



Language Arts Benchmarks K-5

Dear Parents,

This document was produced in an effort to give you a preview of the skills and concepts introduced at each grade level. Teachers seek an active partnership with parents. Please make opportunities to reinforce the skills developed in each grade level in your home. Each teacher combines individual creativity with a school philosophy of education to teach young children. Different strategies will be used to approach the instruction of these skills and concepts. These benchmarks represent the skills and strategies students must know and be able to do independently by the end of the year. We invite you to meet with your child's teacher so that you will understand how you can reinforce what is taught in your child's classroom.

Instructional Overview:

Kindergarten

For your child's safety, please help your child to know:

- His/her home telephone number
- His/her first and last name
- His/her street address
- How to dress, including putting on coats and boots
- How to wash hands consistently when using the lavatory

District Wide Testing

Each child that enters Norwalk Public Schools in kindergarten goes through a kindergarten screening process that is used to help identify each child's strengths and weaknesses. The results of this assessment are shared with parents.

Homework

Kindergarten is not a time when homework is generally assigned. It is important, however, that all student work be reviewed with the child. Reading to the child is an important component of the learning process, and reading at home to the child on a regular basis is encouraged.

Reading & Responding:

In the area of reading, your kindergarten student will be able to:

- Recognize that print carries a message.
- Follow words from left to right, top to bottom with a return sweep.
- Rhyme spoken words.
- Blend three-four sounds present orally (e.g., cat, lunch).
- Recognize and name all upper and lowercase letters.
- Recognize and say the common sounds of most letters and write a letter that goes with that sound.
- Read simple high frequency words. (e.g., to, in, I, me)
- Use the illustrations to determine meanings of unknown words.
- Select to reread familiar books and stories.
- Orally retell stories, plays, and poems.
- Respond to questions using the illustrations from the text.

Producing Texts:

In the area of writing, your kindergarten student will be able to:

- Write daily.
- Write for different purposes (e.g., to tell a story, a letter).
- Draw to convey meaning in a story.
- Begin to use letters to represent words.
- Write first and last name using appropriate upper and lowercase letters.
- Know correct letter formation sequence.
- Hold a pencil effectively and use suitable posture when writing.
- Read, understand and explain own writing.

- Demonstrate an awareness of spacing between words.
- Demonstrate an awareness of capital letters at the beginning of a sentence and a period at the end.

Applying Standard English:

In the area of oral and written communication, your kindergarten student will be able to:

- Listen while others speak.
- Attend to materials presented visually (e.g., pictures, videos).
- Speak clearly in full sentences.
- Demonstrate increased vocabulary in oral language.
- Follow two-step directions stated once.
- Spell a few simple high frequency words (e.g., me, I, to).
- Use social conventions when appropriate (e.g., please, thank you, excuse me).
- State an opinion (e.g., I like this book because...).
- Ask questions.
- Repeat information from stories and spoken presentations.

Exploring Literature:

In the area of literature, your kindergarten student will be able to:

- Listen to a variety of literature (e.g., poetry, plays, fiction, and nonfiction).
- Demonstrate knowledge of cover, title, author, and illustrator.
- Respond to literature through drama and the arts.
- Respond to literature by relating it to personal experiences.
- Respond to literature with questions and comment about the text.

- Respond to literature by expressing opinions about the text.
- Predict what will happen next.
- Arrange pictures into proper sequence to tell or retell.
- Recognize the difference between real and fantasy.

Grade One

Progress Reports and Conferences

Parent conferences will be held in the months of November and March for grades 1-5. Progress reports are given to parents at conference time, and at the end of the school year.

District Wide Testing

The Developmental Reading Assessment is administered three times a year to assess your child's reading progress. Additional screening and individual diagnostic testing may be recommended should staff believe such an effort would be helpful.

Homework

Homework is defined as "tasks assigned to students by teachers that are meant to be carried out during non school hours." These tasks may include reading assignments, book reports and projects. Homework is a three-way partnership among students, parents and teachers. Students should feel that homework is a form of self-improvement and gain intrinsic satisfaction from it. Parents need to provide students with a time and place to carry out their assignments either at home or at a designated study-related facility. With this philosophy in mind, students and staff must comply with reasonable and logical homework expectations. Therefore a requirement of an average of 40 minutes per week is recommended. This will cover a combination of all subjects.

