

USD #447 Cherryvale-Thayer Schools

Reading

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Standard 1. Reading

Benchmark - Alphabetics

1.1K1 identifies sounds of both upper and lower case letters of the alphabet (Letter-sound Relationships).

1.1K2 identifies names of both upper and lower case letters of the alphabet.

1.1K3 distinguishes letters from words by recognizing that words are separated by spaces.

1.1K4 demonstrates phonemic awareness skills by hearing and orally manipulating sounds (eg. *phoneme isolation, *identification, categorization, blending, segmentation, deletion, addition, substitution). (Phonemic Awareness)

identifies and makes oral rhymes and begins to hear onsets and rimes (e.g., alliteration, intonation).(Phonological

1.1K5 Awareness)

demonstrates an understanding of graphemes and phonemes (i.e.sound-symbol relationships) in written and spoken

1.1K6 language. (Phonics)

Benchmark - Fluency

demonstrates an understanding of concepts of print (e.g., front-to-back, top-to-bottom, left-to-right) and begins to track
1.2K1 print.

1.2K2 locates periods, question marks, and exclamation points.

1.2K3 imitates the rhythm of speech in emergent oral reading.

Benchmark - Vocabulary

1.3K1 reads one-syllable and often-heard words by sight.

1.3K2 uses picture clues to identify unknown words and meanings

Benchmark - Comprehension (N,E,T,P)

1.4K1 participates in discussions about narrative and expository texts read to them.

1.4K2 identifies and discusses title, author, illustrator, and illustrations.

1.4K3 uses pictures, content, and prior knowledge to make predictions.

1.4K4 responds logically to literal, inferential, and critical thinking questions before, during, and after listening to the text.

1.4K5 uses picture clues, text, and prior knowledge to make inferences and draw conclusions.

1.4K6 develops awareness of text structure (e.g., sequence, problem-solution).

1.4K7 sequences 2-3 events in order.

1.4K8 compares and contrasts information in illustrations, prior knowledge, and texts read aloud.

1.4K9 retells or role plays important events and information from the text.

1.4K10 explains the topic of a selection that has been read aloud (e.g., What is the book about?).

Standard 2. Literature

Benchmark - Literary Concepts

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Reading

- 2.1K1 identifies and discusses character(s) in literature.
- 2.1K2 identifies and talks about events in the story and why they are important.
- 2.1K3 identifies and discusses problem and solution.

Benchmark - Significance of Literature

- 2.2K1 recognizes and discusses cultural elements in books read aloud.

Standard 3. Writing

Benchmark - Writes Narrative Text

- 3.1K1 Chooses an idea about which to draw or write.
- 3.1K2 Begins to orally communicate and/or write using personal experience.
- 3.1K3 Writes about one idea using pictures, letters, and words.
- 3.1K4 Gives oral credit to an informational source.
- 3.1K5 Participates in shared writing activities where prewriting strategies are introduced.
- 3.1K6 Writes left to right and top to bottom.
- 3.1K7 Writes a complete sentence about one idea.
- 3.1K8 Communicates feelings through drawings and/or words.
- 3.1K9 Recognizes the difference between nouns, verbs and environmental print.
- 3.1K10 Explores the use of new words to make writing more interesting.
- 3.1K11 Communicates a complete thought.
- 3.1K15 Leaves spaces between words.
- 3.1K16 Capitalizes the first letter of their first and last names.
- 3.1K17 Uses most consonant and most vowel sounds correctly.
- 3.1K18 Spells own name and writes most letters correctly.

Benchmark - Writes Expository Text

- 3.2K1 Writes about one idea using pictures and some words
- 3.2K2 Writes about one idea using pictures, letters, and words.
- 3.2K3 Begins to orally communicate and/or write using personal experience to provide information.
- 3.2K4 Orally gives credit to an information source.
- 3.2K8 Participates in shared writing activities where prewriting strategies are introduced.
- 3.2K9 Writes left to right and top to bottom.
- 3.2K12 Communicates feelings about the topic through drawings.
- 3.2K13 Recognizes the difference between nouns, verbs and environmental print.
- 3.2K15 Communicates a complete thought.
- 3.2K18 Leaves spaces between words.
- 3.2K19 Capitalizes the first letter of their first and last names.

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3.2K20 Uses most consonant and most vowel sounds correctly.

3.2K21 Spells own name and writes most letters correctly.

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Reading

First Grade

Standard 1. Reading

Benchmark - Alphabets

- 1.1K1 identifies sounds of both upper and lower case letters of the alphabet.(Letter-sound Relationships)
- 1.1K2 identifies names of both upper and lower case letters of the alphabet.
- 1.1K3 identifies and distinguishes between letters, words, and sentences
identifies and manipulates phonemes in spoken words (e.g. phoneme isolation, identification categorization, blending, segmentation, deletion, addition, substitution). Phonemic Awareness)
- 1.1K4 identifies onsets and rimes in spoken words (e.g.alliteration, intonation, rhyme). (Phonological Awareness).
- 1.1K5 uses knowledge of letter-sound correspondences (e.g., consonant-vowel patterns, blends, digraphs, word families) when reading unknown words. (Phonics)
- 1.1K6 manipulates onsets and rimes in spoken words (e.g., alliteration, intonation, rhyme). (Phonological Awareness)

Benchmark - Fluency

- 1.2K1 applies concepts of print when reading (e.g., front-to-back, top-to-bottom, left-to-right, capitalization).
- 1.2K2 uses punctuation at instructional or independent reading levels while reading.
- 1.2K3 reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech with familiar text.
- 1.2K4 uses knowledge of sentence structure to read fluently at instructional or independent reading levels.
- 1.2K5 uses a variety of word-recognition strategies (e.g., practicing words in isolation) to read fluently.

Benchmark - Vocabulary

- 1.3K1 demonstrates automatic recognition of sight words.
- 1.3K2 determines the meaning of unknown words or phrases using picture clues and context clues from sentences
- 1.3K3 identifies synonyms and antonyms to determine the meaning of words.
determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, inflectional endings).
- 1.3K4

Benchmark - Comprehension

- 1.4K1 participates in discussions about narrative, expository, and technical texts read to them or text read independently.
- 1.4K2 locates and discusses title, author, illustrator, and illustrations.
- 1.4K3 uses pictures, content, and prior knowledge to make predictions.
responds logically to literal, inferential, and critical thinking questions before, during, and after listening to or reading the text.
- 1.4K4
- 1.4K5 uses picture clues, text, and prior knowledge to make inferences and draw conclusions.
- 1.4K6 develops awareness of text structure (e.g., sequence, problem-solution, comparison-contrast).
- 1.4K7 sequences events according to basic story structure of beginning, middle, and end.

- 1.4K8 compares and contrasts information (e.g., topics, characters) between texts.
- 1.4K9 retells or role plays important events and main ideas from narrative and expository texts.
- 1.4K10 identifies the topic and main idea in appropriate-level texts.

Standard 2. Literature

Benchmark - Literary Concepts

- 2.1K1 identifies and discusses character(s) in literature
- 2.1K2 identifies and describes setting
- 2.1K3 follows events in a plot.

Benchmark - Significance of Literature

- 2.2K1 listens to or reads text to connect personal experiences and ideas with those of other cultures in literature.

