

Playbook® Applicability to  
**ARKANSAS**  
State Standards in Language Arts

*Kindergarten through Grade Six*

**Reading a Playbook® in the classroom meets the following Arkansas standards in Language Arts and Reading:**

**Strand 1: WRITING**  
**CONTENT STANDARD 1:**

*Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.*

**W.1.1**

***Move from visual and spoken experience to written language through positive modeling.***

FOURTH GRADE

- Students will use authors' style and craft as models for their own writing.

**W.1.2**

***Understand the relationship between letters and words, words and sentences, sentences and paragraphs, and paragraphs and whole pieces.***

KINDERGARTEN

- Students will distinguish letters in words and words in sentences.

FIRST GRADE

- Students will distinguish letters in words, words in sentences, and sentences in paragraphs.

SECOND GRADE

- Students will distinguish sentences in paragraphs and paragraphs in whole pieces of text.

**W.1.4.**

***Use individual and collective strategies for finding and developing ideas about which to write.***

KINDERGARTEN

- Students will generate ideas and words for writing by using available resources, such as books, word walls, labels, charts, environmental print.

#### FIRST GRADE

- Students will generate ideas for writing by using available resources as references for topics and words (e.g. books, experiences, brainstorming, word walls, labels, charts).

#### SECOND GRADE

- Students will generate ideas for writing by using available resources as references for topics and vocabulary (e.g. brainstorming, experiences, books, word wall, labels, charts, informational texts).

#### THIRD GRADE

- Students will generate ideas for writing by using available resources as references for topics and vocabulary (e.g. brainstorming, experiences, books, word walls, reference materials, charts).

#### FOURTH GRADE

- Students will generate ideas and plans for writing by using available resources for topics and vocabulary (e.g. brainstorming, experiences, reference materials, books, charts, issues).
- Students will transfer information from reading to writing (e.g. from notes to report).

#### **W.1.7.**

#### ***Recognize and express cultural diversity in writing.***

#### KINDERGARTEN

- Students will compose (draw/dictate/write) labels, captions and sentences in response to a theme or multicultural story read aloud.

#### FIRST GRADE

- Students will compose (draw/dictate/write) labels, captions and events in response to a theme or multicultural story read aloud.

#### SECOND GRADE

- Students will compose in groups and individually in response to multicultural themes and stories read to them or read by them.

#### THIRD GRADE

- Students will respond to multicultural themes and stories by incorporating aspects of the culture into their own writing.

#### FOURTH GRADE

- Students will respond to multicultural themes and literature through writing which reflects insight into culturally diversity.

**W.1.13.**

**Write for a variety of purposes, such as to persuade, to enjoy, to entertain, to inform, to record, to respond to reading and to solve problems.**

**FOURTH GRADE**

- Students will select an appropriate mode of writing to suit purpose and audience.
- Students will demonstrate success in writing in a wide variety of modes (e.g. narrative texts, plays, research reports, expository texts, poetry, essay, editorials).
- Students will write to define, clarify and develop ideas and express creativity.

**Strand 2: WRITING  
CONTENT STANDARD 2:**

*Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and non-print texts.*

**W.2.2.**

***Organize information according to criteria for importance and impact rather than according to availability.***

**SECOND GRADE**

- Students will use specific information from graphic organizers (e.g. story maps, semantic maps, Venn diagram) to write a paragraph independently.

**THIRD GRADE**

- Students will use specific information from graphic organizers (e.g. main idea/detail map, cumulative story staircase, character web) to write a selection of two paragraphs independently.

**FOURTH GRADE**

- Students will use specific information from graphic organizers (e.g. proposition-support, locating-information chart, story graph, outline) to write an essay independently.

**W.2.3.**

*Work in cooperative groups to produce a written product.*

**SECOND GRADE**

- Students will problem-solve in cooperative groups to form lists, compose correspondence, write in response to reading.

**THIRD GRADE**

- Students will problem-solve in cooperative groups to write correspondence, responses to literature, original stories, research reports.

#### FOURTH GRADE

- Students will problem-solve in cooperative groups to write correspondence, drama, responses to literature, original stories, research papers.

### **Strand 3: LISTENING, SPEAKING AND VIEWING CONTENT STANDARD:**

*Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.*

#### **LSV.1.1.**

***Listen for a variety of purposes, such as enjoyment, information and details.***

#### KINDERGARTEN

- Students will state purpose for listening, such as to gain information and to enjoy.

#### FIRST GRADE

- Students will state purpose for listening, such as to gain information and to enjoy.

#### SECOND GRADE

- Students will state purpose for listening, such as to gain information, to solve problems, to enjoy.

#### THIRD GRADE

- Students will state purpose for listening, such as to gain information, to solve problems, to enjoy.

#### FOURTH GRADE

- Students will state purpose for listening, such as to gain information, to solve problems, to enjoy.

#### **LSV.1.2.**

***Listen selectively and attentively to a variety of speakers.***

#### KINDERGARTEN

- Students will show respect for the speakers through demonstration of active listening behaviors which may include: giving attention, sitting still, facing the speaker, taking turns to speak.

#### FIRST GRADE

- Students will show respect for a speaker through demonstration of active listening behaviors which may include: making eye contact, giving attention, sitting still, facing speaker, taking turns to speak.

## SECOND GRADE

- Students will show respect for a speaker through demonstration of active listening behaviors which may include: smiling, making eye contact, giving attention, sitting still, facing the speaker, taking turns to speak, asking questions.

## THIRD GRADE

- Students will show respect for a speaker through demonstration of active listening behaviors which may include: smiling, making eye contact, giving attention, sitting still, facing the speaker, taking turns to speak, asking questions, providing nonverbal support.

## FOURTH GRADE

- Students will show respect for a speaker through demonstration of active listening behaviors which may include: smiling, making eye contact, giving attention, sitting still, facing the speaker, taking turns to speak, asking questions, providing nonverbal support, note taking.

### **LSV.1.4.**

***Listen to improve reading, oral and written performance.***

### **LSV.1.5.**

***Develop strategies such as asking relevant questions, taking notes and making predictions for understanding what is heard.***

## KINDERGARTEN

- Students will use a variety of strategies for understanding what is heard, such as: --raise questions in response to what is heard, --connect their own personal experiences, insights, information and ideas with those being shared.

## FIRST GRADE

- Students will use a variety of strategies to understand what is heard, such as: --ask questions for clarification, --connect own personal experiences, information and ideas with those being shared, --form mental pictures of what is being shared.

## SECOND GRADE

- Students will use a variety of strategies to understand what is heard, such as: --raise questions in response to what is heard, --connect their own personal experiences, information, insight and ideas with those being shared,

--form mental pictures or draw sketches of what is being shared.

#### THIRD GRADE

- Students will use a variety of strategies to understand what is heard, such as: --read, speculate, interpret and raise questions in response to what is heard, --connect their own personal experiences, insight, information and ideas with those being shared, --form mental pictures or draw sketches of what is being shared, --take notes, outline, or map the information being shared.

#### FOURTH GRADE

- Students will use a variety of strategies to understand what is heard, such as: --react, speculate, interpret, and raise questions in response to what is heard, --connect their own personal experiences, information, insight and ideas with those being shared, --form mental pictures or draw sketches of what is being shared, --take notes, outline, or map the information being shared.

