

# Overview of Content and Performance Standard 1 for Literature

**10.54.3210 - CONTENT STANDARD 1: Students construct meaning as they comprehend, interpret, analyze, and respond to literary works.**

## LEARNING EXPECTATIONS IN CURRICULUM BENCHMARK - 10.54.3212

Grade 5	Grade 6	Grade 7	Grade 8	Grade 8
54.7	64.2 64.5 66.7	74.0	84.1 84.3	1. Make predictions and connections between new literary works and previous information/experiences, and explore questions about the impact of literary elements.
54.3 54.6 54.4	64.1 65.3	73.4 75.4 75.5	84.1 87.1	2. Identify and comprehend the main idea and supporting facts and details, and summarize ideas in own words.
54.3 54.5 56.5	64.1 64.2	74.1 74.2	84.0	3. Summarize stories and identify major literary elements.
54.2 55.2	64.2 64.6 62.5	74.0	84.1	4. Compare, contrast, and make connections of literary elements within and between works.
54.1 54.5	64.0	76.1	84.0 84.3	5. Draw inferences and conclusions based on literary works.
54.2 56.5 54.5 56.6	64.0 65.5 66.5 67.4	74.4 74.5 76.2	84.0 8474	6. Respond to literary works on the basis of personal insights, and respect the different responses of others.

# Overview of Content and Performance Standard 2 for Literature

**10.54.3220 - CONTENT STANDARD 2: Students recognize and evaluate how language, literary devices, and elements contribute to the meaning and impact of literary works.**

## LEARNING EXPECTATIONS IN CURRICULUM

## BENCHMARK - 10.54.3222

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
54.5	64.2 66.6 66.7	74.3	84.4 87.1	1. Identify the effect of literary devices (e.g., figurative language, allusion, diction, dialogue, description, imagery).
54.3 54.5	64.1 64.3	74.2 74.4	84.0 87.1	2. Recognize the impact of literary elements (e.g., plot, theme, character, setting, point of view), and evaluate their effectiveness.
53.0	63.1 – 63.4	73.1 – 73.3 74.3	83.1 84.1	3. Evaluate how vocabulary and language contribute to literary works.
54.2 55.6	64.4 64.5 66.5 66.6	74.0 75.6 76.0	84.0	4. Demonstrate an understanding of how language, literary devices, and forms contribute to the impact of literary works.

## Overview of Content and Performance Standard 3 for Literature

**10.54.3230 - CONTENT STANDARD 3: Students reflect upon their literary experiences and purposefully select from a range of works.**

### LEARNING EXPECTATIONS IN CURRICULUM      BENCHMARK - 10.54.3232

Grade 5	Grade 6	Grade 7	Grade 8	Grade 8
54.1 54.2	63.5 66.5	73.3 74.2 74.5 75.12	84.0	1. Select a variety of literary works expressing reasons for personal recommendation, discovery, appreciation, and enjoyment.
54.2 55.8 56.5	64.3 64.4 66.5	76.0 75.1 75.11 75.12 75.13	84.0 87.0	2. Apply given criteria to evaluate literary merit, and express critical opinions about literary works.
54.1 54.2	63.5 66.5 67.4	74.4 74.5	84.0	3. Demonstrate the understanding that the purposes of experiencing literary works include personal satisfaction and the development of lifelong literature appreciation.

## Overview of Content and Performance Standard 4 for Literature

**10.54.3240 - CONTENT STANDARD 4: Students interact with print and non-print literary works from various cultures, ethnic groups, traditional, and contemporary viewpoints written by both genders.**

### LEARNING EXPECTATIONS IN CURRICULUM      BENCHMARK - 10.54.3242

Grade 5	Grade 6	Grade 7	Grade 8	Eighth Grade
54.1 54.2	63.5 64.0	74.0	84.0	1. Select, read, listen to, and view a variety of literary works.
54.2 54.6 58.0	63.5 64.3 66.5	74.1 74.2 74.4 75.2 76.0	84.0 87.1	2. Respond to traditional and contemporary works representing diverse perspectives, cultures, and issues (e.g., American Indian works).
54.6 55.8 56.3 56.5	65.5 66.0	74.5 75.0 76.2	84.3 85.0 86.2 86.6 87.0	3. Create and share responses to literary works through the application of technology, speaking, writing, visual, and performing arts (e.g., discuss, write, move, design, compose, sing).

