

Playbook® Applicability to

OKLAHOMA

State Standards in Language Arts

Kindergarten

Reading a Playbook® in the classroom meets the following Oklahoma standards in English Language Arts and Reading:

CREATIVE SKILLS

I. The student will be encouraged to participate in activities that foster individual creativity.

- A. Express thoughts and ideas about work and play.
- B. Develop and verbalize solutions to simple problems.

LANGUAGE ARTS**Print Awareness**

I. The student will understand the characteristics of written language.

- A. Demonstrate correct book orientation by holding book correctly (right side up) and indicating where to begin reading (e.g., front to back, top to bottom, left to right).
- B. Show basic parts of a book (e.g., cover, title page, front, back).
- C. Demonstrate left-to-right and top-to-bottom eye movement when engaged in appropriate activities (e.g., looking at pictures in sequence, following print on a page).
- D. Distinguish between a letter and a word.
- E. Recognize print is written language.
- F. Identify and read his/her first and last name in print.
- G. Begin to recognize, name and match words in print.

Phonemic Awareness

II. The student will demonstrate the ability to detect and change sounds in spoken language.

- A. Recognize and reproduce simple rhyming pairs (e.g., bat/cat).
- B. Distinguish onsets (e.g., /b/ in bat) and rimes (e.g., at in bat) auditorily.
- C. Distinguish beginning sounds in spoken words (e.g., /b/ in bat, /k/ in cat).
- D. Distinguish ending sounds in spoken words (e.g., /t/ in bat, /g/ in bag).
- E. Blend phonemes (e.g., /b/ /a/ /t/ = bat).
- F. Segment phonemes (e.g., bat = /b/ /a/ /t/).
- G. Delete phonemes (e.g., bat - /b/ = at, cat - /k/ = at).

PHONICS

III. The student will demonstrate the ability to apply sound-symbol relationships.

- A. Identify the alphabet by name (upper and lower case).
- B. Distinguish upper and lower case letters.
- C. Identify letters in first and last name.
- D. Know sounds of the alphabet.
- E. Distinguish beginning and ending consonant sounds.

COMPREHENSION***IV. The student will associate meaning and understanding with reading.***

- A. Connect prior knowledge to text.
- B. Retell, reenact or dramatize a story read to the student or by the student.
- C. Place events in sequential order by telling first, middle, and last.
- D. Make predictions and confirm after reading or listening to text.
- E. Tell what is happening in a picture.
- F. Distinguish between reality and fantasy.
- G. Summarize main points and events of a simple story.
- H. Recognize cause/effect relationships.

LISTENING AND SPEAKING***VII. The student will participate in activities which encourage language development and strengthen auditory and verbal skills.***

- A. Hear and repeat sounds in a sequence (e.g., hand rhythms, vocal sounds, numbers in a sequence, letters in a sequence, five sounds in a sequence).
- B. Hear and repeat a simple eight-to-ten word sentence.
- C. Listen with interest to stories read aloud (e.g., group time, stories on tape, individual choice).
- D. Speak using complete sentences that include a subject, verb, simple phrases, and some adjectives (e.g., I rode a big bus to school).
- E. Participate actively in conversations with others.

Grade One**I. READING PROCESS:**

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

A. Print Awareness: Learners' understanding of the characteristics of written language.

The student will orally:

- 1. Read from left to right, top to bottom.
- 2. Match spoken word to print.
- 3. Recognize letters, words, and sentences.

B. Phonemic Awareness: Ability to detect and change sounds in spoken languages
(precedes phonics instruction).

The student will:

- 1. Create and state rhyming words (e.g., bat/cat).
- 2. Identify onsets and rimes (e.g., at in bat).
- 3. Count phonemes (e.g., bat, /b/ /a/ /t/ = 3 sound units).
- 4. Add or delete a phoneme to change a word (e.g., /b/ + at = bat, cat - /k/ = at).
- 5. Blend (e.g., /b/ /a/ /t/ = bat) or segment (e.g., bat = /b/ /a/ /t/) phonemes of one-syllable words.
- 6. Change (orally) beginning, middle, and final sounds in a one-syllable word (e.g., say "bat" and instead of /b/ say /k/; say "bat" and instead of /a/ say /i/; say "bat" and instead of /t/ say /d/).

