

ConVal School District
Language Arts Curriculum Grades K – 12

Standard #4 - Students will demonstrate competence in understanding, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

Grade – Kindergarten

READING BEHAVIORS

Students will:

- experience a variety of types of literature.
- listen to the read-aloud selection for a specific purpose, as identified by the teacher.
- understand the following literary terms, title, author, concepts of rhyme.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

CONNECTING

Students will:

- begin to make text-to-self and text-to-text connections about works they hear and view.

QUESTIONING

Students will:

- ask questions about texts.
- answer open-ended questions about texts. (e.g., What are you wondering about?).

VISUALIZING

Students will:

- use senses in response to texts with teacher supported experiences.

INFERRING

Students will:

- make predictions based on illustrations, rhyme, or portions of stories.

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Standard #4 - Students will demonstrate competence in understanding, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

Grade – 1

READING BEHAVIORS

Students will:

- begin to recognize the characteristics of a variety of types of literature.
- listen to read-aloud selections for specific purposes as identified by the teacher.
- understand the literary terms and concepts: rhyme, rhythm, title, author, alliteration, illustrator, and character.
- notice when difficulties are encountered in understanding the text.
- notice when difficulties are encountered in understanding the written sentence.
- stop, reread, and/or ask for help when difficulties are encountered in understanding the text.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

CONNECTING

Students will:

- make text-to-self, text-to-text, and text-to-world connections about works they read, hear, and view.

QUESTIONING

Students will:

- ask questions about texts including questions about plot, sequence of events, setting, character, theme, and problem/conflict through works they read, hear, and view.
- answer questions about texts including questions about plot, setting, character, theme, and problem/conflict through works they read, hear, and view.

VISUALIZING

Students will:

- explain or draw their sensory reactions to written, spoken, and audio-visual texts.
- use their senses in response to texts with teacher support.

INFERRING

Students will:

- identify author's purpose or intent in written, spoken, or audio-visual texts with teacher support.
- make predictions based on illustrations, rhyme, or portions of stories.

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Grade – 2

READING BEHAVIORS

Students will:

- begin to recognize the characteristics of a variety of types of literature.
- read to answer specific questions or for specific purposes.
- review literary concepts and terms taught in previous grades.
- understand the following literary terms: dialogue, setting, synonym and onomatopoeia.
- stop, reread, and/or ask for help when difficulties are encountered in understanding the text.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

CONNECTING

Students will:

- make text-to-self, text-to-text, and text-to-world connections about works they read, hear, and view.

QUESTIONING

Students will:

- ask questions about texts including questions about plot, sequence of events, setting, character, theme, solutions, and problem/conflict through works they read, hear, and view.
- answer questions about texts including questions about plot, setting, character, theme, and problem/conflict, and solution through works they read, hear, and view.

VISUALIZING

Students will:

- explain or illustrate their sensory reactions to written, spoken, and audio-visual texts.

DETERMINING IMPORTANCE

Students will:

- identify the beginning, middle, and end of literary works.
- identify the problem/conflict and its solution.

INFERRING

Students will:

- identify author's purpose or intent in written, spoken, or audio-visual texts with teacher support.
- make predictions based on illustrations, portions of stories, or knowledge of characters.

SYNTHESIZING

Students will:

- begin to compare and contrast literary works.

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Grade – 3

READING BEHAVIORS

Students will:

- Recognize the characteristics of a variety of types of literature with an emphasis on biography/autobiography.
- Read to answer specific questions or for specific purposes.
- Stop, reread, and/or ask for help when difficulties are encountered in understanding the text.
- Begin to distinguish between cause and effect, true and false, main idea and supporting details, and fact and opinion.
- Demonstrate think-aloud behaviors as modeled by the teacher.
- Understand the following literary terms and concepts: hero/heroine, theme, plot, antonym, homonym/homophone, simile, and idiom.
- Self-select appropriate reading materials with consideration for ability and interest.
- Identify who is telling the story.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

CONNECTING

Students will:

- make text-to-self, text-to-text, and text-to-world connections about works they read, hear, and view.
- begin to develop an understanding of local culture.

QUESTIONING

Students will:

- ask questions about texts including questions about plot, sequence of events, setting, character, theme, problem/conflict and solution through works they read, hear, and view.
- answer questions about texts including questions about plot, setting, character, theme, problem/conflict, and solution through works they read, hear, and view.

