

St. Philip's Lutheran **Language Arts –Content Standards**

The ability to communicate well—to read, write, listen, and speak—runs to the core of human experience. Language skills are essential tools not only because they serve as the necessary basis for further learning and career development but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation. For Christians, the ability to read is all the more necessary in order to learn God's Word. The ability to read the Bible paired with essential language skills allows students to be effective communicators of God's plan of salvation.

Students who read well learn the tempo and structure of language early in their development. They master vocabulary, variance in expression, and organization and skill in marshaling evidence to support an idea.

Students must read a broad variety of quality texts to develop proficiency in, and derive pleasure from, the act of reading. Students must also have experience in a broad range of writing applications, from the poetic to the technical.

Reading and writing technical materials, moreover, are critical life skills. Participation in society—filling out forms, voting, understanding the daily newspaper—requires solid reading and writing competencies. Similarly, most jobs demand the abilities to read and write well. Collegiate and technical courses generally require a high level of proficiency in both abilities. In an emergency, reading and writing with speed and accuracy may literally mean the difference between life and death.

Reading and writing offer the power to inform and to enlighten as well as to bridge time and place. For example, interpreting and creating literary texts help students to understand the people who have lived before them and to participate in, and contribute to, a common literary heritage. Through literature, moreover, students experience the unique history of the United States in an immediate way and encounter many cultures that exist both within and beyond this nation's borders. Through reading and writing students may share perspectives on enduring questions, understand and learn how to impart essential information, and even obtain a glimpse of human motivation. Reading and writing offer incomparable experiences of shared conflict, wisdom, understanding, and beauty. By understanding and creating literary and technical writing, students explore the interrelationships of their own existence with those of others.

Speaking and listening skills have never been more important. Most Americans now talk for a living at least part of the time. The abilities to express ideas cogently and to construct valid and truthful arguments are as important to speaking well as to writing well. Honing the ability to express defensible reflections about literature will ensure comprehension and understanding.

Reading, writing, listening, and speaking are not disembodied skills. Each exists in context and in relation to the others. These skills must not be taught independently of one another. Rather, they need to be developed in the context of a rich, substantive core curriculum that is geared not only toward achieving these standards per se but also toward applying language arts skills to achieve success in other curricular areas. Mastery of these standards will ensure that children enter the worlds of higher education, the workplace, and their churches armed with the tools they need to be literate, confident communicators.

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Language Arts – Reading Content Standards

Pre-Kindergarten

In pre-kindergarten teachers will work to establish experiences and attitudes that foster positive experiences for students as they begin their journey into language arts with reading. What they experience and the attitudes portrayed in pre-kindergarten will set the foundation for language arts throughout the rest of their education. Students at the pre-kindergarten level will be introduced to basic reading strategies focusing on letter recognition and sounds, sight words and how to figure out words unknown to them.

Word Analysis, Fluency, and Systematic Vocabulary Development

- 1. Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.**

Concepts About Print

- Match oral words to printed words.
- Follow words from left to right and from the top to the bottom on a page
- Recognize that sentences are words joined together to create meaning
- Identify letter, words, and sentences
- Identify the title and author of a reading selection

Phonemic Awareness

- Distinguish initial, medial, and final sounds in single-syllable words.
- Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite)
- Create and state a series of rhyming words, including consonant blends
- Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
- Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = /s/p/l/a/t/; rich = /r/i/c/h/).

Decoding and Word Recognition

- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Reach common, irregular sight words (e.g., the, have, said, come, give, of).
- Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- Read compound words and contractions
- Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
- Read common word families (e.g., -ite, -ate).
- Read aloud with fluency in a manner that sounds like natural speech.

Vocabulary and Concept Development

- Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

Reading Comprehension

- 2. Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).**

Structural Features of Informational Materials

- a. Locate the title, table of contents, name of author, and name of illustrator

Comprehension and Analysis of Grade-Level-Appropriate Text

- b. Use pictures and context to make predictions about story content
- c. Connect to life experiences the information and events in texts.
- d. Retell familiar stories.
- e. Ask and answer questions about essential elements of a text.

Literary Response and Analysis

- 3. Students listen and respond to stories based on well-known characters, themes, plots, and settings.**

Narrative Analysis of Grade-Level-Appropriate Text

- a. Distinguish fantasy from realistic text.
- b. Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
- c. Identify characters, settings, and important events.

