

Power Benchmarks

Language Arts Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Sixth Grade Literature

Literature Power Benchmark: Students will be able to use a wide range of strategies to interpret, evaluate, and appreciate literary and informational texts.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Use text structures such as chronological order, cause and effect, compare and contrast, literary elements, and fact and opinion to support comprehension of a variety of text formats.	<ul style="list-style-type: none"> • Text • Text structures • Literary elements • Chronological order • Fiction/non-fiction • Generalization • Cause/effect • Compare/contrast • Plot • Theme • Character • Fact/opinion 	<ul style="list-style-type: none"> • Define and identify basic literary elements in text. • List sequence of events from text in chronological order. • Recognize the difference between fiction and non-fiction. • Identify cause and effect relationships in text. • Make comparisons between a new concept and a familiar concept. • Make a generalization based upon plot. • Distinguish between fact and opinion. 	<p>Applebee, Arthur, et al. <u>Literature and Language</u>. New York: McDougal Littell, 2001.</p> <p>Strickland, et al. <u>HBJ Language</u>. (Purple Level) New York: Harcourt Brace Jovanovich, 1990.</p> <p>Weih, Erika, II. <u>Mummies, Tombs, Treasures</u>: © 1987.</p>
b. Use understanding of figurative language and word choice to support comprehension.	<ul style="list-style-type: none"> • Figurative language • Metaphor • Simile • Irony • Word choice • Synonyms • Antonyms • Homonyms 	<ul style="list-style-type: none"> • Infer word meaning through understanding of metaphor and simile. • Interpret figurative language by examining the author's word choice. • Examine author's word choice to support comprehension. • Create mental images 	<p>Kehret, Peg. <u>Cages</u>: © 1993.</p> <p>Hahn, Mary Downing. <u>Stepping on the Cracks</u>: © 1992.</p> <p>Yolen, Jane. <u>Devil's Arithmetic</u>: © 1990.</p> <p>Woodruff, Elvira. <u>The Magnificent Mummy Maker</u>: © 1995.</p>

<p>c. Understand how character and plot are similar to and/or different from personal experience(s).</p>	<ul style="list-style-type: none"> • Character • Plot • Connection 	<ul style="list-style-type: none"> • Make and support judgments about text using prior knowledge, personal experience, and text clues. • Synthesize information. 	<p>Spinelli, Jerry. <u>Maniac Magee</u>: © 1992. Wright, Betty Ren. <u>Ghost in the House</u>: © 1993. Filipovic, Zlata. <u>Zlata's Diary</u>: © 1995. Curtis, Christopher Paul. <u>The Watsons Go to Birmingham—1963</u>: © 1995. Warren, Andrea. <u>Orphan Train Rider</u>: © 1996. Kehret, Peg. <u>Small Steps: The Year I Got Polio</u>: © 1996.</p>
--	---	--	---

Seventh Grade Literature

Literature Power Benchmark: Students will be able to use a wide range of strategies to interpret, evaluate, and appreciate literary and informational texts.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>a. Apply knowledge of text structures such as chronological order, cause and effect, compare and contrast, literary elements, and fact and opinion to support comprehension of a variety of text formats.</p>	<ul style="list-style-type: none"> • Text structures • Chronological order • Cause/effect • Compare/contrast • Characters • Plot • Setting • Theme 	<ul style="list-style-type: none"> • Identify the beginning, middle, and end of a text to locate specific information. • State the theme and trace its development throughout the story. • Identify the main characters of a story, and describe their relationships to each other. • Identify the chronological order of events in text. 	<p>Applebee, Arthur, et al. <u>Literature and Language</u>. (Red Level) New York: McDougal Littell, 1994.</p> <p>Curtis, Christopher Paul. <u>Bud, Not Buddy</u>. Logan: Perfection Learning, 1999.</p>
<p>b. Apply knowledge of figurative language to support comprehension.</p>	<ul style="list-style-type: none"> • Text • Figurative language • Simile • Metaphor • Literal language • Personification 	<ul style="list-style-type: none"> • Interpret specific word choice in text. • Use the meaning of figurative language to move beyond literal understanding. 	<p>Sacher, Louis. <u>Holes</u>. Logan: Perfection Learning, 1998.</p>