## Overview of Content and Performance Standard 5 for Literature

**10.54.3250 - CONTENT STANDARD 5: Students use literary works to enrich personal experience and to connect to the broader world of ideas, concepts, and issues.**

### LEARNING EXPECTATIONS IN CURRICULUM

### BENCHMARK - 10.54.3252

Grade 5	Grade 6	Grade 6	Grade 7	Grade 8	Eighth Grade
56.5 56.6 55.8 58.0	64.0 65.5 66.5	64.3 – 64.5 65.5 66.5	74.0 76.1 76.2	84.3 87.1	1. Examine and explain how history, culture, ideas, and issues influence literary works.
54.2 54.6 55.2 56.5 56.6	64.0 66.5	64.3 – 64.5 65.5	74.2 74.4 76.0	84.0 87.0	2. Compare and contrast a variety of perspectives of self, others and world issues through a selection of literary works.
54.2 58.0	64.0 65.5 66.5	64.3 – 64.5 65.5 66.5	74.1 74.4 76.0	84.0 87.0	3. Use literary works to develop an understanding of the many dimensions of human experience (e.g., philosophical, ethical, aesthetic).

# Content and Performance Standards for Literature

## Fifth Grade

### Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **FIFTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a #, then that particular portion of the Content applies specifically.

**ACE Course Abilities for FIFTH GRADE defined below applies to each of the Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

### ACE Course Abilities for Fifth Grade to be applied to Content Standards:

#### 51.0 Develop abilities in Communication Arts.

- A. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, relate, interpret, simplify).
- B. Communications (present, persuade, collaborate, explain, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

#### 52.0 Read, write, speak, and listen for a variety of purposes.

- A. Read and discuss literature (poetry, narratives).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, proposal, lab report, checklist, research report, summary.
  - current technology i.e.: word processing, database, desktop publishing, Internet.

## Fifth Grade Course Content

### **53.0 Advance your vocabulary and reading rate with recreational reading and study of all subjects.**

- .1 Use visual clues, word form and context to determine word meaning.
- .2 Identify the meaning that applies to the context when a word has multiple meanings.
- .3 Alphabetize quickly and readily and use the dictionary with ease for a variety of purposes.
- .4 Pronounce, use and spell vocabulary from all subject areas.

### **54.0 Skim, scan and read for meaning and for inference.**

- .1 Locate and choose reading selections for a particular purpose (pleasure, information, research).
- .2 Distinguish, talk, and write about poetry and fiction and nonfiction narratives, and relate them to your life.
- .3 Explain and summarize setting, plot, characters, problem, main event and resolution of problem.
- .4 Identify topic, events in sequence and specific details.
- .5 Draw and justify inferences.
- .6 Take notes on nonfiction reading, summarize reading and use reading as a basis for speaking and writing.
- .7 Make predictions and connections between literary works.

### **55.0 Write a variety of letters, poetry, and multiple paragraph themes about a single topic.**

- .1 State the main idea of the paragraph in one sentence and fully develop the idea in a logical sequence using supporting facts and details
- .2 Use cause/effect and comparison/contrast as organizational patterns.
- .3 Use introduction and conclusion paragraphs in multi-paragraph writing.
- .4 In the final draft use correct usage, spelling, capitalization, punctuation, format, sentences and word choice.
- .5 Identify the parts of business and personal letters, and write letters in proper form.
- .6 Write to communicate ideas and feelings in poems with sensory or imaginative details and poetic form.
- .7 Write structured multi-paragraph narratives with descriptive elements (biographies, original stories).
- .8 Write meaningful responses to poetry and narratives.
- .9 use vocabulary words from all subjects in your writing and to talk about your writing.