Reading & Responding:

In the area of reading, your first grade student will be able to:

- Recognize a return sweep to varied text placements.
- Demonstrate one-to-one correspondence of spoken words to print.
- Blend, segment and manipulate one-syllable words given orally.
- Associate consonants, consonant blends and vowel sounds to appropriate letters and use them to figure out regularly spelled one and two-syllable words.
- Use word families to decode new words that include blends and digraphs. (e.g., -ill, -ate).
- Read high frequency words. (e.g., have, said, the, of).
- Understand plurals, suffixes and compound words.
- Use prior knowledge illustrations, and story sense to determine new words.

- Select and read 25 books independently.
- Read daily with fluency.
- Retell stories at DRA level 16.
- Identify purpose of text.
- Monitor text during reading.

Producing Texts:

In the area of writing, your first grade student will be able to:

- Write daily.
- Develop a main ideas sentence and a supporting sentence.
- Write stories with a beginning, middle and end using chronological order.
- Write to express personal ideas in stories and poems (Narrative writing).
- Write a friendly letter.
- Write to re-enact, retell stories, poems and songs (Produce and Respond to Literature).
- Write to state an opinion and give reasons to support belief (Persuasive writing).
- Write to give instructions or do a particular thing (Functional writing).
- Write main ideas of a reading selection.
- Locate with guidance relevant information in a variety of sources.
- Use the writing process to group ideas, create a piece of writing, revise and edit with assistance and publish at least two pieces of texts.
- Reread written work often with the expectation that others will be able to read it.
- Print correctly formed upper and lowercase letters.

Applying Standard English:

In the area of oral and written communication, your first grade student will be able to:

- Combine nouns and verbs to make a sentence.

- Use past tense verbs appropriately in sentences.
- Use appropriate singular and plural nouns in sentences.
- Put words in correct order to make a sentence.
- Put a period at the end of a statement and a question mark at the end of a question.
- Use a comma to separate the date and year.
- Capitalize the beginning of a sentence, proper names of people and pets, days of the week and months of the year.
- Spell simple one-syllable words.
- Produce writing that uses the full range of words in speaking vocabulary.
- Give examples of words from other languages and cultures.
- Gather and convey information from listening.
- Follow three-step directions stated once.
- Speak clearly enough to be heard and understood.
- State an opinion and explain it with details.

Exploring Literature:

In the area of literature, your first grade student will be able to:

- Identify different types of literature (e.g., poetry, play, fiction and nonfiction).
- Compare different versions of the same stories.
- Identify basic plots of folktales and fables from around the world.
- Express opinions about the text and support opinion with references to the text (e.g., the characters, plot, setting).
- Respond to literature by relating to personal experiences.
- Respond to literature with questions about the text.
- Predict what will happen next in texts.
- Discuss stories and information with others.
- Read and respond to class children's fairy tales.

- Read and respond to contemporary literature.
- Read and respond to nonfiction selections.
- Read and respond to literature representing a variety of cultures.

Grade Two

Progress Reports and Conferences

Parent conferences will be held in the months of November and March for grades 1-5. Progress reports are given to parents at conference time, and at the end of the school year.

District Wide Testing

The Developmental Reading Assessment is administered three times a year to assess your child's reading progress. Additional screening and individual diagnostic testing may be recommended should staff believe such an effort would be helpful.

Homework

Homework is defined as "tasks assigned to students by teachers that are meant to be carried out during non school hours." These tasks may include reading assignments, book reports and projects. Homework is a three-way partnership among students, parents and teachers. Students should feel that homework is a form of self-improvement and gain intrinsic satisfaction from it. Parents need to provide students with a time and place to carry out their assignments either at home or at a designated study-related facility. With this philosophy in mind, students and staff must comply with reasonable and logical homework expectations. Therefore a requirement of an average of 40 minutes per week is recommended. This will cover a combination of all subjects.

Reading & Responding:

In the area of reading, your second grade student will be able to:

- Associate consonants, consonant blends and vowel sounds to appropriate letters and use them to figure out regularly spelled one and two-syllable words.
- Know and use word families to decode unfamiliar words. (e.g., -ill, -ate, ight)
- Read high frequency words and irregular sight words with ease and automaticity (e.g., have, said, the, of).
- Recognize compound words, contractions and common abbreviations.
- Read root words and their various inflections and note the change in meaning (e.g., smiles, smiling, smiled).
- Use prior knowledge of prefixes, suffixes and roots to determine the meaning of words.
- Select and read 25 books independently by the end of the year.