	<ul style="list-style-type: none"> • Onomatopoeia • Hyperbole 		<p>Spinelli, Jerry. <u>Crash</u>. Logan: Perfection Learning, 1996.</p> <p>Strickland, et al. <u>HBJ Language</u>. (Brown Level) New York: Harcourt Brace Jovanovich, 1990.</p>
--	---	--	---

Eighth Grade Literature

Literature Power Benchmark: Students will be able to use a wide range of strategies to interpret, evaluate, and appreciate literary and informational texts.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Use text structures such as chronological order, cause and effect, compare and contrast, literary elements, and fact and opinion to support comprehension of a variety of text formats.	<ul style="list-style-type: none"> • Text structures • Prompt • Chronological order • Cause/effect • Compare/contrast • Fact/opinion • Plot • Theme • Character • Setting • Point of view • Conflict 	<ul style="list-style-type: none"> • Draw conclusions and make comparisons based upon specific prompt. • Use knowledge of literary structures to determine main idea(s). • Recognize sequence of events in a text. • Separate fact from opinion. • Identify and define literary elements. 	<p>Applebee, Arthur, et al. <u>Literature and Language</u>. (Green Level) New York: McDougal Littell, 1994.</p> <p>Strickland, et al. <u>HBJ Language</u>. (Orange Level) New York: Harcourt Brace Jovanovich, 1990.</p>
b. Identify the author's purpose by interpreting the mood or tone of the text.	<ul style="list-style-type: none"> • Purpose • Position • Point of view • Opinion • Fact • Mood • Tone 	<ul style="list-style-type: none"> • Recognize the difference between persuasive, informative, and comparative text. • Identify the position the author is taking. 	<p>Eighth Grade English Studies Resources.</p>

9th - 10th Grade Literature

Literature Power Benchmark: *Students will be able to use a wide range of strategies to interpret, evaluate, and appreciate literary and informational texts.*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Use text structure such as chronological order, cause and effect, compare and contrast, literary elements, and fact and opinion to aid comprehension of a variety of text formats and genre.	<ul style="list-style-type: none"> • text structures • chronological order • cause/effect • compare/contrast • literary elements • fact/opinion • genre 	<ul style="list-style-type: none"> • Use organizational features of text to increase understanding. • Use knowledge of literary elements to deepen comprehension. 	<p>Introduction to Literature:</p> <p>Applebee, et al. <u>The Language of Literature 9</u>. McDougal Littell, 2002.</p> <p>Benitez, Sandra. <u>A Place Where the Sea Remembers</u>.</p>
b. Know the characteristics and structure of a variety of literary forms and genres.	<ul style="list-style-type: none"> • genre • autobiography • biography • essay • fiction • informational • novel • parody • play • poetry • satire 	<ul style="list-style-type: none"> • Identify the characteristics and structure of literary and nonliterary forms and genres. • Evaluate effectiveness of text structure. 	<p>Cather, Willa. <u>My Antonia</u>.</p> <p>Cormier, Robert. <u>The Chocolate War</u>.</p> <p>Dickens, Charles. <u>Great Expectations</u>.</p> <p>Guy, Rosa. <u>The Friends</u>.</p> <p>Head, Bessie. <u>When Rain Clouds Gather</u>.</p> <p>Houston, Jeanne. <u>Farewell to Maanar</u>.</p> <p>Zindel, Paul. <u>Pigman</u>.</p>
c. Understand literary elements and devices in literary texts.	<ul style="list-style-type: none"> • characterization • setting • plot • tone • conflict • theme • metaphor • simile • satire • personification • symbol 	<ul style="list-style-type: none"> • Identify figurative language in literary works. • Use knowledge of figurative language to make interpretations of text. • Identify themes in literary works. • Make connections to other texts and real life. • Define characteristics of specific literary elements and devices. 	<p>Freshman Honors English:</p> <p>Applebee, et al. <u>The Language of Literature 9</u>. McDougal Littell, 2002.</p> <p>Great Books Foundation. <u>Series 9</u>.</p> <p>Anderson, Laurie. <u>Speak</u>.</p> <p>Cormier, Robert. <u>The Chocolate War</u>.</p> <p>Crutcher, Chris. <u>Staying Fat for Sarah Byrnes</u>.</p> <p>Crutcher, Chris. <u>Stotan!</u></p> <p>Dickens, Charles. <u>Great</u></p>