**Fifth Grade**  
Course Content (cont.)

**56.0 Deliver complete and structured presentations spoken only from notes.**

- .1 Use correct voice (volume, pace, clarity), body language (eye contact, erect and still stance, gesture, and handling of notes and visual aids), and correct usage, vocabulary and sentence structure.
- .2 Present using appropriate sequence and a basic three-part format (introduction, body, review).
- .3 Select or develop and use visual aids of different types (charts, maps, multi media, graphs, photos).
- .4 Answer questions from peers and ask questions of peers (polite, clear, brief, focused).
- .5 Present or read, summarize and respond to poems and narratives.
- .6 Add good ideas in small and large group discussion when it is your turn.

**57.0 Listen and view to summarize, to ask clarifying questions, and to learn.**

- .1 Demonstrate audience behavior (eye contact, quiet and still, attentive, supportive).
- .2 Paraphrase accurately and ask meaningful questions in a variety of listening situations.
- .3 Practice listening as the basis for writing, speaking and learning by taking brief notes.

**58.0 Respond to works representing diverse perspectives, cultures and issues (include Crow, Cheyenne).**

- .1 Discuss how a perspective presented in a writing might be different if it were written through the eyes of a different culture.
- .2 Discuss various issues impacting a culture, which might come to light through a literary reading.
- .3 Replace a character/setting in a literary work with a different character/setting from another culture and tell how this would alter the literary work (plot, problem, solution, interaction).

# Content and Performance Standards for Literature

## Sixth Grade

### Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **SIXTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a #, then that particular portion of the Content applies specifically.

**ACE Course Abilities for SIXTH GRADE defined below applies to each of the Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

### ACE Course Abilities for Sixth Grade to be applied to Content Standards:

#### 61.0 Develop abilities in Communication Arts.

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

#### 62.0 Read, write, speak, and listen for a variety of purposes.

- A. Read and discuss literature (poetry, narratives).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Possess technical skills:
  - read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, inquiry, proposal, lab report, checklist, research report, summary.
  - current technology i.e.: word processing, database, desktop publishing, Internet.

## **Sixth Grade Course Content**

### **63.0 Increase your vocabulary and reading rate with recreational reading, multiple reading techniques, and study skills.**

- .1 Determine meaning of a word by context, and use of a dictionary.
- .2 Identify, understand and use synonyms, antonyms, homonyms and all common suffixes and prefixes.
- .3 Readily use textbooks, dictionary, atlas, encyclopedia and thesaurus to understand unknown words.
- .4 Pronounce, use, and spell vocabulary from all subject areas.
- .5 Skim, scan, study, take notes, and summarize organizational pattern format, graphic elements, and visual keys of all our textbooks, and use reading as a basis for learning and enjoyment.

### **64.0 Read for meaning and to evaluate, interpret, and draw conclusions in novels and other fiction and in textbooks, reference material and other nonfiction.**

- .1 Identify, summarize, and evaluate literary elements in novels (character, setting, plot, conflict, theme).
- .2 Define imagery, identify examples of imagery, and explain the impact of examples of imagery.
- .3 Evaluate with justification novels, other fiction, textbooks, reference material and other nonfiction.
- .4 Explain author's attitude, theme and other beliefs incorporated in fiction and nonfiction.
- .5 Draw and justify conclusions and inferences in fiction and nonfiction.
- .6 Compare and contrast new content with existing knowledge to draw conclusions.

### **65.0 Write quality stories, descriptions and three-part themes and reports.**

- .1 Write an introduction that includes a statement of the main idea and write a summarizing conclusion.
- .2 Write a body that fully develops the main idea in more than one proper paragraph.
- .3 Develop the main idea with appropriate and accurate examples and other supports.
- .4 In the final draft use correct usage, spelling, capitalization, punctuation, format, sentences, and word choice.
- .5 Write clear, justified and complete evaluations and interpretations of novels, other fiction and nonfiction.
- .6 Write clear, accurate, and entertaining descriptions using a variety of genre.
- .7 Write clear, accurate, entertaining and complete stories using creative imagery and story elements.

