

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 2: Read and understand literature representative of various societies, eras and ideas.
 Standard A: Understand how literary elements and techniques are used to convey meaning.

CATHOLIC IDENTITY

Standard A: Understand how literary elements are used to convey how God works in the world.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
1. Identify and compare characters, settings, and events in stories (nursery rhymes, fairy tales, folk tales) or in pictures. 2. Imitate rhythm/rhyme patterns. 3. Distinguish between fantasy and reality. 4. <u>Identify characters and events in a religious story.</u>	1. Identify and compare characters, settings, and/or events in stories and/or pictures. 2. Tell a story with a beginning, middle, and end. 3. Imitate rhythm/rhyme patterns. 4. Distinguish between fantasy and reality. 5. <u>Identify and compare characters in a religious story to students' everyday lives.</u>	1. Describe and compare characters, settings, and/or events in stories or pictures. 2. Retell stories and events using a beginning, middle, and end. 3. Identify the topic/main idea and details. 4. Distinguish between fantasy and reality. 5. Identify works of fiction and nonfiction. 6. Compare different versions of the same story from different cultures and eras. 7. Recognize a regular beat and similarities of sound (rhythm and rhyme) in poetry. 8. <u>Retell religious stories and events from different points of view.</u>	1. Identify the theme (e.g., friendship, cooperation, sharing, change, exploration) in selected stories and books. 2. Identify the setting and tell how it affects the story. 3. Identify the elements of plot by retelling the story (e.g., problem, attempts to solve problem, or resolution of problem). 4. Identify/compare characters' attributes within a story and across stories. 5. Define unfamiliar vocabulary. 6. Distinguish between fiction and nonfiction. 7. Identify major types of fiction (e.g., mystery, fairy tales, fable). 8. Identify major types of nonfiction (e.g., essay, biography, autobiography). 9. Recognize expository text (e.g., description, comparison, cause/effect, problem/solution). 10. Recognize that prose is written in sentences and organized in paragraphs. 11. Recognize poetry. 12. <u>Identify Catholic themes and messages in selected stories and books.</u>	1. Read a wide range of fiction. 2. Identify and compare themes or messages in various selections. 3. Compare one or more story elements (e.g., character, plot, setting) in a variety of works by a variety of authors from different times and cultures. 4. Identify and discuss the elements of plot. 5. Identify/compare characters and their motives. 6. Make inferences about character traits and check text for verification. 7. Analyze unfamiliar vocabulary. 8. Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems). 9. Identify rhythm and rhyme in original work. 10. Identify metaphor, simile, onomatopoeia, and hyperbole in text. 11. Identify poetic devices (e.g., alliteration, assonance, consonance, onomatopoeia, rhyme scheme). 12. <u>Identify themes or messages in various selections and apply Catholic principles.</u>