Standard 3. Writing

Benchmark - Writes Narrative Text

- 3.1K1 Chooses an idea about which to write.
- 3.1K2 Begins to orally communicate and/or write using personal experience.
- 3.1K3 Uses details in pictures and words to develop a story.
- 3.1K4 Understands the difference between copying and using ones own words.
- 3.1K5 Participates in shared writing activities where prewriting strategies are included.
- 3.1K6 Writes sentences with ideas presented in a sequential order.
- 3.1K7 Writes several complete sentences about one idea.
- 3.1K8 Expresses feelings through pictures and words.
- 3.1K9 Identifies and uses nouns and verbs in their writing.
- 3.1K10 Explores the use of new words to make writing more interesting.
- 3.1K11 Writes a simple sentence that is a complete thought and is easy to read aloud.
- 3.1K15 Uses correct spacing between words.
- 3.1K16 Capitalizes the beginning of a sentence using correct ending punctuation.
- 3.1K17 Uses correct subject/verb agreement.
- 3.1K18 Spells most words like they sound in student's writing.

Benchmark - Writes Expository Text

- 3.2K1 Chooses an idea about which to write and uses words to express this idea in a basic sentence.
- 3.2K2 Uses details in pictures and words to develop informational writing.
- 3.2K3 Begins to orally communicate and write using personal experience to provide information.
- 3.2K5 Understands the difference between copying and using one's own words.
- 3.2K8 Participates in shared writing activities where prewriting strategies are included.
- 3.2K9 Writes sentences with ideas presented in a sequential order.

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- 3.2K12** Begins to write and/or draw feelings about the topic with the purpose of informing the reader.
- 3.2K13** Identifies and uses nouns and verbs in their writing.
- 3.2K14** Identifies and uses nouns and verbs in their writing.
- 3.2K15** Writes a simple sentence that is a complete thought that is easy to read aloud.
- 3.2K18** Uses correct spacing between words.
- 3.2K19** Capitalizes the beginning of a sentence using correct ending punctuation.
- 3.2K20** Uses correct subject/verb agreement.
- 3.2K21** Spells most words like they sound.

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Reading

Second Grade

Standard 1. Reading

Benchmark - Alphabetic

- 1.1K1** manipulates onsets and rimes in spoken syllables.(Phonological Awareness)
uses knowledge of developmentally appropriate decoding skills (e.g. *consonant-vowel combinations *blends, digraphs, *word families) when reading unknown words. (Phonics)
- 1.1K2** *word families) when reading unknown words. (Phonics)
- 1.1K3** categorizes onsets and rimes in spoken syllables.(Phonological Awareness)

Benchmark - Fluency

- uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes) to read fluently at instructional or independent reading levels.
- 1.2K1** instructional or independent reading levels.
- 1.2K2** reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.
- 1.2K3** uses knowledge of sentence structure to read fluently at instructional or independent reading levels.
uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.
- 1.2K4** fluently.
- 1.2K5** begins to adjust reading rate to support comprehension when reading narrative and expository texts.

Benchmark - Vocabulary

- 1.3K1** demonstrates automatic recognition of sight words.
determines the meaning of unknown words or phrases using picture clues and context clues from sentences and paragraphs.
- 1.3K2** paragraphs.
- 1.3K3** identifies and uses synonyms, antonyms, and homophones to determine the meaning of words.
- 1.3K4** uses a picture dictionary, dictionary, or glossary to understand word meaning.
determines meaning of words through knowledge of word structure (e.g., *base words, *compound nouns, *contractions, inflectional endings).
- 1.3K5** inflectional endings).

Benchmark - Comprehension (N,E,T,P)

- 1.4K1** recognizes the differences between narrative, expository, and technical texts.
locates and discusses text features (e.g., title, graphs and charts, table of contents, boldface type, italics, glossary, index) to understand information.
- 1.4K2** understand information.
- 1.4K3** uses pictures, content, and prior knowledge to make predictions.
generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
- 1.4K4** text.
- 1.4K5** uses *illustrations, *text, and prior knowledge to make inferences and draw conclusions.
- 1.4K6** identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).
- 1.4K7** sequences events according to basic story structure of beginning, middle, and end.
- 1.4K8** compares and contrasts information (e.g., topics, characters) between texts and within a single text.

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- 1.4K9 identifies cause-effect relationships in narrative and expository texts.
- 1.4K10 retells or determines important events and main ideas from narrative and expository texts.
- 1.4K11 identifies the topic, main idea, and supporting details in appropriate-level texts.
- 1.4K12 distinguishes between fact and opinion in various texts.

Standard 2. Literature

Benchmark - Literary Concepts

- 2.1K1 identifies and describes character(s) in literature.
- 2.1K2 identifies and describes setting.
- 2.1K3 retells the plot of a story.

Benchmark - Significance of Literature

- 2.2K1 reads to connect personal experiences and ideas with those of other cultures in literature.
- 2.2K2 identifies various languages, traditions, and cultures found in literature.
- 2.2K3 makes connections between specific aspects of literature from a variety of cultures and personal experiences.

Standard 3. Writing

Benchmark - Writes Narrative Text

- 3.1K1 Chooses and writes several sentences about one clear idea.
- 3.1K2 Practices writing by using personal experience and/or observation.
- 3.1K3 Develops one clear main idea with supporting details.
- 3.1K4 Discusses the differences between the author's work and the student's work.
- 3.1K5 Begins to use a variety of prewriting strategies.
- 3.1K6 Writes a piece with a beginning, middle, and end.
- 3.1K7 Writes a simple paragraph(s) about one idea.
- 3.1K8 Begins to share emotions and feelings about the topic.
- 3.1K9 Uses verbs, nouns and describing words in their writing.
- 3.1K10 Uses new words to make writing more interesting.
- 3.1K11 Writes complete sentences that are easy to read aloud.
- 3.1K12 Begins to write sentences with different beginnings.
- 3.1K13 Recognizes an incomplete thought.
- 3.1K15 Uses correct spacing between words.
- 3.1K16 Capitalizes the beginning of a sentence and uses correct end punctuation.
- 3.1K17 Uses correct subject/verb agreement and verb tenses.
- 3.1K18 Correctly spells high frequency words.
- 3.1K19 Attempts paragraph divisions.

Benchmark - Writes Expository Text

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Reading

- 3.2K1** Chooses and writes several sentences about one clear idea.
- 3.2K2** Develops one clear main idea with supporting details.
- 3.2K3** Writes by using personal experience and/or observations to provide information from varied resources.
- 3.2K4** Expresses information in own words using complete sentences.
- 3.2K5** Discusses the differences between the author's work and the student's work (plagiarism).
- 3.2K6** Gives credit to the author, title, or Web site.
- 3.2K8** Begins to use a variety of prewriting strategies (e.g. webbing, brainstorming, listing).
- 3.2K9** Writes a piece with a beginning, middle, and end.
- 3.2K10** Writes a simple paragraph(s) about one idea.
- 3.2K11** Begins to use transitions to allow ideas to flow smoothly within the writing piece.
- 3.2K12** Writes feelings and thoughts about the topic with the purpose of informing the reader.
- 3.2K13** Uses nouns, verbs, and describing words in their writing.
- 3.2K14** Uses new words to make writing more interesting.
- 3.2K15** Writes complete sentences that are easy to read aloud.
- 3.2K16** Write sentences with different beginnings.
- 3.2K17** Recognizes an incomplete thought.
- 3.2K18** Uses correct spacing between words.
- 3.2K19** Capitalizes the beginning of a sentence using correct punctuation.
- 3.2K20** Uses correct subject/verb agreement and verb tense.
- 3.2K21** Correctly spells high frequency words
- 3.2K22** Attempts paragraph divisions.

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Third Grade

Standard 1. Reading

Benchmark - Alphabetics

1.1K1 uses decoding skills that include knowledge of phonetics and structural analysis when reading unknown words.