			<u>Expectations.</u> Golding, William. <u>Lord of the Flies.</u> Oates, Joyce Carol. <u>Big Mouth & Ugly Girl.</u> Orwell, George. <u>Animal Farm.</u> Salinger, J.D. <u>Catcher in the Rye.</u> Shelley, Mary. <u>Frankenstein.</u>
--	--	--	---

11th - 12th Grade Literature

Literature Power Benchmark: Students will be able to use a wide range of strategies to interpret, evaluate, and appreciate literary and informational texts.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Use text structure such as chronological order, cause and effect, compare and contrast, literary elements, and fact and opinion to aid comprehension of a variety of text formats and genre.	<ul style="list-style-type: none"> • text structure • cause/effect • chronological order • compare/contrast • fact/opinion • genre • literary elements • figurative language 	<ul style="list-style-type: none"> • Use facts and details found in text to demonstrate understanding. • Use knowledge of literary elements to deepen comprehension. 	American Readings: Applebee, Arthur, et al. <u>Literature and Language.</u> New York: McDougal Littell, 1991. Potter, Robert. <u>Globe Literature.</u> New York: Globe Fearon, 1990. American Literature: Applebee, Arthur. <u>The Language of Literature.</u> New York: McDougal Littell, 2000. Steinbeck, John. <u>Of Mice and Men.</u> New York: Econo-Clad, 1987. American Authors: Carlson, Robert M. <u>American Literature: A Chronological Approach.</u> New York: Glencoe, McGraw Hill, 1985. Twain, Mark. <u>Adventures of Huckleberry Finn.</u> New York: Econo-Clad, 1989.
b. Determine meaning in literature by identifying and analyzing commonly used literary devices and elements.	<ul style="list-style-type: none"> • allegory • alliteration • analogy • assonance • hyperbole • metaphor • onomatopoeia • personification • simile • symbol • theme 	<ul style="list-style-type: none"> • Identify figurative language in literary works. • Use knowledge of figurative language to interpret text. • Identify and trace the development of themes in literary works. • Make connections to other texts and real life. • Define characteristics of specific literary devices and elements. • Describe effectiveness of literary devices and elements. 	

	<ul style="list-style-type: none"> • characterization • conflict • setting • tone 		<p>Miller, Arthur. <u>Death of a Salesman</u>. New York: Econo-Clad, 1976.</p> <p>Fitzgerald, F. Scott. <u>The Great Gatsby</u>. New York: Econo-Clad, 1985.</p> <p>Hemingway, Ernest. <u>Old Man and the Sea</u>. New York: Econo-Clad, 1986.</p> <p>Hansberry, Lorraine. <u>Raisin in the Sun</u>. New York: Econo-Clad, 1984.</p> <p>Hawthorne, Nathaniel. <u>The Scarlet Letter</u>. New York: Permabound, 1987.</p> <p>U.S. Cultural Tapestry: <u>Multicultural Perspectives</u>. New York: McDougal Littell, 1983.</p> <p>Classical Literature Albert, Cohen, Kam et al. <u>World Literature</u>. New York: Holt, Rinehart, Winston, 1993.</p> <p>Contemporary Ideas: <u>USA Today</u> Lee, Harper. <u>To Kill a Mockingbird</u>. New York: Permabound, 1978.</p> <p>Schumacher, ed. <u>A Multicultural Reader, Collection Two</u>, Perfection Learning, 2002.</p> <p>AP English: Pickering, James. <u>Literature</u>, 5th Ed. New York: McMillan, 1986.</p> <p>Guided Lit. Projects: No text.</p> <p>In the Spirit of Poetry No text</p>
c. Know the characteristics and structure of a variety of literary genres.	<ul style="list-style-type: none"> • biography • essay • folklore • genre • mythology • nonfiction • novel • parable • parody • play • poetry • satire • science fiction • short story 	<ul style="list-style-type: none"> • Read a variety of literary and nonliterary genres. • Respond meaningfully and purposefully to text. • Describe effectiveness of literary genres. 	
d. Expert: Understand the specific literary style of author and the effectiveness of techniques used to convey author’s purpose and viewpoint.	<ul style="list-style-type: none"> • characterization • dialogue • flashback • local color • naturalistic • purpose • realistic • stream of consciousness • style • syntax • tone • viewpoint 	<ul style="list-style-type: none"> • Use structure and style to make inferences about effectiveness of literary elements. • Support inferences using textual evidence related to the structure and style of the literary work. • Identify and support what has influenced the author in a particular literary work. • Make connections to a literary work based on self, text, and world. 	