#### **LSV.1.7.**

***Respond to artistic performances both verbal and musical.***

#### KINDERGARTEN

- Students will show interest in and respond appropriately to verbal and musical performances.

#### FIRST GRADE

- Students will show interest in and respond appropriately to verbal and musical performances.

#### SECOND GRADE

- Students will evaluate a performance by giving an opinion with evidence to support it.

#### THIRD GRADE

- Students will evaluate a performance on the basis of predetermined criteria.

#### FOURTH GRADE

- Students will evaluate a performance on the basis of predetermined criteria.

#### **LSV.1.8.**

***Discuss current events.***

#### KINDERGARTEN

- Students will participate in formal and informal discussions about personal experiences and observations and local events of interest to them (e.g. fall festival, school events).

#### FIRST GRADE

- Students will participate in formal and informal discussions about experiences, observations, ideas and local events.

#### SECOND GRADE

- Students will participate in formal and informal discussions about experiences, observations, thoughts and ideas and state and local events.

#### THIRD GRADE

- Students will participate in formal and informal discussions about observations, experiences, thoughts and ideas, state and national events.

#### FOURTH GRADE

- Students will participate in formal and informal discussions about experiences, observations, thoughts and ideas, issues, state and national events.

### **LSV.1.9.**

***Respond appropriately to the thoughts and ideas of others.***

#### KINDERGARTEN

- Students will recognize the right of others to express opposing views/opinions.

#### FIRST GRADE

- Students will recognize the right of others to express opposing views/opinions.

#### SECOND GRADE

- Students will recognize the right of others to express opposing views/opinions.

#### THIRD GRADE

- Students will recognize the right of others to express opposing views/opinions.
- Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas.

#### FOURTH GRADE

- Students will recognize the right of others to express opposing views/opinions.
- Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas.

### **LSV.1.10.**

***Contribute to class and small group discussions.***

### **LSV.1.11**

***Speak in complete sentences.***

**LSV.1.12.**

***Give reasons in support of opinions expressed.***

**KINDERGARTEN**

- Students will support spoken ideas and opinions with examples.

**FIRST GRADE**

- Students will support spoken ideas and opinions with examples.

**SECOND GRADE**

- Students will support spoken ideas and opinions with evidence and examples.

**THIRD GRADE**

- Students will support spoken ideas and opinions with evidence and examples.

**FOURTH GRADE**

- Students will support spoken ideas and opinions with evidence, examples and elaboration.

**LSV.1.13.**

***Tell and retell stories from writing, reading and pictures.***

**KINDERGARTEN**

- Students will use pictures to retell a story, giving the beginning, middle and end.

**FIRST GRADE**

- Students will select a story to retell to the class, providing the story elements and the correct order of events in the story.

**SECOND GRADE**

- Students will select a story to retell to the class incorporating use of descriptive language and elements of a story.

**THIRD GRADE**

- Students will select a story to retell to the class in a formal storytelling format, incorporating use of descriptive language, elements of a story and use of the voice as a device for creating interest and mood.

**FOURTH GRADE**

- Students will select a story to retell to the class in a formal storytelling format, incorporating use of descriptive language, elements of a story and use of the voice as a device for creating interest and mood.

**LSV.1.14.**



***Participate in collaborative speaking activities, such as choral readings, plays and reciting poems.***

**KINDERGARTEN**

- Students will participate in a variety of speaking activities, such as shared reading, oral retelling and dramatizations.

**FIRST GRADE**

- Students will participate in a variety of speaking activities, such as shared reading, oral retelling, choral reading and dramatizations.

**SECOND GRADE**

- Students will participate in a variety of collaborative speaking activities, such as choral readings, book talks, dramatizations.

**THIRD GRADE**

- Students will participate in a variety of collaborative speaking activities, such as a dramatic production, choral reading, reciting poetry, oral reports.

**FOURTH GRADE**

- Students will participate in a variety of collaborative speaking activities, such as sharing a completed project, dramatic productions, book talks, Readers' Theater.

**LSV.1.15.**

***Initiate and participate in conversations about reading.***

**SECOND GRADE**

- Students will discuss favorite books and stories.
- Students will begin to talk about favorite authors.

**THIRD GRADE**

- Students will discuss authors, stories and other texts, making recommendations to their friends and teacher.

**FOURTH GRADE**

- Students will respond critically to fiction and nonfiction literature and authors and discuss them with others in the same manner.

**LSV.1.16.**

***Read orally with meaning and expression.***

**KINDERGARTEN**

- Students will participate in shared reading of poems, songs, and stories.
- Students will use their knowledge of rhymes and repeated sounds to enhance oral reading.

**FIRST GRADE**

- Students will read orally from familiar text with fluency (accuracy, expression and attention to punctuation).
- Students will use their knowledge of the musical elements of literacy language, such as rhyme and repeated sounds, to enhance oral reading.

#### SECOND GRADE

- Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).
- Students will use their knowledge of the musical elements of literacy language, such as rhyme and repeated sounds, to enhance oral reading.

#### THIRD GRADE

- Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).
- Students will read grade level materials aloud using rhythm, pace and intonation that sounds like natural speech.

#### FOURTH GRADE

- Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).
- Students will read grade level materials aloud using effective pace, volume, pitch and tone for the audience and setting.

### **LSV.1.19.**

#### ***Confirm understanding by paraphrasing ideas.***

#### KINDERGARTEN

- Students will listen to proficient, fluent models of oral reading using patterned and predictable text.
- Students will demonstrate the ability to listen by:
  - discussing the topic when finished, --retelling a simple story, --incorporating new ideas and vocabulary into their own speech, --drawing and labeling what was heard.

#### FIRST GRADE

- Students will listen to proficient, fluent models of oral reading using predictable text, classic and contemporary works.
- Students will demonstrate the ability to listen by:
  - discussing the topic when finished listening, --retelling a simple story, --incorporating new vocabulary and ideas into own speech.

#### SECOND GRADE

- Students will listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.
- Students will demonstrate the ability to listen by:
  - discussing the topic when finished listening, --discussing significant events in a story, --retelling a story,
  - incorporating new ideas and vocabulary into their own speech.

#### THIRD GRADE

- Students will listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.
- Students will demonstrate the ability to listen by:
  - discussing the topic when finished listening, --exhibiting the ability to select appropriate information from listening to information related to a central theme, --asking appropriate questions related to concept being discussed, --discussing significant events in a story, --incorporating new vocabulary and ideas into their own speech, --generate ideas for writing.

#### FOURTH GRADE

- Students will listen to proficient, fluent models of oral reading, including selections from classic and contemporary works.
- Students will demonstrate the ability to listen by:
  - discussing the topic when finished listening, --discussing significant events in a story, --exhibiting the ability to select appropriate information from listening to information related to a central theme, --developing criteria for evaluating information when listening and viewing, --incorporating new vocabulary and ideas into their own speech, --generating ideas for writing, --taking notes and writing summaries.

#### **LSV. 1.21.**

***Use technology to enhance and evaluate oral performances and presentations.***

#### KINDERGARTEN

- Student will review video recordings of class presentations.