- Read daily with fluency.
- Retell stories at DRA level 28.
- Begin to cite information from the text to support an inference.
- Ask clarifying questions and revisit text to confirm answers.
- Make predictions based on the text.

Producing Texts:

In the area of writing, your second grade student will be able to:

- Write daily.
- Develop a paragraph with a topic sentence and supporting sentences.
- Use chronological order (e.g., first, then, finally) and spatial order (e.g., near, far away) in writing.
- Write to express personal ideas in stories and poems (Narrative writing).
- Write a friendly letter.
- Write to re-enact, retell stories, poems and songs and personally respond to literature (Produce and Respond to Literature).
- Write to persuade an intended audience of a position (Persuasive writing).
- Write to describe, give instructions or do a particular thing (Functional writing).
- Write a summary of a topic read including the main idea and important details (Informational writing).
- Recognize and use print sources and technology to locate information.
- Use the writing process to group ideas, create a piece of writing, edit, revise with assistance and publish at least three pieces of texts.
- Begin to extend a piece of writing into a long report.
- Print fluently and correctly to produce legible, neat handwritten work.
- Print correctly formed upper and lowercase letters.

Applying Standard English:

In the area of oral and written communication, your second grade student will be able to:

- Distinguish between proper nouns and common nouns.

- Make the verb agree with the subject of a sentence.
- Use present, past and future tense of verbs in a sentence.
- Use a variety of sentences orally and in writing.
- Put appropriate punctuation at the end of a sentence (e.g., period, question mark, exclamation).
- Use a commas to separate words in a series.
- Capitalize, proper nouns, important words in a title, abbreviations of titles, special events and holidays.
- Spell words with CVC, CVCe patterns, inflectional endings (e.g., -ed, -ing) and high frequency words.
- Use words from speaking vocabulary in writing including words learned from reading.
- Give examples of words from other languages and cultures.
- Gather and convey information from listening.
- Follow four-step directions stated once.
- Speak clearly enough to be heard and understood.
- State an opinion and explain it with details.

Exploring Literature:

In the area of literature, your second grade student will be able to:

- Identify the characteristics that define the literary genre of poetry, drama and prose.
- Identify how stories reflect different cultures and compare the different versions of the same stories.
- Identify basic plots of folktales and fables from around the world and connect to prior knowledge and experiences.
- Express opinions about the text and support opinion with references to the text (e.g., the characters, plot, setting).
- Respond to literature by relating to personal experiences.
- Respond to literature with questions about the text.
- Predict what will happen next in texts.
- Discuss stories and information with others.
- Read and respond to class children's fairy tales.
- Read and respond to contemporary literature.
- Read and respond to nonfiction selections.
- Read and respond to literature representing a variety of cultures

Grade Three

Progress Reports and Conferences

Parent conferences will be held in the months of November and March for grades 1-5. Progress reports are given to parents at conference time, and at the end of the school year.

District Wide Testing

In the fall your child will take a grade three off-year Connecticut Mastery Test. This test includes reading, writing and mathematics sections. These tests are used to identify individual strengths and weaknesses and to plan for curriculum development and evaluation. The results of these tests are shared with parents in January. In addition the Developmental Reading Assessment is administered three times a year to assess your child's reading progress.

Homework

Homework is defined as "tasks assigned to students by teachers that are meant to be carried out during non school hours." These tasks may include reading assignments, book reports and projects. Homework is a three-way partnership among students, parents and teachers. Students should feel that homework is a form of self-improvement and gain intrinsic satisfaction from it. Parents need to provide students with a time and place to carry out their assignments either at home or at a designated study-related facility. With this philosophy in mind, students and staff must comply with reasonable and logical homework expectations. Therefore a requirement of an average of 80 minutes per week is recommended. This will cover a combination of all subjects.

Reading & Responding:

In the area of reading, your third grade student will be able to:

- Associate all consonants blends and vowel sounds to appropriate letters and combine them to figure out regularly spelled one and two-syllable words.
- Read root words (e.g., smile) and their various inflections (e.g., smiles, smiled, smiling) with understanding.
- Recognize complex compound words, contractions, and common abbreviations.
- Use prior word knowledge such as prefixes, roots, and suffixes to determine the meaning of words.
- Use a variety of context clues (strategies) to determine the meaning of unknown words.
- Select and read 25 books independently by the end of the year.
- Read daily with fluency.