Benchmark - Fluency

uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, italics, graphics, hyphens)

1.2K1 to read fluently at instructional or independent reading levels.

1.2K2 reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.

1.2K3 uses knowledge of sentence structure to read fluently at instructional or independent reading levels.

uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text) to read

1.2K4 fluently.

1.2K5 adjusts reading rate to support comprehension when reading narrative, expository, and technical texts.

Benchmark - Vocabulary

1.3K1 expands sight-word vocabulary.

determines the meaning of unknown words or phrases using context clues (e.g.definitions, restatements, examples,

1.3K2 descriptions) from sentences or paragraphs.

1.3K3 identifies and uses synonyms, antonyms, and homophones to determine the meaning of words.

1.3K4 uses a dictionary or a glossary to determine an appropriate definition of a word.

determines meaning of words through knowledge of word structure (e.g.compound contractions, *root words, *prefixes,

1.3K5 *suffixes.)

1.3K6 identifies the difference between literal and figurative language when reading similes, metaphors, and idioms.

Benchmark - Comprehension (N,E,T,P)

1.4K1 recognizes the differences between narrative, expository, technical, and persuasive texts.

understands the purpose of text features (e.g.*title, *graphs and charts, *table of contents,*pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level

1.4K2 text.

1.4K3 uses prior knowledge and content to make, revise, and confirm predictions.

generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the

1.4K4 text.

1.4K5 uses information from the text to make inferences and draw conclusions.

1.4K6 identifies text structure (e.g. *sequence, *problem-solution, comparison-contrast, description, cause-effect).

1.4K7 sequences events and information in logical order.

1.4K8 compares and contrasts information (e.g. topics, characters) in a text.

1.4K9 links causes and effects in appropriate-level narrative and expository texts.

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- 1.4K10** retells main ideas or events as well as supporting details in narrative and expository texts.
- 1.4K11** identifies the topic, main idea(s) and supporting details in appropriate-level texts.
- 1.4K12** explains the author's purpose (e.g., to persuade, to entertain, to inform).
- 1.4K13** establishes a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).
- 1.4K14** distinguishes between fact and opinion in various texts.

Standard 2. Literature

Benchmark - Literary Concepts

- 2.1K1** identifies and describes characters' physical traits, basic personality traits, and actions.
identifies and describes the setting (e.g.environment, time of day or year, historical period, situation, place) of the story or
- 2.1K2** literary text.
- 2.1K3** identifies plot sequence.

Benchmark - Significance of Literature

- 2.2K1** reads to connect personal experiences and ideas with those of other cultures in literature.
- 2.2K2** compares and contrasts various languages, traditions, and cultures found in literature.
- 2.2K3** makes connections between specific aspects of literature from a variety of cultures and personal experiences.

Standard 3. Writing

Benchmark - Writes Narrative Text

- 3.1K1** Chooses and writes about a narrowed and focused idea, and occasionally writes about a given prompt.
- 3.1K2** Practices writing by using (1) personal experience (2) observations (3) prior knowledge
- 3.1K3** Develops one clear main idea with supporting details
- 3.1K4** Discusses what constitutes plagiarism.
- 3.1K5** Uses a variety of prewriting strategies
- 3.1K6** Writes a piece with an introduction, body, and conclusion
- 3.1K7** Writes paragraph(s) with a topic sentence and supporting details
- 3.1K8** Shares emotions and feelings about the topic with an awareness of the reader.
- 3.1K9** Recognizes and uses nouns, verbs, and adjectives in their writing
- 3.1K10** Chooses words and phrases appropriate for purposes and audiences (e.g. family, peers, teachers).
- 3.1K11** Writes complete sentences that vary in length and that are easy to read aloud
- 3.1K12** Write sentences with different beginnings.
- 3.1K13** Recognizes an incomplete thought (fragment).
- 3.1K14** Begins to use dialogue.
- 3.1K16** Capitalizes proper nouns as well as beginnings of sentences using correct punctuation.
- 3.1K17** Uses correct noun/pronoun agreement, verb tenses, and subject/verb agreement.
- 3.1K18** Correctly spells high frequency words.

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3.1K19 Attempts to use correct paragraph divisions to reinforce the organizational structure

Benchmark - Writes Expository Text

3.2K1 Chooses and writes about an idea and occasionally writes about a given prompt.

3.2K2 Develops one clear main idea with supporting details.

Writes by using (1) personal experience (2) observations (3) begins to incorporate information from varied resources and

3.2K3 formally recognizes source.

3.2K4 Expresses information in own words using details and complete sentences.

3.2K5 Discusses what constitutes plagiarism.

3.2K6 Gives credit to the author, title, or Web site.

3.2K7 Constructs a simple bibliography with author and title.

3.2K8 Uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups).

3.2K9 Writes a piece with an introduction, body, and conclusion.

3.2K1 Writes paragraph(s) with a topic sentence and supporting details

3.2K11 Begins to use transitions to allow ideas to flow smoothly within the writing piece.

3.2K12 Writes feelings and thoughts about the topic with the purpose of informing the reader.

3.2K13 Recognizes and uses nouns, verbs, and adjectives in their writing.

3.2K14 Chooses words and phrases appropriate for purpose and audience (e.g. family, peers, teachers).

3.2K15 Writes complete sentences that vary in length and are easy to read aloud.

3.2K16 Write sentences with different beginnings.

3.2K17 Recognizes an incomplete thought (fragment).

3.2K19 Capitalizes proper nouns as well as beginnings of sentences and uses correct punctuation.

3.2K20 Uses correct noun/pronoun agreement, verb tenses, and subject/verb agreement.

3.2K21 Correctly spells high frequency words.

3.2K22 Attempts to use correct paragraph division to reinforce the organizational structure.

Benchmark - Writes Technical Text

3.3K1 Chooses and writes about a narrowed and focused idea, and occasionally writes about a given prompt.

3.3K2 Uses supporting details, which helps to clarify the main idea.

3.3K3 Discusses what constitutes plagiarism.

3.3K6 Uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups).

3.3K7 Writes paragraph(s) or list(s) about one idea.

3.3K8 Writes a piece in sequential order.

3.3K9 Begins to use simple transitions (e.g. first, second, third, finally).

3.3K10 Begins to write with an awareness of purpose and audience (e.g. letters, simple reports, directions, brochures).

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- 3.3K11** Attempts to write with authority so the voice is not distracting.
- 3.3K12** Chooses words that are accurate and make the message clear (e.g. technical terms).
- 3.3K14** Writes compact sentences or phrases that make the point clear.
- 3.3K15** Capitalizes proper nouns and beginnings of sentences and uses correct punctuation.
- 3.3K16** Uses correct grammar when writing sentences or phrases.
- 3.3K17** Uses correct spelling even with more difficult words
- 3.3K18** Uses graphic devices (e.g. charts, graphs, maps, illustrations, other text features).

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Reading

Fourth Grade

Standard 1. Reading

Benchmark - Alphabetics

1.1K1 uses decoding skills that include knowledge of structural analysis automatically when reading.

Benchmark - Fluency

1.2K1 uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, colons, semi-colons, dashes) to read fluently at instructional or independent reading levels.

1.2K2 reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.

1.2K3 uses knowledge of sentence structure to read fluently at instructional or independent reading levels.

1.2K4 uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.

1.2K5 adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

Benchmark - Vocabulary

1.3K1 determines the meaning of words or phrases by using context clues (e.g.definitions, restatements, examples, descriptions) from sentences or paragraphs.

1.3K2 identifies and uses synonyms, antonyms, homophones, and homographs to determine the meaning of words.

