

Eagle's Landing Christian Academy
Reading Literary Curriculum Standards (2015)

Grade 5	Grade 4	Grade 3
<p>Reading Literary</p> <p>The student</p> <p>1. quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Literary term of introductory focus is symbol. Instructional strategies may include the following: uses character bubble graphic organizer, discusses in small group, and uses a drawing conclusion visual tool. ELAGSE5RL1</p> <p>2. determines the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes the text. Instructional strategies may include the following: uses theme graphic organizer and decision making graphic organizer. ELAGSE5RL2</p> <p>3. compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text such as how characters interact. ELAGSE5RL3</p> <p>4. determines the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes. ELAGSE5RL4 Instructional strategies may include the following: graphic organizer, illustrations, and small group discussion.</p> <p>5. explains how a series of chapters, scenes, or</p>	<p>The student</p> <p>1. refers to details and examples in a text to explain and draw inferences from the text. Instructional strategies may include the following: uses character bubble graphic organizer, discusses in small group, and uses a drawing conclusion visual tool. ELAGSE4RL1</p> <p>2. determines a theme of a story, <u>drama, or poem</u> from details in the text; summarizes the text. Instructional strategies may include the following: uses theme graphic organizer and summary balloon graphic organizer. ELAGSE4RL2</p> <p>3. describes in depth a character, setting, or event in a story or drama drawing on specific details in the text such as a character's thoughts, words, or actions. Instructional strategies may include the following: Character bubble, setting flow chart, and summary balloon graphic organizers. ELAGSE4RL3</p> <p>4. determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters (Herculean) Instructional strategies may include the following: graphic organizer, illustrations, and small group discussion. ELAGSE4RL4</p> <p>5. explains major differences between poems,</p>	<p>The student</p> <p>1. asks and answers questions within reading group to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ELAGSE3RL1 Instructional strategies may include the use of character bubble graphic organizer and conclusion cloud.</p> <p>2. recounts stories, including <u>fables, folktales, and myths</u> from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text. Instructional strategies may include the following: uses theme graphic organizer such as main idea framework and theme bubble. ELAGSE3RL2</p> <p>3. describes characters in a story (their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events. Instructional strategies may include the following: Character bubble graphic organizer and point of view flow chart with relationship between character's actions and plot. ELAGSE3RL3</p> <p>4. determines the meaning of words and phrases both literal and non-literal (figurative) language as they are used in a text Instructional strategies may include the following: graphic organizer, illustrations, and small group discussion. ELAGSE3RL4</p> <p>5. refers to parts of texts (stories, dramas, and poems) when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes</p>

stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Instructional strategies may include the following: uses setting flow chart graphic organizer and uses plot line graphic organizer

ELAGSE5RL5

6. describes how a narrator's or speaker's **point of view influences** how **events** are described.

Instructional strategies may include the following: uses graphic organizers such as decision-making flow chart and character bubble graphic.

ELAGSE5RL6

7. analyzes how **visual and multimedia elements** contribute to the **meaning or tone** of a text such as a graphic novel, multimedia presentation of fiction, folktale, myth, or poem. (**Defines and understands tone as the attitude of the speaker or author.**)

ELAGSE5RL7

8. **compares and contrasts** stories' **characters, themes, and settings** in the **same genre** such as mysteries and adventure stories.

Instructional strategies may include following: uses Venn diagram to note text from a read aloud, individual reading, and previous reading.

ELAGSE5RL9

9. by the end of the year, demonstrates independence and proficiency in reading texts of **grade level complexity band with scaffolding** of complexity as needed.

Instructional strategies include reading multiple novels, completing STAR for diagnostic use, and participating in the Accelerated Reading program.

drama, and prose, and refers to the **structural elements of poems** such as verse, rhythm, meter and **elements of drama** such as casts of characters, settings, descriptions, dialogue, stage directions when addressing text.

ELAGSE4RL5

6. **compares and contrasts the point of view** from which different stories are narrated, including the difference between **first- and third-person narratives to include the limitations of each view.**

An instructional strategy may include the use of Venn diagram.

ELAGSE4RL6

7. makes **connections between the text of a story or drama and a visual or oral presentation of the text** identifying similarities and differences.

ELAGSE4RL7

8. **compares and contrasts** the treatment of similar **themes and topics** (e.g., opposition of good and evil) and **patterns** of events (e.g., the quest) in stories, myths, and traditional literature from **different cultures.**

Instructional strategy may include the use of a T chart.

ELAGSE4RL9

9. by the end of the year, demonstrates independence and proficiency in reading texts of **grade level complexity band with scaffolding** of complexity as needed.

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ELAGSE4RL10

how each successive part builds on earlier sections.

Instructional strategies may include the following: graphic organizers such as sequencing flow chart, summary balloon, and plot diagram.

ELAGSE3RL5

6. **distinguishes** his/her own **point of view** from that of the narrator or those of the characters.

Instructional strategies may include the following: Flow chart to establish characters' point of view and discussion in reading groups.

ELAGSE3RL6

7. explains how specific aspects of a text's **illustrations contribute to what is conveyed** by the words in a story (create **mood**, emphasize aspects of a **character or setting**).

ELAGSE3RL7

8. **compares and contrasts** the **themes, settings, and plots** of stories written **by the same author** about the same or similar characters such as in books from a series.

ELAGSE3RL9

9. by the end of the year, demonstrates independence and proficiency in reading texts of **grade level complexity band with scaffolding** of complexity as needed.

Instructional strategies include reading multiple novels, completing STAR for diagnostic use, and participating in the Accelerated Reading program.

ELAGSE3RL10