- Summarize stories, plays, poems, and informational text at level 38.
- Extract appropriate information from text including problems, solutions, major points, and identify central ideas in texts.
- Draw conclusions about the author's purpose.
- Relate prior knowledge and experience to information in text.
- Cite evidence from the text to support a conclusion.
- Ask clarifying questions (e.g., why, how) and demonstrate comprehension by locating answers in text.
- Use information from the text and to make and confirm predictions.

Producing Texts:

In the area of writing, your third grade student will be able to:

- Write daily.
- Write independently for an extended period of time to produce a draft.
- Identify writing format appropriate to purpose and audience for writing.
- Drafts stories with a beginning, middle, and end.
- Uses logical order in writing (e.g., chronological, spatial).
- Incorporate voice to strengthen writing.
- Write to express personal ideas in stories and poems (Narrative writing).
- Write a friendly letter.
- Write to re-enact, retell stories, poems and songs and personally respond to literature (Produce and Respond to Literature).
- Write to persuade an intended audience of a position (Persuasive writing).
- Write a summary of a topic read including the main idea and important details (Informational writing).
- Recognize and use encyclopedias, technology, and print sources to locate information.
- Apply the writing process: group ideas, create a draft, edit, and revise to publish at least three pieces of text.
- Extend and rework pieces of writing.
- Writes lowercase and uppercase cursive letters legibly and neatly.

Applying Standard English:

In the area of oral and written communication, your third grade student will be able to:

- Identify and use subject pronouns (e.g., my, your, his, her), reflexive pronouns (e.g., myself, himself, yourself), and possessive pronouns (e.g., mine, yours) in sentences.
- Make verbs agree with singular and plural objects.
- Use the present, past, and future verb tense appropriately in speaking and in writing.
- Combine two sentences to form a compound sentence, joined by a comma followed by and, but, or or.
- Use a variety of sentences orally and in writing.
- Put a comma between the city and state or the city and country, phrases in a series, after the greeting.
- Capitalize the names of streets, cities, countries, state, counties, and continents.
- Spell a wide range of grade level words, including commonly misspelled words from his/her writing.
- Make choices about words to use on the basis of whether they accurately convey the intended meaning.
- Identify Native American words that have been absorbed into American culture.
- Follow multi-step oral directions (i.e., four steps or more) appropriate for third graders.
- Gather and convey information from listening.
- State an opinion and explain it with details

Exploring Literature:

In the area of literature, your third grade student will be able to:

- Compare and contrast types of literature (e.g., poetry and prose).
- Recognize and use sound devices (e.g., rhyme, rhythm, alliteration).
- Compare and contrast different version of the same stories reflecting different cultures.
- Identify basic plots of classic myths, folk tales, legends, and fables from around the world and connect them to prior experience.
- Express opinion about the literary elements of text and support opinion with references to the text.
- Respond to literature by relating to personal experiences.
- Respond to literature with questions about the text.
- Discuss stories and information with others.
- Read and respond to classic children's fairy tales.
- Read and respond to contemporary literature.

- Read and respond to nonfiction selections.
- Read and respond to literature representing a variety of cultures.

Grade Four

Progress Reports and Conferences

Parent conferences will be held in the months of November and March for grades 1-5. Progress reports are given to parents at conference time, and at the end of the school year.

District Wide Testing

Grade four is the first formal exposure students have to the State mandated Connecticut Mastery Test. These test are administered in September over a two-week window to all grade four students in Connecticut. The main areas tested are reading, writing, and mathematics. The results of these tests at the district, school and individual level are released in January.

Homework

Homework is defined as “tasks assigned to students by teachers that are meant to be carried out during non school hours.” These tasks may include reading assignments, book reports and projects. Homework is a three-way partnership among students, parents and teachers. Students should feel that homework is a form of self-improvement and gain intrinsic satisfaction from it. Parents need to provide students with a time and place to carry out their assignments either at home or at a designated study-related facility. With this philosophy in mind, students and staff must comply with reasonable and logical homework expectations. Therefore a requirement of an average of 120 minutes per week is recommended. This will cover a combination of all subjects.

Reading & Responding:

In the area of reading, your fourth grade student will be able to:

- Associate all consonants blends and vowel sounds to appropriate letters and combine these sounds to automatically decode multi-syllabic words.
- Use knowledge of word parts such as prefixes and suffixes.
- Use knowledge of word relationships including synonyms and antonyms to determine the meaning of unknown words.
- Apply context clues such as comparison and contrast, and cause and effect to define words.
- Select and read 25 books independently by the end of the year.
- Read daily with fluency.
- Identify the theme in a literary work.
- Summarize text using story elements.
- Summarize text in a manner that reflects the main ideas and significant details.

