

# **AFTERSCHOOL ACHIEVERS: READING CLUB © 2004**

correlated to

## **Maryland Voluntary State Curriculum with Core Learning Goals Grades K-5**



EDUCATION GROUP



A Houghton Mifflin Company

**YOUR MARYLAND GREAT SOURCE REPRESENTATIVE**

**CARLA DEUTSCH**  
800-289-4490, option 4  
Carla\_Deutsch@hmco.com



*Afterschool Achievers: Reading Club © 2004*

**correlated to  
Maryland Voluntary State Curriculum with Core Learning Goals  
Kindergarten**

**STANDARD 1.0 GENERAL READING PROCESSES**

<b>Standard</b>	<b>AA Instructor's Guide (Grade K)</b>
<b>A. Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.</b>	
<b>1. Discriminate sounds and words</b>	13, 14, 24, 28, 29, 34, 38, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 124, 134, 153, 173
a. Identify whether isolated sounds are same or different	24, 29, 34, 39, 49, 54, 59, 64, 69, 74, 79, 84, 89, 99, 109, 124
b. Identify initial and final sounds in a word	14, 24, 28, 29, 38, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 104, 114, 134
c. Categorize words as same or different by initial or final sounds	13, 24, 34, 39, 44, 49, 59, 64, 69, 74, 79, 84, 153, 173
<b>2. Discriminate and produce rhyming words and alliteration</b>	1, 3, 4, 6, 8, 11, 13, 14, 16, 21, 23, 26, 31, 33, 34, 41, 51, 53, 56, 103
a. Repeat and produce rhyming words	1, 3, 4, 6, 8, 11, 13, 16, 21, 23, 26, 31, 33, 41, 51, 53, 56
b. Identify and repeat sentences that use alliteration	14, 34, 103
<b>3. Blend sounds and syllables to form words</b>	3, 38, 44, 45, 51, 63, 69, 73, 85, 94, 119, 134, 154
a. Orally blend syllables into a whole word, such as funny=funny	63, 85
b. Orally blend onset and rimes (word families) into a whole word, such as b-at=bat	3, 38, 45, 51, 63, 73
c. Orally blend 2-3 phonemes into one syllable words, such as m-e=me; f-u-n=fun	44, 69, 94, 119, 134, 154
<b>4. Segment and manipulate sounds in spoken words and sentences</b>	9, 14, 16, 19, 21, 24, 28, 34, 36, 39, 43, 44, 46, 49, 51, 54, 59, 61, 63, 64, 69, 71, 73, 74, 78, 79, 84, 85, 91, 94, 101, 104, 114, 118, 128, 163
a. Clap words in a sentence	71
b. Clap syllables in a word	9, 19, 28, 43, 128, 163
c. Say syllables	9, 19, 28, 43, 63, 73, 85, 128, 163
d. Identify the initial sound in a word	14, 24, 34, 39, 44, 49, 54, 59, 64, 69, 74, 78, 79, 84, 94, 104, 114
e. Segment individual sounds in words	16, 21, 36, 46, 51, 61, 71, 78, 91, 101, 118
f. Substitute initial sounds in words to form new words	3, 23, 38, 45, 51, 63, 73

<b>Standard</b>	<b>AA Instructor's Guide (Grade K)</b>
<b>B. Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.</b>	
<b>1. Identify letters and corresponding sounds</b>	14, 18, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 99, 109, 129, 139, 159, 164, 169, 174, 179
a. Identify in isolation all upper and lower case letters of the alphabet	18, 24, 34, 29, 44, 54, 59, 64, 69, 74, 79, 84, 89, 109, 139, 159, 164, 169, 174, 179
b. Identify letters matched to sounds	14, 24, 39, 49, 59, 64, 74, 84, 99, 129, 164
c. Generate the sounds associated with individual letters and letter patterns, such as s-, st-, -at, -ack, -ed	14, 24, 39, 49, 59, 64, 74, 84, 99, 129
<b>2. Decode words in grade-level texts</b>	3,13, 23, 38, 44, 45, 63, 69, 73, 94, 119, 134, 153, 154, 173
a. Identify similarities and differences in letters and words	13, 153, 173
c. Use onset and rime (word families) to decode one-syllable words	44, 69, 94, 119, 134, 154
<b>C. Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.</b>	
<b>1. Engage in imitative reading at an appropriate rate</b>	1, 6, 12, 21, 23, 26, 31, 32, 41, 36, 46, 56, 66, 81, 86, 91, 96, 101, 116, 126, 151, 161, 171
a. Listen to models of fluent reading	1, 12, 21, 26, 31, 32, 41, 36, 46, 56, 66, 86, 101, 116, 126, 151, 161, 171
b. Recite nursery rhymes, poems, and finger plays with expression	1, 6, 21, 23, 26, 31, 41, 46, 56, 81, 86, 91, 96, 101, 116
<b>2. Read orally from familiar texts at an appropriate rate</b>	1, 2, 6, 11, 16, 21, 23, 26, 36, 41, 46, 56, 66, 76, 81, 86, 96, 106, 111, 126, 131, 151, 161, 171
a. Read familiar text with accuracy and expression	1, 2, 6, 11, 16, 21, 23, 26, 36, 41, 46, 66, 76, 81, 86, 96, 111, 126, 151, 161, 171
b. Use knowledge of end punctuation to signal expression in reading	26, 41, 56, 66, 76, 106, 111, 131, 161
c. Recognize some words by sight, such as student's first and last name, a, the, I, my, you, is, are (CVC)	101
<b>D. Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.</b>	
<b>1. Develop and apply vocabulary through exposure to a variety of texts.</b>	16, 18, 21, 36, 38, 71, 86, 108, 156, 176
a. Acquire new vocabulary through listening to and reading a variety of texts on a daily basis	16, 21, 36, 38, 71, 86, 156, 176
c. Ask questions to clarify meaning about objects and words related to topics discussed	
d. Listen to and identify the meaning of new vocabulary in multiple contexts	
e. Listen to and identify the meaning of content-specific vocabulary	
f. Read signs, labels, and environmental print	108
g. Collect and manipulate favorite words	18
<b>2. Develop a conceptual understanding of new words</b>	8, 33, 48, 53, 58, 73, 88, 93, 108, 113, 118, 138, 143, 153, 158, 178, 198
a. Use words to describe location, size, color, and shape	138, 143
b. Name pictures of common concepts, such as sleeping, running, walking	118
c. Use names and labels of basic concepts, such as <i>stop, go, boys, girls, in, out, poison</i>	8, 108
d. Identify and sort pictures of common words into basic categories, such as colors, numbers, seasons	8, 33, 48, 53, 58, 73, 88, 93, 113, 153, 158, 178, 198

<b>Standard</b>	<b>AA Instructor's Guide (Grade K)</b>
<b>3. Understand, acquire, and use new vocabulary</b>	21
a. Use text and illustrations to identify meaning of unknown words	.
b. Use newly learned vocabulary on multiple occasions to reinforce meaning	21
c. Use word structure to determine meaning of words	
• Inflectional endings	
d. Use resources to determine meaning of unknown words	
• Picture dictionaries	
• Charts	
• Diagrams	
• Posters	
<b>E. Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).</b>	
<b>1. Demonstrate an understanding of concepts of print to determine how print is organized and read</b>	1, 2, 6, 7, 11, 12, 16, 17, 21, 24, 26, 27, 29, 31, 34, 36, 37, 39, 41, 42, 44, 46, 51, 56, 61, 69, 71, 87, 91, 94, 96, 101, 106, 116, 117, 119, 131, 134, 141, 154, 156, 157, 158, 159, 164, 174, 176, 179
a. Understand that speech can be written and read	1, 6, 11, 6, 11, 16, 21, 27, 36, 51, 61, 71, 101
b. Read a minimum of 15 books, both literary and informational	
c. Identify title, cover page, front and back of book, table of contents, page numbers, and describe what information is presented on the title and cover pages	158
d. Track print from left to right and top to bottom	1, 2, 6, 7, 11, 12, 16, 17, 21, 26, 31, 36, 37, 41, 42, 46, 56, 87, 96, 116, 117, 131, 141, 156, 157
e. Make return sweep to next line of text	1, 6, 11, 12, 16, 17, 21, 26, 31, 36, 41, 42, 46, 56, 116, 117, 156, 176
f. Match oral words to printed words	21, 31, 51, 61
g. Differentiate numerals, letters, and words	16, 21, 24, 29, 31, 34, 36, 39, 51, 91, 101, 106, 159, 164, 174, 179
h. Recognize that printed words are separated by spaces	16, 21, 36
i. Recognize that letters build words and words build sentences	36, 44, 69, 94, 106, 119, 134, 154
<b>2. Use strategies to prepare for reading (before reading)</b>	17, 42, 47, 50, 57, 60, 62, 75, 77, 80, 87, 92, 97, 107, 122, 127, 132, 137, 140, 162, 165, 172
a. Make connections to the text using illustrations, photographs, and prior knowledge	42, 50, 57, 60, 75, 80, 122, 137, 140, 162, 165
b. Make predictions by examining the title, cover, illustrations/ photographs/text, and familiar author or topic	
c. Ask questions about the text by examining the title, cover, illustrations, photographs, text	
d. Set a purpose for reading	17, 47, 62, 77, 87, 92, 97, 107, 122, 127, 132, 172

<b>Standard</b>	<b>AA Instructor's Guide (Grade K)</b>
<b>3. Use strategies to make meaning from text (during reading)</b>	5, 10, 15, 20, 25, 30, 35, 37, 40, 41, 42, 45, 50, 51, 55, 57, 60, 65, 66, 70, 71, 75, 80, 81, 85, 90, 95, 100, 105, 110, 115, 120, 125, 126, 130, 131, 135, 137, 140, 145, 146, 150, 151, 155, 160, 161, 162, 165, 167, 170, 171, 175, 180
a. Use illustrations to construct meaning from text	5, 10, 15, 20, 25, 30, 35, 37, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180
b. Make, confirm, or adjust predictions	
c. Make comments and ask relevant questions	41, 51, 66, 71, 81, 126, 131, 146, 151, 161, 171
d. Reread sentences when meaning is not clear	167
e. Connect events, characters, and actions in stories to specific life experiences	42, 57, 60, 137, 140, 162, 165
<b>4. Demonstrate understanding of text (after reading)</b>	2, 3, 4, 7, 12, 13, 14, 17, 20, 25, 22, 27, 30, 42, 47, 57, 60, 62, 75, 77, 87, 90, 92, 97, 107, 112, 117, 122, 125, 126, 127, 131, 132, 136, 137, 140, 141, 146, 147, 151, 156, 157, 160, 161, 162, 165, 166, 171, 172
a. Recall and discuss information from text	17, 20, 25, 27, 47, 77, 87, 112, 122, 125, 126, 131, 136, 141, 146, 147, 151, 156, 161, 166, 171
b. Respond to questions (who, what, and where) and verify answers using illustrations/text	20, 25, 47, 97, 117, 122, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171
c. Respond to text by drawing, speaking, dramatizing, or writing	2, 3, 4, 7, 12, 13, 14, 17, 22, 27, 75, 77, 117
d. Compare information in text with prior knowledge	42, 57, 60, 112, 137, 140, 162, 165
e. Validate/determine the purpose for reading	17, 47, 62, 77, 87, 92, 97, 107, 122, 127, 132, 172
f. Retell a story using text as support	17, 27, 30, 47, 87, 90, 122, 125, 157, 160