**Sixth Grade**  
Course Content (cont.)

**66.0 Present interpretations and evaluations in groups and alone.**

- .1 Use correct voice (volume, pace, clarity), body language (eye contact, stance, gestures, handling of notes and visual aids), and usage, vocabulary and sentence structure.
- .2 Present using appropriate sequence and a basic three-part format (introduction, body, review).
- .3 Select, develop, and use note cards and a variety of visual aids.
- .4 Support the ideas of the speech with proper research and justified conclusions.
- .5 Present justified evaluations and interpretations of novels, other fiction and nonfiction.
- .6 Present jokes, entertaining stories and entertaining descriptions using creative imagery.
- .7 Read imagery with dramatic impact.

**67.0 Listen and view to process verbal information and to critically analyze speeches.**

- .1 Demonstrate the social skills of audience behavior (eye contact, quiet and still, attentive, supportive).
- .2 Respond to, evaluate, and analyze speeches and other presentations.
- .3 Summarize, take notes on key points, and ask clarifying questions by listening and viewing.
- .4 Use listening and viewing as a basis for learning and enjoyment.

# Content and Performance Standards for Literature

## Seventh Grade

### Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **SEVENTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a #, then that particular portion of the Content applies specifically.

**ACE Course Abilities for SEVENTH GRADE defined below applies to each of the Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

### ACE Course Abilities for Seventh Grade to be applied to Content Standards:

#### 71.0 Develop abilities in Communication Arts.

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

#### 72.0 Read, write, speak, and listen for a variety of purposes.

- A. Use literature (mythology, genre).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Write a three-part expository essay using documentation of resources.
- E. Possess technical skills:
  - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, summary, advertisement, announcement.
  - current technology i.e.: word processing, Internet, search tools.

## Seventh Grade Course Content

### **73.0 Increase your vocabulary and reading rate with multi-purpose reading techniques, and advanced study skills.**

- .1 Determine meaning of a word with context, reference books, and word origins/structure (roots, affixes).
- .2 Develop and explain your system for learning vocabulary in all subject areas.
- .3 Adapt reading techniques to different subjects and for different purposes (enjoyment, study, research, review, reading aloud).
- .4 Outline, summarize, and take precise and concise notes for specific purposes.
- .5 Develop and explain your system for marking written material (underline, highlight, margin notes, stickies).
- .6 Identify sections, organizational pattern, format, graphic elements, and visual keys to skim, scan, and study all your textbooks.

### **74.0 Read to understand literary genre (poetry, short stories, drama) and literary devices (flashback, foreshadowing, symbolism, imagery, personification, allusion).**

- .1 Identify major traits of mythology, explain purpose of mythology, identify how mythology is used in literature and modern popular culture and compare mythology to the three genres.
- .2 Compare/contrast a variety of genre using the literary elements of characterization, plot, plot line, theme, and point of view.
- .3 Define, locate and evaluate use of the literary devices in mythology and the three genres.
- .4 Relate mythology and literature you read to self and the real world.
- .5 Recommend, based on evaluation of literary elements and devices, specific examples of a variety of genre.

### **75.0 Write/deliver three-part research-based informative themes/presentations and write/speak to state opinions.**

- .1 Select a topic appropriate to a given situation (audience, purpose, space/time requirements).
- .2 Independently develop expertise on a subject with interviews, print media, and electronic media.
- .3 Develop and explain your own note-taking and information-organizing system.
- .4 State the main idea in a single sentence in the introduction and restate it in the conclusion.
- .5 Fully and clearly develop the main idea with introduction, supporting details, and summary.
- .6 Use statistics, quotations, examples, stories, analogies, graphics, or visual aids as support.
- .7 Cite information in writing and in presentations.
- .8 In writing use correct mechanics, word choice, formatting, usage, and sentence structure in final draft.
- .9 In speaking use correct voice, body language, note cards, and visual aids.
- .11 Compare and contrast writing and speaking for organization, expectations, and advantages/weaknesses.
- .12 In discussion, answer questions politely and assertively to defend a position and to ask opinion questions.
- .13 Write opinions and recommendations in brief and clear form.

**Seventh Grade**  
Course Content (cont.)

**76.0 Listen/read to analyze others' points of view and to learn.**

- .1 Listen with an open mind (wait until all information has been received to form an opinion).
- .2 Tell fact from opinion and question the validity of facts and the basis of opinions.
- .3 Identify, state, and react to the speaker's or writer's point of view and bias.
- .4 Develop and explain your own method of taking, keeping and reviewing notes.