VISUALIZING

Students will:

- explain or illustrate sensory reactions to written, spoken, and audio-visual text.
- use the five senses to comprehend text.

DETERMINING IMPORTANCE

Students will:

- identify the beginning, middle, and end of literary works.
- identify the problem/conflict and its solution.
- distinguish important from less important ideas in fiction and nonfiction texts.

INFERRING

Students will:

- begin to identify author's purpose or intent in written, spoken, or audio-visual text.

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- make predictions based on illustrations, portions of stories, or knowledge of characters.

SYNTHESIZING

Students will:

- compare and contrast literary works.
- begin to apply concepts from books to personal experiences and to the local community.

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Grade – 4

READING BEHAVIORS

Students will:

- begin to understand the characteristics of a variety of types of literature with an emphasis on poetry.
- self-monitor comprehension.
- stop, reread, and/or ask for help when difficulties are encountered in understanding the text.
- repair faulty comprehension.
- read to answer specific questions or for specific purposes.
- begin to distinguish between cause and effect, true and false, main idea and supporting details, and fact and opinion.
- demonstrate think-aloud behaviors as modeled by the teacher.
- explain that literature can be used to better understand themselves and others.
- review literary concepts and terms taught in previous grades.
- understand literary terms and concepts: metaphor, climax, rising/developing action, exaggeration, conflict (add person vs. person), point-of-view (add 3rd person), and novel.
- self-select appropriate reading materials with consideration for ability and interest.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

CONNECTING

Students will:

- make text-to-self, text-to-text, and text-to-world connections about works they read, hear, and view.
- explore new points-of-view outside their range of experience through their identification with characters.
- develop an understanding of American culture and the world in which they live.

QUESTIONING

Students will:

- ask questions about works including questions about plot, setting, character, theme, conflict and resolution, and point-of-view through works they read, hear, and view.
- answer questions about works including questions about plot, setting, character, theme, conflict and resolution, and point-of-view through works they read, hear, and view.

VISUALIZING

Students will:

- use all the senses to comprehend texts.
- visualize from a vivid piece of text.
- visualize in nonfiction texts to better understand the dimensions of size, shape, and time.

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DETERMINING IMPORTANCE

Students will:

- distinguish important from less important ideas in fiction and nonfiction texts.
- begin to find evidence of character motivation in the text.
- identify the conflict and its resolution.

INFERRING

Students will:

- begin to independently identify author's purpose or intent in written, spoken, or audio-visual texts.
- make predictions based on explicit or implicit information from the text and/or personal experience.
- evaluate predictions.

SYNTHESIZING

Students will:

- compare and contrast literary works with a focus on character, setting, and conflict.
- apply concepts from works to their personal experiences, to the local environment, to current events, and to historical topics.
- understand that a single text, including poetry, novels, essays, spoken and audiovisual presentations, and accounts of events from real-life, may elicit a variety of responses and interpretations.

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Standard #4 - Students will demonstrate competence in understanding, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

Grade – 5

READING BEHAVIORS

Students will:

- begin to understand the characteristics of a variety of types of literature with an emphasis on historical fiction.
- read to answer specific questions or for specific purposes.
- distinguish between cause and effect, true and false, main idea and supporting details, and fact and opinion.
- demonstrate think-aloud behaviors as modeled by the teacher.
- explain that literature can be used to better understand themselves and others.
- self-select reading materials with consideration for ability and interest/
- identify the narrator.

NOTE: ALL PREVIOUSLY LEARNED LITERARY CONCEPTS (K-4) SHOULD CONTINUE TO BE REINFORCED AS LITERARY TERMS.

- demonstrate knowledge of use of literary terms: metaphor, climax, rising/developing action, conflict (add person vs. person), point of view (add 3rd person), and novel.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

REPAIRING UNDERSTANDING

Students will:

- monitor the adequacy of their understanding.
- stop, reread, and/or ask for help when difficulties are encountered in understanding the text.
- repair faulty comprehension.

CONNECTING

Students will:

- make text-to-self, text-to-text, and text-to-world connections about works they read, hear, and view.
- explore new points of view outside their range of experience through their identification with characters.
- develop an understanding of American culture and the world in which they live.