**STANDARD 2.0 COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze and evaluate informational text.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade K)</b>
<b>A. Comprehension of Informational Text</b>	
<b>1. Develop comprehension skills by reading a variety of informational texts</b>	12, 37, 40, 62, 67, 102
a. Listen to nonfiction materials	12, 37, 40, 62, 67, 102
• Nonfiction trade books	
• Picture dictionaries	
• Simple maps	
• Magazines	
• Newspapers	
• Multimedia resources	
b. Listen to and use functional documents by following simple oral or rebus directions	
• Science investigations	
• Recipes	
• Rules	
• Signs and posters	
• Center activities	
• Labels	
• Classroom schedules	
c. Listen to and use personal interest materials, such as books and magazines	

<b>Standard</b>	<b>AA Instructor's Guide (Grade K)</b>
<b>2. Identify and use text features to facilitate understanding of informational texts</b>	121, 131, 141, 166
a. Identify print features	121, 131, 141, 166
• Bold print	
• Print size	
• Labels	
• Numbered steps	
b. Identify graphic aids	
• Illustrations	
• Pictures	
• Photographs	
• Drawings	
• Maps	
• Graphs	
• Charts	
• Diagrams	
c. Use informational aids	
• Materials lists	
• Labels	
• Numbered steps	
d. Identify organizational aids	
• Title	
• Table of contents	
• Numbered steps	
<b>3. Develop knowledge of organizational structure of informational text to understand what is read</b>	5, 37, 40, 67, 102, 172, 175
a. Recognize sequential order	5, 37, 40, 67, 102, 172, 175
b. Recognize similarities and differences	
c. Recognize description	
<b>4. Determine important ideas and messages in informational texts</b>	97, 100, 170
a. State the text's purpose	
b. Identify the main idea/text's message	97, 100, 170
c. Retell important facts from a text	
d. Identify how someone might use the text	
<b>5. Evaluate informational text</b>	
a. State whether the text fulfills the reading purpose	
b. Tell what the author could have done to make the text easier to understand	
c. Tell whether the author's ideas are clear	

**STANDARD 3.0 COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade K)</b>
<b>A. Comprehension of Literary Text</b>	
<b>1. Develop comprehension skills by listening to and reading a variety of self-selected and assigned literary texts</b>	1, 6, 7, 10, 11, 16, 21, 25, 26, 41, 82, 90, 117, 122, 126, 131, 136, 146, 161, 171
a. Listen to and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities	
b. Listen to and discuss a variety of different types of fictional literary texts, such as stories, poems, nursery rhymes, realistic fiction, fairy tales, and fantasy	1, 6, 7, 10, 11, 16, 21, 25, 26, 41, 82, 90, 117, 122, 126, 131, 136, 146, 161, 171
<b>2. Use text features to facilitate understanding of literary texts</b>	7, 26, 41, 46, 76, 96, 106, 121, 131, 141, 166
a. Identify and explain how the title contributes to meaning	41
b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning	7, 26, 41, 46, 76, 96, 106, 121, 131, 141, 166
<b>3. Use elements of narrative texts to facilitate understanding</b>	2, 5, 22, 23, 25, 27, 37, 40, 47, 67, 82, 87, 90, 102, 105, 117, 120, 141, 152, 172, 175
a. Identify the beginning, middle, and end of a story, including the problem, and solution	2, 5, 37, 40, 47, 67, 90, 102, 105, 172, 175
b. Identify the characters, sequence of events, and setting of a story	22, 23, 25, 27, 82, 87, 117, 120, 141, 152
<b>4. Use elements of poetry to facilitate understanding</b>	1, 21, 41, 36, 46, 56, 86, 101, 116
a. Identify rhyme, rhythm, and repetition in poems read to them	1, 21, 41, 36, 46, 56, 86, 101, 116
b. Retell the events of the poem	1, 21, 41, 36, 46, 56, 86, 101, 116
<b>5. Use elements of drama to facilitate understanding</b>	136, 166, 176
a. Identify the characters, dialogue, and scenery of a play read to them	136, 166, 176
<b>6. Determine important ideas and messages in literary texts</b>	27, 42, 47, 57, 60, 87, 90, 122, 137, 140, 157, 162, 165
a. Retell the story by sequencing the main events	27, 47, 87, 90, 122, 157
b. Identify a personal connection to the text	42, 57, 60, 122, 137, 140, 162, 165
<b>7. Identify and describe the author's use of language</b>	126, 143
a. Identify descriptive words in text read to them	126, 143

**STANDARD 4.0 WRITING: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade K)</b>
<b>A. Writing</b>	
<b>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</b>	11, 14, 18, 22, 57, 63, 65, 68, 76, 77, 92, 108, 137, 138, 142, 154, 162
a. Generate ideas and topics for writing	14, 142
b. Dictate or write words, phrases, or sentences related to ideas or illustrations	11, 18, 22, 57, 63, 65, 68, 76, 77, 92, 108, 137, 138, 142, 154, 162
<b>2. Compose oral, written, and visual presentations that express personal ideas and inform</b>	2, 3, 4, 7, 9, 12, 14, 17, 24, 27, 45, 48, 65, 68, 75, 87, 95, 117, 138, 142, 143, 152
a. Write to express personal ideas using drawings, symbols, letters, or words	14, 48, 65, 68, 75, 87, 117, 138, 142
b. Contribute to a shared writing experience or topic of interest	152
c. Use sensory details to expand ideas	143
d. Dictate, draw, or write to inform	2, 3, 4, 7, 9, 12, 17, 24, 27, 45
e. Dictate, draw, or write a response to text, such as response logs and journals	75, 95, 117, 138
<b>3. Compose texts using the revising and editing strategies of effective writers and speakers</b>	
a. Prepare writing for display by revising and editing using rules, such as capital letters and periods	
<b>4. Identify how language choices in writing and speaking affect thoughts and feelings</b>	16
a. Identify and use words to communicate feelings	
b. Acquire and use new vocabulary	16
<b>5. Use effective details, words, and figurative language in the student's own composing</b>	22
a. Use descriptive words and other details to expand and improve student's own writing	22
<b>6. Use word lists as a source of information in writing</b>	

**STANDARD 5.0 CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade K)</b>
<b>A. Grammar</b>	
<b>1. Use grammar concepts and skills that strengthen oral language</b>	107
a. Use complete sentences in conversation and to respond to questions	107
<b>B. Usage</b>	
<b>1. Comprehend and apply standard English usage in oral language</b>	78, 118
a. Use sentences with subject/verb agreement	
b. Use correct verb tense	78, 118
c. Use sentences with noun/pronoun agreement	
d. Use commonly confused words correctly, such as <i>get/got, have/has</i>	
<b>C. Mechanics</b>	
<b>1. Explain the purpose of mechanics to make and clarify meaning</b>	

<b>Standard</b>	<b>AA Instructor's Guide (Grade K)</b>
<b>2. Comprehend and use basic punctuation and capitalization in written language</b>	18, 29, 34, 39, 56, 66, 79, 79, 81, 106, 111, 148
a. Use periods at the end of sentences	56, 66, 76, 106, 111
b. Use capital letters for first letters of names and beginning sentences	18, 29, 34, 39, 79, 81, 148
<b>Standard</b>	<b>AA Instructor's Guide (Grade K)</b>
<b>D. Spelling</b>	
<b>1. Apply conventional spelling in written language</b>	14, 18, 24, 39, 49, 59, 64, 74, 84, 99, 129, 168
a. Spell first and last name correctly	18
b. Spell a few high frequency words correctly	168
c. Use letters to represent phonemes in words	14, 24, 39, 49, 59, 64, 74, 84, 99, 129
d. Use classroom resources to spell unknown words, such as labeled objects, word walls, charts, pictionaries	168
<b>E. Handwriting</b>	
<b>1. Produce writing that is legible to the audience</b>	18, 24, 34, 38, 39, 44, 49, 54, 59, 63, 64, 74, 79, 87, 89, 104, 109, 112, 120, 128, 145, 155, 169, 174, 179
a. Develop fine motor skills necessary to control and sustain handwriting	18, 24, 34, 38, 39, 44, 49, 54, 59, 63, 64, 74, 79, 87, 89, 104, 109, 112, 120, 128, 145, 155, 174, 179
b. Form upper and lower case manuscript letters	18, 24, 34, 38, 39, 49, 54, 59, 64, 74, 79, 87, 89, 104, 109, 112, 120, 128, 145, 155, 169, 174, 179

**STANDARD 6.0 LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade K)</b>
<b>A. Listening</b>	
<b>1. Demonstrate active listening strategies</b>	26, 98
a. Attend to the speaker	26, 98
<b>2. Comprehend and analyze what is heard</b>	
a. Determine a speaker's general purpose	1, 6, 11, 16, 21, 26, 27, 30, 31, 41, 47, 51, 56, 87, 90, 98, 122, 125, 157, 160
b. Identify rhythms and patterns of language, including rhyme and repetition	1, 6, 11, 16, 21, 26, 31, 41, 51, 56
c. Demonstrate an understanding of what is heard by retelling and relating prior knowledge	27, 30, 47, 87, 90, 122, 125, 157, 160
d. Follow a set of two- or three- step directions	98
e. Listen carefully to expand and enrich vocabulary	

**STANDARD 7.0 SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade K)</b>
<b>A. Speaking</b>	
<b>1. Use organization and delivery strategies</b>	
a. Speak clearly enough to be heard and understood in a variety of settings	
<b>2. Make oral presentations</b>	27, 42, 47, 52, 78, 87, 122, 131, 156, 157, 176
a. Speak in a variety of situations to inform and/or relate experiences, such as retelling stories and/or state an opinion	27, 42, 47, 87, 122, 131, 157, 176
b. Use props in situations, such as show-and-tell	52, 78, 156

*Afterschool Achievers: Reading Club © 2004*

**correlated to  
Maryland Voluntary State Curriculum with Core Learning Goals**

**Grade 1**

**STANDARD 1.0 GENERAL READING PROCESSES**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
<b>A. Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.</b>	
<b>1. Discriminate sounds and words</b>	4, 8, 13, 19, 23, 24, 28, 29, 33, 34, 39, 44, 48, 49, 53, 54, 59, 64, 73, 74, 89, 144, 149, 154, 159, 164, 169, 174, 179
a. Identify initial, medial, and final sounds in one-syllable words	19, 23, 24, 28, 29, 34, 39, 44, 48, 49, 54, 59, 64, 74, 89, 144, 149, 154, 159, 164, 169, 174, 179
b. Compare one-syllable words using initial, medial, and final sounds	4, 8, 13, 23, 24, 28, 29, 33, 34, 49, 53, 54, 64, 73, 74
c. Categorize words as same or different by medial sounds	13
<b>2. Discriminate and produce rhyming words and alliteration</b>	29, 33, 63, 69
a. Produce sentences with rhyming and alliteration	29, 33, 63, 69
<b>3. Blend sounds and syllables to form words</b>	
a. Blend 3-4 phonemes into a word, such as f-a-s-t=fast	
<b>4. Segment and manipulate sounds in spoken words</b>	8, 13, 14, 28, 33, 34, 39, 44, 48, 53, 54, 59, 64, 73, 74, 79, 84, 88, 94, 104, 109, 119, 124, 129, 134, 138, 144, 149, 154, 159, 169, 174, 179
a. Segment words into syllables	
b. Segment one-syllable words into phonemes	34, 39, 44, 54, 59, 64, 74, 79, 84, 94
c. Delete sounds to form new words	8, 28, 48, 88
d. Add sounds to form new words	13, 33, 53, 73, 119, 134, 138, 144, 154
e. Substitute sounds to form new words	13, 14, 94, 104, 109, 119, 124, 129, 134, 138, 144, 149, 154, 159, 169, 174, 179
<b>B. Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.</b>	
<b>1. Identify letters and corresponding sounds</b>	69, 79, 84
a. Produce letter/sound correspondences rapidly (1 per second)	
b. Combine sounds to form letter combinations, such as pl-, bl-, tr-, -nt	69, 79, 84
<b>2. Decode words in grade-level texts</b>	69, 79, 84, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 143, 144, 149, 154, 159, 164, 169, 174, 179
a. Recognize and apply short vowels, long vowels, and "y" as a vowel	88, 89, 94, 99, 104, 109, 114, 119, 124
b. Decode words with letter combinations, such as consonant digraphs, blends, and special vowel patterns	69, 79, 84, 99, 124, 134, 139, 144, 149, 159, 164
c. Read one-syllable words fluently (CVC, CVCE)	94, 104, 109, 114, 119, 124, 129, 134, 139, 144, 154, 164, 169, 174, 179