C. Phonics: Ability to apply sound-symbol relationships

Word Recognition: Process of determining pronunciation and some degree of meaning.

The student will:

1. Recognize, name, and match sounds of alphabet letters.
2. Apply phonics knowledge to decode one-syllable words.
 - a. Use single consonant sounds in beginning, medial, and final positions.
 - b. Use short and long vowel patterns (e.g., CVC, a = mad; VC final e, a = made).
 - c. Begin to use r-controlled vowel patterns (e.g., er = "r" fern, ir = "r" in
 - d. Begin to use blends (e.g., fl, tr, sl, sm, sn, bl, gr, str), digraphs (e.g., sh, th, wh, th), and diphthongs (oi, oy, ou, ow) in beginning, middle, and final positions.
3. Use onset and rime to read common word families (e.g., c - at, h - am, h - op, l - ot, s - it, n - ip).
4. Apply knowledge of structural analysis to decode words.
 - a. Build and understand words using inflectional endings (-s/-es, -ing, -ed).
 - b. Build and understand compound words (e.g., cup + cake = cupcake, cow + boy = cowboy).
 - c. Begin to decode two-syllable words using phonics and syllable knowledge
5. Recognize 100-200 high-frequency/irregularly spelled words in text (e.g., have, to, was, where, said).

D. Vocabulary: *Knowledge of words and word meanings.*

The student will:

1. Increase personal vocabulary by reading a variety of texts.
2. Use new vocabulary and language in own speech and writing.

E. Comprehension: *Ability to interact with words and concepts in the text to understand what the writer has said.*

The student will:

1. Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of Grade 1.
2. Begin to use prereading strategies.
 - a. Preview (e.g., use pictures)
 - b. Activate prior knowledge
 - c. Predict (e.g., use pictures, prior knowledge)
 - d. Establish the purpose for reading
3. Use meaning clues such as pictures, picture captions, and context to make predictions about content (e.g., Semantics - Does it make sense? *The big white horse galloped down the road.* The sentence gives clues to the unfamiliar word meaning).
4. Use knowledge of sentence structure and word order in reading. (e.g., Syntax -Does it sound right? *The big white horse down the road.* The blank must be a verb).
5. Use visual information such as initial consonants, blends, vowel patterns, and inflectional endings to decode unknown words. (e.g., Graphophonic - Does it look right? *The big white horse g down the road.* The sound-symbol relationship gives a clue to the unfamiliar word).
6. Notice difficulties in understanding text and reread to clarify.
7. Create mental images from picture and print.

F. Fluency: *Ability to identify words rapidly so that attention is directed at the meaning of the text.*

The student will:

1. Independently read aloud level 1 books that have been previewed by the teacher, using intonation, pauses, and emphasis that signal the structure of the sentence and meaning of the text.
2. Use punctuation cues (e.g., commas, periods, question marks) as a guide in getting meaning.

II. RESPONDING TO TEXT:**Students read, construct meaning, and respond to a wide variety of literary forms.**

- A. Retell stories and events using beginning, middle, and end (e.g., oral, art, drama, writing).*
- B. Identify main characters, setting, problems, main events and solutions in stories.*
- C. Identify stated main idea, details, or sequence of events in simple fiction and nonfiction.*
- D. Identify simple cause and effect relationships.*
- E. Make simple inferences and draw conclusions about possible outcomes.*
- F. Discriminate between realism and fantasy.*
- G. Answer and discuss how, why, and what-if questions about what is read.*
- H. Connect information and events in text to life experiences.*
- I. Describe new information gained from text in own words.*
- J. Recognize cultural diversity in multicultural tales.*

III. INFORMATION AND RESEARCH:**Students read widely to acquire knowledge**

- A. Alphabetize words to the first letter.*
- C. Use a picture dictionary to gain information.*
- D. Recognize author, illustrator, and title page as identifying items of information about a book.*
- E. Use and interpret charts, maps, graphs, and calendars.*