QUESTIONING

Students will:

- ask questions about works including questions about plot, setting, character, theme, conflict and resolution, and point of view through works they read, hear, and view.
- answer questions about works including questions about plot, setting, character, theme, conflict and resolution, and point of view through works they read, hear, and view.

VISUALIZING

Students will:

- use all the senses to comprehend texts.
- visualize from a vivid piece of text.
- visualize in nonfiction texts to better understand the dimensions of size, shape, and time.

DETERMINING IMPORTANCE

Students will:

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- distinguish important from less important ideas in fiction and nonfiction texts.
- begin to find evidence of character motivation in the text.
- identify the conflict and its resolution.

INFERRING

Students will:

- begin to independently identify author's purpose or intent in written, spoken, or audio-visual texts.
- make predictions based on explicit or implicit information from the text and/or personal experience.
- evaluate predictions.

SYNTHESIZING

Students will:

- compare and contrast literary works with a focus on character, setting, and conflict.
- apply concepts from works to their personal experiences, to the local environment, to current events, and to historical topics.
- understand that a single text, including poetry, novels, essays, spoken and audio-visual presentations, and accounts of events from real-life, may elicit a variety of responses and interpretations.

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Standard #4 - Students will demonstrate competence in understanding, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

Grade – 6

READING BEHAVIORS

Students will:

- understand the characteristics of a variety of types of literature with an emphasis on realistic fiction.
- read to answer specific questions or for specific purposes.
- distinguish between cause and effect, true and false, main idea and supporting details, and fact and opinion in fiction or nonfiction texts.
- demonstrate think-aloud behaviors as modeled by the teacher.
- explain that literature can be used to better understand themselves and others.
- monitor the adequacy of their understanding.
- stop, reread, and/or ask for help when difficulties are encountered in understanding the text.
- repair faulty comprehension.

NOTE: ALL PREVIOUSLY LEARNED LITERARY CONCEPTS (K-5) SHOULD CONTINUE TO BE REINFORCED AS LITERARY TERMS.

- Demonstrate knowledge of use of literary terms: free verse, hyperbole, legend, monologue, conflict (add person vs. society and person vs. self), foreshadowing, myth, and dialect.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

CONNECTING

Students will:

- make text-to-self, text-to-text, and text-to-world connections about works they read, hear, and view.
- explore new points of view outside their range of experience through their identification with characters.
- develop an understanding of American culture and the world in which they live.

QUESTIONING

Students will:

- ask questions about works including questions about plot, setting, character, theme, conflict and resolution, and point of view through works they read, hear, and view.
- answer questions about works including questions about plot, setting, character, theme, conflict and resolution, and point of view through works they read, hear, and view.

VISUALIZING

Students will:

- use all the senses to comprehend texts.
- visualize from a vivid piece of text.
- visualize in nonfiction texts to better understand the dimensions of size, shape, and time.

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Standard #4 - Students will demonstrate competence in understanding, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

DETERMINING IMPORTANCE

Students will:

- distinguish important from less important ideas in fiction and nonfiction text.
- produce evidence of character motivation in the text.

INFERRING

Students will:

- independently identify author's purpose or intent in written, spoken, or audio-visual text.
- identify instances of foreshadowing to make predictions.
- make predictions based on explicit or implicit information from the text and/or personal experience.
- evaluate predictions.

SYNTHESIZING

Students will:

- compare and contrast within and across literary works with a focus on character, setting, and internal/external conflicts.
- apply concepts from works to their personal experiences, to the local environment, to current events, and to historical topics.
- understand that a single text, including poetry, novels, essays, spoken and audiovisual presentations, and accounts of events from real-life, may elicit a variety of responses and interpretations.