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
d. Use known word/part to decode unknown words, such as car→card	143
<b>C. Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.</b>	
<b>1. Read orally from familiar text at an appropriate rate</b>	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 56, 61, 66, 76, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 171, 176
a. Listen to models of fluent reading	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 56, 61, 66, 76, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 171, 176
b. Read familiar text at a rate that is conversational and consistent	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 76, 111
c. Reread text multiple times to increase familiarity with words	1, 6, 11, 16, 21, 26, 56, 61, 66, 111
<b>2. Read grade-level text accurately</b>	17, 42, 77, 112, 132, 147
a. Reread and self-correct while reading	
b. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction	17, 42, 77, 112, 132, 147
c. Read sight words automatically, such as have, said, where, two	
<b>3. Read grade-level text with expression</b>	21, 26, 31, 36, 41, 46, 51, 61, 66, 71, 76, 81, 91, 96, 101, 106, 121, 126, 131, 136, 141, 146, 171, 176
a. Demonstrate appropriate use of phrasing when reading familiar text	21, 26, 31, 36, 41, 46, 51, 61, 66, 71, 76, 81, 91, 96, 101, 106, 121, 126, 131, 136, 141, 146, 171, 176
• Use end punctuation, commas, and quotation marks to guide expression	41, 51, 76, 91, 96, 121
• Use intonation (emphasis on certain words) to convey meaning	81, 86, 111, 116, 156, 171
<b>D. Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.</b>	
<b>1. Develop and apply vocabulary through exposure to a variety of texts</b>	6, 8, 11, 21, 26, 28, 31, 41, 46, 48, 58, 68, 76, 88, 101, 121, 131, 136, 141, 151, 171
a. Acquire new vocabulary through listening to and reading a variety of grade-appropriate text daily	6, 21, 26, 31, 41, 46, 76, 101, 121, 131, 136, 141, 151, 171
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	6, 21, 26, 41
c. Asks questions to clarify meaning about objects and words related to topics discussed	11
d. Listen to and identify the meaning of new vocabulary in multiple contexts	
e. Connect unfamiliar words from texts, instruction, and conversation to prior knowledge to enhance meaning	8, 28, 48, 58, 68, 88
f. Learn 5-8 new words every week (independent reading)	
<b>2. Develop a conceptual understanding of new words</b>	38, 49, 54, 59, 78, 93, 98, 103, 163, 178
a. Sort grade-appropriate words with or without pictures into categories	38, 49, 54, 59, 78, 93, 98, 103, 163, 178
b. Identify antonyms and synonyms	
c. Identify and use correctly new words acquired through study of their relationship to other words	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
<b>3. Understand, acquire, and use new vocabulary</b>	
a. Determine the meanings of words using their context	18, 58, 68, 77, 112, 132
• Reread	
• Use context clues	
• Examine illustrations	
b. Use unfamiliar words introduced in literary and informational texts	
c. Use word structure to determine meanings of words	108, 133, 143, 158, 173
• Contractions	
• Inflectional endings	133, 158, 173
• Compound words	108, 143
• Root/base words	133
d. Use resources to determine meanings of unknown words	
• Picture dictionaries	
• Charts	
• Diagrams	
• Posters	
• Content texts	
<b>E. General Reading Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).</b>	
<b>1. Develop comprehension skills through exposure to a variety of texts</b>	
a. Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	
b. Self-select appropriate text for a variety of purposes	
c. *Read a minimum of 25 books representing various genres	
d. Discuss ideas/information gained from reading experiences with adults and peers	
<b>2. Use strategies to prepare for reading (before reading)</b>	12, 32, 17, 27, 37, 41, 42, 46, 47, 51, 57, 60, 62, 67, 71, 87, 92, 95, 97, 127, 130, 147, 162, 165
a. Make connections to the text using their prior knowledge and experiences with the text	12, 32, 41, 46, 51, 71
b. Make predictions or ask questions about the text by examining the title, cover, illustrations/ photographs/text, and familiar author or topic	57, 60, 92, 95, 127, 130, 162, 165
c. Set a purpose for reading and identify type of text (fiction or nonfiction)	17, 27, 37, 42, 47, 57, 62, 67, 87, 97, 127, 147

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
<b>3. Use strategies to make meaning from text (during reading)</b>	5, 10, 27, 41, 46, 47, 51, 57, 60, 71, 87, 92, 95, 105, 122, 125, 127, 130, 140, 157, 162, 165, 175
a. Recall and discuss what they understand	5, 10, 27, 47, 87, 105, 122, 125, 140, 157, 175
b. Identify and question what did not make sense	
c. Reread difficult parts slowly and carefully and use own words to restate difficult parts	
d. Make, confirm, or adjust predictions	57, 60, 92, 95, 127, 130, 162, 165
e. Look back through the text to search for connections between topics, events, characters, and actions in stories to specific life experiences	41, 46, 51, 71
<b>4. Use strategies to demonstrate understanding of the text (after reading)</b>	5, 10, 15, 17, 20, 25, 26, 30, 35, 40, 45, 47, 50, 55, 60, 62, 65, 70, 75, 80, 82, 85, 87, 90, 95, 97, 100, 105, 110, 112, 115, 120, 122, 125, 130, 132, 135, 140, 145, 147, 150, 155, 157, 160, 165, 167, 170, 175, 180
a. Describe what the text is about	25, 26, 47, 62, 65, 82, 97, 100, 132, 135, 167, 170
b. Describe what is directly stated in the text (details, literal meaning)	17, 20, 45, 62, 65, 80, 97, 100, 112, 115, 120, 132, 135, 147, 150, 167, 170
c. Engage in conversation to understand what has been read	5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180
d. Answer simple questions (who, what, when, where, and how) in writing	
e. Respond to text by drawing, speaking, dramatizing, or writing	1, 6, 11, 16, 26, 31, 41, 56, 61, 71
f. Retell the main idea of texts	5, 10, 26, 27, 47, 87, 97, 105, 120, 122, 125, 135, 140, 157, 175

**STANDARD 2.0 COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
<b>A. Comprehension of Informational Text</b>	
<b>1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts</b>	141
a. Listen to nonfiction materials	
• Textbooks	
• Trade books	
• Grade-appropriate reference materials	
• Newspapers	141
• Articles	
• Magazines	
• Questionnaires/interviews	
• Multimedia resources	
b. Read and recognize functional documents	
• Sets of directions	
• Science investigations	
• Posters	
• Flyers	
• Forms	
• Invitations	
• Menus	
• Maps	
• Recipes	
• Rules	
• Classroom schedules	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
c. Select and read personal interest materials, such as brochures, books, magazines, and web sites	
<b>2. Identify and use text features to facilitate understanding of informational texts</b>	7, 11, 16, 37, 40, 81
a. Use print features	11, 16, 81
• Large bold print	11, 16
• Font size/type	81
• Colored print	
• Headings and chapter titles	
• Labels	
• Captions	
• Numbered steps	
b. Use graphic aids	
• Illustrations	
• Pictures	
• Photographs	
• Drawings	
• Maps	
• Graphs	
• Charts/tables	
• Diagrams	
• Materials lists	
c. Use informational aids	
• Materials lists	
• Captions	
• Glossed words	
• Labels	
• Numbered steps	
d. Use organizational aids when reading	7, 11, 16, 37, 40
• Title	11, 16
• Table of contents	
• Numbered steps	
• Transition words	7, 37, 40
<b>3. Develop knowledge of organizational structure of informational text to understand what is read</b>	2, 5, 62, 65, 100, 102, 105, 132, 135, 175
a. Distinguish between fiction and nonfiction text	
b. Recognize words that signal the structure of informational text	
c. Recognize sequential order	2, 5, 102, 105, 175
d. Recognize cause/effect relationships	
e. Recognize similarities and differences	
f. Recognize main idea	62, 65, 100, 132, 135
<b>4. Determine important ideas and messages in informational texts</b>	
a. Identify the text's purpose	
b. Identify main ideas/messages	62, 65, 100, 132, 135
c. Distinguish between a fact and an opinion	
d. Retell important facts from a text	
e. Identify how someone might use the text	
f. Identify prior knowledge that clarifies the main idea of the text	
<b>5. Identify and explain the author's use of language</b>	
a. Recognize specific punctuation that create tone	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
<b>6. Read critically to evaluate informational text</b>	
a. State whether the text fulfills the reading purpose	
b. Tell what the author could have done to make the text easier to understand	
c. Explain whether the author's ideas are clear	
d. Identify words that affect the reader's feelings	

**STANDARD 3.0 COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
<b>A. Comprehension of Literary Text</b>	
<b>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts</b>	1, 11, 16, 86, 82, 106, 111, 112, 125, 156
a. Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, and ethnicities	
b. Listen to, read, and discuss a variety of different types of fictional literary texts, such as plays, poems, stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction)	1, 11, 16, 86, 82, 106, 111, 112, 125, 156
<b>2. Use text features to facilitate understanding of literary texts</b>	41, 51, 91
a. Identify and explain how the title contributes to meaning	
b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning	41, 51, 91
<b>3. Use elements of narrative texts to facilitate understanding</b>	7, 10, 27, 37, 40, 47, 50, 67, 70, 87, 112, 122, 137, 140, 157, 175
a. Identify the elements of a story, including characters, setting, problem, and solution	27, 47, 50, 112, 137
b. Identify and explain character traits and actions	
c. Sequence the important events	7, 10, 27, 37, 40, 47, 67, 70, 87, 122, 137, 140, 157, 175
<b>4. Use elements of poetry to facilitate understanding</b>	1, 6, 11, 21, 26, 31, 36, 41, 46, 56, 71
a. Identify rhyme, rhythm, and repetition in poems read to them	1, 6, 11, 21, 26, 31, 36, 41, 46, 56, 71
b. Summarize the events or tell the meaning of the poem	21, 26, 36, 41, 46
<b>5. Use elements of drama to facilitate understanding</b>	156
a. Identify the characters, dialogue, and scenery of a play read to them	156
<b>6. Determine important ideas and messages in literary texts</b>	5, 10, 25, 27, 47, 62, 65, 82, 85, 87, 97, 100, 105, 117, 120, 122, 132, 135, 137, 140, 152, 155, 157, 167, 170, 175
a. Recognize the main idea	62, 65, 97, 100, 132, 135, 167, 170
b. Recognize a similar message in more than one text	
c. Summarize the text by stating the main idea and sequencing the important events	25, 27, 47, 82, 85, 87, 105, 117, 120, 122, 137, 140, 152, 155, 157, 175
d. Identify personal connections to the text	5, 10

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
<b>7. Identify and describe the author's use of language</b>	12, 15, 22, 35, 52, 55, 75, 107, 110, 145, 180
a. Identify language that appeals to the senses and feelings	12, 15, 22, 35, 52, 55, 75, 107, 110, 145, 180
b. Identify repetition	
c. Identify specific words and punctuation that create tone	

