

Reading Success, Effective Comprehension Strategies (Level A)
Alignment with Maryland Content Standards for English Language Arts,
Grade 4

Literature (2.0): Language Arts

Students interpret and analyze the meaning of literary works from diverse cultures and authors by applying different critical lenses and analytic techniques.

Maryland Content Standard	Reading Success Program (Level A)
<p>By the end of grade 5, students know and are able to read for literary experience, including the ability to do everything required at earlier grades and:</p> <p>2.5.1 Characteristics of Literary Genres</p> <p>2. distinguish the characteristics of fiction and nonfiction</p> <p>2.5.2 Comprehension, Interpretation, and Analysis of Text</p> <p>1. determine the theme whether it is implied or stated directly (MLO.R.1.1.3)</p> <p>2. identify the main incidents of a plot, their causes, how they influence action, and how they are resolved (MLO.R.1.2.1)</p> <p>3. analyze the influence of setting on the mood and meaning of the text (MLO.R.1.2.2)</p> <p>4. summarize the text (MLO.R.1.1.1) and identify the main story elements (MLO.R.1.1.2)</p> <p>5. evaluate text for elements of realism or fantasy (MLO.R.1.4.4)</p> <p>7. evaluate the author's choice of title (MLO.R.1.4.2)</p> <p>2.5.4 Evaluation of Literary Works</p> <p>2. analyze the text for literary elements (MLO.R.1.2.3) including the effect of sensory imagery and extended metaphors on the emotional reaction of the reader</p>	<p>Standard 1: Inference</p> <p>1.3 When presented with a reading passage, the student is able to write a short explanation of the setting—where the action takes place—using evidence from the passage; Lesson 8; reviewed in Lessons 8, 9, 12, 23, 24, 26, 27, 28, 31, 32, 33, 34, 36, 37, 38, 39, 44, 46, 48, 49, 52, 53, 54, 56, 58, 59, 62, 64, 67, 69, 71, 73, 74, 76, 77, 78, 79</p> <p>Standard 2: Main Idea</p> <p>2.12 When presented with a reading passage, the student is able to write a statement of the passage's main idea; Lessons 13, 16, 18</p> <p>2.15 When presented with a reading passage, the student is able to write a good summary statement for the passage; Lesson 31</p> <p>2.16 When presented with a reading passage, the student is able to discriminate between statements of the passage's title and statements that tell details from the passage; Lessons 54, 56, 61</p> <p>2.20 When presented with a reading passage, the student is able to write a good title for the passage; Lessons 58, 59, 69</p> <p>Reviewed in Lessons 23, 26, 27, 28, 32, 33, 36, 37, 38, 46, 47, 48, 51, 52, 53, 66, 68, 71, 72, 73, 74, 77, 79</p>

Literature (2.0): Language Arts

Students interpret and analyze the meaning of literary works from diverse cultures and authors by applying different critical lenses and analytic techniques. (continued)

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<p>By the end of grade 5, students know and are able to read for literary experience, including the ability to do everything required at earlier grades and:</p> <p>2.5.1 Characteristics of Literary Genres</p> <p>2. distinguish the characteristics of fiction and nonfiction</p> <p>2.5.2 Comprehension, Interpretation, and Analysis of Text</p> <p>1. determine the theme whether it is implied or stated directly (MLO.R.1.1.3)</p> <p>2. identify the main incidents of a plot, their causes, how they influence action, and how they are resolved (MLO.R.1.2.1)</p> <p>3. analyze the influence of setting on the mood and meaning of the text (MLO.R.1.2.2)</p> <p>4. summarize the text (MLO.R.1.1.1) and identify the main story elements (MLO.R.1.1.2)</p> <p>5. evaluate text for elements of realism or fantasy (MLO.R.1.4.4)</p> <p>7. evaluate the author's choice of title (MLO.R.1.4.2)</p> <p>2.5.4 Evaluation of Literary Works</p> <p>2. analyze the text for literary elements (MLO.R.1.2.3) including the effect of sensory imagery and extended metaphors on the emotional reaction of the reader</p>	<p>Standard 4: Literal Comprehension</p> <p>4.1 When presented with a reading passage, the student is able to answer literal questions about the passage; Lessons 16, 19; reviewed in Lessons 23, 31, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 44, 47, 49, 51, 53, 56, 57, 63, 67, 72, 76, 77, 78, 79</p> <p>Standard 9: Vocabulary ("Bonus Words")</p> <p>9.5 The student is able to define expository as "writing that informs or explains"; Lessons 21, 22, 23, 24, 38, 57, 63, 68</p> <p>9.8 The student is able to define fiction as "an imaginative (made up) story"; Lessons 36, 37, 38, 39, 43, 54, 72</p> <p>Standard 10: Figurative Language</p> <p>10.1 Presented with short verse, the student is able to identify and explain uses of figurative language; Lessons 57, 58, 59, 61, 62, 63, 64, 66, 67, 68, 69, 71, 72; reviewed in Lesson 79</p>