IV. EFFECTIVE READING HABITS:**Students demonstrate the behaviors, habits, and attitudes of an effective reader.**

- B. Share and discuss books daily, in pairs, in small groups, and in large groups.*
- C. Respond to daily oral reading led by teacher through discussion, art, drama, or writing.*
- D. Participate in shared book experiences (e.g., stories, poems, and songs).*
- E. Recommend and discuss favorite authors and reading selections (e.g., fiction and nonfiction).*
- F. Demonstrate familiarity with a variety of text (e.g., storybooks, poems, newspapers, telephone books, and everyday print such as signs, notices, and labels).*
- G. Read for the purpose of communication (e.g., journals, letters, messages).*

V. WRITING

- C. Organize ideas into a chronological sequence such as 1st, 2nd, 3rd; sequence of events; or beginning, middle and end.*

VI. GRAMMAR/USAGE AND MECHANICS

- A. Write and speak using standard English conventions appropriate to the grade level.**

The student will:

- 1. Grammar/Usage.
 - a. Nouns (naming words)
 - b. Singular and plural nouns
 - c. Singular possessive pronouns (my/mine, his/hers, your/yours)
 - d. Verbs (acting words)
 - e. Present and past tense verbs

f. Contractions (isn't, aren't, can't, won't)

g. Double negatives

h. Adjectives (describing words)

B. Recognize that spoken language can represent written language by specific sequence of letters.

VII. LISTENING/SPEAKING

A. Listen courteously and attentively and respond appropriately to a variety of oral language experiences.

The student will:

1. Listen to stories read aloud.

3. Retell a story or idea.

6. Ask questions for clarification and understanding.

7. Use descriptive words when speaking about people, places, things, and events.

8. Participate in class discussions.

B. Speak articulately and audibly using appropriate language, enunciation, volume, and correct usage.

E. Show consideration for others.

VIII. VISUAL LITERACY/LITERARY RESPONSE

A. Respond to visual messages by distinguishing between realistic and nonrealistic in stories, films, and television programs.

B. Listen to, view, or read literature which tells of characters in American and other cultures.

D. Respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation.

E. Describe how illustrations contribute to text.

F. Connect ideas and themes across texts.

Grade Two

I. READING PROCESS:

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

A. Phonics: Ability to apply sound-symbol relationships

Word Recognition: *Process of determining pronunciation and some degree of meaning.*

The student will:

1. Apply phonics knowledge to decode multi-syllable words.

a. Use consonant sounds in beginning, medial, and final positions

b. Use short (e.g., CVC, rob), long (e.g., VC final e, robe), and r-controlled (e.g., er = berth, ir = bird, ur = turn, ar = car, or = port) vowel sounds

c. Use blends (e.g., cr, sk, st, fw, squ, thr), digraphs (e.g., ch, sh, th, wh, ph), and diphthongs (oi, oy, ou, ow)

2. Apply knowledge of structural analysis to decode words.

a. Build and understand words using prefixes, suffixes, and base words (e.g., un + happy = unhappy; care + ful = careful)

b. Build and understand compound words (e.g., straw + berry = strawberry)

c. Build and understand contractions (e.g., I am = I'm; he will = he'll)

d. Apply knowledge of basic syllabication rules to decode words in text (e.g., VC-CV, rab-bit = rabbit, V-CV, pi-lot = pilot, or VC-V, cab-in = cabin)

3. Accurately read 100-200 high-frequency/irregularly spelled words in text.

*A. **Vocabulary:** Knowledge of words and word meanings.*

The student will:

1. Expand personal vocabulary by reading a variety of texts.
2. Extend the use of new vocabulary and language in own speech and writing.
3. Understand and explain common antonyms (e.g., small/large) and synonyms (e.g., big/large).

*A. **Comprehension:** Ability to interact with words and concepts in the text to understand what the writer has said.*

The student will:

1. Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of Grade
2. Continue to use before reading strategies (teacher-assisted).
 - a. Preview (e.g., use illustrations)
 - b. Activate prior knowledge
 - c. Predict (e.g., use illustrations, title, prior knowledge, story details)
 - d. Establish the purpose for reading
3. Integrate the use of semantic cues (does it make sense?), syntax cues (does it sound right?), and graphophonic cues (does it look right?).
4. Self-monitor own difficulties when decoding and comprehending text.
5. Make, confirm, and revise predictions during reading.
6. Read on and reread to check predictions and clarify meaning.
7. Create mental images from pictures and print (e.g., person, places, things, events).

