

Standard 3: Reading: K-8

LITERARY RESPONSE AND ANALYSIS:

Response to Literary texts from a range of stances: Interpretive, Critical, Personal **Topic: LITERARY ELEMENTS**

Understanding(s): *Students will understand that...*

- Language processes (reading, writing, listening, and speaking) are meaning-making processes that involve thinking, discovering, and ordering.
- Authors craft language purposefully.

Knowledge: *Students will know...*

- Stylistic elements (e.g., similes, metaphors, idioms, rhyme scheme, rhythm, alliteration, personification, hyperbole).
- Literary devices (e.g., sarcasm, symbolism, satire, allusion, irony).
- Story elements (e.g., character, plot, setting).
- Literal language versus Figurative language.
- Characteristics of genres.

Essential Question(s):

- What do strategic readers do to interact with the text to make meaning?
- How do writers craft a text to meet their purpose for writing? (Author's craft)

Skill(s): *Students will be able to...*

- Identify and define literary elements.
- Determine and explain the effect literary elements have on intended meaning of text in various genres.
- Determine and explain how literary and stylistic devices/elements evoke various responses from the reader.
- Determine and explain the effect literary and stylistic devices/elements have on intended meaning of text in various genres.

NOTE: Teachers must provide a strategic, developmentally appropriate, and balanced reading program.

Grade	Reference	Benchmark
Grade 8	LA.8.3.4	Explain literary devices (e.g., satire, allusion, irony)
Grade 7	LA.7.3.4	Describe literary devices (e.g., sarcasm, symbolism) and stylistic elements (e.g., simile, metaphor, personification)
Grade 6	LA.6.3.3	Identify and give examples of stylistic elements (e.g., rhyme scheme, rhythm, alliteration)
	LA.6.3.4	Explain how personification and hyperbole enhance the meaning of the text
Grade 5	LA.5.3.6	Identify the meaning of common idioms (e.g., <i>from the frying pan into the fire, cat got your tongue, raining cats and dogs</i>)
Grade 4	LA.4.3.4	Describe the comparisons made by similes and metaphors
Grade 3	LA.3.3.3	Explain the difference between figurative and literal language
Grade 2	LA.2.3.2	Identify the story elements of character, plot, and setting
	LA.2.3.3	Identify basic characteristics of familiar genres (e.g., stories, poems, textbook)
Grade 1	LA.1.3.1	Identify the basic story elements of character and setting
Grade K	LA.K3.2	Identify characters and setting in a story read aloud

Standard 3: Reading: K-8

LITERARY RESPONSE AND ANALYSIS: Response to Literary texts from a range of stances: Topic: INTERPRETIVE STANCE

<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Language processes (reading, writing, listening, and speaking) are meaning-making processes that involve thinking, discovering, and ordering. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What do strategic readers do to interact with the text to make meaning? • How do writers craft a text to meet their purpose for writing? (Author's craft)
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Character (description, development, motivation). • Conflict (internal versus external). • Plot and plot events. • Setting (place and time). • Other story elements (exposition, rising and falling action, climax, resolution [beginning/middle/ending]). • Author's message. • Theme. • Dialogue. <p><i>NOTE: Teachers must provide a strategic, developmentally appropriate, and balanced reading program.</i></p>	<p>Skill(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Retell story. • Explain how ideas support the author's message and theme. • Determine main ideas and support with detail. • Determine and support interpretive positions. • Identify and explain story elements. • Understand and support a theme with relevant evidence. <p><i>NOTE: Themes are best expressed as complete ideas. They can be revealed through the actions of characters, the plot, and images within the text. Examples include, "Overcoming adversity builds character," "Sacrifice brings rewards," and "Your character is revealed by what you choose to do when no one is looking." Sometimes, themes may have to be inferred.</i></p>

