

Playbook® Applicability to

TEXAS

State Standards in English Language Arts and Reading

Kindergarten through Grade 5

Reading a Playbook® in the classroom meets the following Texas standards in English Language Arts and Reading:**Kindergarten**

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:

- (A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);
- (B) respond appropriately and courteously to directions and questions (K-3);
- (C) participate in rhymes, songs, conversations, and discussions (K-3);
- (D) listen critically to interpret and evaluate (K-3);
- (E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and
- (F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

- (A) connect experiences and ideas with those of others through speaking and listening (K-3); and
- (B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

- (A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);
- (B) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3);
- (C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);
- (D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and
- (E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

(5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:

- (A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as *Exit* and *Danger* (K-1);
- (B) know that print moves left-to-right across the page and top-to-bottom (K-1);
- (C) understand that written words are separated by spaces (K-1);
- (D) know the difference between individual letters and printed words (K-1);
- (E) know the difference between capital and lowercase letters (K-1);
- (F) recognize how readers use capitalization and punctuation to comprehend (K-1);
- (G) understand that spoken words are represented in written language by specific sequences of letters (K-1); and
- (H) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1).

- (6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:
- (A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);
 - (B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);
 - (C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);
 - (D) identify and isolate the initial and final sound of a spoken word (K-1);
 - (E) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K); and
 - (F) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).
- (7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:
- (B) understand that written words are composed of letters that represent sounds (K-1); and
 - (C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).
- (8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:
- (A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);
 - (B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and
 - (C) identify words that name persons, places, or things and words that name actions (K-1).
- (9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud. The student is expected to:
- (A) use prior knowledge to anticipate meaning and make sense of texts (K-3);
 - (B) establish purposes for reading or listening such as to be informed, to follow directions, and to be entertained (K-3); and
 - (C) retell or act out the order of important events in stories (K-3).
- (10) Reading/literary response. The student responds to various texts. The student is expected to:
- (A) listen to stories being read aloud (K-1);
 - (B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);
 - (C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1); and
 - (D) describe how illustrations contribute to the text (K-1).
- (11) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:
- (B) understand simple story structure (K-1);
 - (C) distinguish fiction from nonfiction, including fact and fantasy (K-3);
 - (D) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2); and
 - (E) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1).

Grade 1.

(b) Knowledge and skills.

- (1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:
- (A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);
 - (B) respond appropriately and courteously to directions and questions (K-3);
 - (C) participate in rhymes, songs, conversations, and discussions (K-3);

- (D) listen critically to interpret and evaluate (K-3);
 - (E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3);
and
 - (F) identify the musical elements of literary language such as its rhymes or repeated sounds (K-1).
- (2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:
- (A) connect experiences and ideas with those of others through speaking and listening (K-3); and
 - (B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).
- (3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:
- (A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);
 - (B) use verbal and nonverbal communication in effective ways such as in making announcements, giving directions, or making introductions (K-3);
 - (C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);
 - (D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and
 - (E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).
- (5) Reading/print awareness. The student demonstrates knowledge of concepts of print. The student is expected to:
- (A) recognize that print represents spoken language and conveys meaning such as his/her own name and signs such as *Exit* and *Danger* (K-1);
 - (B) know that print moves left-to-right across the page and top-to-bottom (K-1);
 - (C) understand that written words are separated by spaces (K-1);
 - (D) know the difference between individual letters and printed words (K-1);
 - (F) know the difference between capital and lowercase letters (K-1);
 - (G) recognize how readers use capitalization and punctuation to comprehend (K-1);
 - (H) understand that spoken words are represented in written language by specific sequences of letters (K-1);
 - (I) recognize that different parts of a book such as cover, title page, and table of contents offer information (K-1);
 - (K) recognize the distinguishing features of a paragraph (1).
- (6) Reading/phonological awareness. The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds). The student is expected to:
- (A) demonstrate the concept of word by dividing spoken sentences into individual words (K-1);
 - (B) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1);
 - (C) produce rhyming words and distinguish rhyming words from non-rhyming words (K-1);
 - (D) identify and isolate the initial and final sound of a spoken word (K-1);
 - (E) blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1); and
 - (F) segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).
- (7) Reading/letter-sound relationships. The student uses letter-sound knowledge to decode written language. The student is expected to:
- (B) understand that written words are composed of letters that represent sounds (K-1);
 - (C) learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1);