#### FIRST GRADE

- Students will review recordings of oral reading to monitor fluency in oral reading.

#### SECOND GRADE

- Students will monitor fluency in reading by reviewing

recordings of oral reading.

### **LSV.1.22**

#### ***Check information for accuracy.***

##### **KINDERGARTEN**

- Students will respond courteously to a variety of speakers.

##### **FIRST GRADE**

- Students will provide feedback based on evidence.

##### **SECOND GRADE**

- Students will evaluate a speaker based on predetermined criteria.
- Students will provide feedback which is constructive and based on evidence.

##### **THIRD GRADE**

- Students will evaluate a speaker based on predetermined criteria.
- Students will provide feedback which is constructive and based on evidence.

##### **FOURTH GRADE**

- Students will evaluate a speaker based on predetermined criteria.
- Students will provide feedback which is constructive and based on evidence and explanation.

### **LSV.1.23.**

#### ***Participate in discussion by alternating the roles of speaker and listener.***

##### **KINDERGARTEN**

- Students will take turns respectfully when speaking and listening.
- Students will speak clearly and audibly.
- Students will actively listen to the speaker.

##### **FIRST GRADE**

- Students will take turns respectfully when speaking and listening.
- Students will speak clearly and audibly.
- Students will actively listen to the speaker.
- Students will ask and answer questions which focus on the discussion.

##### **SECOND GRADE**

- Students will take turns respectfully when speaking and listening.

- Students will speak clearly and audibly.
- Students will actively listen to the speaker.
- Students will ask and answer relevant questions and make contributions in small or large group discussions.

#### THIRD GRADE

- Students will take turns respectfully when speaking and listening.
- Students will speak clearly and audibly.
- Students will listen responsively and reflectively.
- Students will ask and answer relevant questions and make contributions in small or large group discussions.
- Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas.

#### FOURTH GRADE

- Students will take turns respectfully when speaking and listening.
- Students will ask and answer relevant questions and make contributions in small or large group discussions.
- Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage an exchange of ideas.
- Students will demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting and providing information.

### **LSV.1.24.**

***Present work completed in subject areas to large and small groups in and out of the classroom for discussion.***

#### KINDERGARTEN

- Students will demonstrate appropriate stage presence (e.g. eye contact, focus on entire audience).

#### FIRST GRADE

- Students will demonstrate appropriate stage presence (e.g. eye contact, focus on entire audience).

#### SECOND GRADE

- Students will demonstrate appropriate stage presence (e.g. eye contact, posture, facial expressions).

#### THIRD GRADE

- Students will demonstrate appropriate stage presence (e.g. posture, appearance, gestures, facial expressions and eye contact).

#### FOURTH GRADE

- Students will demonstrate appropriate stage presence (e.g.

posture, appearance, gestures, facial expressions, eye contact).

**LSV.1.27.**

***Engage the audience with eye contact and appropriate verbal cues.***

**LSV.1.28.**

***Recognize when audiences do not understand the message and adapt speaking to clarify.***

**LSV.1.29.**

***Use clear, concise, organized language when speaking.***

**LSV.1.30**

***Respond to questions from the audience.***

**KINDERGARTEN**

- Students will choose and adapt spoken language appropriate to the audience, purpose and occasion including use of appropriate volume and rate.
- Students will use effective oral communication skills which may include: --speaking in complete sentences, --speaking with appropriate grammar and syntax, --speaking clearly and distinctly, --maintaining eye contact with audience, --responding courteously to questions from the audience.

**FIRST GRADE**

- Students will choose and adapt spoken language appropriate to the audience, purpose and occasion including use of appropriate volume and rate.
- Students will use effective oral communication skills which may include: --speaking in complete sentences, --speaking with appropriate grammar and syntax, --speaking clearly and distinctly, --maintaining eye contact with audience, --responding courteously to questions from the audience.

**SECOND GRADE**

- Students will choose and adapt spoken language appropriate to the audience, purpose and occasion including use of appropriate volume and rate.
- Students will use effective oral communication skills which may include: --speaking in complete thoughts using increasingly correct grammar, --speaking clearly and distinctly, --focusing discussion on topic being discussed, --expressing ideas clearly and concisely, --justifying and providing evidence for expressed opinions, --responding

courteously to questions from the audience.

#### THIRD GRADE

- Students will choose and adapt spoken language appropriate to the audience, purpose and occasion including use of appropriate volume and rate.
- Students will use effective oral communication skills which may include: --speaking in complete thoughts using increasingly correct grammar, --speaking clearly and effectively with attention to enunciation, tone, volume, rate, expression, --focusing discussion on topic being discussed, --justifying and providing evidence for expressed opinions, --using clear and specific language when responding to questions from the audience, --emphasizing meaning during speaking by the use of pauses, gestures and facial expressions.

#### FOURTH GRADE

- Students will use effective oral communication skills which may include: --speaking in complete thoughts using increasingly correct grammar, --speaking clearly and effectively with attention to volume, enunciation, tone, rate, expression, --emphasizing meaning during speaking by the use of pauses, gestures, and facial expressions, --focusing discussion on topic being discussed, --justifying and providing evidence for expressed opinions, --monitoring listener's response for understanding: questioning, body language, facial expression, attentiveness, --using clear and specific language when responding to questions from the audience.

#### **LSV.1.31.**

***Give immediate, respectful, detailed feedback to a variety of speakers.***

#### **LSV.1.32.**

***Receive and use constructive feedback to improve speaking abilities.***

#### KINDERGARTEN

- Students will accept contributions of teacher to improve performance.

#### FIRST GRADE

- Students will accept contributions of group or teacher to improve performance.

#### SECOND GRADE

- Students will accept contributions of the group or teacher

and make modifications to improve performance.

THIRD GRADE

- Students will accept contributions of the group or teacher and set goals to improve performance.

FOURTH GRADE

- Students will accept contributions of the group or teacher and set goals to improve performance.

**LSV.1.37.**

***Interpret the role of advertising as a part of media.***

SECOND GRADE

- Students will compare written stories with filmed versions.
- Students will describe how an illustrator's choice of style, elements and media help to represent or extend text meanings.

THIRD GRADE

- Students will interpret important events and ideas gathered from maps, charts, videos, filmstrips.
- Students will compare written stories with filmed versions.
- Students will describe how an illustrator's choice of style, elements and media help to represent or extend text meanings.

FOURTH GRADE

- Students will interpret important events and ideas gathered from maps, charts, videos, filmstrips.
- Students will compare written stories with filmed versions.
- Students will describe how an illustrator's choice of style, elements and media help to represent or extend text meanings.

**Strand 2: READING: PRINT AWARENESS**

**CONTENT STANDARD 1:**

*Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.*

**CONTENT STANDARD 2:**

*Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.*

**R.1.1.**

***Demonstrate understanding of the relationship between written and oral language.***



## KINDERGARTEN

- Students will recognize that print conveys meaning.
- Students will demonstrate an understanding of one-to-one correspondence between spoken and written words.
- Students will demonstrate an understanding that spoken words are represented by letters written in specific sequences.

## FIRST GRADE

- Students will use their knowledge of oral language (syntax, semantics) to read text.