*A. **Fluency:** Ability to identify words rapidly so that attention is directed at the meaning of the text.*

The student will:

2. Use punctuation cues (e.g., commas, periods, question marks, quotation marks and exclamation marks) as a guide in getting meaning.

II. RESPONDING TO TEXT:

Students read, construct meaning, and respond to a wide variety of literary forms.

- A. Retell narrative text by identifying story elements (e.g., character, setting, plot).*
- B. Identify stated and implicit main idea and details in fiction and nonfiction text.*
- C. Identify cause/effect relationships in fiction and nonfiction.*
- D. Recognize and explain the sequence of events.*
- E. Draw conclusions, make predictions and comparisons based on what is read.*
- F. Discuss and explain responses to how, why, and what-if questions about what is read.*
- G. Connect and compare information across reading selections to own experience and knowledge.*
- H. Infer lesson or moral in a variety of text (e.g., fairytales, tall tales, fables, legends, and myths).*
- I. Summarize main points of text in own words.*
- J. Discuss cultural diversity in multicultural tales.*

III. INFORMATION AND RESEARCH:

Students read widely to acquire knowledge, conduct research, and organize information.

- C. Use guide words to locate words in dictionaries and topics in encyclopedias.*

D. Use the title page, table of contents, glossary, and index to locate information.

E. Use and interpret charts, maps, graphs, schedules, and directions.

F. Read nonfiction text for answers to specific questions.

G. Generate questions about topics.

H. Begin to use a variety of media and technology resources for directed and independent learning activities (e.g., dictionaries, reference books, atlases, magazines, informational text, thesaurus, technology).

I. Use graphic organizers, such as webbing and mapping, to organize and summarize information (with teacher guidance).

IV. EFFECTIVE READING HABITS:

Students demonstrate the behaviors, habits, and attitudes of an effective reader.

B. Continue to respond to daily oral reading led by teacher through discussion, art, drama, and writing.

C. Share and discuss books and authors daily in pairs, in small groups and in large groups.

D. Recommend and discuss favorite reading selections (fiction and nonfiction) with others.

E. Demonstrate an interest in a variety of text (e.g., poems, informational text, plays, folk tales, fables, predictable books, legends, fairytales).

V. WRITING

B. Recognize that language has many uses such as informing, persuading, entertaining, celebrating, and rhyming.

D. Organize ideas into a chronological or logical sequence such as 1st, 2nd, 3rd; sequence of events; or beginning, middle, and end.

VI. GRAMMAR/USAGE AND MECHANICS

A. Write and speak using standard English conventions appropriate to the grade level.

B. Recognize that words represent ideas, experiences, objects, events, and actions.

VII. LISTENING/SPEAKING

A. Listen courteously and attentively and engage actively in a variety of oral language activities.

1. Listen for and apply information or respond to teacher-read material.

2. Respond appropriately to directions and questions.

3. Participate in rhymes, songs, conversations, and discussions.

A. Speak articulately and audibly, using appropriate language, correct usage, enunciation, and volume.

2. Express ideas and opinions in class discussions and simple reports such as in "show and tell."

C. Ask and answer relative questions and make contributions in small or large group discussions.

D. Show consideration for others.

E. Express identification with a character or the idea or situation of a character in literature.

F. Use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions.

VIII. VISUAL LITERACY/LITERARY RESPONSE

C. Listen to, view, or read literature which tells of characters in American and other cultures.

E. Recognize differences in types of writing such as fiction, nonfiction, and poetry.

F. Respond to stories and poems in ways that reflect understanding and interpretation in discussion, in writing, and through movement, music, art, and drama.

G. Demonstrate understanding of informational texts in various ways such as through writing, illustrating, developing demonstrations, and using available technology.

H. Connect ideas and themes across texts.

I. Interpret information from diagrams, charts, and graphs.

Grade Three

I. READING PROCESS:

Student will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

A. Phonics: Ability to apply sound-symbol relationships

Word Recognition: *Process of determining pronunciation and some degree of meaning.*

The student will:

1. Use phonics knowledge and structural analysis to decode multisyllable words (e.g., syllables, suffixes, prefixes, root words).

A. Vocabulary: Knowledge of words and word meanings.

The student will:

1. Expand vocabulary through word study, the reading of literature, and class discussion (e.g., multiple meanings, definitions, and meaning in context).