- (D) learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as *bl, st, tr*; consonant digraphs such as *th, sh, ck*; and vowel digraphs and diphthongs such as *ea, ie, ee* (1);
- (E) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);
- (F) decode by using all letter-sound correspondences within regularly spelled words (1-3); and
- (G) use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught) (1).
- (8) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:
- (A) decode by using all letter-sound correspondences within a word (1-3);
- (B) use common spelling patterns to read words (1);
- (C) use structural cues to recognize words such as compounds, base words, and inflections such as *-s, -es, -ed, and -ing* (1-2);
- (D) identify multisyllabic words by using common syllable patterns (1-3);
- (E) recognize high frequency irregular words such as *said, was, where, and is* (1-2);
- (F) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and
- (G) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).
- (9) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:
- (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (1);
- (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" first grader reads approximately 60 wpm) (1);
- (C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (1); and
- (10) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:
- (A) read fiction, nonfiction, and poetry, including classic and contemporary works, for pleasure and/or information (1); and
- (B) use graphs, charts, signs, captions, and other informational texts to acquire information (1).
- (11) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:
- (A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);
- (B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3); and
- (C) identify words that name persons, places, or things and words that name actions (K-1).
- (12) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:
- (A) use prior knowledge to anticipate meaning and make sense of texts (K-3);
- (B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);
- (C) retell or act out the order of important events in stories (K-3);
- (D) monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help (1-3);
- (F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3); and
- (G) identify similarities and differences across texts such as in topics, characters, and problems (1-2).
- (13) Reading/literary response. The student responds to various texts. The student is expected to:
- (A) listen to stories being read aloud (K-1);
- (B) participate actively (react, speculate, join in, read along) when predictable and patterned selections are read aloud (K-1);

(C) respond through talk, movement, music, art, drama, and writing to a variety of stories and poems in ways that reflect understanding and interpretation (K-1);

(D) connect ideas and themes across texts (1-3); and

(E) describe how illustrations contribute to the text (K-1).

(14) Reading/text structures/literary concepts. The student recognizes characteristics of various types of texts. The student is expected to:

(B) understand simple story structure (K-1);

(C) distinguish fiction from nonfiction, including fact and fantasy (K-3);

(D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);

(E) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);

(F) understand literary terms by distinguishing between the roles of the author and illustrator such as the author writes the story and the illustrator draws the pictures (K-1);

(G) analyze characters, including their traits, feelings, relationships, and changes (1-3);

(H) identify the importance of the setting to a story's meaning (1-3); and

(I) recognize the story problem(s) or plot (1-3).

(16) Reading/culture. The student reads or listens to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect his/her own experiences with the life experiences, languages, customs, and culture of others (K-3); and

(B) compare experiences of characters across cultures (K-3).

Grade 2.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:

(A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);

(B) respond appropriately and courteously to directions and questions (K-3);

(C) participate in rhymes, songs, conversations, and discussions (K-3);

(D) listen critically to interpret and evaluate (K-3);

(E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and

(F) identify the musical elements of literary language such as its rhymes, repeated sounds, or instances of onomatopoeia (2-3).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);

(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

- (5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:
- (A) decode by using all letter-sound correspondences within a word (1-3);
 - (B) blend initial letter - sounds with common vowel spelling patterns to read words (1-3);
 - (C) recognize high frequency irregular words such as *said*, *was*, *where*, and *is* (1-2);
 - (D) identify multisyllabic words by using common syllable patterns (1-3);
 - (E) use structural cues to recognize words such as compound, base words, and inflections such as *-s*, *-es*, *-ed*, and *-ing* (1-2);
 - (F) use structural cues such as prefixes and suffixes to recognize words, for example, *un-* and *-ly* (2);
 - (G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and
 - (H) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).
- (6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:
- (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (2);
 - (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" second grader reads approximately 70 wpm) (2);
 - (C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2);
- (7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:
- (A) read classic and contemporary works (2-8);
 - (B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and
- (8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:
- (A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);
 - (B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);
 - (C) develop vocabulary through reading (2-3); and
- (9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:
- (A) use prior knowledge to anticipate meaning and make sense of texts (K-3);
 - (B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);
 - (C) retell or act out the order of important events in stories (K-3);
 - (D) monitor his/her own comprehension and act purposefully when comprehension breaks down such as rereading, searching for clues, and asking for help (1-3);
 - (F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3);
 - (G) identify similarities and differences across texts such as in topics, characters, and problems (1-2);
- (10) Reading/literary response. The student responds to various texts. The student is expected to:
- (A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama (2-3);
 - (B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology (2-3);
 - (C) support interpretations or conclusions with examples drawn from text (2-3); and
 - (D) connect ideas and themes across texts (1-3).
- (11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:

- (B) identify text as written for entertainment (narrative) or for information (expository) (2);
- (C) distinguish fiction from nonfiction, including fact and fantasy (K-3);
- (D) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);
- (E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);
- (F) understand and identify simple literary terms such as title, author, and illustrator across a variety of literary forms (texts) (2);
- (G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, and information books (K-2);
- (H) analyze characters, including their traits, relationships, and changes (1-3);
- (I) identify the importance of the setting to a story's meaning (1-3); and
- (J) recognize the story problem(s) or plot (1-3).