**STANDARD 4.0 WRITING: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
<b>A. Writing</b>	
<b>Compose texts using the prewriting and drafting strategies of effective writers and speakers</b>	24, 37, 132
a. Generate ideas and topics and make a plan for writing	24, 37, 132
b. Write a first draft with a main idea and supporting details	
<b>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</b>	1, 3, 4, 5, 6, 21, 24, 36, 41, 43, 52, 66, 86, 106, 146
a. Write to express personal ideas using drawings, symbols, letters, words, sentences, and simple paragraphs	1, 3, 4, 5, 6, 21, 24, 36, 41, 43, 52, 66, 86, 106, 146
b. Contribute to a shared writing experience or topic of interest	1
c. Use sensory details to expand ideas	
d. Use details that support a topic with a clear beginning, middle, and end to inform	
e. Write persuasive text to support a stated opinion	
f. Write a variety of responses to text, such as response logs and journals	
<b>3. Compose texts using the revising and editing strategies of effective writers and speakers</b>	91, 112
a. Improve writing by	
• Maintaining a topic	
• Adding ideas	
b. Proofread and edit writing for	91, 112
• Capitalization at the beginning of sentences	112
• Capitalization for names	
• Punctuation at the end of sentences	91, 112
• Accurate spelling of previously learned, high-frequency words	
c. Prepare writing for publication	
<b>4. Identify how language choices in writing and speaking affect thoughts and feelings</b>	
a. Identify and use words to express feelings, such as happiness, anger, sadness, frustration	
b. Acquire and use new vocabulary	
<b>5. Use effective details, words, and figurative language in the student's own composing</b>	98, 118, 153, 163, 168
a. Use descriptive words and other details to expand and improve student's own writing	98, 118, 153, 163, 168

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
<b>6. Use information from various sources to accomplish a purpose</b>	
a. Identify sources of information on a topic, such as trade books, classroom dictionaries, glossaries, indexes, maps, news magazines, etc.	
b. Use graphic organizers, such as webs and story maps to organize information	

**STANDARD 5.0 CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
<b>A. Grammar</b>	
<b>1. Use grammar concepts and skills that strengthen oral and written language</b>	103, 118, 123, 128, 133, 148, 153, 158, 173
a. Use various parts of speech, such as nouns, pronouns, and verbs	103, 118, 123, 128, 133, 148, 153, 158, 173
b. Distinguish between complete and incomplete sentences	
c. Compose simple sentences using correct word order	103, 123
<b>B. Usage</b>	
<b>1. Recognize examples of conventional usage in personal and academic reading</b>	
<b>2. Comprehend and apply standard English usage in oral and written language</b>	
a. Recognize when subjects and verbs agree	
b. Recognize when personal nouns and pronouns agree	
<b>C. Mechanics</b>	
<b>1. Explain the purpose of mechanics to make and clarify meaning</b>	
<b>2. Comprehend and use basic punctuation and capitalization in written language</b>	46, 91, 112, 132
a. Consistently use end punctuation, such as period, question mark, exclamation mark	91, 132
b. Use periods in numbered lists	
c. Use commas in dates and salutations and closings	
d. Use capital letters to begin sentences and identify proper nouns, such as names	46, 112, 132
<b>D. Spelling</b>	
<b>1. Apply conventional spelling in written language</b>	8, 18, 28, 38, 48, 68, 83, 88, 108, 113, 143, 158, 163, 173
a. Correctly spell several non-phonetic high frequency words	
b. Spell phonetically regular high frequency words	
c. Correctly spell grade level appropriate pattern words	8, 18, 28, 38, 48, 68, 83, 88, 163
d. Spell two syllable words that follow regular spelling patterns, including compound words	108, 143
e. Encode words with simple blends	
f. Spell words with simple prefixes and inflectional endings	113, 158, 173
g. Use temporary spelling to attempt unknown words	
h. Access resources to spell unknown words, such as labeled objects, word walls, charts, pictionaries	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
<b>E. Handwriting</b>	
<b>1. Produce writing that is legible to the audience</b>	3, 8, 18, 21, 28, 29, 33, 41, 132
a. Form upper and lower case manuscript letters	3, 8, 18, 21, 28, 29, 33, 41, 132
b. Control size and spacing of manuscript letters on appropriately lined paper	
c. Use manuscript in daily assignments to build accuracy and automaticity	3, 8, 18, 21, 28, 29, 33, 41, 132

**STANDARD 6.0 LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
<b>A. Listening</b>	
<b>1. Demonstrate active listening strategies</b>	2, 7, 22, 62, 82, 87, 97, 112, 122, 132, 167
a. Attend to the speaker	2, 7, 22, 62, 82, 87, 97, 112, 122, 132, 167
b. Respond appropriately to clarify and understand	2, 7, 22, 62, 82, 87, 97, 112, 122, 132, 167
<b>2. Comprehend and analyze what is heard</b>	
a. Determine a speaker's general purpose	3, 4, 8, 9, 27, 30, 33, 47, 50, 53, 56, 61, 71, 73, 87, 90, 122, 125, 157, 160
b. Identify rhythms and patterns of language, including rhyme and repetition	3, 4, 8, 9, 33, 53, 56, 61, 71, 73
c. Demonstrate an understanding of what is heard by retelling, asking questions, and relating prior knowledge	27, 30, 47, 50, 87, 90, 122, 125, 157, 160
d. Follow a set of multi-step directions	
e. Listen carefully to expand and enrich vocabulary	
f. Make judgments based on information from the speaker	

**STANDARD 7.0 SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 1)</b>
<b>A. Speaking</b>	
<b>1. Use organization and delivery strategies</b>	
a. Speak clearly enough to be heard and understood in a variety of settings	
b. Use verbal and non-verbal techniques useful in communication, such as volume and/or gestures	
<b>2. Make oral presentations</b>	2, 5, 10, 11, 25, 26, 27, 30, 87, 90, 125, 142, 157
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories	2, 10, 25, 26, 87, 90, 125, 142
b. State a position and support it with reasons	5, 11, 157
c. Use props when appropriate	27, 30



*Afterschool Achievers: Reading Club © 2004*

**correlated to  
Maryland Voluntary State Curriculum with Core Learning Goals**

**Grade 2**

**STANDARD 1.0 GENERAL READING PROCESSES**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
<b>A. Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.</b>	
<b>B. Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.</b>	
<b>1. Identify letters and their corresponding sounds</b>	54, 69, 74, 79, 84, 94, 104, 114, 119, 129, 139, 159
a. Identify digraphs, such as ch, ph, sh, th, and wh	69, 114
b. Identify diphthongs, such as oy, ow, ay	54, 74, 79, 84, 94, 104, 119, 129, 139, 159
<b>2. Decode words in grade-level texts</b>	13, 19, 24, 34, 39, 44, 64, 69, 84, 94, 109, 113, 114, 119, 123, 124, 129, 134, 135, 139, 144, 164, 170, 173, 174, 189
a. Use phonics to decode words	84, 109, 114, 119, 124, 139, 144, 164, 170, 174, 189
b. Break compound words, contractions, and inflectional endings into known parts	13, 113, 123, 124, 134, 135, 173
c. Identify and apply vowel patterns to read words, such as CVC, CVCE, CVVC	19, 24, 34, 39, 64, 69, 94, 109, 119, 129, 134, 139
d. Read blends fluently, such as spl, str	139
<b>C. Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.</b>	
<b>1. Read orally from familiar text at an appropriate rate</b>	1, 6, 11, 21, 36, 41, 51, 56, 71, 91, 96, 101, 116, 121, 131, 136, 146, 151, 156, 176
a. Listen to models of fluent reading	1, 6, 11, 21, 36, 41, 51, 56, 71, 91, 96, 101, 116, 121, 131, 136, 146, 151, 156, 176
b. Read familiar text at a rate that is conversational and consistent	1, 6, 11, 21, 36, 41, 56, 71, 91, 101, 116, 146, 161, 171
c. Reread text multiple times to increase familiarity with words	1, 6, 11, 21, 36, 41, 56, 71, 91, 101, 116, 121, 156
<b>2. Read grade-level text accurately</b>	1, 4, 6, 9, 11, 14, 19, 21, 29, 34, 36, 41, 49, 54, 56, 71, 78, 79, 84, 85, 91, 101, 108, 109, 116
a. Reread and self-correct while reading	1, 6, 11, 21, 36, 41, 56, 71, 91, 101, 116
b. Decode words automatically	4, 9, 14, 19, 29, 34, 49, 54, 79, 109
c. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction	71, 78, 84, 85, 108, 116
d. Read sight words automatically	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
<b>3. Read grade-level text with expression</b>	6, 11, 16, 21, 26, 31, 41, 46, 51, 56, 61, 66, 76, 86, 121, 131, 136, 146, 156, 161, 176
a. Demonstrate appropriate use of phrasing when reading both familiar and unfamiliar text	6, 11, 26, 31, 41, 51, 131, 146, 161
• Use punctuation marks to guide expression	6, 16, 26, 31, 46, 51, 56, 131, 136, 146, 161, 176
• Use intonation (emphasis on certain words) to convey meaning	11, 16, 21, 26, 61, 66, 71, 76, 86, 121, 156
<b>D. Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.</b>	
<b>1. Develop and apply vocabulary through exposure to a variety of texts</b>	7, 33, 47, 67, 82, 85, 87, 127
a. Acquire new vocabulary through listening to and independently reading a variety of literary and informational texts	67
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	67
c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts	7, 47, 67, 87, 127
d. Make inferences about the meaning of a word based on its use in a sentence	7, 47, 67, 82, 85, 87, 127
e. Identify simple multiple meaning words	33
f. Learn 8-12 new words every week (independent reading)	
<b>2. Develop a conceptual understanding of new words</b>	3, 8, 23, 33, 43, 49, 63, 73, 83, 103, 123, 128, 138, 143
a. Classify and categorize words into sets and groups, such as animals, adult/baby	8, 49, 128
b. Identify and explain common antonyms, synonyms, and homophones to increase vocabulary skills	3, 23, 33, 43, 63, 73, 83, 103, 123, 138, 143
c. Identify and use correctly new words acquired through study of their relationship to other words	
<b>3. Understand, acquire, and use new vocabulary</b>	67, 82, 85, 104, 110, 119, 143, 150, 153, 158, 163, 164, 170, 174, 178, 179
a. Determine the meanings of unknown words	
• Reread	
• Use context clues	67, 82, 85
• Read on	
• Use text features	
b. Use unfamiliar words introduced in literary and informational texts	
c. Use word structure to determine meanings of words	104, 110, 119, 143, 150, 153, 158, 163, 164, 170, 174, 178, 179
• Prefixes	158, 163, 170, 178, 179
• Suffixes	104, 110, 119, 143, 150, 153, 158, 163, 164, 174, 178, 179
• Root/base words	119, 150, 164
d. Use resources to determine meanings of unknown words	
• Dictionaries	
• Textbook glossaries	
• Thesauruses	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
<b>E. Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).</b>	
<b>1. Develop comprehension skills through exposure to a variety of texts</b>	5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180
a. Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	
b. Self-select appropriate text for a variety of purposes	
c. *Read a minimum of 25-30 self-selected and/or assigned books representing various genres	
d. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180
<b>2. Use strategies to prepare for reading (before reading)</b>	1, 2, 7, 11, 12, 17, 32, 42, 45, 47, 50, 87, 127, 130
a. Make and explain the connections made from prior knowledge and experiences with the text	7, 12, 47, 50, 87, 127, 130
b. Make predictions or ask questions about the text by examining the title, cover, illustrations/ photographs/text, and familiar author or topic	2, 42, 45, 122
c. Set a purpose for reading and identify type of text (fiction or nonfiction)	1, 11, 12, 17, 32
<b>3. Use strategies to make meaning from text (during reading)</b>	2, 7, 16, 21, 26, 27, 30, 31, 32, 40, 41, 42, 51, 56, 61, 71, 87, 96, 101, 107, 116, 117, 122, 127, 130, 147, 177
a. Recall and discuss what they understand	6, 16, 26, 31, 32, 40, 81, 96, 117, 141, 77
b. Identify and question what did not make sense	
c. Reread difficult parts slowly and carefully and use own words to restate difficult parts	
d. Read on, revisit, and restate the difficult parts in your own words	
e. Make, confirm, or adjust predictions connections	2, 42, 122
f. Ask and answer questions about the text	16, 21, 26, 41, 51, 56, 61, 71, 101, 116
g. Periodically summarize while reading	
h. Visualize what was read	27, 30, 147
i. Look back through the text to search for connections between and among ideas	
j. Explain personal connections to the topics, events, characters, and actions in texts	7, 40, 87, 127, 130
<b>4. Use strategies to demonstrate understanding of the text (after reading)</b>	2, 5, 7, 10, 11, 12, 16, 17, 21, 25, 26, 27, 31, 32, 35, 37, 40, 41, 50, 51, 52, 56, 61, 62, 72, 75, 76, 86, 87, 91, 101, 112, 115, 122, 127, 131, 140, 145, 152, 157, 160, 162, 165, 172, 175, 177, 180
a. Review/restate and explain what the text is mainly about	32, 72, 112, 152, 157, 172
b. Identify and explain what is directly stated in the text (details, literal meaning)	17, 25, 32, 35, 40, 52, 62, 72, 75, 112, 115, 122, 152, 160, 162, 165, 172, 175, 177
c. Identify and explain what is not stated in the text (implied or inferential meaning)	
d. Summarize the text orally	37, 157
e. Confirm, refute, or make predictions to form new ideas	2, 5, 122