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As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Read a wide range of fiction.</p> <p>2. Identify literary elements and techniques in literary works (e.g., fables, biographies, historical fiction) and tell how they affect the story.</p> <p>3. Predict how the story might be different if the author changed literary elements or techniques (e.g., dialect, vocabulary, point of view, character, setting, plot).</p> <p>4. Make inferences about character traits and check text for verification.</p> <p>5. Analyze the use of unfamiliar vocabulary.</p> <p>6. Use comprehension strategies (e.g., association, categorization, graphic organizers) to enhance understanding.</p> <p>7. Identify ways in which non-fiction and fiction works are organized differently (e.g., topic/subtopic vs. story map).</p> <p>8. <u>Analyze Bible stories and recognize the presence of God throughout history and in the universe.</u></p>	<p>1. Read a wide range of fiction.</p> <p>2. Identify literary elements and literary techniques (e.g., characterization, narration, dialogue, figurative language) in a variety of genres and tell how they affect the work.</p> <p>3. Predict how the story might be different if the author changed certain literary elements or techniques (e.g., dialect, setting, vocabulary).</p> <p>4. Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature.</p> <p>5. Compare selections with similar characters, plots, and/or themes.</p> <p>6. Understand and use literary terms (e.g., foreshadowing, metaphor, simile, symbolism, flashback).</p> <p>7. Transfer new vocabulary from literature into other contexts.</p> <p>8. Compare ways in which different kinds of literature are organized (e.g., plays, short stories, essays, poems).</p> <p>9. Recognize and use cognitive strategies (e.g., analysis, synthesis, inference) to enhance understanding.</p> <p>10. Identify characteristics and authors associated with various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).</p> <p>11. <u>Understand the use of literary terms while studying Scripture.</u></p>	<p>1. Read wide range of fiction.</p> <p>2. Identify literary elements and techniques in literary works (e.g., fables, biographies, historical fiction) and tell how they affect the story.</p> <p>3. Predict how the story might be different if the author changed literary elements or techniques (e.g., dialect, setting, vocabulary).</p> <p>4. Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature.</p> <p>5. Compare selections with similar characters, plots, and/or themes.</p> <p>6. Understand and use literary terms (e.g., foreshadowing, metaphor, simile, symbolism, flashback).</p> <p>7. Make inferences about character traits and check text for verification.</p> <p>8. Transfer new vocabulary from literature into other contexts.</p> <p>9. Recognize and use cognitive comprehension strategies (e.g., analysis, synthesis, inference) to enhance understanding.</p> <p>10. Compare ways in which different kinds of literature are organized (e.g., plays, short stories, essays, poems).</p> <p>11. <u>Compare characters, plots, and themes in literature with Biblical/religious stories.</u></p>	<p>1. Read a wide range of fiction.</p> <p>2. Identify literary elements and literary techniques (e.g., characterization, narration, dialogue, figurative language) in a variety of genres and tell how they affect the work.</p> <p>3. Predict how the story might be different if the author changed certain literary elements or techniques (e.g., dialect, setting, vocabulary).</p> <p>4. Describe how the development of theme, character, plot, and setting contribute to the overall impact of a piece of literature.</p> <p>5. Compare selections with similar characters, plots, and/or themes.</p> <p>6. Understand and use literary terms (e.g., foreshadowing, metaphor, simile, symbolism, flashback).</p> <p>7. Transfer new vocabulary from literature into other contexts.</p> <p>8. Compare ways in which different kinds of literature are organized (e.g., plays, short stories, essays, poems).</p> <p>9. Recognize and use cognitive strategies (e.g., analysis, synthesis, inference) to enhance understanding.</p> <p>10. Identify characteristics and authors associated with various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).</p> <p>11. <u>Recognize and use cognitive strategies to enhance understanding of Biblical/religious materials.</u></p>

LANGUAGE ARTS CURRICULUM PROJECT

GOAL 2: Read and understand literature representative of various societies, eras and ideas.
 Standard B: Read and interpret a variety of literary works.

CATHOLIC IDENTITY

Standard B: Read and interpret a variety of literary works from a Catholic perspective.

As a result of their schooling students will be able to...

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>1. Investigate teacher selected literature (e.g., picture books, nursery rhymes, fairy tales) from a variety of cultures.</p> <p>2. Respond appropriately to environmental texts representing life skills (e.g., classroom labels, school signs, restroom symbols).</p> <p>3. Retell stories, songs, poems.</p> <p>4. Produce simple evaluative expressions about the text ("I like the story because...").</p> <p>5. Connect story events to events in students' own lives.</p> <p>6. Compare books by the same author and/or topic.</p> <p>7. <u>Connect Bible/religious stories to students' experiences.</u></p>	<p>1. Investigate self-selected/teacher selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.</p> <p>2. Respond appropriately to environmental texts representing life skills (e.g., classroom labels, school signs, restroom symbols).</p> <p>3. Re-enact and retell stories, songs, poems, plays, and other literary works.</p> <p>4. Produce simple evaluative expressions about the text ("I like the story because...").</p> <p>5. Make simple connections from the story to events or people in students' own lives.</p> <p>6. Compare two books by the same author.</p> <p>7. Discuss several books on the same topic.</p> <p>8. Identify specific parts of the text to support a point.</p> <p>9. Present a reasonable interpretation of a book.</p> <p>10. <u>Read a Biblical/religious story and create a personal response.</u></p>	<p>1. Investigate self-selected/teacher selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.</p> <p>2. Re-enact and retell selections (e.g., stories, songs, poems).</p> <p>3. Make a reasonable interpretation with support from the text.</p> <p>4. Apply text variations (e.g., change setting, alter a character, rewrite the ending).</p> <p>5. Make connections between the text and personal ideas and lives.</p> <p>6. Compare two works by an author.</p> <p>7. Discuss several works that have a common idea/themes.</p> <p>8. <u>Make a reasonable judgment about characters' actions reflecting Catholic teachings.</u></p>	<p>1. Apply events and situations in both fiction and nonfiction to personal experiences.</p> <p>2. Investigate literature from a variety of time periods, cultures, and genres.</p> <p>3. Compare works by same author.</p> <p>4. Discuss works that have a common theme.</p> <p>5. Re-enact, role-play, retell (e.g., stories, songs, poems, plays).</p> <p>6. <u>Identify common themes found in Scripture/other religious material.</u></p>	<p>1. Create an extension to a literary text (e.g., alternate ending, additional dialogue for a character).</p> <p>2. Apply personal background knowledge and experience to a literary text.</p> <p>3. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).</p> <p>4. Compare ideas from texts representing a variety of times and cultures.</p> <p>5. <u>Analyze several works that have a common theme reflecting the Word of God.</u></p>