1.3K3 uses a dictionary or a glossary to determine an appropriate definition of a word or uses a thesaurus to expand vocabulary. determines meaning of words through knowledge of word structure (e.g.compound nouns, contractions, *root words,

1.3K4 *prefixes, *suffixes).

1.3K5 determines the meaning of figurative language by interpreting similes, metaphors, and idioms.

1.3K6 identifies the connotation and denotation of new words.

Benchmark - Comprehension (N,E,T,P)

1.4K1 identifies characteristics of narrative, expository, technical, and persuasive texts.

1.4K2 understands the purpose of text features (e.g.title, *graphs/charts and maps, *table of contents, *pictures/illustrations, *boldface type, *italics, glossary, index, headings, subheadings, topic, summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.

1.4K3 uses prior knowledge and content to make, revise, and confirm predictions.

1.4K4 generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.

1.4K5 uses information from the text to make inferences and draw conclusions.

1.4K6 identifies text structure (e.g.sequence, problem-solution, comparison-contrast, description, cause-effect).

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compares and contrasts information (e.g. topics, characters' traits, themes, problem solution, cause-effect relationships)

- 1.4K7 in one or more appropriate-level text(s) and identifies compare/contrast signal words.
- 1.4K8 links causes and effects in appropriate-level narrative and expository texts.
- 1.4K9 retells main ideas or events as well as supporting details in appropriate-level narrative, expository and technical texts.
- 1.4K10 identifies the topic, main idea(s) and supporting details in appropriate-level texts.
- 1.4K11 identifies the author's purpose (e.g. to persuade, *to entertain, *to inform).
- 1.4K12 establishes a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).
- 1.4K13 follows directions explained in technical text.
- 1.4K14 distinguishes between fact and opinion in various types of appropriate-level texts.

Standard 2. Literature

Benchmark - Literary Concepts

identifies and describes characters' physical traits, personality traits and feelings and explains reasons for characters'

- 2.1K1 actions and the consequences of those actions.
identifies and describes the setting (e.g. environment, time of day or year, historical period, situation, place) of the story or
- 2.1K2 literary text.
- 2.1K3 identifies or describes the major conflict in a story and how it is resolved.

Benchmark - Significance of Literature

- 2.2K1 describes aspects of history and culture found in works of literature.
- 2.2K2 compares and contrasts various languages, traditions, and cultures found in literature.
- 2.2K3 makes connections between specific aspects of literature from a variety of cultures and personal experiences.

Standard 3. Writing

Benchmark - Writes Narrative Text

- 3.1K1 Chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt
- 3.1K2 Writes using (1) personal experience (2) observations (3) prior knowledge.
Maintains focused ideas with supporting details, which give the reader important information that he/she could not
- 3.1K3 personally bring to the text.
- 3.1K4 Identifies what constitutes plagiarism
- 3.1K5 Uses a variety of pre-writing strategies
- 3.1K6 Writes a piece with a clear introduction, reasonable body, and conclusion.
- 3.1K7 Uses transitions to allow ideas to flow smoothly within the writing piece.
- 3.1K8 Writes in an expressive and individualized style with an awareness of the reader.
- 3.1K9 Uses specific nouns, powerful verbs, and vivid adjectives in writing.
- 3.1K10 Chooses words and phrases appropriate for purposes and audiences (e.g. family, peers, teachers).
- 3.1K11 Writes grammatically correct sentences that vary in length and structure to make the reading pleasant and natural.

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Reading

- 3.1K12** Writes sentence beginnings that relate to and build upon previous sentences.
- 3.1K13** Recognizes an incomplete thought (fragment).
- 3.1K14** Uses dialogue appropriately.
- 3.1K16** Uses standard writing conventions with accuracy so that meaning is clearly conveyed (e.g. capitalization, punctuation).
- 3.1K17** Writes with correct grammar and usage that contributes to clarity.
- 3.1K18** Uses correct spelling even with more difficult words.
- 3.1K19** Uses correct paragraph divisions to reinforce the organizational structure.

Benchmark - Writes Expository Text

- 3.2K1** Chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt.
Maintains focused ideas with supporting details, which give the reader important information that he/she could not personally bring to the text.
- 3.2K2** Writes using (1) personal experience (2) observations (3) begins to incorporate researched information and formally recognizes source.
- 3.2K3** Expresses information in own words using appropriate details with simple and compound sentences.
- 3.2K4** Identifies what constitutes plagiarism
- 3.2K6** Identifies references for all information used or reproduced from sources.
- 3.2K7** Constructs a simple bibliography with author, title, publisher, year, and/or Web site name.
- 3.2K8** Uses a variety of prewriting strategies (e.g. , webbing, brainstorming, listing, working in pairs or in cooperative groups).
- 3.2K9** Writes a piece with a clear introduction, reasonable body, and conclusion
- 3.2K10** Writes paragraph(s) with a topic sentence that includes supporting details in a logical order (typically 3-5 sentences).
- 3.2K11** Uses transitions to allow ideas to flow smoothly within the writing piece.
- 3.2K12** Begins to write to convey emotion and personality to inform the reader.
- 3.2K13** Uses specific nouns, powerful verbs, and vivid adjectives in writing.
- 3.2K14** Chooses words and phrases appropriate for purpose and audience (e.g. family, peers, teachers).
- 3.2K15** Writes grammatically correct sentences that vary in length and structure and makes the reading pleasant and natural.
- 3.2K16** Writes sentence beginnings that relate to and build upon previous sentences.
- 3.2K17** Recognizes an incomplete thought (fragment).
- 3.2K19** Uses standard writing conventions with accuracy so that meaning is clearly conveyed (e.g. capitalization, punctuation).
- 3.2K20** Uses standard writing conventions with accuracy so that meaning is clearly conveyed (e.g. capitalization, punctuation).
- 3.2K21** Uses correct spelling even with more difficult words.
- 3.2K22** Uses correct paragraphing to reinforce the organizational structure.

Benchmark - Writes Technical Text

- 3.3K1** Chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt.
- 3.3K2** Uses supporting details that are concise, accurate, and helps clarify the main idea.

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Reading

- 3.3K3** Identifies what constitutes plagiarism.
- 3.3K6** Independently uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups).
- 3.3K7** Writes paragraph(s) or list(s) about one idea.
- 3.3K8** Writes a piece in logical and/or sequential order.
- 3.3K9** Uses transitions to connect points within the piece (e.g. next, after, then).
- 3.3K10** Writes with an awareness of purpose and audience (e.g. letters, simple reports, directions, brochures, electronic text).
- 3.3K11** Attempts to write with authority so the voice is not distracting.
- 3.3K12** Selects words that convey the writer's message clearly and precisely (e.g. technical terms).
- 3.3K14** Writes compact sentences or phrases that make the point clear.
- 3.3K15** Uses standard writing conventions (e.g. capitalization, punctuation).
- 3.3K16** Uses correct grammar and usage that contributes to clarity.
- 3.3K17** Spells familiar and most unfamiliar words correctly and uses available resource.
- 3.3K18** Uses graphic devices that are supportive of the text (e.g. charts, graphs, maps, illustrations, other text features).

