literature which relates to their developmental/experiential level.
- Develop personal reading interests - choose to read.
- Retell favorite stories, folk tales and fables.
- Relate previous personal and literary experiences to new materials.
- Make, confirm, and revise predictions concerning characters.

GRADE FOUR

To progress toward the content standard in literature, fourth grade students will:

Read a wide range of literature to build an understanding of common human experience.

Read a wide range of literature representing the diversity of the human experience to develop appreciation for other perspectives.

To progress toward meeting the grade level standard, students will:

- Read self-selected and teacher selected, traditional and contemporary fictional literature from a variety of cultures.
- Read and respond to a variety of poetry.
- Read self-selected and teacher selected non-fictional literature.
- Read and respond to several books in depth (or book equivalents such as, essays, stories, groups of poems, or articles) about one subject.
- Recognize the variety of cultural experiences in literary selections.
- Recognize the universality of literary themes in many cultures and in many different times.

Apply a variety of strategies to make meaning from literature.

To progress toward meeting the grade level standard, students will:

- Identify simile and metaphor as literary devices.
- Recognize how a character's traits affect a character's actions.
- Recognize the narrator of a literary piece.

Make connections between the literature and their experiences to further personal awareness.

To progress toward meeting the grade level standard, students will:

- Read and respond to literature which relates to their developmental/experiential level.
- Select and discuss favorite titles and authors and genres.
- Find an underlying theme or author's message in fictional or non-fictional works and relate them to prior experience.
- Make, confirm and revise predictions concerning plot.

GRADE FIVE

To progress toward the content standard in literature, fifth grade students will:

Read a wide range of literature to build an understanding of common human experience.

Read a wide range of literature representing the diversity of the human experience to develop appreciation for other perspectives.

To progress toward meeting the grade level standard, students will:

- Identify common themes in self-selected and teacher selected, traditional and contemporary fictional literature from a variety of cultures.
- Recognize various forms of non-fictional literature.
- Recognize cultural attitudes and customs in literary selections and how they influence the characters within literary pieces.

Apply a variety of strategies to make meaning from literature.

To progress toward meeting the grade level standard, students will:

- Describe the function of simile, metaphor, hyperbole and alliteration.
- Identify the main problem or conflict of the plot and how it is solved.
- Understand how characters develop and change throughout story.
- Identify point of view in a literary piece.
- Identify the characteristics of different forms of poetry.

Make connections between the literature and their experiences to further personal awareness.

To progress toward meeting the grade level standard, students will:

- Read and respond to literature which relates to their developmental/ experiential level.
- Select and dialog about favorite titles, authors and genres.
- Find an underlying theme or author's message in fictional or non-fictional works and relate them to prior experience.

GRADE SIX

To progress toward the content standard in literature, sixth grade students will:

Read a wide range of literature to build an understanding of common human experience.

Read a wide range of literature representing the diversity of the human experience to develop appreciation for other perspectives.

To progress toward meeting the grade level standard, students will:

- Relate forms of literature (poetry, short story, drama, fiction, and non-fiction) to purpose.
- Analyze how a work of literature reflects the context in which it was created (e.g., period, ideas, culture, or perspective).
- Recognize cultural attitudes and customs in literary selections and how they influence the characters and plot within literary pieces.

Students will apply a variety of strategies to make meaning from literature.

To progress toward meeting the grade level standard, students will:

- Understand plot, character and setting.
- Compare and contrast motivations and reactions of literary characters confronting similar situations or conflicts.
- Analyze relevance of setting to the meaning and mood of the text.
- Describe the effect of key literary devices such as hyperbole, alliteration, metaphor, and simile.
- Understand how point of view relates to perspective in a piece of literature.
- Identify the structure of a short story.

Students will make connections between the literature and their experiences to further personal awareness.

To progress toward meeting the grade level standard, students will:

- Read and respond to literature which relates to their developmental/experiential level.
- Share, review and recommend titles, authors, genres and themes to others.

- Find an underlying theme or author's message in fictional or non-fictional works and relate them to prior experience and the experiences of others.
- Make connections between one's personal life and literature.

GRADES SEVEN THROUGH TWELVE

To progress toward the content standard in literature, secondary students will:

Read a wide range of literature from various periods and genres to build an understanding of common human experience.

Read a wide range of literature representing the diversity of the human experience to develop awareness, tolerance, and appreciation for other perspectives.

Apply wide variety of strategies to make meaning from literature.

Make connections between the literature and their experiences to further personal awareness.

GRADE SEVEN

To progress toward meeting the grade level standard, students will:

- Incorporate reflective, critical, and interpretive processes.
- Respond to literature by making inferences and drawing conclusions about plot, character, and setting.
- Identify significant literary devices such as figurative language, dialogue, dialect, and point of view and use those elements to interpret literature.
- Examine a variety of literary forms and genres including short story, poetry, nonfiction, and drama written from a diversity of perspectives focusing on common human themes.
- Create original works within several literary genres to make connection between their experiences and the literature they read.

GRADE EIGHT

To progress toward meeting the grade level standard, students will:

- Incorporate reflective, critical, and interpretive processes, students respond to literature by making inferences and drawing conclusions about theme, symbol, and motivation.
- Identify significant literary devices such as foreshadowing, flashback, mood, tone, humor, exaggeration, denotation and connotation, point of view, and purpose and use those elements to interpret literature.

- Examine a variety of literary forms and genres including poetry, myth, folklore, oral history, memoir, biography and autobiography written from a diversity of perspectives focusing on common human themes.
- Create original works within several literary genres to make connections between their experiences and the literature they read.

GRADE NINE

To progress toward meeting the grade level standard, students will:

- Demonstrate an understanding of literary devices, including the use of similes, metaphors, personification, foreshadowing, mood, tone, theme, plot, setting, characterization, fact, opinion, and symbolism.
- Engage in literary analysis including making inferences and drawing conclusions about plot, character, setting, theme and style, and point of view.
- Identify common themes in the diverse literature they read and connect these themes to other aspects of life.

GRADE TEN

To progress toward meeting the grade level standard, students will:

- Demonstrate an understanding of literary devices including analogies, irony, satire, parody, and stream of consciousness.
- Explore significant literature through a study of classics and contemporary works.
- Understanding and appreciation of literature through a study of literary movements.
- Engage in literary analysis by making predictions, comparing and contrasting, and drawing conclusions.

GRADES ELEVEN AND TWELVE

To progress toward meeting the grade level standard, students will:

- Read and analyze selections from various literary/historical periods including classicism, romanticism, transcendentalism, realism, and naturalism.
- Recognize the impact of various philosophers and psychologists on shaping and explaining the modern mind.
- Analyze rhetorical devices such as appeal to reason, authority, pathos and emotion, and logic to discover how authors use these devices to achieve their purposes.
- Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.