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Standard #4 - Students will demonstrate competence in understanding, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

Grade – 7

READING BEHAVIORS

Students will:

- understand characteristics of a wide variety of genres with an emphasis on short stories.
- demonstrate think-aloud behaviors as modeled by the teacher.
- analyze text structure for organizational frameworks.
- understand that themes and events in literature often parallel real life.
- identify, analyze, and interpret literary themes and elements.
- monitor the adequacy of their understanding.
- use “fix-up” strategies flexibly to repair faulty comprehension

NOTE: ALL PREVIOUSLY LEARNED LITERARY CONCEPTS (K-6) SHOULD CONTINUE TO BE REINFORCED AS LITERARY TERMS

- Demonstrate knowledge of use of literary terms: protagonist, antagonist, and symbol.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

CONNECTING

Students will:

- make text-to-self, text-to-text, and text-to-world connections about works they read, hear, and view.
- begin to analyze the ways that literature reflects the range of human experience.
- begin to analyze the ways readers and writers are influenced by personal, social, cultural, and historical contexts.

QUESTIONING

Students will:

- ask questions of themselves about plot, theme, character, setting, and point of view to help them understand the text.

VISUALIZING

Students will:

- use sensory imagery from the text to visualize settings, characters and actions.
- create visual images in their minds based on literal and figurative language from the text to enhance comprehension.

DETERMINING IMPORTANCE

Students will:

- identify essential and supporting ideas which are central to the meaning.

INFERRING

Students will:

- begin to think abstractly to create an understanding of characters, theme, and meaning.
- make predictions based on explicit or implicit information from the text and/or personal experience.
- evaluate predictions.

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Standard #4 - Students will demonstrate competence in understanding, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

SYNTHESIZING

Students will:

- synthesize information within and across texts and relate it to their prior reading and personal experiences.
- consider a text objectively by performing a range of tasks including comparing and contrasting, understanding the impact of the organizational structure, and analyzing the use of such elements as humor, redundancy, metaphor, and symbolism.
- begin to critically analyze and evaluate texts for their practical, informational, or aesthetic value.
- begin to analyze and evaluate text for writer's craft, writer's biases, and the inherent ability of the work to communicate.

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Standard #4 - Students will demonstrate competence in understanding, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

Grade – 8

READING BEHAVIORS

Students will:

- understand characteristics of a wide variety of genres with an emphasis on drama.
- begin to recognize author’s bias.
- show an appreciation of literature from various cultures and historical and literary periods.
- demonstrate think-aloud behaviors as modeled by the teacher.
- identify, analyze, and interpret literary themes and elements.
- understand that themes and events in literature often parallel real life.
- analyze the structure of a play.
- analyze character-development using methods of characterization, direct and indirect.

NOTE: ALL PREVIOUSLY LEARNED LITERARY CONCEPTS (K-7) SHOULD CONTINUE TO BE REINFORCED AS LITERARY TERMS

- Demonstrate knowledge of use of literary terms: characterization (direct and indirect), tone, analogy, satire, and narrative.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

REPAIRING UNDERSTANDING

Students will:

- monitor the adequacy of their understanding.
- use “fix-up” strategies flexibly to repair faulty comprehension.

CONNECTING

Students will:

- make text-to-self, text-to-text, and text-to-world connections about works they read, hear, and view.
- continue to analyze the ways that literature reflects the range of human experience.
- continue to analyze the ways readers and writers are influenced by personal, social, cultural, and historical contexts.

QUESTIONING

Students will:

- ask questions of themselves about plot, theme, character, setting, and point of view to help them understand the text.

VISUALIZING

Students will:

- use sensory imagery from the text to visualize settings, characters and actions.
- create visual images in their minds based on literal and figurative language from the text to enhance comprehension.

DETERMINING IMPORTANCE

Students will:

- identify essential and supporting ideas which are central to the meaning.

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Standard #4 - Students will demonstrate competence in understanding, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

INFERRING

Students will:

- continue to think abstractly to create an understanding of characters, theme, and meaning.

SYNTHESIZING

Students will:

- synthesize information within and across texts and relate it to their prior reading and personal experiences.
- consider a text objectively by performing a range of tasks including comparing and contrasting, understanding the impact of the organizational structure, and analyzing the use of such elements as bias, satire, and analogy.
- continue to critically analyze and evaluate texts for their practical, informational, or aesthetic value.
- continue to analyze and evaluate text for writer's craft, writer's biases, and the inherent ability of the work to communicate.

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Standard #4 - Students will demonstrate competence in understanding, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

Grade – 9

READING BEHAVIORS

Students will:

- show an appreciation of literature from various cultures and historical and literary periods.
- utilize their knowledge of the structures of a wide variety of genres to enhance their understanding of literary works.
- demonstrate think-aloud behaviors as modeled by the teacher.
- recognize that common themes and symbols often occur in literary works from different time periods and cultures.