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Reading

Fifth Grade

Standard 1. Reading

Benchmark - Fluency

- uses knowledge of conventions (e.g. question marks, exclamation points, commas, apostrophes, asterisks, ampersands) and text features to read fluently at instructional or independent reading levels.
- 1.2K1** and text features to read fluently at instructional or independent reading levels.
- 1.2K2** reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.
- 1.2K3** uses knowledge of sentence structure to read fluently at instructional or independent reading levels.
- 1.2K4** uses a variety of word-recognition strategies (e.g. practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.
- 1.2K5** adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

Benchmark - Vocabulary

- determines the meaning of words or phrases by using context clues (e.g definitions, restatements, examples, descriptions) from sentences or paragraphs.
- 1.3K1** from sentences or paragraphs.
- 1.3K2** uses synonyms, antonyms, homophones, and homographs to determine the meaning of words.
- 1.3K3** chooses reference materials (e.g. dictionaries, encyclopedias, atlases, glossaries, thesauri, on-line reference materials) appropriate to the task.
- 1.3K4** determines meaning of words through knowledge of word structure (e.g., contractions, *root words, *prefixes, *suffixes).
- 1.3K5** determines the meaning of figurative language by interpreting similes, metaphors, idioms, analogies, hyperbole, onomatopoeia, and personification.
- 1.3K6** recognizes the differences between the meanings of connotation and denotation.

Benchmark - Comprehension (N,E,T,P)

- 1.4K1** identifies characteristics of narrative, expository, technical, and persuasive texts.
- 1.4K2** understands the purpose of text features (e.g.title, *graphs/charts and maps, *table of contents, *pictures/illustrations, *boldface type, *italics, *glossary, *index, *headings,* subheadings, topic and summary sentences, *captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.
- 1.4K3** uses prior knowledge, content, and text features to make, revise, and confirm predictions.
- 1.4K4** generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
- 1.4K5** uses information from the text to make inferences and draw conclusions.

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Reading

- 1.4K6** identifies text structure (e.g. sequence, problem-solution, comparison-contrast, description, cause-effect).
compares and contrasts varying aspects (e.g. topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level texts.
- 1.4K7** links causes and effects in appropriate-level narrative, expository and technical texts, and identifies signal words related to cause-effect relationships.
- 1.4K8** retells main ideas or events as well as supporting details in appropriate-level narrative, expository, technical, and persuasive texts.
- 1.4K9** identifies the topic, main idea(s), supporting details and theme(s) in appropriate-level texts.
- 1.4K10** identifies the author's purpose (e.g. to persuade, to entertain, to inform).
- 1.4K11** establishes a purpose for reading (e.g. to be informed, to follow directions, to be entertained, to solve problems).
- 1.4K12** follows directions explained in technical text.
- 1.4K13** identifies evidence that supports conclusions in persuasive text.
- 1.4K14** distinguishes between fact and opinion and recognizes propaganda (e.g., advertising media) in various types of appropriate-level texts.
- 1.4K15**

Standard 2. Literature

Benchmark - Literary Concepts

- 2.1K1** identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.
- 2.1K2** identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.
- 2.1K3** identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).
- 2.1K4** understands that theme refers to the main idea (implied or stated), meaning of a selection, and includes the author's ideas about the subject.

Benchmark - Significance of Literature

- 2.2K1** understands the effects history and cultures may have on works of literature.
- 2.2K2** compares and contrasts various languages, traditions, and cultures found in literature.
- 2.2K3** makes connections between specific aspects of literature from a variety of cultures and personal experiences.

Standard 3. Writing

USD #447 Cherryvale-Thayer Schools

Reading

Benchmark - Writes Narrative Text

- 3.1K1** Chooses and writes about a narrowed and focused idea and occasionally write about a given prompt.
- 3.1K2** Writes using (1) personal experience (2) observations (3) prior knowledge.
Maintains focused ideas with supporting details, which gives the reader important information that he/she could not personally bring to the text.
- 3.1K3** personally bring to the text.
- 3.1K4** Identifies what constitutes plagiarism.

- 3.1K5** Uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups).
- 3.1K6** Writes a piece with an inviting introduction, reasonable body, and satisfying conclusion.
- 3.1K7** Uses transitions to allow ideas to flow smoothly within the writing piece.
- 3.1K8** Writes in an expressive, engaging, and individualized style with an awareness of the reader.
- 3.1K9** Uses language that is vivid, powerful, and specific to create strong imagery.
- 3.1K10** Chooses words and phrases for purposes and audiences (family, peers, teachers, community).

- 3.1K11** Writes grammatically correct sentences that vary in length and structure to make the reading pleasant and natural.
- 3.1K12** Writes sentence beginnings that relate to and build upon previous sentences.
- 3.1K13** Recognizes complete sentences and sentence fragments.
- 3.1K14** Uses dialogue so that it sounds conversational and natural.

- 3.1K16** Uses standard writing conventions with accuracy and style to enhance meaning (e.g. capitalization, punctuation).
- 3.1K17** Uses writing that includes grammar and usage that are correct and contribute to clarity.
- 3.1K18** Uses correct spelling even with more difficult words.

Benchmark - Writes Expository Text

- 3.2K1** Chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt.
Maintains focused ideas with supporting details, which gives the reader important information that he/she could not personally bring to the text.
- 3.2K2** personally bring to the text.
- 3.2K3** Writes by using (1) personal experience (2) observations (3) prior knowledge.
- 3.2K4** Expresses information in own words and uses appropriate details with simple and compound sentences.
- 3.2K5** Identifies what constitutes plagiarism.
- 3.2K6** Identifies references for all information used or reproduced from sources.

- 3.2K7** Constructs a simple bibliography with author, title, publisher, year, Web site, name and address, and copyright date.

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Reading

- 3.2K8** Uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups).
- 3.2K9** Writes a piece with a clear introduction, a reasonable body, and satisfying conclusion.

- 3.2K10** Writes paragraph(s) with a topic sentence including supporting details in a logical order (typically 3-5 sentences).
- 3.2K11** Uses transitions to allow ideas to flow smoothly within the writing piece.
- 3.2K12** Writes with emotion and personality to inform the reader.
- 3.2K13** Uses language that is vivid, powerful, and specific to create strong imagery.
- 3.2K14** Chooses words and phrases for purpose and audience (e.g. family, peers, teachers, community).

- 3.2K15** Writes grammatically correct sentences that vary in length and structure and makes the reading pleasant and natural.
- 3.2K16** Writes sentence beginnings that relate to and build upon previous sentences.
- 3.2K17** Recognizes complete sentences and sentence fragments.

- 3.2K19** Uses standard writing conventions with accuracy and style to enhance meaning (e.g. capitalization, punctuation).
- 3.2K20** Uses writing that includes grammar and usage, which are correct and contribute to clarity.
- 3.2K21** Uses correct spelling even with more difficult words.
- 3.2K22** Uses paragraph division to reinforce the organizational structure.

Benchmark - Writes Technical Text

- 3.3K1** Chooses and writes about a narrowed and focused idea and occasionally writes about a given prompt.
- 3.3K2** Uses supporting details that are concise, accurate, and helps to clarify the main idea.
- 3.3K3** Identifies what constitutes plagiarism.
Independently uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups).
- 3.3K6** Arranges information within paragraph or lists in logical order.
- 3.3K7** Writes a piece in logical and/or sequential order to create a beginning, middle, and end.
- 3.3K9** Uses transitions to connect points within the piece (e.g. next, after, then).
Writes with an awareness of purpose and audience (e.g. letters, simple reports, directions, brochures, graphics, electronic presentation).
- 3.3K10** Writes with authority so the voice is not distracting.
- 3.3K11** Selects words that convey the writer's message clearly and precisely (e.g. technical terms).
- 3.3K12** Writes compact sentences or phrases that make the point clear.

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Reading

- 3.3K15** Uses correct standard writing conventions with accuracy and style to enhance meaning (e.g. capitalization, punctuation).
- 3.3K16** Uses correct grammar and usage that contributes to clarity.