Grade	Reference	Benchmark
Grade 8	LA.8.3.1	Explain similarities and differences between themes from two or more texts
Grade 7	LA.7.3.1	Analyze plot, character, theme, dialogue, description, point of view, and other conventions of fiction
	LA.7.3.2	Describe how a common theme is developed in two or more texts
Grade 6	LA.6.3.1	Analyze plot, setting, characterization, or conflict to interpret theme in a literary text
Grade 5	LA.5.3.1	Cite specific information or ideas in the text that support and develop the author's message or theme
	LA.5.3.2	Explain the relationship between plot events and how they build to the resolution of the selection's primary conflict
	LA.5.3.3	Explain how characters evolve over the course of a work
Grade 4	LA.4.3.1	Explain the problem or conflict in a story and how it is resolved
	LA.4.3.2	Explain how a theme is used across various genres and texts
Grade 3	LA.3.3.1	Explain main ideas or events that develop the author's message or underlying theme
	LA.3.3.2	Compare characters, settings, and plots of two or more stories
Grade 2	LA.2.3.1	Identify author's message or underlying theme in fiction
Grade 1	---	<no benchmarks for this grade level>
Grade K	LA.K3.1	Retell familiar stories, using beginning, middle, and ending

Standard 3: Reading: K-8

LITERARY RESPONSE AND ANALYSIS: Response to Literary texts from a range of stances: Topic: CRITICAL STANCE

<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Language processes (reading, writing, listening, and speaking) are meaning-making processes that involve thinking, discovering, and ordering. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What do strategic readers do to interact with the text and make meaning? • How do writers craft a text to meet their purpose for writing? (Author's craft)
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Author's style. • Inferred meaning. • Historical and cultural influences. • Character (description, development, motivation). • Setting (place and time). • Point of view. • How and why images are created. 	<p>Skill(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Analyze text from multiple points of view, including the author's point of view. • Analyze influences on text. • Critically examine word choice and imagery as it contributes to author's purpose and effectiveness of the text.

NOTE: Teachers must provide a strategic, developmentally appropriate, and balanced reading program.

Grade	Reference	Benchmark
Grade 8	LA.8.3.2	Analyze a text to draw inferences about history, culture, or gender
	LA.8.3.3	Recognize the similarities and differences between the styles of two or more writers
Grade 7	LA.7.3.3	Describe how historical or cultural influences help explain a text
Grade 6	LA.6.3.2	Explain how an author's background is reflected in literature, including the use of language
Grade 5	LA.5.3.4	Compare a literary element (e.g., characters, setting, plot) as it occurs in two or more texts and explain how effectively it is realized in each text
	LA.5.3.5	Describe how the author's choice of words or use of imagery contributes to overall quality and reader's enjoyment
Grade 4	LA.4.3.3	Explain how the author's choice of language and use of literary elements contribute to the author's purpose and the effectiveness of the text
Grade 3	---	<no benchmarks for this grade level>
Grade 2	---	<no benchmarks for this grade level>
Grade 1	---	<no benchmarks for this grade level>
Grade K	---	<no benchmarks for this grade level>

Standard 3: Reading: K-8

LITERARY RESPONSE AND ANALYSIS: Response to Literary texts from a range of stances:	
Topic: PERSONAL CONNECTION	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Language processes (reading, writing, listening and speaking) are meaning-making processes that involve thinking, discovering and ordering. 	<p>Essential Question(s):</p> <p>What do strategic readers do to interact with the text and make meaning? How do writers craft a text to meet their purpose for writing? (Author's craft)</p>
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> Author's message. Theme. Conventions of fiction (plot, character, imagery, motifs, tone, subplots, stock or secondary characters). Author's style and use of language. 	<p>Skill(s): <i>Students will be able to...</i></p> <ul style="list-style-type: none"> Use personal experience and/or prior knowledge to understand text. Recognize and analyze influence of personal experience and/or prior knowledge on text interpretation. Use conventions of fiction as part of the analysis of text based on personal experience and/or prior knowledge.
<p><i>NOTE: Teachers must provide a strategic, developmentally appropriate, and balanced reading program.</i></p>	