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
f. Connect the text to prior knowledge or personal experience	7, 10, 50, 87, 127
g. Engage in conversation to understand what has been read	21, 26, 31, 41, 56, 61, 76, 86, 91, 101, 157
h. Retell explicit and implicit main ideas of texts	25, 32, 35, 72, 112, 145, 152, 157, 172, 180
i. Answer questions (what if, why, and how) in writing	11, 12, 16, 27, 51, 131, 140

**STANDARD 2.0 COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
<b>A. Comprehension of Informational Text</b>	
<b>1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts</b>	
a. Read and recognize nonfiction materials to gain information and content knowledge	
• Textbooks	
• Trade books	
• Grade-appropriate reference materials	
• Newspapers	
• Articles	
• Magazines	
• Questionnaires/interviews	
• Multimedia resources	
b. Read and recognize functional documents	
• Sets of directions	
• Science investigations	
• Posters	
• Flyers	
• Forms	
• Invitations	
• Menus	
• Maps	
• Recipes	
• Rules	
• Classroom schedules	
• Surveys	
c. Select and read personal interest materials, such as brochures, books, magazines, and web sites	
<b>2. Identify and use text features to facilitate understanding of informational texts</b>	61, 81, 86, 176
a. Use print features	81, 86
• Large bold print	
• Font size/type	
• Italics	61, 176
• Colored print	
• Headings/subheadings and chapter titles	
• Labels	
• Captions	
• Numbered steps	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
b. Use graphic aids	
• Illustrations	
• Pictures	
• Photographs	
• Drawings	
• Maps	
• Graphs	
• Charts/tables	
• Diagrams	
• Materials lists	
c. Use informational aids	
• Materials lists	
• Timelines	
• Captions	
• Glossed words	
• Labels	
• Numbered steps	
d. Use organizational aids when reading	
• Title	
• Table of contents	
• Glossary	
• Headings	
• Numbered steps	
• Transition words	
<b>3. Develop knowledge of organizational structure of informational text to understand what is read</b>	12, 17, 20, 22, 25, 32, 35, 52, 55, 56, 60, 62, 65, 72, 75, 92, 95, 96, 100, 102, 105, 112, 115, 126, 132, 142, 145, 152, 154, 167, 172, 175
a. Distinguish between fiction and nonfiction text	
b. Recognize words that signal the structure of informational text	22, 25, 56, 62, 65, 102
c. Recognize sequential and chronological order	22, 25, 62, 65, 102, 105, 142, 145, 167
d. Recognize cause/effect relationships	17, 20, 56, 60, 96, 100, 137, 140, 162, 165
e. Recognize similarities and differences	12, 52, 55, 92, 95, 126, 132
f. Recognize description	
g. Recognize and use main idea and supporting details	32, 35, 72, 75, 112, 115, 152, 154, 172, 175
<b>4. Determine important ideas and messages in informational texts</b>	32, 35, 72, 75, 92, 112, 115, 152, 154, 172, 175
a. Identify the author's/text's purpose	
b. Identify main ideas/messages	32, 35, 72, 75, 112, 115, 152, 154, 172, 175
c. Identify information not related to the main idea	
d. Draw conclusions and generalizations from text to form new understanding	92
e. Distinguish between a fact and an opinion	
f. Identify how someone might use the text	
g. Summarize the text or a portion of the text	
h. Identify prior knowledge that clarifies the main idea of the text	
<b>5. Identify and explain the author's use of language</b>	
a. Identify words and phrases with a specific effect on meaning (similes, metaphors)	
b. Recognize specific words and punctuation that create tone	
c. Recognize repetition of words	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
<b>6. Read critically to evaluate informational text</b>	
a. State whether the text fulfills the reading purpose	
b. Explain what the author could have done to make the text easier to understand	
c. Explain whether the author's ideas are clear	
d. Identify words that affect the reader's feelings	

**STANDARD 3.0 COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
<b>A. Comprehension of Literary Text</b>	
<b>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts</b>	1, 21, 36, 37, 51, 76, 81, 106, 121, 126, 167
a. Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	
b. Listen to, read, and discuss a variety of different types of fiction and nonfiction texts	1, 21, 36, 37, 51, 76, 81, 106, 121, 126, 167
c. Identify characteristics of different types of fictional literary texts, such as plays, poems, stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction)	
<b>2. Use text features to facilitate understanding of literary texts</b>	6, 31, 36, 41, 51, 86, 118, 146, 161
a. Identify and explain how the title contributes to meaning	
b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning	6, 31, 36, 41, 51, 86, 118, 146, 161
<b>3. Use elements of narrative texts to facilitate understanding</b>	36, 37, 41, 46, 51, 77, 80, 91, 106, 117, 118, 120, 121, 131, 146, 157, 160, 161, 177, 180
a. Identify and explain the elements of a story, including the problem, the sequence of events, and the solution to the problem	36, 41, 46, 51, 77, 80, 117, 118, 120, 131, 146, 157, 160, 161, 177
b. Identify the setting and explain its importance to the story	37, 77, 117, 120, 157, 160, 177
c. Identify the main character(s) and explain their importance in the story	37, 77, 117, 120, 157, 160, 177, 180
d. Identify characters' actions, motives, emotions, traits, and feelings	91, 106, 121, 157, 160, 177
e. Identify and explain relationships between and among characters, setting, and events	
<b>4. Use elements of poetry to facilitate understanding</b>	1, 3, 4, 9, 23, 83, 126
a. Identify the structure, shape, and form of a variety of poetic texts, including their lines and stanzas	
b. Analyze the meaning of words, lines, and stanzas	
c. Identify and use sound elements of poetry, such as rhyme, no rhyme, and rhythm	1, 3, 4, 9, 23, 83, 126
<b>5. Use elements of drama to facilitate understanding</b>	16, 21, 26, 121
a. Identify the structure of a play, including characters, costumes, dialogue, and scenery	16, 21, 26, 121

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
<b>6. Determine important ideas and messages in literary texts</b>	7, 32, 47, 72, 87, 112, 127, 152, 157, 172
a. Recognize the main idea or message of the text	32, 72, 112, 152, 172
b. Recognize a similar message in more than one text	
c. Retell the text or part of the text	32, 72, 112, 152, 157, 172
e. Identify repetition and exaggeration	7, 47, 87, 127
<b>7. Identify and describe the author's use of language</b>	6, 27, 31, 41, 51, 66, 71, 107, 146, 147
a. Explain how the use of dialogue contributes to a story	66, 71
b. Identify specific words and phrases that contribute to the meaning of a text	66
c. Identify specific words and punctuation that create tone	6, 31, 41, 51, 71, 146
d. Identify language that appeals to the senses and feelings	27, 107, 147
e. Identify repetition and exaggeration	

**STANDARD 4.0 WRITING: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
<b>A. Writing</b>	
<b>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</b>	54, 152
a. Generate ideas and topics and make a plan for writing	54
b. Write a first draft with a main idea and supporting details	152
c. Organize related ideas into a simple paragraph	
<b>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</b>	6, 7, 11, 12, 16, 22, 30, 36, 41, 45, 51, 86, 102, 112, 118, 131, 146, 147, 151, 152, 161, 167
a. Write to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports	6, 7, 22, 30, 51, 102, 112, 152, 167
b. Contribute to a shared writing experience or topic of interest	11, 36, 41, 45, 51, 86, 118, 131, 146, 151, 161
c. Use sensory details to expand ideas	30, 147
d. Compose to inform using major points and examples to support a main idea	
e. Write persuasive text to support a stated opinion	
f. Write a variety of responses to text, such as response logs, journals, and constructed responses	7, 11, 12, 16, 30, 51
<b>3. Compose texts using the revising and editing strategies of effective writers and speakers</b>	6, 7, 16, 31, 45, 46, 51, 72, 75, 152
a. Improve writing by	45, 72, 75, 152
• Maintaining a topic	45, 72, 75
• Adding ideas	45, 72, 75, 152
• Deleting unrelated ideas	
b. Proofread and edit writing for	
Complete sentences	6, 7, 16, 31, 46, 51
• Capitalization at the beginning of sentences	7, 16, 31
• Capitalization of proper nouns	
• Punctuation at the end of sentences	6, 16, 31, 46, 51
• Commas with dates, salutations and closings, and items in a series	
• Apostrophes in contractions	
• Quotation marks in simple dialogue	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
c. Prepare writing for publication	
<b>4. Identify how language choices in writing and speaking affect thoughts and feelings</b>	
a. Use colorful language to convey thoughts and feelings in formal and informal writing	
b. Acquire and use new vocabulary	
<b>5. Use effective details, words, and figurative language in the student's own composing</b>	
a. Use sensory words and other details to expand and improve student's own writing	
b. Examine and use basic transitions, such as "and," "but," "or," "first," "second," and "last"	
<b>6. Explain how textual changes in a work clarify meaning or fulfill a purpose</b>	
a. Revise own text for word choice	
<b>7. Locate, retrieve, and use information from various sources to accomplish a purpose</b>	
a. Identify and use sources of information on a topic	
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic	
c. Use note taking and organizational strategies to record and organize information	
<ul style="list-style-type: none"> <li>• Participate in teacher-directed note taking and organization of information</li> </ul>	
d. Use information to fulfill a given purpose	

