

Oklahoma Priority Academic Student Skills

Correlated to

Literature & Thought Anthologies Perfection Learning Corporation

Grades 6–8

Priority Academic Student Skills	<i>Literature & Thought</i> Anthologies
I. READING PROCESS Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.	x
A. Vocabulary: Knowledge of words and word meanings.	x
B. Comprehension: Ability to interact with the words and concepts on the page to understand what the writer has said.	
1. Read and comprehend both fiction and nonfiction that is appropriately designed for grade level reading.	x
2. Determine the purpose for reading a specific text (e.g., for entertainment, to gain information, to communicate with another person, or to support an opinion).	x
3. Preview material and use prior knowledge to make a connection between text and personal experiences.	x
4. Skim text for an overall impression and scan text for particular information.	x
5. Make, confirm, and revise prediction as needed when reading.	x
6. Monitor comprehension and use correction strategies when the meaning is not clear (e.g., read on, reread, ask questions, try alternate pronunciations, use resources).	
7. Recognize words that signal transitions to determine sequence and contribute to the meaning of the text (e.g., as a result, first of all, further more, finally).	
8. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.	
C. Fluency: Ability to identify words rapidly so that attention is directed at the meaning of the text.	

II. RESPONDING TO TEXT Students read, construct meaning, and respond to a wide range of literary forms.	x
A. Use story structures and literary elements, such as goal, plot, setting, theme , characterization, conflict, and resolution to analyze literature.	x
B. Analyze a character's traits through: 1. The character's own thoughts, words, speech patterns, and actions 2. The narrator's description of the character 3. Other character's thoughts, words, and actions	x
C. Compare and contrast archetypal characters in literary text (e.g., heroes/heroines, villains).	x
D. Contrast points of view (first and third person) in narrative text and explain how they affect the overall theme of the work.	x
E. Interpret and analyze relationships in text (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	x
F. Identify and analyze the characteristics of various literary forms (e.g., informational text, narrative and lyric poetry, short stories, novels, dramas, epics, folk tales, essays, myths).	
G. Explain how different cultures are represented in fables, legends, myths, and nonfiction articles.	
H. Determine the theme and main idea/key concept (stated or implied) of a reading passage.	x
I. Recognize importance and relevance of details.	x
J. Identify and analyze common themes across text (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness) when interpreting fiction and poetry).	x
K. Interpret meaning from the author's use of figurative language and other literary devices within text (e.g., metaphor, simile, alliteration, onomatopoeia, personification, symbolism, dialect, idiom).	x
L. Interpret elements of poetry such as word choice, figurative language, sentence structure, line length, stanza, punctuation, rhythm, repetition, and rhyme.	x

M. Make inferences, predictions, generalizations, and draw conclusions supported by evidence presented in text and prior knowledge .	x
N. Evaluate, react, and respond creatively to literature (e.g., discussions, art, drama, correspondence, family histories, Reader's Theater , and multimedia projects).	x
O. Determine the author's purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated.	x
P. Distinguish between stated fact, reasoned judgment, and opinion in text.	x
Q. Use prior knowledge when questioning propaganda , bias, and stereotyping within reading material (e.g., band wagon, card stacking, transfer).	x
R. Judge the accuracy of the text (e.g., author's qualifications, author's sources, date of publication).	
S. Make connections between information in text and historical/current events.	x
III. INFORMATION AND RESEARCH Students read widely to acquire knowledge, conduct research, and organize information.	
IV. EFFECTIVE READING HABITS; Students demonstrate the behaviors, habits, and attitudes of an effective reader.	x
V. WRITING	
A. Use a writing process to develop and refine composition skills.	
1. Participate in prewriting activities such as brainstorming, free writing, note taking, outlining, and clustering or other graphic organizers.	x
2. Select a focus and an organizational structure based upon purpose, audience, length, and required format and compose a variety of compositions by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger text.	x
3. Revise selected drafts for coherence, progression, logical support of ideas, and word choice by adding, elaborating, deleting, combining and/or rearranging text.	x
4. Edit drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.	x
5. Refine selected pieces frequently to "publish" for general and specific audiences.	x

<p>B. Communicate through a variety of written forms and for various audiences and purposes (to inform, to persuade, to request, to argue, to entertain, to instruct, to describe).</p> <p>1. Narrative, descriptive, expository, and persuasive paragraphs and longer compositions that establish and support a central idea with a topic sentence; supporting paragraphs with facts, details, explanations or examples; and a concluding paragraph that summarizes the points.</p> <p>2. Creative stories, plays, and poems using figurative language such as alliterations, personification, simile, and metaphor.</p> <p>3. Friendly and business letters, “thank you” notes, and invitations.</p> <p>4. Editorials, reviews, and instructions.</p> <p>5. Journals.</p> <p>6. Reports.</p>	<p style="text-align: right;">x</p> <p style="text-align: right;">x</p>
<p>C. Use techniques of writing to learn. For example, students are expected to take notes, outline, interview, and/or create learning logs.</p>	
<p>D. Select and use reference materials and resources as needed for writing, revising, and editing final drafts.</p>	<p style="text-align: right;">x</p>
<p>VI. GRAMMAR/USAGE AND MECHANICS</p>	
<p>VII. LISTENING/ SPEAKING</p>	
<p>VIII. VISUAL LITERACY</p>	
<p>IX. LITERATURE</p>	
<p>A. Demonstrate a knowledge of and an appreciation for various forms (genres) of literature, such as short story, novel, drama, narrative and lyric poetry, essay, biography, and informational texts.</p>	<p style="text-align: right;">x</p>
<p>B. Demonstrate a knowledge of literary elements and how they affect the development of a literary work. For example, students are expected to recognize and discuss plot, character, setting, conflict, point of view, theme, and symbolism.</p>	<p style="text-align: right;">x</p>
<p>C. Comprehend and use figurative language and sound devices in speaking and writing. For example, students are expected to recognize and use metaphor, simile, personification, alliteration, onomatopoeia, and rhythm and rhyme.</p>	<p style="text-align: right;">x</p>

D. Identify and discuss ways literary characters and conflicts relate to their own lives. For example, students are expected to recognize similar circumstances, events, or feelings.	x
E. Demonstrate awareness of literature (fables, legends, myths, nonfiction articles) from other cultures.	
F. Read and respond to historically significant works of literature. For example, students are expected to find ways to clarify the ideas and make connections between literary works.	x
G. Expand strategies to comprehend oral and written materials. For example, students are expected to use reading strategies, participate in class discussion, take notes, and/or outline information.	x
H. Expand vocabulary through word study, literature, and class discussion. For example, students are expected to learn word origins, roots, and affixes and to understand meaning in context and distinguished levels of usage.	
I. Interpret text ideas through such varied means as journal writing, discussion, enactment, and media.	x
J. Draw inferences such as conclusions or generalizations and support them with text evidence and personal experience.	x