### **R.1.2.**

***Demonstrate and use concepts of print, such as directionality, spacing, punctuation and configuration in developmentally appropriate ways.***

## KINDERGARTEN

- Students will demonstrate an understanding that print moves left-to-right across the page and top-to-bottom.
- Students will understand that written words are separated by spaces.
- Students will distinguish between individual letters and printed words.
- Students will know the difference between capital and lowercase letters.
- Students will recognize that different parts of a book, such as cover, title page and illustrations, offer information.

## FIRST GRADE

- Students will understand that written words are separated by spaces.
- Students will distinguish between individual letters and printed words.
- Students will recognize that different parts of a book such as cover, title page, author, illustrator, table of contents and illustrations offer information.
- Students will recognize that there are correct spellings for words.
- Students will recognize that a paragraph begins with an indented first line.

## SECOND GRADE

- Students will use parts of a book to locate information, including table of contents, chapter titles, illustrations, indices, punctuation and bold print.
- Students will interpret and use graphic sources of

information, including maps, charts, graphs and illustrations.

#### THIRD GRADE

- Students will use parts of a book to locate information, including table of contents, chapter titles, guide words, glossaries, bold print and indices.
- Students will interpret and use graphic sources of information, including maps, charts, graphs and diagrams.

#### FOURTH GRADE

- Students will use parts of a book to locate information, including table of contents, chapter titles, guide words, indices, glossaries, headings, subheadings, bold words.
- Students will interpret and use graphic sources of information, including maps, charts, graphs, diagrams and timelines.

### **R.1.3.**

#### ***Recognize and associate letters and sounds. (Auditory Skill)***

##### KINDERGARTEN

- Students will demonstrate the ability to divide spoken sentences into individual words.
- Students will segment and combine syllables within spoken words.
- Students will identify and produce pairs of rhyming words.
- Students will segment the onset and rime in one-syllable words.
- Students will identify and isolate the initial and final sounds of a spoken word.

##### FIRST GRADE

- Students will segment and combine syllables within spoken words.
- Students will identify and orally produce pairs of rhyming words.
- Students will segment the onset and rime in spoken one-syllable words.
- Students will identify and isolate the initial and final sounds of a spoken word.
- Students will blend phonemes (sounds) to produce words orally (without print).
- Students will orally segment one-syllable words into individual phonemes (sounds).

### **R.1.4.**

#### ***Use phonetic skills to decode words.***

### **R.1.5.**

***Use major cueing systems, such as phonetic, syntactic and semantic to decode and construct meaning.***

**KINDERGARTEN GRAPHOPHONICS, SYNTAX, SEMANTICS**

- Students will apply some letter-sound correspondences to begin to read.
- Students will begin to use context clues to predict unknown words and cross-check prediction with cueing systems (phonics and structure).

**FIRST GRADE GRAPHOPHONICS, SYNTAX, SEMANTICS**

- Students will know that written words are composed of letters that represent sounds.
- Students will use knowledge of common letter sound correspondences, including sounds represented by single letters (consonant and vowel) consonant blends, consonant digraphs, vowel digraphs, diphthongs, r-controlled vowels and common spelling patterns to decode and comprehend text.
- Students will use knowledge of word structure such as root words, inflectional endings, compound words and contractions to decode and comprehend text.
- Students will recognize a core (approximately 40) of high frequency words.
- Students will integrate context clues, picture cues, knowledge of sentence structure and graphophonics to decode and comprehend text.

**SECOND GRADE GRAPHOPHONICS, SYNTAX, SEMANTICS**

- Students will use knowledge of common letter sound correspondences, including sounds represented by single letters (consonant and vowel) consonant blends, consonant digraphs, consonant variants (hard c, soft c) vowel digraphs, diphthongs, r-controlled vowels and common spelling patterns to decode and comprehend text.
- Students will use knowledge of word structure, such as root words, inflectional endings, compound words, contractions and simple prefixes and suffixes to decode and comprehend text.
- Students will recognize a large core of high frequency words.
- Students will demonstrate the ability to identify consonant and vowels sounds represented by one or more spellings.
- Students will integrate context clues, picture cues, knowledge of sentence structure and graphophonics to decode and comprehend text.

**THIRD GRADE GRAPHOPHONICS, SYNTAX, SEMANTICS**

- Students will use the most common principles of

syllabication.

- Students will use knowledge of word structure, such as root words, inflectional endings, compound words, contractions and more complex prefixes and suffixes, to decode and comprehend text.
- Students will recognize a large core of high frequency words.
- Students will demonstrate ability to identify consonant vowel sounds represented by one or more spellings.
- Students will integrate context clues, picture cues, knowledge of sentence structure and graphophonics to decode and comprehend text.

#### FOURTH GRADE GRAPHOPHONICS, SYNTAX, SEMANTICS

- Students will use knowledge of word structure, such as root words, inflectional endings, compound words, contractions, more complex prefixes and suffixes, derivatives of words and word origins to decode and comprehend text.
- Students will integrate context clues, picture cues, knowledge of sentence structure and graphophonics to decode and comprehend text.
- Students will identify unknown words in continuous text by rereading and searching for additional cues.

### **R.1.6.**

#### ***Expand vocabulary through reading.***

##### KINDERGARTEN

- Students will reproduce the language heard in stories and informational texts (read to them) in their own speaking and writing.

##### FIRST GRADE

- Students will use the vocabulary and "book language" learned from reading stories and informational texts in their own speaking, reading, and writing.

##### SECOND GRADE

- Students will incorporate words learned from reading narrative text and studying content areas into their own reading, speaking and writing activities.
- Students will use knowledge of multi-meaning words to comprehend text.
- Student will use knowledge of synonyms, antonyms and homonyms in reading, writing and speaking activities.
- Students will use resources and references such as beginner's dictionaries, available technology and context to build word meanings.

##### THIRD GRADE

- Students will incorporate words learned from reading narrative text and studying content areas into their own reading, speaking and writing activities.
- Students will use knowledge of multi-meaning words to comprehend text.
- Use knowledge of synonyms, antonyms and homonyms in reading, writing and speaking activities.
- Students will recognize specific language forms, such as figurative language.

#### FOURTH GRADE

- Students will incorporate words learned from reading narrative text and studying content areas into their own speaking, reading and writing activities.
- Students will use knowledge of multi-meaning words to comprehend text.
- Students will use knowledge of synonyms, antonyms and homonyms in reading, writing and speaking activities.
- Students will recognize specific language forms such as figurative language, jargon and technical language.

### **R.1.7.**

***Understand the goal of reading is to construct meaning.***

#### KINDERGARTEN

- Students will begin to build connections between text that is read and own ideas, experiences and knowledge.

#### FIRST GRADE

- Students will monitor their own comprehension and when comprehension breaks down, use appropriate fix-up strategies which may include: reread, use illustrations to adjust or confirm meaning, cross-check, predict and confirm, form mental pictures from text description.

#### SECOND GRADE

- Students will monitor their own comprehension and when comprehension breaks down, use appropriate fix-up strategies which may include: read on/read back predict/confirm, form mental pictures, adjust reading rate.

#### THIRD GRADE

- Students will monitor their own comprehension and when comprehension breaks down, use appropriate fix-up strategies which may include: self-correct, reread, read on, self-question, adjust reading rate, search for clues, summarize, form mental pictures, read a portion aloud.