- 3.3K17** Spells familiar and most unfamiliar words correctly and uses available resources (e.g. dictionary, spell check).
- 3.3K18** Uses graphic devices that are supportive of the text (e.g. charts, graphs, illustrations).

Benchmark - Writes Persuasive Text

- 3.4K1** Chooses a position to write about on a selected topic.
Writes using (1) personal experience (2) observations (3) begins to incorporate researched information and formally recognizes source.
- 3.4K2** recognizes source.
- 3.4K3** Uses details to support the author's position.
- 3.4K4** Explores and presents two sides of an issue.
- 3.4K5** Begins to build a focused argument.
- 3.4K6** Identifies what constitutes plagiarism.

- 3.4K7** Uses a variety of prewriting strategies (e.g. webbing, brainstorming, listing, working in pairs or in cooperative groups).
- 3.4K8** Writes a piece with a clear introduction, reasonable body, and satisfying conclusion.

- 3.4K9** Writes paragraph(s) with a topic sentence and includes supporting details in a logical order (typically 4-6 sentences).
- 3.4K10** Uses transitions to allow ideas to flow smoothly within the writing piece.
- 3.4K11** Writes to convey opinion and to convince the reader to agree with the author.
- 3.4K12** Uses language that is appropriate and easy for the audience to understand.
- 3.4K13** Uses words that are precise and create imagery (e.g. specific nouns, powerful verbs).

- 3.4K14** Writes grammatically correct sentences that vary in length and structure to make the reading pleasant and natural.
- 3.4K15** Writes sentence beginnings that relate to and build upon previous sentences.
- 3.4K16** Recognizes complete sentences and sentence fragments.
- 3.4K17** Begins to write purposeful dialogue.
- 3.4K18** Uses standard writing conventions with accuracy and style to enhance meaning (e.g. capitalization, punctuation).
- 3.4K19** Writes with correct grammar and usage that contributes to clarity.
- 3.4K20** Uses correct spelling even with more difficult words.
- 3.4K21** Uses paragraph division to reinforce the organizational structure of the text.

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Reading

Sixth

Standard 1. Reading

Benchmark - Fluency

- 1.2K1 uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.
- 1.2K2 reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.
- 1.2K3 uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.
- 1.2K4 uses a variety of word-recognition strategies (e.g., orthographic patterns, reading and writing text) to read fluently.
- 1.2K5 adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

Benchmark - Vocabulary

- 1.3K1 determines the meaning of words or phrases using context clues (e.g., definitions, restatements, example, descriptions, comparison-contrast, clue words) from sentences or paragraphs.
- 1.3K2 uses synonyms, antonyms, homophones, and homographs to determine the meaning of words.
- 1.3K3 understands and uses the references available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.
- 1.3K4 determines meaning of words through knowledge of word structure (e.g., *root words, *prefixes, *suffixes).
identifies and determines the meaning of figurative language by interpreting *similes, *metaphors, *analogies, hyperbole, onomatopoeia, personification and idioms.
- 1.3K5 identifies word connotations and word denotations.

Benchmark - Comprehension

- 1.4K1 identifies characteristics of narrative, expository, technical, and persuasive texts.
understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.
- 1.4K2 uses prior knowledge, content, and text features to make, revise, and confirm predictions.
- 1.4K3 generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.
- 1.4K4

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Reading

- 1.4K5 uses information from the text to make inferences and draw conclusions.
analyzes how text structure (e.g. sequence, problem-solution, comparison-contrast, description, cause-effect) helps
- 1.4K6 support comprehension of text.
- 1.4K7 compares and contrasts varying aspects (e.g. characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures and viewpoints) in one or more appropriate-level texts.
- 1.4K8 explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.
- 1.4K9 uses paraphrasing and organizational skills to summarize information (e.g. stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, persuasive, and technical texts in logical order.
- 1.4K10 identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.
- 1.4K11 identifies and describes the author's purpose and basic techniques the author uses to achieve that purpose.
- 1.4K12 establishes a purpose for reading (e.g. to be informed, to follow directions, to be entertained, to solve problems).
- 1.4K13 follows directions explained in technical text.
- 1.4K14 identifies or describes evidence that supports conclusions in persuasive text.
- 1.4K15 distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media), bias, and stereotypes in various types of appropriate-level texts.

Standard 2. Literature

Benchmark - Literary Concepts

- 2.1K1 describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.
- 2.1K2 identifies and describes the setting (e.g. environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.
- 2.1K3 identifies major and minor events related to the conflict in a story (e.g. problem or conflict, climax, resolution) and explains how one event gives rise to another.
- 2.1K4 identifies aspects of theme (e.g. moral, lesson, meaning, message, author's ideas about the subject) and supports with implied and/or explicit information from the text.
- 2.1K5 identifies the use of literary devices (e.g., foreshadowing, flashback).

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Reading

Benchmark - Significance of Literature

- 2.2K1 understands the effects history and cultures may have on works of literature.
- 2.2K2 compares and contrasts various languages, traditions, and cultures found in literature.
- 2.2K3 makes connections between specific aspects of literature from a variety of cultures and personal experiences.

Standard 3. Writing

Benchmark - Narrative

- 3.1K1 Understands and develops a main idea (plot, setting, characters) by writing to a prompt.
- 3.1K2 Uses (1) personal experience (2) observations (3) prior knowledge in written text.
- 3.1K3 Clarifies the main idea by selecting relevant details that enrich the central theme or storyline.
- 3.1K4 Analyzes and understands implications of plagiarism (e.g. ethical, legal).
Understands and independently uses appropriate strategies to generate narrative text (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources).
- 3.1K5 Writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution.
- 3.1K6 Selects transitions to connect ideas within paragraphs in the writing piece.
- 3.1K7 Writes to convey tone and personality to engage the reader.
- 3.1K8 Practices selecting words that are suitable and precise, which create appropriate imagery (e.g. explicit nouns, vivid verbs, natural modifiers).
- 3.1K9 Practices using vocabulary that is appropriate and provides ease of understanding.
- 3.1K10 Varies sentence structures and lengths. (e.g. simple, compound)
- 3.1K11 Develops sentence beginnings that build upon previous sentences
- 3.1K12 Recognizes complete sentences and sentence fragments.
- 3.1K13 Uses dialogue so that it sounds conversational and natural
- 3.1K14 Demonstrates correct use of mechanics and simple punctuation (e.g. periods, question marks, exclamation marks, commas).
- 3.1K16 Uses correct grammar for clarity.
- 3.1K17 Spells familiar and most unfamiliar words correctly utilizing available resources (e.g. dictionary, spell check)
- 3.1K18 Indents paragraphs to reinforce the organizational structure of the text.

Benchmark - Expository

- 3.2K1 Develops a main idea in response to a prompt.

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Reading

- 3.2K2 Clarifies the main idea by selecting logical details that are accurate and helpful.
Practices writing using (1) personal experience (2) observations (3) prior knowledge (4) research to provide information
- 3.2K3 using an appropriate point of view for the piece (e.g. 3rd person pronouns in research).
- 3.2K4 Expresses information in own words using evidence and examples.
- 3.2K5 Analyzes and understands implications of plagiarism (e.g. ethical, legal).
- 3.2K6 Cites references for all information used or reproduced from any source.

- 3.2K7 Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date.
Understands and independently uses appropriate strategies to generate expository text (e.g. brainstorming, listing,
- 3.2K8 webbing, working in pairs or in cooperative groups and identifying.
- 3.2K9 Writes a complete piece that contains a clear introduction, reasonable body, and satisfying conclusion.
- 3.2K10 Arranges information within each paragraph in logical order (typically 4-6 sentences).
- 3.2K11 Uses transitions to connect ideas within paragraphs.
- 3.2K12 Writes to convey tone and personality to inform the reader.
Practices selecting words that are suitable and precisely create appropriate imagery (e.g. explicit nouns, vivid verbs, natural
- 3.2K13 modifiers).