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Language Arts – Reading Content Standards

Kindergarten

In kindergarten teachers will work to establish experiences and attitudes that foster positive experiences for students as they begin their journey into language arts with reading. What they experience and the attitudes portrayed in kindergarten will set the foundation for language arts through out the rest of their education. Students at the kindergarten level will be introduced to basic reading strategies focusing on letter recognition and sounds, sight words and how to figure out words unknown to them.

Word Analysis, Fluency, and Systematic Vocabulary Development

- 1. Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.**

Concepts About Print

- Match oral words to printed words.
- Follow words from left to right and from the top to the bottom on a page
- Recognize that sentences are words joined together to create meaning
- Identify letter, words, and sentences
- Identify the title and author of a reading selection

Phonemic Awareness

- Distinguish initial, medial, and final sounds in single-syllable words.
- Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite)
- Create and state a series of rhyming words, including consonant blends
- Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).
- Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).
- Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = /s/p/l/a/t/; rich = /r/i/c/h/).

Decoding and Word Recognition

- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Reach common, irregular sight words (e.g., the, have, said, come, give, of).
- Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- Read compound words and contractions
- Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).
- Read common word families (e.g., -ite, -ate).
- Read aloud with fluency in a manner that sounds like natural speech.

Vocabulary and Concept Development

- Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

Reading Comprehension

- 2. Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).**

Structural Features of Informational Materials

- a. Locate the title, table of contents, name of author, and name of illustrator

Comprehension and Analysis of Grade-Level-Appropriate Text

- b. Use pictures and context to make predictions about story content
- c. Connect to life experiences the information and events in texts.
- d. Retell familiar stories.
- e. Ask and answer questions about essential elements of a text.

Literary Response and Analysis

3. Students listen and respond to stories based on well-known characters, themes, plots, and settings.

Narrative Analysis of Grade-Level-Appropriate Text

- a. Distinguish fantasy from realistic text.
- b. Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
- c. Identify characters, settings, and important events.

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Language Arts – Reading Content Standards

Grade One

Students will continue building on the foundation for reading they received in kindergarten. They will expand upon their experiences and attitudes about reading through further exploration of key concepts that will continue to foster good reading habits that will aid them in their future educational endeavors. In first grade students will begin expanding their knowledge of words by working on reading fluency and vocabulary development. Students at this level will also be introduced to reading comprehension through various strategies.

Word Analysis, Fluency, and Systematic Vocabulary Development

- 1. Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.**

Decoding and Word Recognition

- Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/per*; vowel-consonant/consonant-vowel = *sup/per*).
- Decode two-syllable nonsense words and regular multisyllable words.
- Recognize common abbreviations (e.g., *Jan., Sun., Mr., St.*).
- Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., *fly/flies, wife/wives*).
- Read aloud fluently and accurately and with appropriate intonation and expression.

Vocabulary and Concept Development

- Understand and explain common antonyms and synonyms.
- Use knowledge of individual words in unknown compound words to predict their meaning.
- Know the meaning of simple prefixes and suffixes (e.g., *over-, un-, -ing, -ly*).
- Identify simple multiple-meaning words.

Reading Comprehension

- 2. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).**

Structural Features of Informational Materials

- Identify text that uses sequence or other logical order.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Respond to *who, what, when, where, and how* questions.
- Follow one-step written instructions.
- Use context to resolve ambiguities about word and sentence meanings.
- Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
- Relate prior knowledge to textual information.
- Retell the central ideas of simple expository or narrative passages.

Literary Response and Analysis

3. **Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).**

Narrative Analysis of Grade-Level-Appropriate Text

- a. Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
- b. Describe the roles of authors and illustrators and their contributions to print materials.
- c. Recollect, talk, and write about books read during the school year.

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Language Arts – Reading Content Standards

Grade Two

Students will continue building on the foundation for reading they received in previous grades. They will expand upon their experiences and attitudes about reading through further exploration of key concepts that will continue to foster good reading habits that will aid them in their future educational endeavors. Students in second grade will continue increasing their reading vocabulary and fluency while working to explore more literary responses.

Word Analysis, Fluency, and Systematic Vocabulary Development

- 1. Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.**

Decoding and Word Recognition

- Know and use complex word families when reading (e.g., *-ight*) to decode unfamiliar words.
- Decode regular multisyllabic words.
- Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., *dog/mammal/animal/living things*).
- Use sentence and word context to find the meaning of unknown words.
- Use a dictionary to learn the meaning and other features of unknown words.
- Use knowledge of prefixes (e.g., *un-, re-, pre-, bi-, mis-, dis-*) and suffixes (e.g., *-er, -est, -ful*) to determine the meaning of words.