#### FOURTH GRADE

- Students will monitor their own comprehension and make modifications when understanding breaks down, using

appropriate fix-up strategies which may include: self-correct, reread, read on, slow down at difficult points, self-question, summarize, use reference aids, search for clues, substitutes familiar words.

**R.1.8.**

***Understand that reading is communication between the author and the reader.***

SECOND GRADE

- Students will use knowledge of author's purpose to comprehend text.

THIRD GRADE

- Students will use knowledge of author's purpose to comprehend text.

FOURTH GRADE

- Students will use knowledge of author's purpose to comprehend text.
- Students will infer the stance of an author and identify how language has been used to convey that stance.

**R.1.9.**

***Recognize and associate letters and sounds.***

**R.1.10.**

***Use relationships between words and sentences, sentences and paragraphs, and paragraphs and whole pieces to understand text.***

FIRST GRADE

- Students will use the context of the sentence to decode unknown words.
- Students will use the context of the sentences in a paragraph to monitor comprehension.

SECOND GRADE

- Students will use the context of the sentence to decode unknown words.
- Students will use the context of the sentences in a paragraph to monitor comprehension.
- Students will use the context of paragraphs in the whole text to monitor comprehension.

THIRD GRADE

- Students will use the context of the sentence to decode unknown words.
- Students will use the context of the sentences in a paragraph to monitor comprehension.

- Students will use the context of paragraphs in the whole text to monitor comprehension.

#### FOURTH GRADE

- Students will use the context of the sentences in a paragraph to monitor comprehension.
- Students will use the context of paragraphs in the whole text to monitor comprehension.

### **R.1.11.**

#### ***Use prior knowledge to extend reading ability and comprehension.***

#### KINDERGARTEN

- Students will use their own knowledge and experiences to anticipate meaning and make sense of text read to them.

#### FIRST GRADE

- Students will build connections between text that is read or heard and their own experiences and knowledge to make sense of text.
- Students will make and confirm predictions about text by using prior knowledge and ideas presented in the text.
- Students will make inferences based on explicit information drawn from text.

#### SECOND GRADE

- Students will build connections between text that is read or heard and their own knowledge and experiences to make sense of text.
- Students will make and confirm predictions about text by using prior knowledge and information presented in the text.
- Students will make inferences based on explicit information drawn from the text.

#### THIRD GRADE

- Students will use their own ideas, experiences and knowledge of topic and text structure to anticipate meaning and make sense of text.
- Students will make and confirm predictions about text by using prior knowledge and ideas presented in the text.
- Students will ask questions and supports answers by connecting prior knowledge with literal and inferential information found in text.

#### FOURTH GRADE

- Students will evaluate new information on the same topic by testing it against known information and ideas.
- Students will discuss an alternative reading of a text and offer possible reasons why a text may be interpreted differently by different readers with different backgrounds

and experiences.

- Students will ask questions and support answers by connecting prior knowledge with literal and inferential information found in text.
- Students will read and comprehend text that is abstract and removed from personal experiences.

#### **R.1.12.**

***Use specific strategies such as making comparison, predicting outcomes, drawing conclusions, identifying the main ideas and understanding cause and effect to comprehend a variety of literary genre from diverse cultures and time periods.***

#### **FIRST GRADE**

- Students will make and explain inferences from texts such as determining important ideas, summarizing, making predictions and drawing conclusions.
- Students will relate prior knowledge to textual information.

#### **SECOND GRADE**

- Students will comprehend text by using specific strategies, such as predicting outcomes, determining important ideas, inferring cause and effect, drawing conclusions.
- Students will restate facts and details in text to clarify and organize ideas.
- Students will determine a text's main ideas and how those ideas are supported with details.

#### **THIRD GRADE**

- Students will select and adjust strategies according to the purposes for reading and the type of text being read.
- Students will comprehend text by using specific strategies, such as analyzing, predicting outcomes, determining important ideas.
- Students will determine a text's main ideas and how those ideas are supported with details.
- Students will summarize text to recall, inform and organize ideas.
- Students will draw inferences, such as conclusions or generalizations, and support them with text evidence and their own experiences.
- Students will find similarities and differences across texts, such as in scope or organizations.

#### **FOURTH GRADE**

- Students will select and adjust strategies according to the purposes for reading and the type of text being read.
- Students will comprehend text by using specific strategies



such as analyzing, predicting outcomes, determining important ideas.

- Students will determine a text's main ideas and how those ideas are supported with details.
- Students will paraphrase and summarize text to recall, inform and organize ideas.
- Students will draw inferences, such as conclusions or generalizations, and support them with evidence from the text and their own experiences.
- Students will find similarities and differences across texts, such as in scope or organizations.
- Students will distinguish fact and opinion in various texts.

### **R.1.13.**

***Understand that texts have different purposes (e.g. persuading, informing, entertaining and instructing).***

#### **KINDERGARTEN**

- Students will distinguish different forms of text and the functions they serve (e.g. fairytale to entertain, animal book to inform).

#### **FIRST GRADE**

- Students will distinguish different forms of text and the functions they serve (e.g. storybook to entertain, informational book to inform).

#### **SECOND GRADE**

- Students will distinguish different forms of text and the functions they serve (e.g. storybooks to entertain, content area textbooks to inform, recipe book to instruct).

#### **THIRD GRADE**

- Students will distinguish different forms of text and the functions they serve, such as to inform or influence (e.g. how-to books, biographies to inform, folktales to entertain).

### **R.1.15.**

***Demonstrate knowledge of expository and narrative texts.***

#### **KINDERGARTEN**

- Students will give the beginning, middle and end of a story in a retelling.
- Students will identify different text genres, real and make-believe, from everyday print material (storybooks, poems, newspapers, signs, labels).

#### **FIRST GRADE**

- Students will identify different text genres from everyday

print material (storybooks, poems, newspapers, signs, labels).

#### SECOND GRADE

- Students will recognize distinguishing features of familiar genres, including stories and poems.
- Students will recognize expository text structures which are descriptive or comparative.

#### THIRD GRADE

- Students will use recognition of basic plots of fairy tales, myths, etc. to comprehend text.
- Students will identify text structure as being descriptive, comparison, sequential/chronological and cause and effect.

#### FOURTH GRADE

- Students will recognize distinguishing features of familiar genres, including biographies, historical and realistic fiction, tall tales and mysteries.

### **R.1.16.**

***Uses strategies for visual organization of information, such as story maps, semantic mapping, charts, etc.***

#### KINDERGARTEN

- Students will sequence stories or processes using pictures, storyboards, story maps and other simple graphic organizers.

#### FIRST GRADE

- Students will use story maps, circle story maps and semantic maps to organize information read.

#### SECOND GRADE

- Students will use a variety of graphic organizers to organize information (e.g. story maps, semantic maps, Venn diagrams, charts, etc.).

#### THIRD GRADE

- Students will use various maps and diagrams to visually display structural patterns found in narrative and expository text.

#### FOURTH GRADE

- Students will use various maps and diagrams to visually display structural patterns found in narrative and expository text.