- 3.2K14 Practices specialized vocabulary that is appropriate for expository writing and provides for ease of understanding.
- 3.2K15 Varies sentence structures and lengths (e.g. simple, compound) making the reading pleasant and natural.
- 3.2K16 Develops sentence beginnings that build upon previous sentences.
- 3.2K17 Recognizes complete sentences and sentence fragments.
Demonstrates correct use of mechanics and simple punctuation (e.g. periods, question marks, exclamation marks, and
- 3.2K19 commas).
- 3.2K20 Uses correct grammar for clarity.
- 3.2K21 Spells familiar and most unfamiliar word correctly utilizing available resources (e.g. dictionary, spell check
- 3.2K22 Uses correct paragraph division to reinforce the organizational structure of the text.

Benchmark - Technical

- 3.3K1 Develops a main idea in response to a prompt.
- 3.3K2 Clarifies the main idea by selecting concise, logical details that are accurate and helpful.
- 3.3K3 Analyzes and understands implications of plagiarism (e.g. ethical, legal).
- 3.3K4 Cites references for all information used or reproduced from any source.

- 3.3K5 Constructs a bibliography with author, title, publisher, year, Web site name and address, and copyright date.

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Reading

- Understands and independently uses appropriate strategies to generate technical text (e.g. ,brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources).
- 3.3K6
- 3.3K7 Arranges information within each paragraph or list in a logical order.
- 3.3K8 Writes a piece with a useful introduction, a relevant or sequential body, and an effective conclusion.
- Uses transitions to connect important points within the piece (e.g. enumerated list, bullets, headings, subheadings, simple outlining elements).
- 3.3K9
- Writes with an awareness of purpose and audience (e.g. letters, simple reports, directions, graphics, brochures, electronic presentation, newsletters).
- 3.3K10
- 3.3K11 Writes with authority so the voice is not distracting.
- 3.3K12 Selects words that convey the writer's message plainly and precisely. (e.g. technical terms)
- 3.3K13 Selects words appropriate for the intended task/format (e.g. persuasive, if persuading; informational, if informing, etc.).
- 3.3K14 Selects words appropriate for the intended task/format (e.g. persuasive, if persuading; informational, if informing, etc.)
- Demonstrates correct use of mechanics and punctuation (e.g. periods, question marks, exclamation marks, commas, apostrophes).
- 3.3K15
- 3.3K16 Uses correct grammar for clarity.
- 3.3K17 Spells familiar and most unfamiliar words correctly using available resources (e.g. dictionary, spell check).
- 3.3K18 Uses graphic devices that are supportive of the text (e.g. charts, graphs, illustrations).

Benchmark - Persuasive

- 3.4K1 Composes a thesis statement based upon an opinion or belief.
- Practices (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece (e.g. 1st person in editorial).
- 3.4K2
- 3.4K3 Develops details to expand the main topic and to support the writer's position.
- 3.4K4 Anticipates the reader's question(s) and provides balance with a counter-argument.
- 3.4K5 Practices building a focused argument.
- 3.4K6 Analyzes and understands implications of plagiarism (e.g. ethical, legal).
- Understands and independently uses appropriate strategies to generate persuasive text (e.g. brainstorming, listing, webbing, working in pairs or in cooperative groups and identifying information from print sources).
- 3.4K7
- 3.4K8 Writes a complete piece that contains a clear introduction, reasonable body, and convincing conclusion.
- 3.4K9 Arranges information within each paragraph in logical order (typically 4-6 sentences).
- 3.4K10 Uses transitions to connect ideas within paragraphs.

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Reading

- 3.4K11 Writes to convey tone and personality
- 3.4K12 Uses language that is appropriate for persuasive writing and easy for the audience to understand.

- 3.4K13 Practices using words that are suitable, precise, and create imagery (e.g. precise nouns, powerful verbs, vivid modifiers).
- 3.4K14 Varies sentence structures and lengths to make the reading pleasant and natural (e.g. simple, compound).
- 3.4K15 Develops sentence beginnings that build upon previous sentences.
- 3.4K16 Recognizes complete sentences and sentence fragments.
- 3.4K17 Writes purposeful dialogue.
- 3.4K18 Demonstrates correct use of mechanics and simple punctuation.
- 3.4K19 Uses correct grammar for clarity.
- 3.4K20 Spells familiar and most unfamiliar word correctly utilizing available resources (e.g. dictionary, spell check).
- 3.4K21 Uses correct paragraph division to reinforce the organizational structure of the text.

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Reading

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Reading

Seventh Grade

Standard 1. Reading

Benchmark - Fluency

- 1.2K1** uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.
- 1.2K2** reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.
- 1.2K3** uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.
- 1.2K4** uses a variety of word-recognition strategies (e.g. orthographic patterns, reading and writing text) to read fluently.
- 1.2K5** adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

Benchmark - Vocabulary

- 1.3K1** determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.
locates and uses reference materials available in the classroom, school, and public libraries (e.g. dictionaries thesauri, atlases, encyclopedias, internet) that are appropriate to the task.
- 1.3K2** determines meaning of words through structural analysis, using knowledge of *Greek, *Latin, and Anglo-Saxon *roots, *prefixes, and *suffixes to understand complex words, including words in science, mathematics, and social studies.
- 1.3K3** identifies and determines the meaning of figurative language, *similes, *metaphors, *analogies, *hyperbole, *onomatopoeia, *personification, and idioms.
- 1.3K4** identifies word connotations and word denotations.
- 1.3K5**

Benchmark - Comprehension (N,E,T,P)

- 1.4K1** identifies characteristics of narrative, expository, technical, and persuasive texts.
understands the purpose of text features (e.g. title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.
- 1.4K2**
- 1.4K3** uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.
generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.
- 1.4K4**

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Reading

- 1.4K5** uses information from the text to make inferences and draw conclusions.
analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps
- 1.4K6** support comprehension of text.
- 1.4K7** compares and contrasts varying aspects (e.g. characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes) in one or more appropriate-level texts.
- 1.4K8** explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts
- 1.4K9** uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.
- 1.4K10** identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.
- 1.4K11** explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.
- 1.4K12** establishes purposes for both assigned and self-selected reading (e.g. to be informed, to follow directions, to be entertained, to solve problems).
- 1.4K13** follows directions explained in technical text.
- 1.4K14** identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).
- 1.4K15** distinguishes between fact and opinion, and recognizes propaganda (e.g. advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts

Standard 2. Literature

Benchmark - Literary Concepts

- 2.1K1** describes different aspects of major and minor characters (e.g. their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.
- 2.1K2** identifies and describes the setting (e.g .environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g. character, plot).
- 2.1K3** identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.

Reading

- 2.1K4** recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).
- 2.1K5** identifies literary devices (e.g., foreshadowing, flashback, figurative language, irony, metaphor, tone/mood, symbolism).

Benchmark - Significance of Literature

- 2.2K1** identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
- 2.2K2** compares and contrasts customs and ideas within literature representing a variety of cultures.
- 2.2K3** recognizes connections between cultures and experiences through a variety of texts.