2. Use knowledge of prefixes (e.g., un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-) suffixes (e.g., -er, -est, -ful, -ness, -ing, -ish, -less) to determine the meaning of words.

3. Use synonyms (e.g., pretty/beautiful), antonyms (e.g., day/night), homonyms (e.g., ate/eight), and multiple meaning words correctly.

4. Determine meaning of unknown words by using a glossary, dictionary, thesaurus.

A. Comprehension: Ability to interact with the words and concepts in the text to understand what the writer has said.

The student will:

1. Read and comprehend both fiction and nonfiction that is appropriately designed for second half of Grade 3.

2. Use before reading strategies independently.

a. Preview (e.g., skim material)

b. Activate prior knowledge

c. Predict content of text (e.g., use prior knowledge, illustration, title, picture caption)

d. Establish the purpose for reading

3. Predict, monitor, and cross check using semantic, syntactic, and graphophonic cues.

4. Monitor comprehension by identifying specific words or phrases that are causing difficulty.

5. Clarify meaning by rereading, questioning, and checking whether text makes sense.

6. Organize and summarize information after reading.

7. Represent concrete information from text as mental pictures (e.g., person, place, thing, event).

B. Fluency: Ability to identify words rapidly so that attention is directed at the meaning of the text.

The student will:

2. Use punctuation cues as a guide for pausing, interjecting a sense of feeling, and getting meaning from the text.

II. RESPONDING TO TEXT:

Students read, construct meaning, and respond to a wide variety of literary forms.

- A. Summarize narrative text by identifying various story elements (e.g., character, setting, conflict, plot, resolution).
- B. Compare and contrast settings, characters, and plot from one text to another including multicultural tales.
- C. Discuss reoccurring themes across works.
- D. Compare works by different authors in the same genre.
- E. Recognize stated and implicit main idea and/or key concepts in fiction (narrative) and nonfiction (expository).
- F. Distinguish between important and nonimportant details that support a main idea.
- G. Discuss underlying theme or message when interpreting fiction and poetry.
- H. Support ideas by reference to evidence presented in texts.
- I. Make inferences and draw conclusions from evidence presented in texts.
- J. Analyze the causes, motivations, sequences, and results of events in nonfiction (expository).
- K. Discuss and explain responses to how, why, and what-if questions in sharing fiction and nonfiction text.
- L. Describe in own words what new information was gained and how it relates to prior knowledge.
- M. Connect and compare information and events from text to life experiences and other texts.
- N. Infer lesson or moral in a variety of text (e.g., fairytales, tall tales, fables, legends, and myths).
- O. Distinguish between fact and opinion in expository text.
- P. Interpret poetry and recognize stanza and rhyme as characteristics of poetry.
- Q. Begin to interpret the meaning of figurative language (e.g., simile - soft as a kitten; metaphor - her eyes are shining stars; idiom - raining cats and dogs).
- R. Know the defining characteristics of a variety of genre (e.g., plays, poetry, fiction, nonfiction, fantasy, fairytales, fables, folktales, myths, biography).
- S. Take part in creative responses to text (e.g., art, drama, oral presentations).

III. INFORMATION AND RESEARCH:

Students read widely to acquire knowledge, conduct research, and organize information.

- C. Use and interpret charts, maps, graphs, schedules, directions, and diagrams.
- D. Use the title page, table of contents, glossary, chapter headings, and index to locate information.
- E. Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).

IV. EFFECTIVE READING HABITS:

Students demonstrate the behaviors, habits, and attitudes of an effective reader.

- B. Share and discuss books and authors daily, in pairs, in small groups, and in large groups.
- C. Continue to respond to daily oral reading led by teacher through discussion, art, drama, and writing.
- D. Recommend and discuss favorite reading selections (fiction and nonfiction) with others.
- E. Apply reading skills and strategies to various types of text (e.g., storybooks, poems, informational text, plays, folktales, fables, predictable books, fairytales, functional print).
- F. Select reading material appropriate for reading level, purpose, and interest (e.g., "rule of thumb").

VII. LISTENING/SPEAKING

- A. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.
- C. Speak articulately and audibly using appropriate grammar, enunciation, and volume.