### **R.1.17.**

***Read independently and with others daily (e.g. sustained silent reading, shared reading, partner reading).***

#### KINDERGARTEN

- Students will participate in shared reading of books, poems,

songs.

- Students will show an interest in reading and display "book reading" behaviors.

#### FIRST GRADE

- Students will read with others through shared reading, partner reading, choral reading.

#### FOURTH GRADE

- Students will read classic and contemporary works such as biographies, historical fiction, informational texts and poetry.

#### **R.1.18.**

***Read, listen and respond to a variety of literary genres from diverse cultures.***

#### **R.1.20.**

***Use strategies such as keeping reading logs, conferences with teacher and discussions with other readers for monitoring progress in reading.***

#### KINDERGARTEN

- Students will contribute to a reading portfolio, which may include the following: journal, classroom assessments, responses to reading, records of teacher-student conferences.

#### FIRST GRADE

- Students will monitor their progress in reading through contributing to a reading portfolio which may contain a reading log, reading skills checklist, record of conferences with teacher, responses to reading, reading assessments.

#### SECOND GRADE

- Students will monitor their progress in reading through maintaining a reading portfolio which may contain the following: a reading log, reading goals checklist, record of conferences with teacher, responses to reading, interest inventories, reading assessments.

#### THIRD GRADE

- Students will monitor their progress in reading through maintaining a reading portfolio which may contain the following: a reading log, reading response journal, reading goals checklist, record of conferences with teacher, record of conversations with peers about books, responses to reading, self-evaluations.

#### FOURTH GRADE

- Students will monitor their progress in reading through maintaining a reading portfolio which may contain the following: a reading log, reading response journal, reading goals checklist, record of conferences with teacher, record

of conversations with peers about books, responses to reading, self-evaluations, reading assessments.

**R.1.21.**

***Experiment with creative and playful language, such as text innovations, choral reading, etc.***

**KINDERGARTEN**

- Students will participate in group innovations, choral reading, etc.
- Students will experiment with language--rhyming words, riddles, trying new words, nonsense words.

**FIRST GRADE**

- Students will retell a story using different characters, setting, events, etc.
- Students will experiment with language--rhyming words, riddles, trying new words, nonsense words--in speaking, reading and writing.

**SECOND GRADE**

- Students will retell a story using different characters, setting, events, etc.
- Students will experiment with language--rhyming words, riddles, trying new words, nonsense words--in speaking, reading and writing.

**THIRD GRADE**

- Students will retell a story using different characters, setting, events, etc.
- Students will use rhyme, riddles, rhythm, patterned text and sound devices in oral and written work.

**FOURTH GRADE**

- Student's writings will show evidence of transfer of literacy language from reading to writing.
- Students will use rhythm, sound devices and figurative language in oral and written work.

**Strand 2: READING: COMPREHENSION**

**CONTENT STANDARD 1:**

*Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflects their own cultures and developing viewpoints as well as those of others.*

**CONTENT STANDARD 2:**

*Students will demonstrate a willingness to use reading to continue to learn, to communicate, and to solve problems independently.*

### **R.2.1.**

***Use critical thinking and problem solving strategies to integrate content from all subject matter areas.***

#### **KINDERGARTEN**

- Students will participate in classroom discussions about books and pictures related to a central theme.

#### **FIRST GRADE**

- Students will participate in class discussion on books and pictures related to a theme that integrates curriculum.

#### **SECOND GRADE**

- Students will discuss books and articles related to a theme that integrates the curriculum.

#### **THIRD GRADE**

- Students will discuss various content area themes using examples from literature and other media as references.
- Students will connect recurring ideas and themes across different texts.

#### **FOURTH GRADE**

- Students will discuss various content area themes using examples from literature and other media as references.

### **R.2.2.**

***Read for personal reasons, such as for enjoyment, for information and for inquiry.***

#### **KINDERGARTEN**

- Students will "read" a variety of texts for enjoyment and information which may include:
  - ❖ predictable books,
  - ❖ poetry,
  - ❖ nursery rhymes.

#### **FIRST GRADE**

- Students will read a variety of fiction and nonfiction materials for enjoyment and information which may include:
  - ❖ easy-to-read stories and informational books,
  - ❖ predictable texts,
  - ❖ picture storybooks,
  - ❖ poetry charts,

#### **SECOND GRADE**

- Students will read a variety of fiction and nonfiction materials for enjoyment and information which may include:
  - ❖ chapter books,
  - ❖ easy-to read biographies,
  - ❖ folktales,

- ◆ poetry books,
- ◆ predictable text.

#### THIRD GRADE

- Students will read a wide variety of fiction and nonfiction materials for enjoyment and information which may include:
  - ◆ biographies or autobiographies of people of real interest,
  - ◆ realistic fiction involving school, families, friendships,
  - ◆ fables, folktales, and tall tales.

#### FOURTH GRADE

- Students will read a wide variety of fiction and nonfiction materials for enjoyment and information which may include:
  - ◆ a variety of historical fiction about events of interest,
  - ◆ biographies/ autobiographies of people of real interest,
  - ◆ realistic fiction involving school, families, friendships,
  - ◆ novels,

### **R.2.3.**

***Demonstrate fluency and comprehension in both silent and oral reading.***

#### KINDERGARTEN

- Students will participate in shared reading.

#### FIRST GRADE

- Students will read grade-level materials with an average of only two-three word difficulties per 100 words.
- Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).

#### SECOND GRADE

- Students will read and comprehend stories and passages of 400-800 words.
- Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).

#### THIRD GRADE

- Students will read and comprehend stories and passages of approximately 500-800 words.
- Students will read orally from familiar text with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).

#### FOURTH GRADE

- Students will read and comprehend most materials silently, but when oral reading is appropriate, will read with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).

## **R.2.5.**

***Respond to reading in a variety of ways (e.g. writing, retelling, art, drama).***

### **KINDERGARTEN**

- Students will respond through talk, movement, music, art, drama and writing to a variety of stories and poems in ways that reflect understanding.
- Students will relate the life experiences of characters in stories to their own experiences.

### **FIRST GRADE**

- Students will respond through talk, movement, music, art, drama and writing to a variety of stories and poems in ways that reflect understanding.
- Students will relate the life experiences, language, customs and culture of characters in text to their own experiences.

### **SECOND GRADE**

- Students will respond to stories and poems in ways that reflect understanding through writing, movement, music, art, oral retellings and drama.
- Students will demonstrate understanding of expository (informational) text in various ways, such as through oral retellings, writing, illustrating, developing demonstrations and using available technology.
- Students will relate the life experiences, language, customs and culture of characters in text to their own experiences.

### **THIRD GRADE**

- Students will read and respond to stories and poems in ways that reflect understanding and interpretation in discussion (retelling, predicting, questioning), in writing, and through movement, music, art and drama.
- Students will demonstrate understanding of informational text in a various ways, such as through oral retellings, writing, illustrating, developing demonstrations and using available technology.
- Students will support interpretations or conclusions with examples drawn from text.
- Students will relate the life experiences, language, customs and culture of characters in text to their own experiences.

### **FOURTH GRADE**

- Students will offer observations, make connections, react, speculate, interpret and raise questions in response to text.
- Students will interpret text ideas through varied means, such as journal writing, discussion, enactment, media.