**STANDARD 5.0 CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
<b>A. Grammar</b>	
<b>1. Identify and use grammar concepts and skills that strengthen oral and written language</b>	57
a. Identify and use various parts of speech, such as nouns, pronouns, verbs, and adjectives	13, 25, 28, 30, 53, 73, 93, 99, 104, 109, 110, 113, 114, 119, 143, 149, 150, 153, 164, 173, 179
b. Compose declarative, interrogative, imperative, and exclamatory sentences	25, 30
c. Identify and use verb forms, such as helping verbs	
d. Identify and use verb tenses, such as present, past, and future	13, 28, 93, 99, 104, 110, 119, 143, 150, 153, 164, 179
<b>B. Usage</b>	
<b>1. Recognize examples of conventional usage in personal and academic reading</b>	57
<b>2. Comprehend and apply standard English usage in oral and written language</b>	13, 28, 93, 99, 104, 119, 143, 150, 153, 164, 179
a. Recognize and use correct subject/verb agreement and noun/pronoun agreement	
b. Recognize and use consistent and appropriate verb tenses, such as past, present, and future	13, 28, 93, 99, 104, 119, 143, 150, 153, 164, 179
<b>C. Mechanics</b>	
<b>1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</b>	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
<b>2. Comprehend and apply standard English punctuation and capitalization in written language</b>	6, 7, 16, 31, 46, 51, 151
a. Use periods and other end punctuation	6, 7, 16, 31, 46, 51, 151
b. Use commas correctly in dates, addresses, salutations and closings, and items in a series	
c. Use apostrophes in contractions	
d. Use capital letters to identify proper nouns and to begin sentences	7, 16, 31
<b>D. Spelling</b>	
<b>1. Apply conventional spelling in written language</b>	25, 57, 93, 113, 123, 125, 133, 134, 135, 149, 158
a. Spell non-phonetic high frequency words	
b. Spell phonetically regular high frequency words	
c. Spell grade level appropriate pattern words	
d. Spell two syllable words that follow regular spelling patterns, including compound words	113, 123, 125, 134, 135
e. Spell words with simple prefixes and suffixes	93, 133, 149, 158
f. Represent all sounds in a word when attempting unknown words	
g. Access resources to spell unknown words, such as word wall, content word chart, dictionary, technology	
<b>E. Handwriting</b>	
<b>1. Produce writing that is legible to the audience</b>	1, 2, 3, 6, 11, 15, 23, 33, 45, 48, 51, 57, 72, 103, 110, 121, 131, 142, 162
a. Form upper and lower case cursive letters	
b. Use manuscript in daily assignments to build accuracy and automaticity	1, 2, 3, 6, 11, 15, 23, 33, 45, 48, 51, 57, 72, 103, 110, 121, 131, 142, 162
c. Use connecting strokes to write continuous text	

**STANDARD 6.0 LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
<b>A. Listening</b>	
<b>1. Demonstrate active listening strategies</b>	1, 6, 16, 21, 26, 36, 46, 51, 56, 61, 71, 86, 91, 96, 101, 116, 145
a. Attend to the speaker	1, 6, 16, 21, 26, 36, 46, 51, 56, 61, 71, 86, 91, 96, 101, 116
b. Ask appropriate questions	1, 6, 16, 36, 51, 56, 71, 86, 91, 116, 145
c. Respond appropriately to clarify and understand	145
<b>2. Comprehend and analyze what is heard</b>	15, 25, 100, 101, 126, 145, 157, 167, 177, 180
a. Determine whether a speaker's general purpose is to inform, to persuade, or to entertain	
b. Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition	15, 100, 101, 126
c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing	25, 145, 157, 167, 177, 180
d. Follow a set of multi-step directions	
e. Listen carefully to expand and enrich vocabulary	
f. Make judgments based on information from the speaker	

**STANDARD 7.0 SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 2)</b>
<b>A. Speaking</b>	
1. Use organization and delivery strategies	6, 31, 36, 41, 51, 56, 61, 66, 71, 76, 86, 91, 101, 106, 121, 131, 141, 151, 156, 161, 166, 171, 176
a. Speak clearly enough to be heard and understood in a variety of settings	6, 141, 151, 156
b. Use verbal and non-verbal techniques useful in communication, such as volume and/or gestures	31, 36, 41, 51, 56, 61, 66, 71, 76, 86, 91, 101, 106, 121, 131, 151, 156, 161, 166, 171, 176
<b>2. Make oral presentations</b>	1, 5, 10, 11, 15, 16, 20, 21, 25, 26, 30, 35, 36, 40, 41, 45, 50, 55, 60, 61, 65, 66, 70, 75, 80, 85, 87, 90, 95, 100, 105, 110, 115, 120, 121, 125, 127, 130, 135, 136, 140, 145, 146, 150, 155, 160, 165, 170, 175, 180
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories	87, 127
b. State a position and support it with reasons	5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180
c. Participate in dramatic presentations	1, 11, 16, 21, 26, 36, 41, 61, 66, 121, 136, 146
d. Plan and deliver effective oral presentations	
e. Use props when appropriate	



*Afterschool Achievers: Reading Club © 2004*

**correlated to  
Maryland Voluntary State Curriculum with Core Learning Goals**

**Grade 3**

**STANDARD 1.0 GENERAL READING PROCESSES**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 3)</b>
<b>A. Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.</b>	
<b>B. Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.</b>	
<b>1. Use a variety of phonetic skills to read unfamiliar words</b>	4, 9, 19, 24, 34, 39, 49, 54, 69, 74, 79, 84, 94, 99, 103, 109, 114, 129, 139, 144, 154, 159, 168, 169, 174
a. Apply phonics skills	4, 9, 19, 24, 34, 39, 49, 54, 69, 74, 79, 84, 94, 99, 103, 109, 114, 129, 139, 144, 154, 159, 168, 169, 174
<ul style="list-style-type: none"> <li>• <b>Assessment Limits:</b></li> <li>• Hard and soft consonants</li> </ul>	
<ul style="list-style-type: none"> <li>• Initial consonant blends (2 letters)</li> </ul>	19, 74, 84, 103
<ul style="list-style-type: none"> <li>• Vowel patterns</li> </ul>	4, 19, 24, 39, 49, 74, 79, 84, 94, 99, 109, 114, 129, 139, 144, 159, 168, 174
<ul style="list-style-type: none"> <li>• Short vowels</li> </ul>	19, 54, 79, 84, 99, 139, 144, 159
<ul style="list-style-type: none"> <li>• R-controlled vowels</li> </ul>	34, 39, 84, 114, 154, 169
<ul style="list-style-type: none"> <li>• Digraphs</li> </ul>	4, 9, 24, 69, 114, 124, 144, 159, 169, 174
<ul style="list-style-type: none"> <li>• Final consonants</li> </ul>	
<ul style="list-style-type: none"> <li>• Diphthongs</li> </ul>	69, 124
<b>2. Decode words in grade-level texts</b>	4, 8, 9, 14, 23, 29, 33, 44, 45, 53, 59, 69, 79, 89, 93, 94, 98, 100, 104, 114, 118, 119, 124, 129, 133, 134, 138, 139, 143, 149, 150, 158, 159, 164, 165, 179
a. Sound out common word parts	
b. Break words into familiar parts	4, 8, 9, 14, 23, 29, 33, 44, 45, 53, 59, 69, 79, 89, 93, 94, 98, 100, 104, 114, 118, 119, 124, 129, 133, 134, 138, 139, 143, 149, 150, 158, 159, 164, 165, 179
<ul style="list-style-type: none"> <li>• <b>Assessment Limits:</b></li> <li>• Compound or other multi-syllabic words</li> </ul>	8, 33, 45, 53, 79, 89, 100, 119, 143, 150
<ul style="list-style-type: none"> <li>• Contractions</li> </ul>	
<ul style="list-style-type: none"> <li>• Possessives</li> </ul>	
<ul style="list-style-type: none"> <li>• Inflectional endings</li> </ul>	4, 9, 14, 44, 45, 59, 69, 104, 114, 138, 143, 164
<ul style="list-style-type: none"> <li>• Word roots/base words</li> </ul>	14, 23, 29, 44, 45, 59, 100, 104, 134, 149, 150, 164
<ul style="list-style-type: none"> <li>• Prefixes</li> </ul>	23, 54, 59, 94, 98, 99, 100, 104, 113, 118, 138, 143, 150, 158, 159, 164, 165, 179
<ul style="list-style-type: none"> <li>• Suffixes</li> </ul>	4, 14, 23, 44, 59, 93, 94, 98, 100, 104, 118, 124, 129, 133, 134, 138, 139, 143, 149, 150, 158, 159, 165

<b>Standard</b>	<b>AA Instructor's Guide (Grade 3)</b>
c. Use word meanings and order in sentences to confirm decoding efforts	
<b>C. Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.</b>	
<b>1. Read orally from familiar text at an appropriate rate</b>	16, 21, 26, 31, 41, 46, 66, 96, 161, 176
a. Listen to models of fluent reading	16, 21, 26, 31, 41, 46, 66, 96, 161, 176
b. Read familiar text at a rate that is conversational and consistent	16, 21, 26, 31, 41, 46, 66, 96, 161, 176
<b>2. Read grade-level text accurately</b>	21, 22, 27, 71, 86, 96, 126-127, 151, 156, 161, 176-177, 180
a. Reread and self-correct while reading	27
b. Decode words automatically	
c. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction	21, 22, 71, 86, 96, 126-127, 151, 156, 161, 176-177, 180
d. Increase sight words read fluently	
<b>3. Read grade-level text with expression</b>	1, 6, 11, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 100, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
a. Demonstrate appropriate use of phrasing	1, 11, 26, 36, 96, 121, 141, 151, 156, 161, 166, 176
<ul style="list-style-type: none"> <li>Attend to sentence patterns and structures that signal meaning in text</li> </ul>	1, 6, 11, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 100, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
<ul style="list-style-type: none"> <li>Use punctuation cues to guide meaning and expression</li> </ul>	1, 6, 11, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 100, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
<ul style="list-style-type: none"> <li>Use pacing and intonation (emphasis on certain words) to convey meaning and expression</li> </ul>	1, 6, 11, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 100, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
<ul style="list-style-type: none"> <li>Adjust intonation and pitch (rise and fall of spoken voice) appropriately to convey meaning and expression</li> </ul>	1, 6, 11, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 100, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
<b>D. Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.</b>	
<b>1. Develop and apply vocabulary through exposure to a variety of texts</b>	28, 48, 78, 88, 108, 118, 127, 148, 158, 168, 178
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	28, 48, 78, 88, 108, 118, 148, 158, 168, 178
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	28, 127
c. Collect 12-20 new words for deeper study each week	
<b>2. Develop a conceptual understanding of new words</b>	3, 18, 33, 34, 43, 53, 58, 64, 69, 73, 78, 83, 98, 103, 109, 113, 123, 138, 144, 153
a. Identify and sort common words into conceptual categories, such as general to specific, lesser to greater	18, 73, 78, 138
b. Identify and explain word relationships to determine the meanings of words	3, 33, 34, 43, 53, 58, 64, 67, 69, 83, 98, 103, 109, 113, 123, 144, 153
<b>Assessment Limits:</b>	3, 33, 34, 43, 53, 58, 64, 69, 83, 98, 103, 109, 113, 123, 144, 153
<ul style="list-style-type: none"> <li>Antonyms, synonyms, homophones, and homographs</li> </ul>	
c. Identify and use correctly new words acquired through study of their relationship to other words	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 3)</b>
<b>3. Understand, acquire, and use new vocabulary</b>	4, 13, 14, 18, 22, 25, 28, 29, 38, 44, 48, 58, 67, 70, 79, 88, 89, 93, 104, 108, 118, 119, 128, 130, 139, 179, 180
a. Use context to determine the meanings of words	22, 25, 28, 38, 48, 67, 70, 108, 128, 130, 180
<b>Assessment Limits:</b>	
• Above grade-level words used in context	
• Words with multiple meanings	13, 28, 38, 48, 88, 93, 108, 118, 128, 130
• Connotations versus denotations	
<b>Assessment Limits:</b>	
• Grade-appropriate idioms and figurative expressions	
b. Use word structure to determine the meanings of words	4, 14, 18, 29, 38, 44, 58, 79, 88, 89, 104, 108, 119, 139, 164, 179
Assessment Limits:	4, 14, 104, 139, 179
• Prefixes and suffixes	
• Grade-appropriate roots and base words	14, 29, 44, 104
• Grade-appropriate compound words	79, 89, 119
• Grade-appropriate inflectional endings	4, 14, 44, 104, 164
c. Use resources to determine meanings of unknown words	48, 58, 79, 88, 108
<b>Assessment Limits:</b>	48, 58, 79, 88, 108
• Dictionaries	
• Glossaries	
• Thesauruses	
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	
<b>E. Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).</b>	
<b>1. Develop comprehension skills through exposure to a variety of texts</b>	2, 50
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	
b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	2, 50
<b>2. Use strategies to prepare for reading (before reading)</b>	7, 42, 47, 50, 57, 82, 85, 87, 97, 102, 107, 122, 125
a. Survey and preview the text by examining features, such as the title, pictures, illustrations, photographs, charts, and graphs	
b. Set a purpose for reading the text	97
c. Make predictions and ask questions about the text	42, 47, 57, 82, 85, 87, 102, 122, 125
d. Make connections to the text from prior knowledge and experiences	7, 47, 50, 87, 107
<b>3. Use strategies to make meaning from text (during reading)</b>	2, 5, 6, 7, 10, 16, 26, 30, 31, 42, 47, 50, 51, 66, 71, 76, 81, 82, 86, 87, 90, 91, 97, 102, 107, 110, 122, 147, 152, 157, 172