Grade	Reference	Benchmark
Grade 8	LA.8.3.5	Explain an opinion about an author's ideas or message by analyzing conventions of fiction (e.g., plot, character, imagery, motifs, tone, subplots, stock characters)
	LA.8.3.6	Explain how previous experience can influence one's reading of a text and one's opinion of that text
Grade 7	LA.7.3.5	Explain how the author's style and use of language affect the reader
	LA7.3.6	Use prior experience and knowledge to interpret and analyze texts
Grade 6	LA.6.3.5	Explain how the author's description of setting and characters and his/her development of plot connect to self
Grade 5	LA.5.3.7	Describe similarities and differences between characters and themes in literary texts and personal or real world experiences
Grade 4	LA.4.3.5	Analyze similarities and differences between the actions, motives, and appearance of a character in a narrative text and self or people in own life
Grade 3	LA.3.3.4	State and support a personal opinion about a text
Grade 2	LA.2.3.4	State a personal opinion about a fictional selection
Grade 1	LA.1.3.2	Relate personal experiences to what was read
Grade K	---	<no benchmarks for this grade level>

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK				AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark		Approaching the Benchmark				
Gr. 8	Students will	Students will	Students will	Students will		Students will
		<ul style="list-style-type: none"> Define literary devices. 	<ul style="list-style-type: none"> Identify common literary devices in text. 	<ul style="list-style-type: none"> Explain the meaning of a literary device in text. 	<p>LITERARY ELEMENTS LA. 8.3.4 Explain literary devices (e.g., satire, allusion, irony)</p>	
		<ul style="list-style-type: none"> Explain an opinion about the author's ideas. Identify previous experiences that connect to a text. 	<ul style="list-style-type: none"> Support an opinion about author's ideas with examples from conventions of fiction (e.g., plot, characters, setting). Use previous experiences to form an opinion of a text. 	<ul style="list-style-type: none"> Analyze conventions of fiction (e.g., plot, characters, imagery, motif, tone, subplots) to support a conclusion about the author's ideas. Explain how previous experiences influence a reader's understanding and opinions about a text. 	<p>PERSONAL CONNECTION LA.8.3.5 Explain an opinion about an author's ideas or message by analyzing conventions of fiction (e.g., plot, character, imagery, motifs, tone, subplots, stock characters)</p> <p>LA.8.3.6 Explain how previous experience can influence one's reading of a text and one's opinion of that text</p>	
		<ul style="list-style-type: none"> Recognize the themes in multiple texts. 	<ul style="list-style-type: none"> Identify the similarities and the differences between themes in multiple texts. 	<ul style="list-style-type: none"> Compare and contrast themes in multiple texts. 	<p>INTERPRETIVE STANCE LA. 8.3.1 Explain similarities and differences between themes from two or more texts</p>	
		<ul style="list-style-type: none"> Recognize how history, culture, and gender influence a given text. 	<ul style="list-style-type: none"> Identify how history, culture, and gender influence a given text. 	<ul style="list-style-type: none"> Infer the historical, cultural, or gender influences in a text. 	<ul style="list-style-type: none"> Analyze a text to draw inferences about history, culture, or gender. 	<p>CRITICAL STANCE LA.8.3.2 Analyze a text to draw inferences about history, culture, or</p>

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	Approaching the Benchmark				
Students will	Students will	Students will	Students will		Students will
		<ul style="list-style-type: none"> Identify the individual style of multiple authors. 	<ul style="list-style-type: none"> Recognize the similarities and differences between the styles of two or more writers. 	<p>gender</p> <p>LA.8.3.3 Recognize the similarities and differences between the styles of two or more writers</p>	
Gr. 7	<ul style="list-style-type: none"> Define stylistic elements and literary devices. 	<ul style="list-style-type: none"> Identify common literary devices and stylistic elements in text. 	<ul style="list-style-type: none"> Explain the meaning of a literary device and stylistic elements in text. 	<p>LITERARY ELEMENTS LA.7.3.4 Describe literary devices (e.g., sarcasm, symbolism) and stylistic elements (e.g., simile, metaphor, personification)</p>	
	<ul style="list-style-type: none"> Recognize the effect a text has on a reader. 	<ul style="list-style-type: none"> Identify the style or language that affects the reader. 	<ul style="list-style-type: none"> Explain how the author's style and language affect the reader. 	<p>PERSONAL CONNECTION LA.7.3.5 Explain how the author's style and use of language affect the reader</p>	
	<ul style="list-style-type: none"> Recognize where prior knowledge or experience connect to text details. 	<ul style="list-style-type: none"> Use prior knowledge or experience to make an inference. 	<ul style="list-style-type: none"> Use prior experience and knowledge to interpret and analyze texts. 	<p>LA.7.3.6 Use prior experience and knowledge to interpret and analyze texts</p>	
	<ul style="list-style-type: none"> Identify plot, character, theme, and point of view and other conventions of fiction. 	<ul style="list-style-type: none"> Explain the plot, characters, and theme and other conventions of fiction. 	<ul style="list-style-type: none"> Analyze plot, character, theme, dialogue, description, point of view, and other conventions of fiction. 	<p>INTERPRETIVE STANCE LA.7.3.1 Analyze plot, character, theme, dialogue, description, point of view, and other</p>	