(13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:

- (A) connect life experiences with the life experiences, language, customs, and culture of others (K-3); and
- (B) compare experiences of characters across cultures (K-3).

Grade 3.

(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:

- (A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);
- (B) respond appropriately and courteously to directions and questions (K-3);
- (C) participate in rhymes, songs, conversations, and discussions (K-3);
- (D) listen critically to interpret and evaluate (K-3);
- (E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and
- (F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

- (A) connect experiences and ideas with those of others through speaking and listening (K-3); and
- (B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

- (A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);
- (B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);
- (C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);
- (D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and
- (E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

- (A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);
 - (B) clarify and support spoken messages using appropriate props, including objects, pictures, and charts (K-3); and
 - (C) retell a spoken message by summarizing or clarifying (K-3).
- (5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:
- (A) decode by using all letter-sound correspondences within a word (1-3);
 - (B) blend initial letter-sounds with common vowel spelling patterns to read words (1-3);
 - (C) identify multisyllabic words by using common syllable patterns (1-3);
 - (D) use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words (3);
 - (E) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and
 - (F) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).
- (6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:
- (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (3);
 - (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; the "typical" third grader reads 80 wpm) (3);
 - (C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (3);
- (7) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:
- (A) read classic and contemporary works (2-8);
 - (B) read from a variety of genres for pleasure and to acquire information from both print and electronic sources (2-3); and
 - (C) read to accomplish various purposes, both assigned and self-selected (2-3).
- (8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:
- (A) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-3);
 - (B) develop vocabulary through reading (2-3);
- (9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:
- (A) use prior knowledge to anticipate meaning and make sense of texts (K-3);
 - (B) establish purposes for reading and listening such as to be informed, to follow directions, and to be entertained (K-3);
 - (C) retell or act out the order of important events in stories (K-3);
 - (D) monitor his/her own comprehension and act purposefully when comprehension breaks down using such strategies as rereading, searching for clues, and asking for help (1-3);
 - (F) make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions (1-3);
 - (G) identify similarities and differences across texts such as in topics, characters, and themes (3);
- (10) Reading/literary response. The student responds to various texts. The student is expected to:
- (A) respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning), in writing, and through movement, music, art, and drama (2-3);
 - (B) demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3);
 - (C) support interpretations or conclusions with examples drawn from text (2-3); and
 - (D) connect ideas and themes across texts (1-3).
- (11) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts. The student is expected to:

- (B) distinguish fiction from nonfiction, including fact and fantasy (K-3);
 - (C) recognize the distinguishing features of familiar genres, including stories, poems, and informational texts (1-3);
 - (D) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);
 - (E) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);
 - (F) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);
 - (G) compare communications in different forms, including contrasting a dramatic performance with a print version of the same story (3);
 - (H) analyze characters, including their traits, feelings, relationships, and changes (1-3);
 - (I) identify the importance of the setting to a story's meaning (1-3); and
 - (J) recognize the story problem(s) or plot (1-3).
- (13) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture. The student is expected to:
- (A) connect his/her own experiences with the life experiences, language, customs, and culture of others (K-3); and
 - (B) compare experiences of characters across cultures (K-3).

Grade 4.

(b) Knowledge and skills.