Reading (1.0): English Language Arts

Students examine, construct, and extend the meaning of a variety of self-selected and assigned text (traditional and electronic) by applying a wide range of reading strategies and analytic techniques.

Maryland Content Standard	Reading Success Program (Level A)
<p>By the end of grade 5, students know and are able to read for literary experience, including the ability to do everything required at earlier grades and:</p> <p>1.5.1 Concepts of Print and Structural Features of Text</p> <ol style="list-style-type: none">1. identify and use common organizational structures such as comparison and contrast, cause and effect, and chronological order to gain meaning from text (MLO.R.2.2.1) <p>1.5.5 Comprehension and Interpretation of Informational Text</p> <ol style="list-style-type: none">1. use prior knowledge and ideas presented in texts to make and confirm predictions (MLO.R.2.3.1, MLO.R.3.3.1)3. revise and clarify steps in a set of directions, instructions, or procedures (MLO.R.3.2.1)4. know and use different focusing, monitoring, and assessing reading strategies (e.g., skimming and scanning) to comprehend text5. evaluate the various functions of language used (to inform, to persuade) to comprehend text (MLO.R.2.4.2)6. summarize text in a manner that reflects the main ideas, significant details, and its underlying meaning (MLO.R.2.1.1)7. determine the author's purpose (MLO.R.2.1.2)9. summarize the steps in text (MLO.R.3.1.1)10. reorganize information from the text into a different form (charts, drawings, or graphic organizers (MLO.R. 3.2.2) <p>1.5.6 Evaluation of Informational Text</p> <ol style="list-style-type: none">3. distinguish among facts, supported inferences, and opinions in text (MLO.R.2.2.3)	<p>Standard 1: Inference</p> <p>1.6 When presented with a reading passage, the student is able to predict what is going to happen next in the passage from a list, and explain why they chose that answer; Lessons 24, 26, 27; reviewed in Lessons 24, 26, 27, 28, 31, 32, 33, 34, 36, 37, 38, 39, 44, 46, 48, 49, 52, 53, 54, 56, 58, 59, 62, 64, 67, 69, 71, 73, 74, 76, 77, 78, 79</p> <p>Standard 2: Main Idea</p> <p>2.12 When presented with a reading passage, the student is able to write a statement of the passage's main idea; Lessons 13, 16, 18</p> <p>2.14 When presented with a reading passage, the student is able to do the following: decide who or what is talked about the most; classify a list of details from the passage; and write a good summary statement for the passage; Lessons 29, 52</p> <p>Reviewed in Lessons 23, 26, 27, 28, 32, 33, 36, 37, 38, 46, 47, 48, 51, 52, 53, 66, 68, 71, 72, 73, 74, 77, 79</p> <p>Standard 3: Fact and Opinion</p> <p>3.1 When presented with a statement, the student is able to determine if the statement is a fact or an opinion and write a sentence explaining their answer; Lessons 13, 14, 21, 22; reviewed in Lessons 24, 26, 41, 42, 43, 48, 51, 64, 69, 73, 74</p>

Reading (1.0): English Language Arts

Students examine, construct, and extend the meaning of a variety of self-selected and assigned text (traditional and electronic) by applying a wide range of reading strategies and analytic techniques. (continued)