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Reading

Eighth

Standard 1. Reading

Benchmark - Fluency

- 1.2K1** uses knowledge of conventions and text features to read fluently at instructional or independent reading levels.
- 1.2K2** reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.
- 1.2K3** uses knowledge of complex sentence structure to read fluently at instructional or independent reading levels.
- 1.2K4** uses a variety of word-recognition strategies (e.g. orthographic patterns, reading and writing text) to read fluently.
- 1.2K5** adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

Benchmark - Vocabulary

- 1.3K1** determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs.
- 1.3K2** locates and uses reference materials available in the classroom, school, and public libraries (e.g. dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.
- 1.3K3** determines meaning of words through structural analysis, using knowledge of *Greek, *Latin, and Anglo-Saxon *roots, *prefixes, and *suffixes to understand complex words, including words in science, mathematics, and social studies.
- 1.3K4** identifies and determines the meaning of figurative language, *similes, *metaphors, *analogies, *hyperbole, *onomatopoeia, *personification, *idioms, *imagery and symbolism.
- 1.3K5** distinguishes between connotative and denotative meanings.

Benchmark - Comprehension (N,E,T,P)

- 1.4K1** identifies characteristics of narrative, expository, technical, and persuasive texts.
understands the purpose of text features (e.g. title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.
- 1.4K2** uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.
- 1.4K3** generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.
- 1.4K4**

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Reading

- 1.4K5** uses information from the text to make inferences and draw conclusions.
- 1.4K6** analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.
- 1.4K7** compares and contrasts varying aspects (e.g. characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques) in one or more appropriate-level texts.
- 1.4K8** explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.
- 1.4K9** uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.
- 1.4K10** identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.
- 1.4K11** explains the relationship between an author's use of literary devices in a text (e.g., *foreshadowing, *flashback, *irony, symbolism, tone, mood) and his or her purpose for writing the text.
- 1.4K12** establishes purposes for both assigned and self-selected reading (e.g. to be informed, to follow directions, to be entertained, to solve problems).
- 1.4K13** follows directions explained in technical text.
- 1.4K14** identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).
- 1.4K15** distinguishes between fact and opinion, and recognizes propaganda (e.g. advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.

Standard 2. Literature

Benchmark - Literary Concepts

- 2.1K1** describes different aspects of characters (e.g. their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (e.g. through their thoughts, words, speech patterns, actions) and how they change over time.
- 2.1K2** identifies and describes the setting (e.g. environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g. character, plot).
- 2.1K3** identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.

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Reading

- recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).
- 2.1K4**
- identifies the use of literary devices (e.g. foreshadowing, flashback, figurative language, imagery, symbolism) in a text and explains how the author uses such devices to help establish tone and mood.
- 2.1K5**

Benchmark - Significance of Literature

- 2.2K1** identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
- 2.2K2** compares and contrasts customs and ideas within literature representing a variety of cultures.
- 2.2K3** analyzes distinctive and shared characteristics of cultures through a variety of texts.

English 9-10

Standard 1. Reading

Benchmark - Fluency

1.2K1 adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

Benchmark - Vocabulary

1.3K1 determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs.

1.3K2 locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.

1.3K3 determines meaning of words through structural analysis, using knowledge of *Greek, *Latin, and Anglo-Saxon *roots, *prefixes, and *suffixes to understand complex words, including words in science, mathematics, and social studies.

1.3K4 identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.

1.3K5 discriminates between connotative and denotative meanings and interprets the connotative power of words.

Benchmark - Comprehension (N, E, T, P)

1.4K1 identifies characteristics of narrative, expository, technical, and persuasive texts.

understands the purpose of text features (e.g. title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain

1.4K2 meaning from appropriate-level texts.

1.4K3 uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.

generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.

1.4K4 uses information from the text to make inferences and draw conclusions.

analyzes and evaluates how authors use text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes.

1.4K6

- compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts.
- 1.4K7**
- 1.4K8** explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts. uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate-level narrative, expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author's intent.
- 1.4K9**
- 1.4K10** identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts. analyzes and evaluates how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g, foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery, point of view, allusion, overstatement, paradox) work together to achieve his or her purpose for writing text.
- 1.4K11**
- 1.4K12** establishes purposes for both assigned and self-selected reading (e.g. to be informed, to follow directions, to be entertained, to solve problems).
- 1.4K13** follows directions presented in technical text.
- 1.4K14** identifies the author's position in a persuasive text, describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion), and evaluates the effectiveness of these techniques and the credibility of the information provided.
- 1.4K15** distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.

Standard 2. Literature

Benchmark - Literary Concepts

- 2.1K1** identifies and describes different types of characters (e.g., protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.
- 2.1K2** analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text.
- 2.1K3** analyzes and evaluates how the author uses various plot elements (e.g. problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events.

2.1K4 analyzes themes, tone, and the author's point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.

2.1K5 identifies, analyzes, and evaluates the use of literary devices (e.g., foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement) in a text.

Benchmark - Significance of Literature

2.2K1 recognizes ways that literature from different cultures presents similar themes differently across genres.

2.2K2 compares and contrasts works of literature that deal with similar topics and problems.

2.2K3 evaluates distinctive and shared characteristics of cultures through a variety of texts.

English 11-12

Standard 1. Reading

Benchmark - Fluency

1.2K1 adjusts reading rate to support comprehension when reading narrative, expository, technical, and persuasive texts.

Benchmark - Vocabulary

1.3K1 determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs.

1.3K2 locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.

1.3K3 determines meaning of words through structural analysis, using knowledge of *Greek, *Latin, and Anglo-Saxon *roots, *prefixes, and *suffixes to understand complex words, including words in science, mathematics, and social studies.

1.3K4 identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.

1.3K5 discriminates between connotative and denotative meanings and interprets the connotative power of words.

Benchmark - Comprehension (N, E, T, P)

1.4K1 identifies characteristics of narrative, expository, technical, and persuasive texts.

understands the purpose of text features (e.g. title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain

1.4K2 meaning from appropriate-level texts.

1.4K3 uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.

generates and responds logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading the text.

1.4K4 uses information from the text to make inferences and draw conclusions.

analyzes and evaluates how authors use text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes.

1.4K6

- compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts.
- 1.4K7**
- 1.4K8** explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts. uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate-level narrative, expository, technical, and persuasive texts in
- 1.4K9** logical or sequential order, clearly preserving the author's intent.
- 1.4K10** identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.
- 1.4K11** analyzes and evaluates how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g, foreshadowing, flashback, irony, symbolism, tone, mood, satire, imagery, point of view, allusion, overstatement, paradox) work together to achieve his or her purpose for writing text.
- 1.4K12** establishes purposes for both assigned and self-selected reading (e.g. to be informed, to follow directions, to be entertained, to solve problems).
- 1.4K13** follows directions presented in technical text.
- 1.4K14** identifies the author's position in a persuasive text, describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion), and evaluates the effectiveness of these techniques and the credibility of the information provided.
- 1.4K15** distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.

Standard 2. Literature

Benchmark - Literary Concepts

- 2.1K1** identifies and describes different types of characters (e.g., protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.
- 2.1K2** analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text.
- 2.1K3** analyzes and evaluates how the author uses various plot elements (e.g. problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events.

2.1K4 analyzes themes, tone, and the author's point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.

2.1K5 identifies, analyzes, and evaluates the use of literary devices (e.g., foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement) in a text.

Benchmark - Significance of Literature

2.2K1 recognizes ways that literature from different cultures presents similar themes differently across genres.

2.2K2 compares and contrasts works of literature that deal with similar topics and problems.

2.2K3 evaluates distinctive and shared characteristics of cultures through a variety of texts.