D. Participate in storytelling, give oral book reports, and present poems, stories, plays, and pantomime.

E. Retell, paraphrase, and explain what a speaker has said.

F. Express ideas and opinions in group or individual situations.

H. Show consideration for others.

I. Express identification with a character or the idea or situation of a character in literature.

VIII. VISUAL LITERACY/LITERARY RESPONSE

C. Expand vocabulary through word study, literature, and class discussion. For example, students should be introduced to multiple meanings, definitions, and meaning in context.

D. Listen to, view, or read literature which tells of characters in American and other cultures.

F. Recognize differences in types of writing such as fiction, nonfiction, and poetry.

G. Interpret information from diagrams, charts, and graphs.

Grade Four

I. READING PROCESS:

Student will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

*A. **Vocabulary:** Knowledge of words and meanings.*

The student will:

1. Expand vocabulary through word study, the reading of literature, and class discussion (e.g., multiple meanings, definitions, and meaning in context).
2. Use knowledge of root words to determine the meaning of unknown words within a passage.
3. Use synonyms, antonyms, homonyms, and multiple meaning words correctly.
4. Determine the meaning of unknown words by using a glossary and/or dictionary.
5. Use a thesaurus to determine related words and concepts.

*B. **Comprehension:** Ability to interact with the words and concepts in the text to understand what the writer has said.*

The student will:

1. Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of Grade 4.
2. Use reading strategies independently (e.g., preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).
3. Continue to predict, monitor and cross check using semantic, syntactic, and graphophonic cues independently.
4. Make, confirm, or revise predictions during reading.
5. Visualize descriptions in written text.
6. Adjust reading rate to match difficulty of the text.

II. RESPONDING TO TEXT:

Students read, construct meaning, and respond to a wide variety of literary forms.

A. Recognize the characteristics and organization of narrative text (e.g., characters, setting, plot, goal/conflict, resolution).

B. Identify the characters' actions, traits, feelings, and motives.

C. Describe important lessons learned by characters in stories.

D. Recognize structural patterns found in informational text (e.g., compare/contrast, cause/effect, problem/solution, sequential order) to strengthen comprehension

E. Know the defining characteristics of a variety of genre (e.g., plays, poetry, fiction, nonfiction, fantasy, fairytales, fables, folktales, legends, myths, historical fiction, biography, autobiography).

F. Identify the theme and main idea when interpreting narrative text.

G. Paraphrase expository text by stating important ideas and supporting details.

H. Use quotations from the text to support ideas, arguments, and generalizations.

I. Distinguish between fact/opinion and fiction/nonfiction.

J. Make inferences and draw conclusions from informational text and stories beyond personal experience.

K. Connect information and events from text to life experiences, other texts, and world events.

L. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

M. Interpret meaning of figurative language (e.g., similes, metaphors, idioms, and personification).

N. Assimilate new ideas introduced in text through discussion, art, drama, choral reading, and writing.

O. Recognize the author's purpose for writing the text (e.g., to inform, to entertain).

P. Support ideas by reference to evidence in the text.

III. INFORMATION AND RESEARCH:

Students read widely to acquire knowledge, conduct research, and organize information.

D. Interpret information from charts, maps, graphs, tables, and diagrams.

IV. EFFECTIVE READING HABITS:

Students demonstrate the behaviors, habits, and attitudes of an effective reader.

B. Share and discuss favorite books and authors daily in pairs, in small groups, and in large groups.

D. Read for a variety of purposes such as for pleasure, to gain information, to communicate, or to support an opinion.

E. Read a variety of materials including contemporary and poetry, historical fiction, mysteries, biographies, and nonfiction.

VII. LISTENING/SPEAKING

C. Speak before a group using appropriate delivery (volume, enunciation, and movement) and language skills (pronunciation, word choice, and usage).

D. Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion.

E. Identify and analyze a speaker's persuasive technique such as promise, dare, and flattery.

F. Show consideration for others.

VIII. VISUAL LITERACY

C. Compare and contrast print, visual, and electronic media such as film with a written story.

D. Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.

E. Listen to, view, or read literature which tells of characters in American and other cultures.

Grade Five

I. READING PROCESS:

The student will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

*A. **Vocabulary:** Knowledge of words and word meanings.*

The student will:

1. Expand vocabulary through word study, the reading of literature, and class discussion (e.g., multiple meanings, dictionary definitions, and meanings in context).