# Content and Performance Standards for Literature

## Eighth Grade

### Key:

The coded Learning Expectations in Curriculum are detailed on the accompanying sheet labeled **EIGHTH GRADE** Course Content. When the code is followed by .0, the entire Course Content applies. If the code is detailed with a #, then that particular portion of the Content applies specifically.

**ACE Course Abilities for EIGHTH GRADE defined below applies to each of the Benchmarks** though they are not specifically listed. The **Abilities** are listed when there are not **Course Content** goals that address the **Benchmark**.

### ACE Course Abilities for Eighth Grade to be applied to Content Standards:

#### 81.0 Develop abilities in Communication Arts.

- A. Higher thinking (analyze, evaluate, classify, predict, generalize, solve, decide, relate, interpret, simplify).
- B. Communications (present, demonstrate, persuade, collaborate, explain, defend, recommend).
- C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
- D. The quality process (plan, draft, analyze, revise, when producing products).

#### 82.0 Read, write, speak, and listen for a variety of purposes.

- A. Use literature (genre).
- B. Use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
- C. Conduct research (locate, observe/gather, analyze, conclude).
- D. Write a three-part expository essay using documentation of resources.
- E. Possess technical skills:
  - read/write/present: instructions, reports (progress, research, lab), specifications, proposal, letters (complaint, request, application, response, recommendation), manual, form, checklist, resume, brochure, pamphlet, technical research, summary, advertisement, and announcement.
  - current technology i.e.: word processing, Internet, search tools.

## **Eighth Grade Course Content**

### **83.0 Increase your vocabulary and reading rate and evaluate the validity of what you read.**

- .1 Determine meaning of a word with context, reference books, and word origins/structure (roots and affixes).
- .2 Use basic writing forms and organizational patterns to skim, scan, study, and mark readings (paragraph form, introductions, conclusions, cause/effect, sequences, comparison/contrast, graphic organizers, icons, support materials).
- .3 Outline, summarize, and take precise and concise notes for specific purposes.
- .4 Evaluate specific sources (date, source, biases, suitability to purpose, propaganda, research base).

### **84.0 Read to understand mood, tone, and literary genre (lyric poetry, novels, satire).**

- .1 Identify literary elements (setting, characterization, plot, plot line, theme, point of view) in the various forms of literature and compare/contrast literature for use of literary elements, purpose, strengths/weaknesses, and personal response.
- .2 Describe, locate, and evaluate use of mood and tone in various forms of literature.
- .3 Relate literature you read to self and the real world.
- .4 Recommend specific examples of literature by evaluating literary elements, mood, and tone.

### **85.0 Write quality essays to persuade, inform, and entertain.**

- .1 Select a topic and purpose appropriate to a given situation.
- .2 Independently develop expertise on a subject with interviews, print media, and electronic media.
- .3 Use a sound, three-part format (introduction-including clear and concise thesis, 2-4 main points developed fully in sound paragraphs, summarizing conclusion).
- .4 Use correct usage, mechanics, word choice, formatting, and sentence structure.
- .5 Produce quality examples of persuasive, informative, and entertaining writing.

### **86.0 Deliver major research-based presentations to demonstrate and be able to debate.**

- .1 Select a topic appropriate to a given situation.
- .2 State a clear and concise thesis.
- .3 Fully develop a thesis (attention-getting/previewing introduction, clear steps, summary, conclusion).
- .4 Develop and explain your method for making and using speaking note cards.
- .5 Use correct voice, body language, visual aids, and demonstration of process.
- .6 Develop a position, research it, and debate it courteously and assertively.

**Eighth Grade**  
Course Content (cont.)

**87.0 Read/listen/view and produce popular media communication (news, advertisements, sitcoms, documentaries, songs, editorials).**

- .1 Analyze for key factors (main idea, significant details, research basis, theme, other literary elements) and for facts, opinions, bias, propaganda, argumentation, support, completeness, and literary devices.
- .2 Identify the purpose of specific communications (entertain, persuade, inform, mixed purposes).
- .3 Produce alone, or in a group, different forms of popular media communications.
- .4 State and defend an evaluation of examples of such communications.