- Students will support interpretations or conclusions with examples drawn from text and their own experiences.
- Students will relate the life experiences, language, customs and culture of characters in text to their own experiences.

### **R.2.6.**

#### ***Use reading to enhance writing.***

##### KINDERGARTEN

- Students will use predictable texts as models for their own writing.
- Students will respond to shared reading in their journals with pictures.

##### FIRST GRADE

- Students will participate in creating text innovations using predictable texts as models for their own writing.

##### SECOND GRADE

- Students will incorporate the language of stories into their writing.
- Students will incorporate author's style into their writing.

##### THIRD GRADE

- Students will write in different genres using a variety of authors' works as models.

##### FOURTH GRADE

- Students will write in different genres using a variety of authors' works as models.

### **R.2.7.**

#### ***Select appropriate resource material from a variety of sources (e.g. library media centers, community and home).***

##### FIRST GRADE

- Students will use parts of a book to locate information including table of contents and chapter titles.

### **R.2.8.**

#### ***Initiate and participate in conversations about reading.***

##### SECOND GRADE

- Students will participate in whole group and small group discussions about literature.

##### THIRD GRADE

- Students will discuss authors, stories and other texts, making recommendations to their friends and teacher.

##### FOURTH GRADE



- Students will participate in whole group and small group, formal and informal conversations about literature.

**SAMPLE GRADE LEVEL BENCHMARKS GRADES 5-6**  
**English Language Arts**

**STRAND 1: WRITING**  
**CONTENT STANDARD 1:**

*Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate different audiences for a variety of purposes.*

**W.1.4.**

***Analyze thinking through the writing of explanations, directions, outlines and story maps.***

**FIFTH GRADE**

- Students will demonstrate understanding of sequencing and structure by writing about the components of what they have learned, explaining content and/or process, constructing simple outlines, and categorizing story elements.

**SIXTH GRADE**

- Students will analyze in writing the components of what they have learned, by explaining content and/or process, by constructing simple outlines, and by categorizing story elements. Because practice in writing is practice in thinking,

**W.1.7.**

***Apply a variety of prewriting activities including clustering, brainstorming, dialogue, drawing, role playing and learning logs.***

**Strand 2: READING: PRINT AWARENESS**  
**CONTENT STANDARD 1:**

*Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.*

**CONTENT STANDARD 2:**

*Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.*

**R.1.1.**

*Read individually and in groups.*

**FIFTH GRADE**

- Students will have daily opportunities to read self-selected

and teacher-selected material individually and/or in cooperative groups or whole class.

SIXTH GRADE

- Students will have daily opportunities for individual reading and frequent opportunities for group/whole class reading.

**R.1.2.**

***Analyze related and implied main ideas and supportive details.***

FIFTH GRADE

- Students will determine a text's main ideas and how those ideas are supported with details.

SIXTH GRADE

- Students will use increasingly complex texts to determine main ideas and supporting details.

**R.1.3.**

***Analyze text using patterns of organization, such as story elements, cause and effect, comparison and contrast.***

FIFTH GRADE

- Students will use a variety of appropriate graphic organizers such as Venn diagrams, story maps, clusters, etc. to analyze text.

SIXTH GRADE

- Students will determine appropriate type of graphic organizer for use in text analysis.
- Students will identify patterns of text organization to aid in comprehension.

**R.1.4.**

***Analyze literature for purpose, ideas and style of author.***

FIFTH GRADE

- Students will identify the purposes of different types of literature such as to inform, to influence or persuade, or to express or entertain.
- Students will analyze literature by identifying such elements as the author's tone, voice, vocabulary, point of view, etc.

SIXTH GRADE

- Students will identify the purposes of different types of literature of increasing complexity.

- Students will use the awareness of an author's style and purpose as models for their own writing.

**R.1.5.**

***Read to discern validity of written material, such as propaganda and bias.***

FIFTH GRADE

- Students will analyze written material for purpose, accuracy and impact by evaluating generalizations and specifics, source of information, fact and opinion.
- Students will respond in speaking and/or writing to open-ended questions requiring evaluation in all content areas.
- Students will support conclusions with examples drawn from text and their own experiences.

SIXTH GRADE

- Students will analyze written material from a variety of independent and/or assigned sources for purpose, accuracy and impact by evaluating generalizations and specifics, source of information, fact and opinion, manipulation of language, substantiation, etc.
- Students will respond in speaking and/or writing to open-ended questions requiring evaluation in all content areas.
- Students will support conclusions with examples drawn from text and their own experiences.

**R.1.7.**

***Apply syntactic, semantic and phonetic cues to decode and construct meaning from print.***

FIFTH GRADE

- Students will use knowledge of word structure (root words, inflectional endings, compound words, contractions, prefixes and suffixes, word derivatives and origins) to decode and comprehend text.
- Students will integrate context cues, knowledge of word and sentence structure, and graphophonic cues to decode and comprehend text.

SIXTH GRADE

- Students will use knowledge of word structure (root words, inflectional endings, compound words, contractions, prefixes and suffixes, word derivatives and origins) to decode and comprehend text.

- Students will integrate context cues, knowledge of word and sentence structure, and graphophonic cues to decode and comprehend text.
- Students will use knowledge of structure, context, and graphophonic cues to decode and comprehend content specific vocabulary.

**R.1.8.**

***Employ background knowledge to aid in reading and writing, comprehension, problem-solving strategies and critical thinking.***

**FIFTH GRADE**

- Students will discuss different perspectives and interpretations of the same text.

**SIXTH GRADE**

- Students will evaluate new information by testing it against known information and ideas in pleasure and functional reading.
- Students will discuss and/or write about different perspectives and interpretations of the same text.

**R.1.9.**

***Analyze features and organization of the text, e.g., bold type, glossary.***

**FIFTH GRADE**

- Students will use the design, structure, and organizing features of printed material (headings, subheadings, placement of text questions, basic parts of the text, bold and italic typefaces, sidebars, etc.) to study and sort information.

**SIXTH GRADE**

- Students will use the design, structure, and organizing features of printed material (headings, subheadings, placement of text questions, basic parts of the text, bold and italic typefaces, sidebars, etc.) to study and sort information.

**R.1.10.**

***Compare literary elements, e.g., setting, character traits.***

**FIFTH GRADE**

- Students will identify in small group and/or whole class discussion and/or in writing assignments the similarities and differences in literary elements of a variety of genres from a variety of cultures.

- Students will develop skills of comparison and contrast by choosing and using graphic organizers.

#### SIXTH GRADE

- Students will identify in small group and/or whole class discussion and/or in writing assignments the similarities and differences in literary elements of a variety of genres from a variety of cultures.
- Students will improve skills of comparison and contrast by independently choosing and using graphic organizers or other techniques of analysis.

#### **R.1.11.**

***Apply literal and inferential comprehension strategies to analyze a variety of genres from diverse cultures and time periods. Reading literary and content text from a variety of genres, historical periods, nationalities and ethnicities.***

#### FIFTH GRADE

- Students will compare differences and similarities of life experiences, language, history and customs of people.
- Students will be able to sort literal and implied information to discern connections between their own lives and the lives and history of people from other periods and cultures.
- Students will explore how the modern world is/has been influenced by the literature and events of the past. Reading literary and content text from a variety of genres, historical periods, nationalities and ethnicities.