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK				AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark		Approaching the Benchmark				
Students will	Students will	Students will	Students will			Students will
					conventions of fiction	
<ul style="list-style-type: none"> Identify theme in a text. 	<ul style="list-style-type: none"> Identify common themes in two or more texts. 	<ul style="list-style-type: none"> Describe how a theme is developed in a text. 	<ul style="list-style-type: none"> Describe how a common theme is developed in two or more texts. 	<p>LA.7.3.2 Describe how a common theme is developed in two or more texts</p>		
<ul style="list-style-type: none"> Define historical or cultural influences. 	<ul style="list-style-type: none"> Identify a historical or cultural influence in a text. 	<ul style="list-style-type: none"> Explain a historical or cultural influence in a text. 	<ul style="list-style-type: none"> Describe how historical or cultural influences help explain the meaning of a text. 	<p>CRITICAL STANCE LA.7.3.3 Describe how historical or cultural influences help explain a text</p>		
<p>Gr. 6</p> <ul style="list-style-type: none"> Define personification and hyperbole. 	<ul style="list-style-type: none"> Define stylistic elements. Identify examples of personification and hyperbole in a text. 	<ul style="list-style-type: none"> Identify specific stylistic elements in a given text (e.g., rhyme scheme, rhythm, alliteration). Explain the meaning of examples of personification and hyperbole in a text. 	<ul style="list-style-type: none"> Identify stylistic elements (e.g., rhyme scheme, rhythm, alliteration etc.) in a text and give examples. Explain how personification and hyperbole enhance the meaning of the text. <i>NOTE: In personification, non-human things are given human characteristics (e.g., the sun smiled at me). Hyperbole is an extreme exaggeration (e.g., I almost died of boredom).</i> 	<p>LITERARY ELEMENTS LA.6.3.3 Identify and give examples of stylistic elements (e.g., rhyme scheme, rhythm, alliteration)</p> <p>LA.6.3.4 Explain how personification and hyperbole enhance the meaning of the text</p>		

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Foundational Benchmark	Approaching the Benchmark				
Students will	Students will	Students will	Students will		Students will
		<ul style="list-style-type: none"> Identify connections between description of setting, characters, and plot development to self. 	<ul style="list-style-type: none"> Explain how the author's description of setting, characters, and plot development are connected to self. 	<p>PERSONAL CONNECTION LA.6.3.5 Explain how the author's description of setting and characters and his/her development of plot connect to self</p>	
	<ul style="list-style-type: none"> Recognize a theme in a literary text. 	<ul style="list-style-type: none"> Explain a theme using evidence from a text. 	<ul style="list-style-type: none"> Interpret the theme of a text by analyzing plot, setting, characterization, or conflict. 	<p>INTERPRETIVE STANCE LA.6.3.1 Analyze plot, setting, characterization, or conflict to interpret theme in a literary text</p>	
<ul style="list-style-type: none"> Identify unusual language in a text. 	<ul style="list-style-type: none"> Identify an author's background. 	<ul style="list-style-type: none"> Show parallels between a text and the author's background. 	<ul style="list-style-type: none"> Explain how a text (e.g., character, plot, setting, genre, and language) reflects an author's background. 	<p>CRITICAL STANCE LA.6.3.2 Explain how an author's background is reflected in literature, including the use of language</p>	
Gr. 5		<ul style="list-style-type: none"> Explain the literal meaning of common idioms. 	<ul style="list-style-type: none"> Identify (explain) the meaning of common idioms (e.g., from the frying pan into the fire, cat got your tongue, raining cats and dogs) found in a text. <i>NOTE: An idiom is an expression used by people that is not literal; the combination of words</i> 	<p>LITERARY ELEMENTS LA.5.3.6 Identify the meaning of common idioms (e.g., from the frying pan into the fire, cat got your tongue, raining cats and dogs) found in a text</p>	