NOTE: ALL PREVIOUSLY LEARNED LITERARY CONCEPTS (K-8) SHOULD CONTINUE TO BE REINFORCED AS LITERARY TERMS

- Demonstrate knowledge of use of literary terms: allusion, epic, irony, soliloquy, aside, poetic license, and blank verse.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

REPAIRING UNDERSTANDING

Students will:

- monitor the adequacy of their understanding.
- use “fix-up” strategies flexibly to repair faulty comprehension.

CONNECTING

Students will:

- analyze the ways that literature reflects the range of human experience.
- analyze the ways readers and writers are influenced by personal, social, cultural, and historical contexts.
- begin to refine and limit their connections to those that deepen their understanding.

QUESTIONING

Students will:

- ask questions of themselves about the elements of literary structure to support understanding.

VISUALIZING

Students will:

- create visual images in their minds based on literal and figurative language from the text to enhance comprehension.
- use sensory imagery from the text to visualize settings, characters, and actions.

DETERMINING IMPORTANCE

Students will:

- limit their focus to ideas which are central to the meaning.

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Standard #4 - Students will demonstrate competence in understanding, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

INFERRING

Students will:

- think abstractly to determine understanding of characters, theme, meaning, and the use of symbols.

SYNTHESIZING

Students will:

- employ the strategies above to synthesize information within and across texts and relate the information to other works of literature in terms of theme, conflict, and character development.
- analyze and share common books to enhance their understanding of theme and genre.
- stand apart from a text to perform a range of tasks including critically evaluating, comparing and contrasting, understanding the impact of the organizational structure, and analyzing the use of such elements as irony and poetic license.
- critically analyze and evaluate texts for their practical, informational, or aesthetic value.
- analyze and evaluate text for writer's craft, writer's biases, and the inherent ability of the work to communicate.

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Standard #4 - Students will demonstrate competence in understanding, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

Grade – 10

READING BEHAVIORS

Students will:

- show an appreciation of literature from various cultures and historical and literary periods.
- utilize their knowledge of the structures of a wide variety of genres to enhance their understanding of literary works.
- demonstrate think-aloud behaviors as modeled by the teacher.
- apply various archetypal patterns (e.g., the Hero Cycle, the Tragic Hero, the Christ figure) to enhance their understanding of literary works.
- recognize that common themes and symbols often occur in literary works from different time periods and cultures.

NOTE: ALL PREVIOUSLY LEARNED LITERARY CONCEPTS (K-9) SHOULD CONTINUE TO BE REINFORCED AS LITERARY TERMS

- demonstrate knowledge of use of literary terms: tragedy, archetype, allegory, and foil character.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

REPAIRING UNDERSTANDING

Students will:

- monitor the adequacy of their understanding.
- use “fix-up” strategies flexibly to repair faulty comprehension.

CONNECTING

Students will:

- analyze the ways that literature reflects the range of human experience.
- analyze the ways readers and writers are influenced by personal, social, cultural, and historical contexts.
- refine and limit their connections to those that deepen their understanding.

QUESTIONING

Students will:

- ask questions of themselves about the elements of literary structure to support understanding.

VISUALIZING

Students will:

- create visual images in their minds based on literal and figurative language from the text to enhance comprehension.
- use sensory imagery from the text to visualize settings, characters, and actions.

DETERMINING IMPORTANCE

Students will:

- limit their focus to ideas which are central to the meaning.

INFERRING

Students will:

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- think abstractly to create an understanding of characters, theme, meaning, and the use of symbols.

SYNTHESIZING

Students will:

- employ the strategies above to synthesize information within and across texts and relate it to other works of literature in terms of theme, conflict, character development, and archetypal patterns.
- analyze and share common books to enhance their understanding of theme and genre.
- stand apart from a text to perform a range of tasks including critically evaluating, comparing and contrasting, understanding the impact of the organizational structure, and analyzing the use of such elements as allegory.
- critically analyze and evaluate texts for their practical, informational, or aesthetic value.
- analyze and evaluate text for writer's craft, writer's biases, and the inherent ability of the work to communicate.