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GOAL 2: Read and understand literature representative of various societies, eras and ideas.
 Standard B: Read and interpret a variety of literary works.

CATHOLIC IDENTITY

Standard B: Read and interpret a variety of literary works from a Catholic perspective.

As a result of their schooling students will be able to...

Grade 5	Grade 6	Grade 7	Grade 8
<p>1. Create an extension to a literary text (e.g., alternate ending, additional dialogue for a character).</p> <p>2. Apply personal background knowledge and experience to a literary text (e.g., connect to self, connect to text).</p> <p>3. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing, rereading).</p> <p>4. Compare ideas from texts representing a variety of times and cultures (e.g., social studies, teacher read aloud, etc.).</p> <p>5. <u>Paraphrase Catholic/religious works (e.g. Bible stories, parables, prayers, <i>Chicken Soup for Kids/Pre-teen Soul</i>).</u></p>	<p>1. Respond to fiction using interpretive and evaluative processes.</p> <p>2. Select favorite authors and genres.</p> <p>3. Relate what they have read to prior knowledge, experience, and real world information.</p> <p>4. Discuss recurring themes across works in print and media.</p> <p>5. Compare themes, conflicts, and figurative language from diverse times and cultures.</p> <p>6. Make inferences and draw conclusions about contexts, events, character, and settings.</p> <p>7. Discuss the impact of the author's word choice on content.</p> <p>8. Interpret non-fiction text and informational materials.</p> <p>9. Support plausible interpretations with evidence from the text.</p> <p>10. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).</p> <p>11. <u>Connect literary selections to historical/religious context.</u></p>	<p>1. Respond to fiction using interpretive and evaluative processes.</p> <p>2. Select favorite authors and genres.</p> <p>3. Relate what they have read to prior knowledge, experience, and real world information.</p> <p>4. Discuss recurring themes across works in print and media.</p> <p>5. Compare themes, conflicts, and figurative language from diverse times and cultures.</p> <p>6. Make inferences and draw conclusions about contexts, events, character, and settings.</p> <p>7. Discuss the impact of the author's word choice on content.</p> <p>8. Interpret non-fiction text and informational materials.</p> <p>9. Support plausible interpretations with evidence from the text.</p> <p>10. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).</p> <p>11. <u>Connect literary selections to historical/religious context.</u></p>	<p>1. Respond to fiction using interpretive and evaluative processes.</p> <p>2. Select favorite authors and genres.</p> <p>3. Relate what they have read to prior knowledge, experience, and real world information.</p> <p>4. Discuss recurring themes across works in print and media.</p> <p>5. Compare themes, conflicts, and figurative language from diverse times and cultures.</p> <p>6. Make inferences and draw conclusions about contexts, events, character, and settings.</p> <p>7. Discuss the impact of the author's word choice on content.</p> <p>8. Interpret non-fiction text and informational materials.</p> <p>9. Support plausible interpretations with evidence from the text and accompanying artwork.</p> <p>10. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).</p> <p>11. <u>Connect literary selections to historical/religious context.</u></p>