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	Approaching the Benchmark				
Students will	Students will	Students will	Students will		Students will
			<i>has a meaning that is different from the meaning of the individual words themselves.</i>		
	<ul style="list-style-type: none"> Align similar attributes, actions, or motives between self and character. <i>NOTE: Compare similar attributes such as Sadako's strength during adversity to own reaction to personal challenges.</i> 	<ul style="list-style-type: none"> Identify a theme from a text and connect it to own experience or world experiences. <i>NOTE: For example, compare how Leah copes with his parent's divorce in Dear Mr. Henshaw to own or others' reaction to divorce.</i> 	<ul style="list-style-type: none"> Describe how the characters and theme in a text are alike or different from own life or the real world (text to self, text to world). 	<p>PERSONAL CONNECTION LA.5.3.7 Describe similarities and differences between characters and themes in literary texts and personal or real world experiences</p>	
<ul style="list-style-type: none"> Identify events in the text. <i>NOTE: Events identified may vary in relevance to resolution.</i> 	<ul style="list-style-type: none"> Identify the author's message. Identify events that lead to a resolution. 	<ul style="list-style-type: none"> Cite details in the text that support the theme. Identify important events that lead to the resolution. 	<ul style="list-style-type: none"> Cite specific information or ideas in the text that support and develop the author's message or theme. Explain how plot events build to the resolution of the primary conflict. 	<p>INTERPRETIVE STANCE LA.5.3.1 Cite specific information or ideas in the text that support and develop the author's message or theme</p> <p>LA.5.3.2 Explain the relationship between plot events and how they build to the resolution of the selection's primary conflict</p>	

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED	
Foundational Benchmark	Approaching the Benchmark					
Students will	Students will	Students will	Students will		Students will	
		<ul style="list-style-type: none"> Identify a change in the main character's actions, thoughts, or feelings. 	<ul style="list-style-type: none"> Explain how a character changes (e.g., He used to ... and now he ...). 	<ul style="list-style-type: none"> Explain how characters evolve throughout the text. 	<p>LA.5.3.3 Explain how characters evolve over the course of a work</p>	
			<ul style="list-style-type: none"> Compare the characters, settings, or plots of two different texts and explain why one is more effective. <i>NOTE: Which character do you feel more connected to? Which story do you feel a part of? Which story creates a movie in your mind?</i> Identify words or phrases that bring a picture to mind adding to the enjoyment of the text. 	<ul style="list-style-type: none"> Compare and analyze either character, setting, or plot of two different texts and state how well they contribute to the effectiveness of the texts. Describe how the author's choice of words or use of imagery contributes to overall quality and reader's enjoyment. 	<p>CRITICAL STANCE LA.5.3.4 Compare a literary element (e.g., characters, setting, plot) as it occurs in two or more texts and explain how effectively it is realized in each text</p> <p>LA.5.3.5 Describe how the author's choice of words or use of imagery contributes to overall quality and reader's enjoyment</p>	
Gr. 4	<ul style="list-style-type: none"> Identify important attributes, actions, and motives of character or 	<ul style="list-style-type: none"> Identify similes and metaphors from text. Align similar attributes, actions, or motives between self and 	<ul style="list-style-type: none"> Describe what is being compared in a given simile or metaphor (e.g., "I'm as angry as a volcano," compares self to an erupting volcano). Compare and contrast attributes, actions, and motives of self and 	<ul style="list-style-type: none"> Describe the comparisons made by similes and metaphors. Analyze similarities and differences between the actions, motives, and 	<p>LITERARY ELEMENTS LA.4.3.4 Describe the comparisons made by similes and metaphors</p> <p>PERSONAL CONNECTION LA.4.3.5</p>	