Maryland Content Standard	Reading Success Program (Level A)
<p>By the end of grade 5, students know and are able to read for literary experience, including the ability to do everything required at earlier grades and:</p> <p>1.5.1 Concepts of Print and Structural Features of Text</p> <ol style="list-style-type: none">1. identify and use common organizational structures such as comparison and contrast, cause and effect, and chronological order to gain meaning from text (MLO.R.2.2.1) <p>1.5.5 Comprehension and Interpretation of Informational Text</p> <ol style="list-style-type: none">1. use prior knowledge and ideas presented in texts to make and confirm predictions (MLO.R.2.3.1, MLO.R.3.3.1)3. revise and clarify steps in a set of directions, instructions, or procedures (MLO.R.3.2.1)4. know and use different focusing, monitoring, and assessing reading strategies (e.g., skimming and scanning) to comprehend text5. evaluate the various functions of language used (to inform, to persuade) to comprehend text (MLO.R.2.4.2)6. summarize text in a manner that reflects the main ideas, significant details, and its underlying meaning (MLO.R.2.1.1)7. determine the author's purpose (MLO.R.2.1.2)9. summarize the steps in text (MLO.R.3.1.1)10. reorganize information from the text into a different form (charts, drawings, or graphic organizers (MLO.R. 3.2.2) <p>1.5.6 Evaluation of Informational Text</p> <ol style="list-style-type: none">3. distinguish among facts, supported inferences, and opinions in text (MLO.R.2.2.3)	<p>Standard 4: Literal Comprehension</p> <p>4.1 When presented with a reading passage, the student is able to answer literal questions about the passage; Lessons 16, 19</p> <p>4.2 When presented with a poster, the student is able to answer literal questions about the poster; Lesson 17 Reviewed in Lessons 23, 31, 32, 33, 34, 36, 37, 38, 39, 41, 42, 43, 44, 47, 49, 51, 53, 56, 57, 63, 67, 72, 76, 77, 78, 79</p> <p>Standard 5: Author's Purpose</p> <p>5.2 When presented with a reading passage, the student is able to use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade; Lessons 58, 59, 61, 62; reviewed in Lessons 76, 78</p> <p>Standard 7: Rewriting Passages</p> <p>7.2 When presented with a reading passage, the student is able to rewrite the passage in his or her own words; Lessons 47, 74; reviewed in Lessons 61, 63, 66, 68, 71, 72</p>

Reading Success Level B Alignment with Maryland Reading/English Language Arts Standards for Grade 5

Maryland Reading/English Language Arts Standards	Reading Success
<p>1.0 General Reading Process</p> <p>D. Vocabulary</p> <p>3. Understand, acquire, and use new vocabulary</p> <p style="padding-left: 20px;">a. Use context to determine the meanings of words</p>	<p>Standard 10: Vocabulary (Word Meaning)</p> <p>10.1 Given a model sentence with a word or phrase missing, students are able to use context clues in order to list words or phrases that would make sense in the sentence.</p> <p>10.2 Given a model sentence using an unfamiliar word, students are able to use context clues to choose the meaning of the word from a list of possible answers.</p> <p>10.3 When presented with an underlined word in a sentence, students are able to select an alternate sentence that uses the underlined word in the same way as the first sentence.</p>
<p>1.0 General Reading Process</p> <p>E. General Reading Comprehension</p> <p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <p style="padding-left: 20px;">a. Identify and explain the main idea</p> <p style="padding-left: 20px;">b. Identify and explain what is directly stated in the text</p> <p style="padding-left: 20px;">c. Identify and explain what is not directly stated in the text by drawing inferences.</p> <p style="padding-left: 20px;">d. Draw conclusions or make generalizations about the text.</p> <p style="padding-left: 20px;">e. Confirm, refute, or make predictions and form new ideas</p> <p style="padding-left: 20px;">f. Paraphrase the main idea of the text</p>	<p>Standard 2: Inference</p> <p>2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p> <p>2.2 When presented with a reading passage, students are able to write a short explanation of the feelings of the characters using evidence from the passage.</p> <p>2.6 When presented with a reading passage, students are able to infer one or more character traits of characters in the passage, and to provide details that support their inferences.</p> <p>2.7 When presented with a reading passage, students are able to recognize the setting of the passage and provide supporting details from the passage.</p>

Standard 3: Main Idea

- 3.1** When presented with a reading passage, students are able to decide who or what is talked about the most, to classify details from the passage, and to write a main idea statement for the passage.
- 3.3** When presented with a reading passage, students are able to differentiate between statements of the passage's main idea and statements that tell details from the passage.
- 3.5** When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage, statements that are too general to be the main idea, and the main idea of the passage.
- 3.6** When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and a statement that tells what the passage is mostly about.
- 3.7** When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and a summary statement of the passage.
- 3.8** When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and the statement that would make a good title for the passage.
- 3.9** When presented with a list of statements about a reading