#### SIXTH GRADE

- Students will compare differences and similarities of life experiences, language, history and customs of people.
- Students will be able to sort literal and implied information to discern connections between their own lives and the lives and history of people from other periods and cultures.
- Students will explore how the modern world is/has been influenced by the literature and events of the past. Reading from a variety of genres, historical periods, and ethnicities,
- Students will compare differences and similarities of life experiences, languages, and customs.

#### **R.1.12.**

***Establish purpose for reading.***

#### FIFTH GRADE

- Students will read self- and teacher-selected materials from

the range of content areas for a variety of reasons such as pleasure, information, explanation, instruction, problem-solving, research, etc.

- Students will determine purpose for reading such as pleasure, gaining information, investigation and research, etc.
- Students will use reading to direct writing and speaking.
- Students will use printed material as a model for their writing.

#### SIXTH GRADE

- Students will read self- and teacher-selected materials from the range of content areas for a variety of reasons such as pleasure, information, explanation, instruction, problem-solving, research, etc.
- Students will determine purpose for reading such as pleasure, gaining information, investigation and research, etc.
- Students will use reading to direct writing and speaking.
- Students will use printed material as a model for their writing.

#### **R.1.13.**

***Demonstrate proficiency in oral reading, e.g., shared reading activities.***

#### FIFTH GRADE

- Students will read orally when appropriate (choral reading, speeches, difficult material, poetry, etc.)
- Students will read orally with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).

#### SIXTH GRADE

- Students will read orally when appropriate (choral reading, speeches, difficult material, poetry, etc.)
- Students will read orally with fluency (accuracy, expression, appropriate phrasing and attention to punctuation).

#### **R.1.14.**

***Expand content-specific and personal vocabularies in reading.***

#### FIFTH GRADE

- Students will incorporate words learned from reading narrative and expository texts into their own reading and writing activities.
- Students will recognize specific language forms such as

colloquialism, dialect, figurative language, jargon and technical language.

#### SIXTH GRADE

- Students will incorporate words learned from reading narrative and expository texts into their own reading and writing activities.
- Students will recognize specific language forms such as dialect, colloquialisms, slang and jargon, their origins and meanings, and their effect on spoken and written language.

#### **R.1.15.**

***Employ comprehension strategies, such as prediction, skimming and sequencing.***

#### FIFTH GRADE

- Students will comprehend text by using such strategies as analysis, prediction, determination of main points, inference, sequence, etc.

#### SIXTH GRADE

- Students will comprehend text by using such strategies as analysis, prediction, determination of main points, inference, experience, sequence, etc.
- Students will select and adjust strategies appropriate to the purposes for reading and the type of text.

#### **R.1.16.**

***Evaluate and react critically to what has been read.***

#### FIFTH GRADE

- Students will respond in speaking and/or writing to open-ended questions requiring evaluation in all content areas.
- Students will support conclusions with examples drawn from text and their own experiences.

#### SIXTH GRADE

- Students will respond in speaking and/or writing to open-ended questions requiring evaluation in all content areas.
- Students will support conclusions with information drawn from text and their own experiences.

### **Strand 2: READING: COMPREHENSION CONTENT STANDARD 1:**

*Students will comprehend, evaluate, and respond to works of*

*literature and other kinds of writing which reflects their own cultures and developing viewpoints as well as those of others.*

**CONTENT STANDARD 2:**

*Students will demonstrate a willingness to use reading to continue to learn, to communicate, and to solve problems independently.*

**R.2.1.**

***Read a variety of materials for a variety of purposes.***

**FIFTH GRADE**

- Students will read self- and teacher-selected materials from the range of content areas for a variety of reasons such as pleasure, information, explanation, instruction, problem-solving, research, etc.
- Students will use reading to direct writing and speaking.
- Students will use printed material as a model for their writing.

**SIXTH GRADE**

- Students will read self- and teacher-selected materials from the range of content areas for a variety of reasons such as pleasure, information, explanation, instruction, problem-solving, research, etc.
- Students will use reading to direct writing and speaking.
- Students will use printed material as a model for their writing.

**Strand 3: LISTENING, SPEAKING AND VIEWING  
CONTENT STANDARD:**

*Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.*

**LSV.1.1.**

***Respond orally to materials read, e.g., book reports, cooperative groups, literature circles.***

**FIFTH GRADE**

- Students will daily discuss in both formal and informal ways what they have read, seen on television, etc., or heard.

**SIXTH GRADE**

- Students will daily converse with classmates about assigned or pleasure reading in various subject areas.

**LSV.1.2.**

***Expand content-specific and personal vocabularies in***



***listening and speaking.***

FIFTH GRADE

- Students will demonstrate expansion of vocabulary by using words and expressions learned in content and personal reading and listening experiences.

SIXTH GRADE

- Students will demonstrate expansion of vocabulary by using words and expressions learned in content and personal reading and listening experiences.

**LSV.1.5.**

***Listen and contribute to discussions.***

FIFTH GRADE

- Students will practice accepted protocol for group discussion--attentive listening and speaking in turn and responding and asking questions relevant to the content and setting.
- Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage the exchange of ideas.

SIXTH GRADE

- Students will generate and contribute to small group and whole class discussions.
- Students will provide supportive verbal and nonverbal cues to participants in a discussion to encourage the exchange of ideas.

**LSV.1.6.**

***Analyze and evaluate what is heard.***

**LSV.1.7.**

***Summarize and paraphrase what others have said.***

FIFTH GRADE

- Students will demonstrate an understanding of spoken language by retelling information.

SIXTH GRADE

- Students will demonstrate ability to paraphrase by restating spoken passages of various lengths.
- Students will demonstrate ability to summarize by selecting and ordering significant information related to a central idea or event.

**LSV.1.8.**

***Read orally with meaning and expression.***

FIFTH GRADE

- Students will demonstrate ability to read with expression appropriate to content in a variety of genres such as poetry, narrative, expository text, plays, etc.

SIXTH GRADE

- Students will demonstrate ability to read with expression appropriate to content in a variety of genres such as poetry, narrative, expository text, plays, etc.

**LSV.1.10.**

***Recognize propaganda, bias and censorship.***

FIFTH GRADE

- Students will analyze what they hear for purpose, accuracy and impact by evaluation of generalizations and specifics, source of information, fact and opinion, manipulation of language, substantiation, etc.

SIXTH GRADE

- Students will analyze what they hear for purpose, accuracy and impact by evaluation of generalizations and specifics, source of information, fact and opinion, manipulation of language, substantiation, etc.

**LSV.1.11.**

***Speak before a group to express or defend an opinion, present information, tell a story and share a visual display.***

FIFTH GRADE

- Students will demonstrate the ability to speak before a group in both a prepared and an impromptu setting.
- Students will exhibit awareness of cultural diversity in body language and voice inflections.
- Students will use appropriate body language to communicate mood, attitude, needs, and information.
- Students will demonstrate appropriate stage presence such as posture, appearance, gestures, facial expressions and eye contact.

**LSV.1.14.**

***Use clear, concise language when speaking.***

**LSV.1.15.**

***Exhibit effective use of body and voice.***