<b>Standard</b>	<b>AA Instructor's Guide (Grade 3)</b>
a. Reread the difficult parts slowly and carefully	97, 102
b. Use own words to restate the difficult part	
c. Read on and revisit the difficult part	6, 16, 26, 31, 51, 66, 71, 76, 86, 91, 122
d. Look back through the text to search for connections between and among ideas	
e. Make, confirm, or adjust predictions	2, 5, 42, 82, 122
g. Periodically paraphrase important ideas or information	
h. Visualize what was read for deeper understanding	30, 107, 110, 147, 152, 157, 172
i. Explain personal connections to the ideas or information in the text	7, 10, 42, 47, 50, 81, 82, 87, 90, 107, 110
<b>4. Use strategies to demonstrate understanding of the text (after reading)</b>	2, 7, 15, 32, 35, 42, 47, 72, 75, 81, 87, 92, 112, 115, 145, 152, 155, 157, 160, 172, 175
a. Identify and explain the main idea	32, 35, 72, 75, 112, 115, 152, 155, 172, 175
<b>Assessment Limits:</b>	32, 35, 72, 75, 112, 115, 152, 155, 172, 175
• In the text or a portion of the text	
b. Identify and explain what is directly stated in the text	15, 32, 35, 72, 75, 92, 112, 115, 145, 152, 155, 157, 160
<b>Assessment Limits:</b>	15, 32, 35, 72, 75, 92, 112, 115, 145, 152, 155, 157, 160
• Main ideas, supporting details, and other information stated in the text or a portion of the text	
c. Identify and explain what is not directly stated in the text by drawing inferences	42
<b>Assessment Limits:</b>	42
• Implied information from the text or a portion of the text	
d. Draw conclusions based on the text and prior knowledge	
<b>Assessment Limits:</b>	
• Stated or implied information from the text	
e. Confirm, refute, or make predictions and form new ideas	2, 42
<b>Assessment Limits:</b>	2, 42
• Stated and/or implied information from the text	
f. Paraphrase the main idea	
<b>Assessment Limits:</b>	
• Complete text or a portion of the text	
g. Summarize	152, 157, 172
<b>Assessment Limits:</b>	152, 157, 172
• The text or a portion of the text	
h. Connect the text to prior knowledge or personal experience	7, 47, 81, 87
<b>Assessment Limits:</b>	7, 47, 81, 87
• Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text	

**STANDARD 2.0 COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.**

<b>Standard</b>	<b>AA Instructor’s Guide (Grade 3)</b>
<b>A. Comprehension of Informational Text</b>	
<b>1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts</b>	32, 57, 72, 97, 102, 106, 112, 136-137, 152, 162
a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge	32, 57, 72, 97, 102, 106, 112, 136-137, 152, 162
<b>Assessment Limits:</b>	
• Textbooks	
• Appropriate reference materials	
• Personal narratives	
• Diaries and journals	
• Biographies	
• Newspapers	
• Letters	
• Articles	
• Web sites and other online materials	
• Other appropriate content-specific texts	
b. Read, use, and identify the characteristics of functional documents	
<b>Assessment Limits:</b>	
• Sets of directions	
• Science investigations	
• Atlases	
• Posters	
• Flyers	
• Forms	
• Instructional manuals	
• Menus	
• Pamphlets	
• Rules	
• Invitations	
• Recipes	
• Advertisements	
• Other functional documents	
c. Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, and web sites	
<b>2. Identify and use text features to facilitate understanding of informational texts</b>	6, 11, 31
a. Use print features	
<b>Assessment Limits:</b>	11, 31
• Large bold print	
• Font size/type	
• Italics	6, 11
• Colored print	
• Quotation Marks	
• Underlining	
b. Use graphic aids	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 3)</b>
<b>Assessment Limits:</b>	
• Illustrations and pictures	
• Photographs	
• Drawings	
• Sketches	
• Cartoons	
• Maps (key, scale, legend)	
• Graphs	
• Charts/tables	
• Diagrams	
c. Use informational aids	
<b>Assessment Limits:</b>	
• Introductions and overviews	
• Materials lists	
• Timelines	
• Captions	
• Glossed words	
• Labels	
• Numbered steps	
<b>Assessment Limits:</b>	
• Pronunciation key	
• Transition words	
• Boxed text	
d. Use organizational aids when reading	
<b>Assessment Limits:</b>	
• Titles, chapter titles, and subtitles	
• Headings, subheadings	
• Table of contents	
• Numbered steps	
• Glossary	
• Indices	
• Transition words	
e. Use online features	
<b>Assessment Limits:</b>	
• URLs	
• Hypertext links	
• Sidebars	
• Drop down menus	
• Home pages	
f. Identify and explain the contributions of text features to meaning	
<b>Assessment Limits:</b>	
• Connections between text features and the main idea and/or the reader's understanding	
<b>3. Develop knowledge of organizational structure of informational text to understand what is read</b>	12, 17, 20, 32, 35, 52, 57, 60, 62, 65, 72, 75, 92, 95, 97, 102, 105, 112, 132, 142, 145, 152, 155, 162, 175
a. Identify and analyze the organization of texts	12, 17, 20, 32, 35, 52, 57, 60, 65, 72, 75, 92, 95, 97, 102, 105, 112, 132, 142, 145, 152, 155, 162, 175
<b>Assessment Limits:</b>	65, 102, 105, 142, 145
• Sequential and chronological order	
• Cause/effect	17, 20, 57, 60, 97, 162
• Problem/solution	
• Similarities/differences	12, 52, 92, 95, 127, 132, 135
• Description	155
• Main idea and supporting details	32, 35, 72, 75, 112, 115, 152, 172, 175

<b>Standard</b>	<b>AA Instructor's Guide (Grade 3)</b>
b. Identify and use words and phrases associated with common organizational patterns	17, 57, 62, 97, 102, 105, 142, 145, 162
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Words that show chronology (first, second, third)</li> </ul>	
<ul style="list-style-type: none"> <li>Words that show description (above, beneath, next to, beside)</li> </ul>	
<ul style="list-style-type: none"> <li>Words that show cause and effect (because, as a result)</li> </ul>	17, 57, 97, 162
<ul style="list-style-type: none"> <li>Words that show sequence (next, then, finally)</li> </ul>	62, 102, 105, 142, 145
<b>4. Determine important ideas and messages in informational texts</b>	7, 12, 15, 17, 20, 52, 55, 57, 60, 65, 92, 95, 97, 137, 140, 142, 145, 155, 162, 167, 170, 172, 175
a. Identify and explain the author's/text's purpose and intended audience	
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Purpose of the author or the text or a portion of the text</li> </ul>	
<ul style="list-style-type: none"> <li>Connections between the text and the intended audience</li> </ul>	
b. Identify and explain the author's opinion	
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Texts or portions of texts in which the author's opinion is evident</li> </ul>	
c. State and support main ideas and messages	
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>The whole text or a portion of the text</li> </ul>	
d. Summarize or paraphrase	155, 172, 175
<b>Assessment Limits:</b>	155, 172, 175
<ul style="list-style-type: none"> <li>The text or a portion of the text</li> </ul>	
e. Identify and explain information not related to the main idea	
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Information in the text that is peripheral to the main idea</li> </ul>	
f. Identify and explain relationships between and among ideas	12, 15, 17, 20, 52, 55, 57, 60, 65, 92, 95, 97, 142, 145, 162
<b>Assessment Limits:</b>	12, 15, 52, 55, 92, 95, 132, 135
<ul style="list-style-type: none"> <li>Comparison/contrast</li> </ul>	
<ul style="list-style-type: none"> <li>Cause/effect</li> </ul>	17, 20, 57, 60, 97, 162
<ul style="list-style-type: none"> <li>Sequence/chronology</li> </ul>	65, 142, 145
<ul style="list-style-type: none"> <li>Relationships between and among ideas in one or more texts</li> </ul>	
<ul style="list-style-type: none"> <li>Relationships between and among ideas and prior knowledge in one or more texts</li> </ul>	
g. Draw conclusions and inferences and make generalizations and predictions from text	
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>From one text or across multiple texts</li> </ul>	
<ul style="list-style-type: none"> <li>Connections between and among ideas that lead to a new understanding</li> </ul>	
h. Distinguish between a fact and an opinion	137, 140, 167, 170
<b>Assessment Limits:</b>	137, 140, 167, 170
<ul style="list-style-type: none"> <li>In one or more texts</li> </ul>	
i. Identify and explain how someone might use the text	

Standard	AA Instructor's Guide (Grade 3)
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Application of the text for personal use or content-specific use</li> </ul>	
j. Connect the text to prior knowledge or experience	7
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text</li> </ul>	7
<b>5. Identify and explain the author's use of language</b>	
a. Identify and explain specific words or phrases that contribute to the meaning of a text)	
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Significant words and phrases with a specific effect on meaning</li> </ul>	
<ul style="list-style-type: none"> <li>Similes, metaphors, personification</li> </ul>	
<ul style="list-style-type: none"> <li>Content vocabulary</li> </ul>	
<ul style="list-style-type: none"> <li>Denotations of above-grade-level words in context</li> </ul>	
b. Identify and explain specific words and punctuation that create tone	
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Grade-appropriate words that describe tone</li> </ul>	
<ul style="list-style-type: none"> <li>Tone in the text or a portion of the text</li> </ul>	
<ul style="list-style-type: none"> <li>Specific punctuation that contributes to the tone of a text or a portion of the text</li> </ul>	
c. Identify and explain the effect of repetition of words or phrases	
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Repetition for emphasis of ideas or information</li> </ul>	
<b>6. Read critically to evaluate informational text</b>	
a. Explain whether the text fulfills the reading purpose	
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Connections between the content of the text and the purpose for reading</li> </ul>	
b. Identify and explain additions or changes to format or features that would make the text easier to understand	
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Connections between effectiveness of format and text features in clarifying the main idea of the text</li> </ul>	
c. Identify and explain what makes the text a reliable source of information	
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Fiction versus nonfiction text (real versus fantasy)</li> </ul>	
d. Explain whether or not the author's opinion is presented fairly	
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Evidence that the author has presented all sides of the issue or topic</li> </ul>	
e. Identify and explain information not included in the text	

Standard	AA Instructor's Guide (Grade 3)
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text</li> </ul>	
<ul style="list-style-type: none"> <li>Connections between the main idea and information not included in the text</li> </ul>	
f. Identify and explain words and other techniques that affect the reader's feelings	
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Significant words and phrases that have an emotional appeal</li> </ul>	