- Compare information and themes in the text with prior knowledge.
- Determine author's purpose to draw conclusions.
- Use information from the story to answer questions.
- Know and use different focusing and monitoring reading strategies to comprehend text (e.g., reread to clarify).
- Use prior knowledge and ideas presented in texts to make and confirm predictions.
- Identify literary techniques used to influence the reader's feelings and attitude.
- Distinguish relevant information contained within a text from irrelevant to develop a response.

Producing Texts:

In the area of writing, your fourth grade student will be able to:

- Write daily.
- Select a form of writing and a point of view (i.e., first person, third person) that is appropriate for the purpose and audience.
- Maintain clear relationships among ideas.
- Use logical order in writing to demonstrate a sense of a beginning, middle and end.
- Incorporate voice in writing.
- Write to express personal ideas in stories and poems (Narrative writing).
- Write a friendly letter.
- Write to re-enact, retell stories, poems and songs and to personally respond and evaluate literature: (Produce and Respond to Literature).
- Write to persuade an intended audience of a position (Persuasive writing).
- Write a summary of a topic read including the main idea and important details (Informational writing).
- Apply the writing process: group ideas, create a draft, edit, and revise to publish at least three pieces of text.
- Select and narrow a topic for research.
- Develop research questions.
- Locate two or more sources of information (e.g., technology, visual and print sources, graphs, charts, tables, almanacs, and periodicals).
- Take and organize notes and present information.
- Improve the organization and focus of paragraphs by revising writing based on given criteria.
- Review and extend self-selected pieces of writing.
- Write neatly and legibly in cursive.
- Read cursive writing.

Applying Standard English:

In the area of oral and written communication, your fourth grade student will be able to:

- Identify and use subject pronouns (i.e., I, you, he, she, it, we, and they) and object pronouns. (i.e., me, you, her, him, it, us, and them) (CMT).
- Recognize that a sentence must have both a subject and a predicate, either stated or implied (CMT).
- Combine sentences and/or sentence parts effectively and efficiently to produce sentences in a variety of patterns (CMT).
- Use comma to separate the exact words of the speaker in quotation marks from the rest of the sentence (CMT).
- Capitalize the proper names of rivers, lakes, seas, oceans, mountains, mountain ranges, deserts and other geographical features (CMT).
- Spell a wide range of grade level words, including commonly misspelled words from his/her writing.
- Make choices about which words to use on the basis of whether they accurately convey the intended meaning.
- Identify words that have been absorbed into American culture from a variety of foreign languages.
- Follow multi-step oral directions (i.e., four steps or more) appropriate for fourth graders.
- Speak clearly and with the appropriate volume.
- Gather and convey information from listening.
- Support a position with appropriate

Exploring Literature:

In the area of literature, your fourth grade student will be able to:

- Identify different forms of literature (e.g., fantasies, fables, myths, fairy tales, folktales).
- Begin to identify and interpret figurative language in text.
- Identify culture, ethnicity, and historical references in literary texts.
- Express opinion about the literary elements of fiction, nonfiction, and poetry selections.
- Respond to literature by relating to personal experiences.
- Respond to literature with questions about the text.
- Discuss stories and information with others.
- Read and respond to classic children's fairy tales.
- Read and respond to contemporary literature.
- Read and respond to nonfiction selections.
- Read and respond to literature representing a variety of cultures.
- Recognize that there can be different interpretations of fiction, nonfiction and poetry selections.

Grade Five

Progress Reports and Conferences

Parent conferences will be held in the months of November and March for grades 1-5. Progress reports are given to parents at conference time, and at the end of the school year.

District Wide Testing

In the fall your child will take a grade five off-year Connecticut Mastery Test. This test includes reading, writing and mathematic sections. These tests are used to identify strengths and weaknesses and to plan for curriculum development and evaluation. The results of these tests are shared with parents in January.