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Foundational Benchmark	Approaching the Benchmark				
Students will	Students will	Students will	Students will		Students will
self.	character. <i>NOTE: Compare similar attributes such as Sadako's strength during adversity to own reaction to personal challenges.</i>	character.	appearance of a character in a narrative text and self or people in own life (text to self).	Analyze similarities and differences between the actions, motives, and appearance of a character in a narrative text and self or people in own life	
	<ul style="list-style-type: none"> Identify a problem or goal in a text. Identify the theme in a text. 	<ul style="list-style-type: none"> Identify the steps a character takes to solve the main problem or achieve a goal. Identify a common theme in texts from two different genres (e.g., survival of the fittest from fiction and science textbook). 	<ul style="list-style-type: none"> Explain the problem, goal, or conflict in a story and how it is resolved or achieved. Explain how a theme is represented across various genres and texts. 	<p>INTERPRETIVE STANCE</p> <p>LA.4.3.1 Explain the problem or conflict in a story and how it is resolved</p> <p>LA.4.3.2 Explain how a theme is used across various genres and texts</p>	
<ul style="list-style-type: none"> Identify words or phrases that make the story more interesting. 	<ul style="list-style-type: none"> Tell how a specific literary element creates a mental picture that promotes understanding. 	<ul style="list-style-type: none"> Identify the author's purpose for using certain literary elements (e.g., imagery, simile, metaphor). 	<ul style="list-style-type: none"> Explain how the choice of language and literary elements (e.g., dialogue, word choice, repetition) support the author's purpose and effectiveness of the text. 	<p>CRITICAL STANCE</p> <p>LA.4.3.3 Explain how the author's choice of language and use of literary elements contribute to the author's purpose and the effectiveness of the text</p>	
		<ul style="list-style-type: none"> Identify examples of figurative and literal language in text (e.g., "hair as dark as night" is 	<ul style="list-style-type: none"> Explain the difference between figurative and literal language. <i>NOTE: Explain that literal</i> 	<p>LITERARY ELEMENTS</p> <p>LA.3.3.3 Explain the difference</p>	

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK				AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	Approaching the Benchmark		Students will			
Gr. 3	Students will	Students will	Students will	Students will		Students will
			figurative).	<i>language means what it says and figurative language makes unusual comparisons between two unlike things.</i>	between figurative and literal language	
			<ul style="list-style-type: none"> State opinion about a text (i.e., like, dislike, etc.). 	<ul style="list-style-type: none"> State and support a personal opinion about a text (i.e., connect to own experience, think about, feel, etc.). 	PERSONAL CONNECTION LA.3.3.4 State and support a personal opinion about a text	
		<ul style="list-style-type: none"> Identify main ideas, events, and author's message or theme. Identify attributes of characters, events and settings of two texts. 	<ul style="list-style-type: none"> Identify supporting main ideas and events that develop a given theme. Align similar attributes, actions, or motives between characters, settings and plots of two texts. 	<ul style="list-style-type: none"> Explain how the main ideas or events in a text develop the message or theme. Compare characters, settings, and plots of two or more stories. 	INTERPRETIVE STANCE LA.3.3.1 Explain main ideas or events that develop the author's message or underlying theme LA.3.3.2 Compare characters, settings, and plots of two or more stories	
	<no benchmarks for this grade level>	<no benchmarks for this grade level>	<no benchmarks for this grade level>	<no benchmarks for this grade level>	CRITICAL STANCE <no benchmarks for this grade level>	<no benchmarks for this grade level>
Gr. 2		<ul style="list-style-type: none"> Define story elements. 	<ul style="list-style-type: none"> Identify story elements. Identify the familiar genre being read. 	<ul style="list-style-type: none"> Identify the story elements of character, plot, and setting. Identify basic characteristics of familiar genres (e.g., stories, poems, 	LITERARY ELEMENTS LA 2.3.2 Identify the story elements of character, plot, and setting LA.2.3.3 Identify basic characteristics of familiar genres (e.g.,	