	<p>passage, students can differentiate between statements that tell details from the passage and the statement that mostly describes the passage.</p> <p>3.10 When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and the statement that tells the main theme of the passage.</p> <p>3.11 When presented with a list of statements about a reading passage, students can differentiate between statements that tell details from the passage and the statements that would be the best title for the passage.</p> <p>3.12 Students learn that statements about what a passage is mostly about, summary statements, statements that would make a good title, statements that mostly describe, and statements that tell the main theme, are all different ways of identifying the main idea of a passage.</p> <p>Standard 5: Literal Comprehension</p> <p>5.1 When presented with a reading passage, students are able to use prior knowledge and evidence from the passage to answer questions about the passage.</p>
<p>2.0 Comprehension of Informational Text</p> <p>4. Determine and analyze important ideas and messages in informational text.</p> <ul style="list-style-type: none"> a. Identify and explain the author's/text's purpose and intended audience. c. State and support main idea and messages. h. Distinguish between a fact and an opinion 	<p>Standard 3: Main Idea</p> <p>3.1 When presented with a reading passage, students are able to decide who or what is talked about the most, to classify details from the passage, and to write a main idea statement for the passage.</p> <p>3.12 Students learn that statements about what a passage is mostly</p>

	<p>about, summary statements, statements that would make a good title, statements that mostly describe, and statements that tell the main theme, are all different ways of identifying the main idea of a passage.</p> <p>Standard 4: Fact and Opinion</p> <p>4.1 When presented with a statement, students are able to determine whether the statement is a fact or opinion, and to write a sentence explaining their decision.</p> <p>Standard 6: Author's Purpose</p> <p>6.1 When presented with a reading passage, students are able to use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade.</p> <p>6.2 When presented with a passage, students are able to select a statement of the author's specific purpose from a list.</p> <p>6.3 When presented with a passage, students are able to differentiate between a statement of author's general purpose, and a statement of an author's specific purpose.</p> <p>6.4 Students are able to recognize that a statement of an author's specific main idea is about the same as a statement of the main idea of a passage.</p> <p>6.5 When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.</p>
<p>3.0 Comprehension of Literary Texts</p> <p>5. Identify and explain the author's use of language.</p> <p>c. Identify and describe the setting and explain how</p>	<p>Standard 2: Inference</p> <p>2.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p>

- the setting affects the characters and the mood.
- d. Analyze the characterization
 - f. Identify and explain how the actions of the character(s) affect the plot.

2.2 When presented with a reading passage, students are able to write a short explanation of the feelings of the characters using evidence from the passage.

2.6 When presented with a reading passage, students are able to infer one or more character traits of characters in the passage, and to provide details that support their inferences.

2.7 When presented with a reading passage, students are able to recognize the setting of the passage and provide supporting details from the passage.

Standard 11: Vocabulary (Bonus Words)

11.5 Students learn the meaning, spelling, and origin of the word metaphor. Students are also able to recognize and describe metaphor in poems and passages.

11.6 Students learn the meaning, spelling, and origin of the word alliteration. Students are also able to recognize and describe alliteration in poems and passages.

11.7 Students learn the meaning, spelling, and origin of the word idiom. Students are also able to recognize and describe idiom in poems and passages.

11.10 Students learn the meaning, spelling, and origin of the word personification. Students are also able to recognize and describe personification in poems and passages.

11.11 Students learn the meaning, spelling, and origin of the word

	<p>onomatopoeia. Students are also able to recognize and describe onomatopoeia in poems and passages.</p> <p>11.13 Students learn the meaning, spelling, and origin of the word alliteration. Students are also able to recognize and describe alliteration in poems and passages.</p> <p>11.15 Students learn the meaning, spelling, and origin of the word symbol. Students are also able to recognize and describe symbols in poems and passages.</p> <p>11.16 Students learn the meaning, spelling, and origin of the word concrete.</p>
<p>3.0 Comprehension of Literary Texts</p> <p>4. Analyze elements of poetry to facilitate understanding and interpretation.</p> <ul style="list-style-type: none"> b. Identify and explain the meaning of words, lines, and stanzas. c. Identify and explain the sound elements of poetry. d. Identify and explain figurative language that contributes to meaning. 	<p>Standard 7: Poetry</p> <p>7.1 Presented with short verse, students are able to identify and explain the use of figurative language.</p> <p>7.2 Presented with short verse, students are able to identify and explain the use of metaphor.</p> <p>7.3 Presented with short verse, students are able to identify and explain the use of alliteration.</p> <p>7.4 Presented with short verse, students are able to identify and explain the use of idiom.</p> <p>7.5 Presented with short verse, students are able to identify the rhyming pattern of the verse.</p> <p>7.6 Presented with a poem, students are able to identify the stanzas of the poem.</p>