Homework

Homework is defined as “tasks assigned to students by teachers that are meant to be carried out during non school hours. ” These tasks may include reading assignments, book reports and projects. Homework is a three-way partnership among students, parents and teachers. Students should feel that homework is a form of self-improvement and gain intrinsic satisfaction from it. Parents need to provide students with a time and place to carry out their assignments either at home or at a designated study-related facility. With this philosophy in mind, students and staff must comply with reasonable and logical homework expectations. Therefore a requirement of an average of 180 minutes per week is recommended. This will cover a combination of all subjects.

Reading & Responding:

In the area of reading, your fifth grade student will be able to:

- Use knowledge of word parts such as prefixes (e.g., pre-, im-, ex-, semi-) and suffixes (e.g., -ment, -tion, -sion, -ness).
- Use knowledge of Greek and Latin derived roots to determine the meaning of complex words (aqua, port, mega, micro).
- Apply such context clues such as definition examples, series, comparison and contrast, cause and effect to discern word meanings .
- Select and read 25 books independently by the end of the year.
- Read daily with fluency.
- Determine the theme, whether it is implied or stated directly, and compare to other literary work.
- Identify how the main story elements contribute to the conflict. Summarize the text.
- Summarize text in a manner that reflects the main ideas.
- Compare and contrast information and themes in the text with prior knowledge.
- Draw conclusions about the author’s purpose.

- Use evidence from the text to draw and/or support a conclusion.
- Apply different focusing, monitoring, and assessing reading strategies (e.g., question, skimming, and scanning) to comprehend text.
- Use prior knowledge and ideas presented in texts to make, confirm and/or revise predictions.
- Analyze the various techniques used by the author to influence the reader's feelings and attitude.
- Differentiate relevant information contained within a text from irrelevant to respond.

Producing Texts:

In the area of writing, your fifth grade student will be able to:

- Write daily.
- Select a form of writing and a point of view (i.e., first person, third person) that is appropriate for the purpose and audience.
- Write a multi-paragraph draft with key ideas, introductory and concluding sentences, logical sequencing, and transitional words.
- Maintain clear relationships among ideas.
- Incorporate voice in writing.
- Write to express personal ideas in stories and poems (Narrative writing).
- Write a friendly letter.
- Write to re-enact, retell stories, poems and songs and to personally respond and evaluate literature: (Produce and Respond to Literature).
- Write to persuade an intended audience of a position (Persuasive writing).
- Write a summary of a topic read including the main idea and important details (Informational writing).
- Apply the writing process: group ideas, create a draft, edit, and revise to publish at least three pieces of text.
- Select and narrow a topic or issue.
- Develop research questions.
- Locate multiple sources of information (e.g., technology, visual and print sources).
- Take notes by paraphrasing the information.
- Improve the organization and focus of ideas in paragraphs by revising based on given or self-generated criteria or responses from others.
- Extend/rewrite self-selected pieces of writing.
- Write neatly and legibly in cursive.
- Read cursive writing.
-

Applying Standard English:

In the area of oral and written communication, your fifth grade student will be able to:

- Identify and use the present, past, and future progressive tense of verbs in sentences (e.g., is going, was dancing, and will be skating).
- Use I when a subject pronoun is needed, but me when an object pronoun is needed in sentences.
- Eliminate run-on sentences and purposeless sentence fragments.
- Use commas to set off (e.g., Mr. Miller, the chef, made a delicious cheesecake.).
- Capitalize the proper names of organizations, associations, and businesses.
- Spell a wide range of grade level words, including commonly misspelled words from his/her writing.
- Make choices about which words to use on the basis of whether they accurately convey the intended meaning.
- Identify words and expressions that have been absorbed into American culture from a variety of foreign languages.
- Follow multi-step oral directions (i.e., four steps or more) appropriate for fifth graders.
- Speak clearly and with the volume appropriate to the setting.
- Gather and convey information from listening.
- Support a position with organized and appropriate details.

Exploring Literature:

In the area of literature, your fifth grade student will be able to:

- Identify the characteristics of various imaginative forms of literature (e.g., fantasies, fables, myths, fairy tales, folktales).
- Identify and interpret figurative language in text.
- Explain how culture, ethnicity, and historical eras are represented in literary texts.
- Express and justify critical opinion or analysis of a fiction or poetry selections.
- Respond to literature by relating to personal experiences.
- Respond to literature with questions about the text.
- Discuss stories and information with others.
- Read and respond to classic children's fairy tales.
- Read and respond to contemporary literature.
- Read and respond to nonfiction selections.
- Read and respond to literature representing a variety of cultures.
- Recognize that there can be different interpretations of fiction, nonfiction and poetry selections.