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	Approaching the Benchmark				
Students will	Students will	Students will	Students will		Students will
			textbooks).	stories, poems, textbooks)	
		<ul style="list-style-type: none"> State thoughts and feelings about a fictional selection. 	<ul style="list-style-type: none"> State and justify a personal opinion about a fictional selection. 	PERSONAL CONNECTION LA.2.3.4 State a personal opinion about a fictional selection	
		<ul style="list-style-type: none"> Identify the story elements that all contribute to a given author's message or theme. 	<ul style="list-style-type: none"> Identify author's message or underlying theme in fiction. 	INTERPRETIVE STANCE LA.2.3.1 Identify author's message or underlying theme in fiction	<ul style="list-style-type: none"> Relate author's lesson to own personal experiences.
<no benchmarks for this grade level>	<no benchmarks for this grade level>	<no benchmarks for this grade level>	<no benchmarks for this grade level>	CRITICAL STANCE <no benchmarks for this grade level>	<no benchmarks for this grade level>
Gr. 1		<ul style="list-style-type: none"> Recognize characters and setting (time, place) in a text. <i>NOTE: Able to match characters and setting to a story read aloud.</i> 	<ul style="list-style-type: none"> Identify the basic story elements of character and setting (i.e., time, place). 	LITERARY ELEMENTS LA.1.3.1 Identify the basic story elements of character and setting	
		<ul style="list-style-type: none"> Express a feeling or opinion about what is read. 	<ul style="list-style-type: none"> Identify part of a story that relates to a personal experience. 	PERSONAL CONNECTION LA.1.3.2 Relate personal experiences to what was read	
	<no benchmarks for this grade level>	<no benchmarks for this grade level>	<no benchmarks for this grade level>	Although there is no benchmark for this topic, students should be	INTERPRETIVE

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	Approaching the Benchmark				
Students will	Students will	Students will	Students will		Students will
			<i>encouraged to retell or role-play familiar stories (beginning, middle, end).</i>	STANCE <no benchmarks for this grade level>	
<no benchmarks for this grade level>	<no benchmarks for this grade level>	<no benchmarks for this grade level>	<i>Although there is no benchmark for this topic, students should be encouraged to consider questions they might have about a text and express why they enjoyed a text or why they did not.</i>	CRITICAL STANCE <no benchmarks for this grade level>	<no benchmarks for this grade level>
		<ul style="list-style-type: none"> Recognize characters in a story. Recognize setting (time, place) in a story. <i>NOTE: Student can show identification by matching the characters and setting from a story.</i>	<ul style="list-style-type: none"> Identify characters in the story. Identify setting (time, place) in a story. <i>NOTE: Setting can change within a story.</i>	LITERARY ELEMENTS LA.K.3.2 Identify characters and setting in a story read aloud	
<no benchmarks for this grade level>	<no benchmarks for this grade level>	<no benchmarks for this grade level>	<i>Although there is no benchmark for this topic, students should articulate connections to life experiences.</i>	PERSONAL CONNECTION <no benchmarks for this grade level>	<no benchmarks for this grade level>
<ul style="list-style-type: none"> Identify beginning, middle, or end of a story by placing or pointing to pictures from the story. 	<ul style="list-style-type: none"> Independently identify (draw, act, tell, etc.) an event in the story. Respond to text through drawing, writing, or telling. 	<ul style="list-style-type: none"> Retell parts of a familiar story, poem, or pattern book. 	<ul style="list-style-type: none"> Retell an event or events from the beginning, middle, and end (sequentially) of familiar stories. <i>NOTE: Stories may have been read aloud or independently.</i>	INTERPRETIVE STANCE LA.K.3.1 Retell familiar stories, using beginning, middle, and end	
<no benchmarks for this grade level>	<no benchmarks for this grade level>	<no benchmarks for this grade level>	<i>Although there is no benchmark for this topic, students should be encouraged to express and justify an opinion about a text</i>	CRITICAL STANCE <no benchmarks for this grade level>	<no benchmarks for this grade level>

LEVELS OF PROGRESSION FOR BELOW THE BENCHMARK			AT THE BENCHMARK	BENCHMARK	ADVANCED
Foundational Benchmark	Approaching the				
	Students will	Students will	Students will		Students will
			<i>(i.e., tell why they like a book).</i>		