Reading Comprehension

- 2. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition, students read a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).**

Structural Features of Informational Materials

- Use titles, tables of contents, and chapter headings to locate information in expository text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- State the purpose in reading (i.e., tell what information is sought).
- Use knowledge of the author's purpose(s) to comprehend informational text.
- Ask clarifying questions about essential textual elements of exposition (e.g., *why, what if, how*).
- Restate facts and details in the text to clarify and organize ideas.
- Recognize cause-and-effect relationships in a text.
- Interpret information from diagrams, charts, and graphs.
- Follow two-step written instructions.

Literary Response and Analysis

3. **Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).**

Narrative Analysis of Grade-Level-Appropriate Text

- a. Compare and contrast plots, settings, and characters presented by different authors.
- b. Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
- c. Compare and contrast different versions of the same stories that reflect different cultures.
- d. Identify the use of rhythm, rhyme, and alliteration in poetry.

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Grade Three

Students will continue building on the foundation for reading they received in previous grades. They will expand upon their experiences and attitudes about reading through further exploration of key concepts that will continue to foster good reading habits that will aid them in their future educational endeavors. Students at the third grade level will begin distinguishing structural features of informational and narrative materials. Students at this grade level will get more in depth in their literary responses and summaries showing an increasing understanding of written materials.

Word Analysis, Fluency, and Systematic Vocabulary Development

- 1. Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.**

Word Recognition

- a. Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- b. Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- c. Use knowledge of root words to determine the meaning of unknown words within a passage.
- d. Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *international*).
- e. Use a thesaurus to determine related words and concepts.
- f. Distinguish and interpret words with multiple meanings.

Reading Comprehension

- 2. Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). Students read a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).**

Structural Features of Informational Materials

- a. Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- b. Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
- c. Demonstrate comprehension by identifying answers in the text.
- d. Recall major points in the text and make and modify predictions about forthcoming information.
- e. Distinguish the main idea and supporting details in expository text.
- f. Extract appropriate and significant information from the text, including problems and solutions.
- g. Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

Literary Response and Analysis

3. Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).

a. Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

Narrative Analysis of Grade-Level-Appropriate Text

b. Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

c. Determine what characters are like by what they say or do and by how the author or illustrator portrays them.

d. Determine the underlying theme or author's message in fiction and nonfiction text.

e. Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.

f. Identify the speaker or narrator in a selection.

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Grade Four

Students will continue building on the foundation for reading they received in previous grades. They will expand upon their experiences and attitudes about reading through further exploration of key concepts that will continue to foster good reading habits that will aid them in their future educational endeavors. Students at the fourth grade level begin using word origins to determine the meaning of unknown words. Students will also be able to list the structural differences in various imaginative works of literature.

Word Analysis, Fluency, and Systematic Vocabulary Development

- 1. Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.**

Word Recognition

- a. Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- b. Use word origins to determine the meaning of unknown words.
- c. Understand and explain frequently used synonyms, antonyms, and homographs.
- d. Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *controversial*).
- e. Understand and explain the figurative and metaphorical use of words in context.

Reading Comprehension (Focus on Informational Materials)

- 2. Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, students read a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).**

Structural Features of Informational Materials

- a. Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
- b. Analyze text that is organized in sequential or chronological order.
- c. Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

Comprehension and Analysis of Grade-Level-Appropriate Text

- d. Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
- e. Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
- f. Evaluate new information and hypotheses by testing them against known information and ideas.
- g. Compare and contrast information on the same topic after reading several passages or articles.

- h. Distinguish between cause and effect and between fact and opinion in expository text.
- i. Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

Literary Response and Analysis

- 3. Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).**

Structural Features of Literature

- a. Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales

Narrative Analysis of Grade-Level-Appropriate Text

- b. Identify the main events of the plot, their causes, and the influence of each event on future actions.
- c. Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
- d. Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).
- e. Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

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Grade Five

Students will continue building on the foundation for reading they received in previous grades. They will expand upon their experiences and attitudes about reading through further exploration of key concepts that will continue to foster good reading habits that will aid them in their future educational endeavors. Students at the fifth grade level will begin working with narrative and expository texts working to read aloud and interpret figurative language found in both types of writing. Students will also work to identify main ideas and supporting concepts. Finally students at this level will work to make inferences about conclusions of pieces of work.