	<p>7.7 Presented with a poem, students are able to recognize and discuss symbolism within the poem.</p> <p>7.8 Presented with a poem, students are able to write a paragraph on what the poem is about.</p> <p>7.9 Presented with a poem, students are able to write a summary of the poem.</p> <p>Standard 11: Vocabulary (Bonus Words)</p> <p>11.12 Students learn the meaning, spelling, and origin of the phrase blank verse. Students are also able to recognize and describe blank verse.</p>
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Reading Success Level C Alignment with Maryland Reading/English Language Arts Standards for Grade 6

Maryland Reading/English Language Arts Standards	Reading Success
<p>1.0 General Reading Process</p> <p>D. Vocabulary</p> <p>3. Understand, acquire, and use new vocabulary</p> <p>a. Use context to determine the meanings of words</p>	<p>Standard 9: Vocabulary (Word Meaning)</p> <p>9.1 Given a model sentence using an unfamiliar word, students are able to use context clues to choose the meaning of the word from a list of possible answers.</p> <p>9.2 When presented with an underlined word in a sentence, students are able to select an alternate sentence that uses the underlined word in the same way as the first sentence.</p>
<p>1.0 General Reading Process</p> <p>E. General Reading Comprehension</p> <p>4. Use strategies to demonstrate understanding of the text (after reading)</p> <p>a. Identify and explain the main idea</p> <p>b. Identify and explain what is directly stated in the text</p> <p>c. Identify and explain what is not directly stated in the text by drawing inferences.</p> <p>d. Draw conclusions or make generalizations about the text.</p> <p>e. Confirm, refute, or make predictions and form new ideas</p> <p>f. Paraphrase the main idea of the text</p> <p>g. Summarize the text</p> <p>h. Connect the text to prior knowledge or personal experience</p>	<p>Standard 2: Literal Questions</p> <p>2.1 When presented with a reading selection, students are able to use prior knowledge and evidence from the selection to answer questions about the passage, poster, sign, graph, or chart.</p> <p>Standard 3: Inference</p> <p>3.3 When presented with a reading passage, students are able to answer inference questions about the passages and give an explanation of their answer.</p> <p>Standard 5: Main Idea</p> <p>5.1 When presented with a reading passage, students are able to decide who or what is talked about the most, to classify details from the passage, and to write a main idea statement for the passage.</p> <p>5.12 Students learn that statements about what a passage is mostly about, summary statements, statements that would make a good title, statements that mostly describe, and statements</p>

that tell the main theme, are all different ways of identifying the main idea of a passage.

Standard 6: Fact and Opinion

6.1 When presented with a statement, students are able to determine whether the statement is a fact or opinion, and to write a sentence explaining their decision.

Standard 8: Author's Purpose

8.1 When presented with a reading passage, students are able to use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade.

Standard 10: Summarize Passage

10.1 Using a summary statement list, students are able to write a summary of a reading passage in their own words.

10.2 Presented with a reading passage, students can write a summary statement list and use the list to write a short summary of the passage.

Standard 12: Paraphrase Passage

12.1 When presented with a stanza from a poem, students can rewrite the stanza in their own words.

12.2 Given the paragraph structure of a reading passage, students are able to paraphrase the passage.

12.3 When presented with a reading passage, students are able to provide a paragraph structure for the passage and to use the structure to paraphrase the paragraph.