2. Interpret new words by analyzing the meaning of prefixes, suffixes, and word parts.
3. Use synonyms, antonyms, homonyms, and multiple meaning words correctly.
4. Determine the meaning of unknown words by using a glossary and dictionary.

*A. **Comprehension:** Ability to interact with the words and concepts on the page to understand what the writer has said.*

The student will:

1. Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of Grade 5.
2. Use before-reading strategies independently
 - a. Preview
 - b. Activate prior knowledge
 - c. Predict content of text
 - d. Formulate questions
 - e. Determine the purpose for reading a passage
3. Continue to predict, monitor, and cross check using semantic, syntactic, and graphophonic cues independently.
4. Develop detailed mental pictures from the content of the text.
5. Apply appropriate reading strategies according to the purpose for reading and the nature of the text (e.g., content area reading, pleasure reading, technical reading).
6. Adjust reading rate according to the purpose for reading and the difficulty of the text.
7. Skim text to develop a general overview of content or to locate specific information.

*A. **Fluency:** Ability to identify words rapidly so that attention is directed at the meaning of the text.*

The student will:

2. Use punctuation as a cue for pausing, characterization, and reading with expression.

II. RESPONDING TO TEXT:

Students read, construct meaning, and respond to a wide variety of literary forms.

A. Identify major elements of story structure (e.g., setting, characters, goal, conflict, major events of the plot, and resolution).

B. Construct the actions, appearances, and motives (e.g., loyalty, selfishness, conscientiousness), of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

C. Describe how a character's traits are revealed through dialogue.

D. Recognize and interpret relationships in narrative and expository text (e.g., compare/contrast, cause/effect, problem/solution, sequential order).

E. Identify and analyze the characteristics of a variety of genre (e.g., plays, poetry, fiction, nonfiction, fantasy, fairytales, fables, folktales, legends, myths, historical fiction, biography, autobiography).

F. Identify similarities and differences between reading selections.

G. Compare different versions of the same stories from different cultures.

H. Determine a statement of central purpose, theme, or key concept/main idea of a story, poem, or expository text.

I. Locate and identify important details that support a main idea or describe a key concept.

J. Distinguish between fact, supported inferences, and opinion in expository text.

K. Make inferences and draw conclusions/generalizations from evidence presented in the text and the reader's prior knowledge.

L. Synthesize the connections between personal experience and text through discussions, art, drama, Reader's Theater, reading log/response journal.

M. Interpret poetry and recognize characteristics of poetry (e.g., rhymed, unrhymed, shaped, patterned [cinquain, diamante]).

N. Interpret meaning from the author's use of figurative language in context (e.g., simile, metaphor, personification, dialect, and idiom).

O. Determine the author's purpose (persuade, inform, entertain) and point of view when not explicitly stated.

P. Continue to support ideas by reference to evidence in the text.

IV. EFFECTIVE READING HABITS:

Students demonstrate the behaviors, habits, and attitudes of an effective reader.

B. Share and discuss books and authors daily, in pairs, in small groups, and in large groups.

D. Read a variety of materials including contemporary and poetry, historical fiction, mysteries, science fiction, biographies, autobiographies, and nonfiction.

E. Read for a variety of purposes such as for pleasure, to gain information, to communicate, or to support an opinion.

F. Recommend favorite books and authors for others to read through book talks, class discussions, and response projects.

VII. LISTENING/SPEAKING

B. Speak before a group using appropriate delivery (volume, enunciation, and movement) and language skills (pronunciation, word choice, and usage).

C. Deliver oral responses to literature.

1. Summarize significant events and details.
2. Articulate an understanding of several ideas or images communicated by the literary work.
3. Use examples or textual evidence from the work to support conclusions.

D. Determine the purposes for listening, such as to gain information, to solve problems, or to enjoy and appreciate.

F. Understand the major ideas and supporting evidence in spoken messages.

G. Distinguish between the speaker's opinion and verifiable fact.

VIII. VISUAL LITERACY

A. Distinguish fact, opinion, and fantasy in print and non-print media, such as in literature, electronic media, and advertising.

C. Compare and contrast print, visual, and electronic media, such as film with a written story.

D. Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.

E. Listen to, view, or read literature which tells of characters in American and other cultures.