- (1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:
- (A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);
 - (B) eliminate barriers to effective listening (4-8); and
 - (C) understand the major ideas and supporting evidence in spoken messages (4-8).
- (2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:
- (A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);
 - (B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5);
 - (C) distinguish between the speaker's opinion and verifiable fact (4-8); and
 - (D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).
- (3) Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The student is expected to:
- (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);
 - (B) describe how the language of literature affects the listener (4-5); and
 - (C) assess how language choice and delivery affect the tone of the message (4-5).
- (4) Listening/speaking/culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:
- (A) connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4-8);
 - (B) compare oral traditions across regions and cultures (4-8); and
 - (C) identify how language use such as labels and sayings reflects regions and cultures (4-8).
- (5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:
- (A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

- (B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);
- (C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);
- (D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);
- (E) give precise directions and instructions such as in games and tasks (4-5); and
- (F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).
- (6) Reading/word identification. The student uses a variety of word recognition strategies. The student is expected to:
- (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);
- (B) use structural analysis to identify root words with prefixes such as *dis-*, *non-*, *in-*; and suffixes such as *-ness*, *-tion*, *-able* (4-6); and
- (7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:
- (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (4);
- (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm) (4);
- (C) demonstrate characteristics of fluent and effective reading (4-6);
- (D) adjust reading rate based on purposes for reading (4-8);
- (E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and
- (8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:
- (A) read classic and contemporary works (2-8);
- (B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and
- (C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8).
- (9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:
- (A) develop vocabulary by listening to selections read aloud (4-8);
- (B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);
- (D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, *un-* (4-8); and
- (10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:
- (A) use his/her own knowledge and experience to comprehend (4-8);
- (B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);
- (C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);
- (D) describe mental images that text descriptions evoke (4-8);
- (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);
- (F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);
- (G) paraphrase and summarize text to recall, inform, and organize ideas (4-8);
- (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);
- (I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);

(J) distinguish fact and opinion in various texts (4-8);

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);

(B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);

(B) recognize that authors organize information in specific ways (4-5);

(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts) (3-5);

(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(I) recognize and analyze story plot, setting, and problem resolution (4-8); and

(J) describe how the author's perspective or point of view affects the text (4-8).

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) compare text events with his/her own and other readers' experiences (4-8);

(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

(C) articulate and discuss themes and connections that cross cultures (4-8).

(24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:

(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5); and

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(b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);

(B) eliminate barriers to effective listening (4-8); and

(C) understand the major ideas and supporting evidence in spoken messages (4-8).

(2) Listening/speaking/critical listening. The student listens critically to analyze and evaluate a speaker's message(s). The student is expected to:

(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);

(B) identify and analyze a speaker's persuasive techniques such as promises, dares, and flattery (4-5);

- (C) distinguish between the speaker's opinion and verifiable fact (4-8); and
 - (D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8).
- (3) Listening/speaking/appreciation. The student listens to enjoy and appreciate spoken language. The student is expected to:
- (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);
 - (B) describe how the language of literature affects the listener (4-5); and
 - (C) assess how language choice and delivery affect the tone of the message (4-5).
- (4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:
- (A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening (4-8);
 - (B) compare oral traditions across regions and cultures (4-8); and
 - (C) identify how language use such as labels and sayings reflects regions and cultures (4-8).
- (5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:
- (A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);
 - (B) demonstrate effective communications skills that reflect demands such as interviewing, reporting, requesting, and providing information (4-8);
 - (C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);
 - (D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);
 - (E) give precise directions and instructions such as for games and tasks (4-5); and
 - (F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).
- (6) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:
- (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);
 - (B) use structural analysis to identify root words with prefixes such as *dis-*, *non-*, and *in-*; and suffixes such as *-ness*, *-tion*, and *-able* (4-6); and
- (7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:
- (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5);
 - (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" 5th grader reads approximately 100 wpm) (5);
 - (C) demonstrate characteristics of fluent and effective reading (4-6);
 - (D) adjust reading rate based on purposes for reading (4-8);
 - (E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and
- (8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:
- (A) read classic and contemporary works (2-8);
 - (B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure (4-5); and
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 - (B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);

(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as *like*, *pay*, or *happy* and affixes such as *dis-*, *pre-*, and *un-* (4-8); and

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(A) use his/her own knowledge and experience to comprehend (4-8);

(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);

(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);

(D) describe mental images that text descriptions evoke (4-8);

(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);

(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);

(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);

(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);

(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);

(J) distinguish fact and opinion in various texts (4-8);

(11) Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to:

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(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);

(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and

(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).

(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:

(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4-5);

(B) recognize that authors organize information in specific ways (4-5);

(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);

(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);

(E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants (2-8);

(F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts) (3-5);

(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);

(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8);

(I) recognize and analyze story plot, setting, and problem resolution (4-8); and

(J) describe how the author's perspective or point of view affects the text (4-8).

(14) Reading/culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) compare text events with his/her own and other readers' experiences (4-8);

(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and

(C) articulate and discuss themes and connections that cross cultures (4-8).

(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings. The student is expected to:

(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);

(B) interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology presentations (4-8); and

(24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:

(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5).