<p>2.0 Comprehension of Informational Text</p> <p>2. Identify and use text features to facilitate understanding of informational texts</p> <p>b. Use graphic aids</p>	<p>Standard 7: Text Organization</p> <p>7.1 Students are able to use graphic organizers to better understand reading passages.</p> <p>7.2 Students are able to use graphic organizers to better understand the sequence of events in a reading passage.</p> <p>7.3 When presented with an incomplete graphic organizer that corresponds to a reading passage, students are able to use information from the passage to complete the graphic organizer.</p>
<p>2.0 Comprehension of Informational Text</p> <p>4. Determine and analyze important ideas and messages in informational text.</p> <p>a. Identify and explain the author's/text's purpose and intended audience.</p> <p>c. State and support main idea and messages.</p> <p>d. Summarize the text or a portion of text</p> <p>e. Identify and explain information not related to the main idea</p> <p>h. Distinguish between a fact and an opinion</p> <p>j. Connect the text to prior knowledge or experience</p>	<p>Standard 2: Literal Questions</p> <p>2.2 When presented with a reading selection, students are able to use prior knowledge and evidence from the selection to answer questions about the passage, poster, sign, graph, or chart.</p> <p>Standard 3: Inference</p> <p>3.3 When presented with a reading passage, students are able to answer inference questions about the passages and give an explanation of their answer.</p> <p>Standard 5: Main Idea</p> <p>5.1 When presented with a reading passage, students are able to decide who or what is talked about the most, to classify details from the passage, and to write a main idea statement for the passage.</p> <p>5.12 Students learn that statements about what a passage is mostly about, summary statements, statements that would make a good title, statements that mostly describe, and statements</p>

	<p>that tell the main theme, are all different ways of identifying the main idea of a passage.</p> <p>Standard 6: Fact and Opinion</p> <p>6.1 When presented with a statement, students are able to determine whether the statement is a fact or opinion, and to write a sentence explaining their decision.</p> <p>6.2 Given a list of details from a reading passage, students are able to determine which details are facts and which are opinions.</p> <p>Standard 8: Author's Purpose</p> <p>8.1 When presented with a reading passage, students are able to use a set of criteria to determine if the author's purpose is to inform, entertain, or persuade.</p> <p>8.2 When presented with a passage, students are able to select a statement of the author's specific purpose from a list.</p> <p>8.3 When presented with a passage, students are able to recognize the author's purpose for different parts of the passage.</p> <p>Standard 10: Summarize Passage</p> <p>10.1 Using a summary statement list, students are able to write a summary of a reading passage in their own words.</p> <p>10.2 Presented with a reading passage, students can write a summary statement list and use the list to write a short summary of the passage.</p>
3.0 Comprehension of Literary Texts	Standard 3: Inference

<p>5. Identify and explain the author's use of language.</p> <ul style="list-style-type: none"> c. Identify and describe the setting and explain how the setting affects the characters and the mood. d. Analyze the characterization 	<p>3.1 When presented with a reading passage, students are able to infer the feelings of characters in the passage.</p> <p>3.2 When presented with a reading passage, students are able to infer the setting of a passage, and to write a short explanation of the information they used to make the prediction.</p> <p>3.3 When presented with a reading passage, students are able to answer inference questions about the passages and give an explanation of their answer.</p> <p>3.4 When presented with a reading passage, students are able to infer one or more character traits of characters in the passage, and to provide details that support their inferences.</p> <p>3.5 When presented with a reading passage, students are able to make predictions about events or characters in the passage.</p>
<p>3.0 Comprehension of Literary Texts</p> <p>4. Analyze elements of poetry to facilitate understanding and interpretation.</p> <ul style="list-style-type: none"> b. Identify and explain the meaning of words, lines, and stanzas. c. Identify and explain how sound elements of poetry contribute to meaning d. Identify and explain figurative language that contributes to meaning. 	<p>Standard 11: Poetry</p> <p>11.1 Students are able to recognize the stanzas of the poem.</p> <p>11.2 Presented with a poem, students are able to answer questions about the mood of the poem and the setting of the poem.</p> <p>11.3 Students are able to recognize the rhyming pattern of a poem.</p> <p>11.4 Presented with poetry, students are able to identify and explain the use of figurative language.</p> <p>11.5 When presented with a poem, students are able to have a discussion about the meaning of the poem.</p>

	<p>11.6 Presented with a poem, students are able to recognize and discuss symbolism within the poem.</p> <p>11.7 Presented with a poem, students are able to identify and explain the use of idiom.</p> <p>11.8 Presented with a poem, students can analyze the metrical feet, internal rhyme, and number of lines per stanza of the poem.</p> <p>11.9 Presented with a poem, students are able to identify and explain the use of metaphor.</p>
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