Word Analysis, Fluency, and Systematic Vocabulary Development

- 1. Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.**

Word Recognition

- a. Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- b. Identify and interpret figurative language and words with multiple meanings.
- c. Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- d. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- e. Understand and explain “shades of meaning” in related words (e.g., *softly* and *quietly*).

Reading Comprehension (Focus on Informational Materials)

- 2. Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition students read a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).**

Comprehension and Analysis of Grade-Level-Appropriate Text

- a. Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- b. Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

Expository Critique

- c. Distinguish facts, supported inferences, and opinions in text.

Literary Response and Analysis

- 3. Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.**

Structural Features of Literature

- a. Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Narrative Analysis of Grade-Level-Appropriate Text

- b. Identify the main problem or conflict of the plot and explain how it is resolved.
- c. Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- d. Understand that *theme* refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
- e. Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

Literary Criticism

- f. Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
- g. Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

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Grade Six

Students will continue building on the foundation for reading they received in previous grades. They will expand upon their experiences and attitudes about reading through further exploration of key concepts that will continue to foster good reading habits that will aid them in their future educational endeavors. Students at the sixth grade level will identify the forms of fiction and describe the major characteristics of each form. Students will also, analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

Word Analysis, Fluency, and Systematic Vocabulary Development

- 1. Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.**

Word Recognition

- a. Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Vocabulary and Concept Development

- b. Identify and interpret figurative language and words with multiple meanings.
- c. Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- d. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- e. Understand and explain “shades of meaning” in related words (e.g., *softly* and *quietly*).

Reading Comprehension (Focus on Informational Materials)

- 2. Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, students read a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).**

Structural Features of Informational Materials

- a. Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
- b. Analyze text that uses the compare-and-contrast organizational pattern.

Comprehension and Analysis of Grade-Level-Appropriate Text

- c. Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- d. Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- e. Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

Expository Critique

- f. Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- g. Make reasonable assertions about a text through accurate, supporting citations.
- h. Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda

in text.

Literary Response and Analysis

- 3. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.**

Structural Features of Literature

- a. Identify the forms of fiction and describe the major characteristics of each form.

Narrative Analysis of Grade-Level-Appropriate Text

- b. Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
- c. Analyze the influence of setting on the problem and its resolution.
- d. Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
- e. Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).
- f. Identify and analyze features of themes conveyed through characters, actions, and images.
- g. Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

Literary Criticism

- h. Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

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Grade Seven

Students will continue building on the foundation for reading they received in previous grades. They will expand upon their experiences and attitudes about reading through further exploration of key concepts that will continue to foster good reading habits that will aid them in their future educational endeavors. Students at the seventh grade level will begin exploring: idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. Students will also work to identify and trace the development of an author's argument, point of view, or perspective in text.

Word Analysis, Fluency, and Systematic Vocabulary Development

- 1. Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.**

Vocabulary and Concept Development

- Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
- Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.
- Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

Reading Comprehension (Focus on Informational Materials)

- 4. Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, students read a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).**

Structural Features of Informational Materials

- Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
- Analyze text that uses proposition and support patterns.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Identify and trace the development of an author's argument, point of view, or perspective in text.
- Understand and explain the use of a simple mechanical device by following technical directions.

Expository Critique

- Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

Literary Response and Analysis

- 3. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.**

Structural Features of Literature

- a. Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

Narrative Analysis of Grade-Level-Appropriate Text

- b. Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
- c. Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- d. Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
- e. Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

Literary Criticism

- f. Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

St. Philip's Lutheran

Language Arts – Reading Content Standards

Grade Eight

Students will continue building on the foundation for reading they received in previous grades. They will expand upon their experiences and attitudes about reading through further exploration of key concepts that will continue to foster good reading habits that will aid them in their future educational endeavors. Students at the eighth grade level will use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast. Students will also evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

Word Analysis, Fluency, and Systematic Vocabulary Development

- 1. Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.**

Vocabulary and Concept Development

- Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
- Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.
- Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

Reading Comprehension (Focus on Informational Materials)

- 2. Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition, students read a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).**

Structural Features of Informational Materials

- Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
- Analyze text that uses proposition and support patterns.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Find similarities and differences between texts in the treatment, scope, or organization of ideas.
- Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
- Understand and explain the use of a complex mechanical device by following technical directions.
- Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

Expository Critique

- Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

Literary Response and Analysis

3. Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works.

Structural Features of Literature

- a. Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

Narrative Analysis of Grade-Level-Appropriate Text

- b. Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
- c. Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- d. Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
- e. Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
- f. Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

Literary Criticism

- g. Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)