**STANDARD 3.0 COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.**

Standard	AA Instructor's Guide (Grade 3)
<b>A. Comprehension of Literary Text</b>	
<b>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts</b>	2, 12, 21, 41, 61, 76, 102, 126, 146
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	
b. Listen to critically, read, and discuss a variety of different types of fiction and nonfiction texts	2, 12, 21, 41, 61, 76, 102, 126, 146
<b>2. Use text features to facilitate understanding of literary texts</b>	156, 176
a. Identify and explain how organizational aids contribute to meaning	156, 176
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Title of the book, story, poem, or play</li> </ul>	
b. Identify and explain how graphic aids contribute to meaning	156, 176
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Pictures and illustrations</li> <li>Punctuation</li> <li>Print features</li> </ul>	156, 176
c. Identify and explain how informational aids contribute to meaning	
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Footnoted words and phrases</li> <li>Captions</li> </ul>	
<b>3. Use elements of narrative texts to facilitate understanding</b>	20, 21, 36, 37, 40, 51, 77, 80, 91, 116, 117, 120, 142, 157
a. Identify and distinguish among types of narrative texts	20, 80
<b>Assessment Limits:</b>	20, 80
<ul style="list-style-type: none"> <li>Characteristics of the general categories of fiction versus nonfiction</li> <li>Realistic fiction</li> <li>Tall tales</li> <li>Legends</li> <li>Fables</li> <li>Fairy tales</li> <li>Biographies</li> </ul>	20
b. Identify and explain the elements of a story	37, 40, 77, 80, 117, 120, 142, 157

<b>Standard</b>	<b>AA Instructor's Guide (Grade 3)</b>
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Narrative text with a main problem, sequence of chronology of events, and solution to the problem</li> </ul>	37, 40, 77, 80, 117, 120, 142, 157
c. Identify and describe the setting and the mood	37, 40, 77
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Stories that have settings with a distinct time and place</li> </ul>	37, 40, 77, 117
d. Identify and analyze the characters	21, 51, 91, 116, 117, 157
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Main versus minor characters</li> <li>Conclusions about the characters' traits based on what the character says and does</li> <li>Conclusions about the characters' motivations based on the characters' actions and interactions with other characters</li> </ul>	21, 51, 91, 116, 117, 157
e. Identify and explain relationships between and among characters, setting, and events	117
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Connections between and among characters</li> <li>Connections between and among situations</li> <li>Cause/effect relationships between characters' actions and the results of those actions</li> <li>Cause/effect relationships between and among situations and events</li> </ul>	117
f. Identify and describe the narrator	36
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Narrator of the story; speaker of the poem</li> <li>First versus third person point of view</li> </ul>	36
<b>4. Use elements of poetry to facilitate understanding</b>	27, 61, 62, 126, 146, 147
a. Use structural features to identify poetry as a literary form	61
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Structure, including lines and stanzas</li> <li>Shape</li> <li>Form, including lines and stanzas</li> <li>Refrain, chorus</li> <li>Rhyme scheme</li> </ul>	61, 146
b. Identify and explain the meaning of words, lines, and stanzas	
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Specific meaning of words, lines, and/or stanzas</li> </ul>	
c. Identify and explain sound elements of poetry	126, 146
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Rhyme, rhyme scheme</li> <li>Rhythm</li> <li>Alliteration and other repetition</li> </ul>	126, 146
d. Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	27, 61, 62, 126, 146, 147
<b>5. Use elements of drama to facilitate understanding</b>	
a. Use structural features to identify a play as a literary form	11, 51, 101, 141, 151, 156, 166, 176
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>List of characters (cast), including narrator</li> </ul>	

Standard	AA Instructor's Guide (Grade 3)
<ul style="list-style-type: none"> <li>Introductory information about the setting</li> </ul>	
<ul style="list-style-type: none"> <li>Stage directions</li> </ul>	
<ul style="list-style-type: none"> <li>Dialogue</li> </ul>	11, 51, 101, 141, 151, 156, 166, 176
<ul style="list-style-type: none"> <li>Acts</li> </ul>	
b. Identify and explain the action of a scene	
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Specific actions and events that occur in a scene</li> </ul>	
c. Identify and explain stage directions that help to create character and movement	
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Connections between the stage directions and the physical movement of the characters</li> </ul>	
d. Identify and explain stage directions and dialogue that help to create character	
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Connections among the stage directions, the character's lines, and how the character delivers those lines</li> </ul>	
<b>6. Determine important ideas and messages in literary texts</b>	7, 10, 32, 36, 40, 42, 65, 72, 77, 80, 81, 82, 87, 90, 107, 110, 112, 122, 142, 153, 157, 166
a. Identify and explain main ideas and universal themes	32, 40, 72, 77, 80, 112, 153, 157
<b>Assessment Limits:</b>	32, 40, 72, 77, 80, 112, 153, 157
<ul style="list-style-type: none"> <li>In the text or a portion of the text</li> </ul>	
<ul style="list-style-type: none"> <li>Literal versus interpretive meanings of a text or a portion of text</li> </ul>	
<ul style="list-style-type: none"> <li>Message, moral, or lesson learned from the text</li> </ul>	77, 80
b. Identify and explain a similar idea or theme in more than one text	
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Main ideas across texts</li> </ul>	
<ul style="list-style-type: none"> <li>Messages, morals, or lessons learned across texts</li> </ul>	
<ul style="list-style-type: none"> <li>Different versions of the same story across eras or cultures</li> </ul>	
c. Retell the text	65, 142
<b>Assessment Limits:</b>	65, 142
<ul style="list-style-type: none"> <li>Restatement of the text or a portion of the text in student's own words</li> </ul>	
d. Summarize	152, 157, 160
<b>Assessment Limits:</b>	152, 157, 160
<ul style="list-style-type: none"> <li>The text or a portion of the text</li> </ul>	
e. Identify and explain personal connections to the text	7, 10, 36, 42, 47, 81, 82, 87, 90, 107, 110, 122, 166
<b>Assessment Limits:</b>	7, 10, 36, 42, 47, 81, 82, 87, 90, 107, 110, 122, 166
<ul style="list-style-type: none"> <li>Connections between personal experiences and the theme or main ideas</li> </ul>	
<b>7. Identify and describe the author's use of language</b>	27, 41, 51, 61, 62, 66, 67, 81, 126, 141, 147, 151, 156, 166, 176
a. Identify and explain how the use of dialogue contributes to a story	141, 151, 156, 166, 176
<b>Assessment Limits:</b>	141, 151, 156, 166, 176
<ul style="list-style-type: none"> <li>Character and plot development advanced through dialogue</li> </ul>	
b. Identify and explain specific words and phrases that contribute to meaning	51, 66, 81, 156

<b>Standard</b>	<b>AA Instructor's Guide (Grade 3)</b>
<b>Assessment Limits:</b>	51, 66, 81, 156
<ul style="list-style-type: none"> <li>• Significant words and phrases with a specific effect on meaning</li> </ul>	
<ul style="list-style-type: none"> <li>• Denotations of above-grade-level words used in context</li> </ul>	
<ul style="list-style-type: none"> <li>• Connotations of grade-appropriate words and phrases in context</li> </ul>	
<ul style="list-style-type: none"> <li>• Multiple meaning words</li> </ul>	
c. Identify and explain words and punctuation that create tone	41, 156
<b>Assessment Limits:</b>	41, 156
<ul style="list-style-type: none"> <li>• Grade-appropriate words that describe the tone of a text or a portion of text</li> </ul>	
<ul style="list-style-type: none"> <li>• Tone in the text or portion of the text</li> </ul>	41, 156
<ul style="list-style-type: none"> <li>• Specific punctuation that contributes to the tone of a text or a portion of the text</li> </ul>	
d. Identify and explain figurative language	27, 61, 62, 67, 126, 147, 156
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>• Simile</li> </ul>	
<ul style="list-style-type: none"> <li>• Personification</li> </ul>	
<ul style="list-style-type: none"> <li>• Onomatopoeia</li> </ul>	126, 156
e. Identify and explain language that appeals to the senses and feelings	27, 61, 62, 67, 126, 147
<b>Assessment Limits:</b>	27, 61, 62, 67, 126, 147
<ul style="list-style-type: none"> <li>• Specific words and phrases that appeal to the senses</li> </ul>	
f. Identify and explain repetition and exaggeration	
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>• Specific examples of repetition that affect meaning</li> </ul>	
<ul style="list-style-type: none"> <li>• Specific examples of exaggeration</li> </ul>	
<ul style="list-style-type: none"> <li>• Alliteration</li> </ul>	
<b>8. Read critically to evaluate literary texts</b>	37, 40, 51, 76, 77, 80, 85, 116, 117, 120, 160
a. Identify and explain the believability of the characters' actions and the story's events	37, 40, 51, 77, 80, 116, 117, 120, 160
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>• Realism versus fantasy</li> </ul>	
<ul style="list-style-type: none"> <li>• Characters and events that parallel everyday life</li> </ul>	
b. Identify and explain questions left unanswered by the text	76, 85
<b>Assessment Limits:</b>	76, 85
<ul style="list-style-type: none"> <li>• Questions and predictions about events, situations, and conflicts that might occur if the text were continued</li> </ul>	

**STANDARD 4.0 WRITING: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

Standard	AA Instructor’s Guide (Grade 3)
<b>A. Writing</b>	
<b>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</b>	6, 32, 37, 47, 92, 102, 137, 148, 152, 168, 171
a. Generate topics based on discussion of common experiences using techniques, such as graphic organizers, journal writing, listing, webbing, and discussion of prior experiences	6, 32, 37, 47, 92, 102, 137, 148, 152, 168, 171
b. Plan and organize ideas for writing by using an appropriate organizational structure, such as chronological or sequential order, comparison and contrast	92
<ul style="list-style-type: none"> <li>• Complete an idea by providing topic, support, and concluding sentences</li> </ul>	
<b>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</b>	7, 37, 47, 68, 76, 92, 102, 122, 137, 152, 156, 171, 172
a. Compose to express personal ideas to develop fluency using a variety of forms, such as journals, narratives, letters, reports, and paragraphs	37, 47, 68, 76, 102, 122, 137, 152, 156, 171
b. Describe in prose and poetry by using sensory details and vivid language with active verbs and colorful adjectives	
c. Compose to inform using summary and selection of major points and examples to support a main idea	152, 172
d. Compose to persuade using significant reasons and relevant support	
<ul style="list-style-type: none"> <li>• Agree or disagree with an idea and generate convincing reasons with relevant support</li> </ul>	
<ul style="list-style-type: none"> <li>• Consider effective forms</li> </ul>	
e. Use writing-to-learn strategies, such as journals, admit/exit slips, diagrams, drawings, graphic organizers, and “think-aloud’s on paper” to connect ideas and thinking about lesson content	7, 92
f. Manage time and process when writing for a given purpose	
<b>3. Compose texts using the revising and editing strategies of effective writers and speakers</b>	
a. Revise texts for clarity, completeness, and effectiveness	
<ul style="list-style-type: none"> <li>• Eliminate words and ideas that do not support the main idea</li> </ul>	
<ul style="list-style-type: none"> <li>• Clarify meaning by rearranging words within a sentence</li> </ul>	
<ul style="list-style-type: none"> <li>• Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end</li> </ul>	
b. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions, such as capitalization, punctuation, and spelling	
<ul style="list-style-type: none"> <li>• Self edit</li> </ul>	
<ul style="list-style-type: none"> <li>• Peer edit</li> </ul>	
<ul style="list-style-type: none"> <li>• Dictionary</li> </ul>	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 3)</b>
c. Prepare the final product for presentation to an audience	
<b>4. Identify how language choices in writing and speaking affect thoughts and feelings</b>	28, 68, 76, 148, 152, 156, 171
a. Select words appropriate for audience, situation, or purpose	68, 76, 148, 152, 156, 171
b. Acquire and use new vocabulary	28
c. Consider the effect of word choices on the audience	
<b>5. Assess the effectiveness of choice of details, word choice, and use of figurative language in the student's own composing</b>	
a. Assess the effectiveness of choice of details and words/phrases that extend meaning in student's own composing	
b. Explain how specific words/phrases used by the writer affects reader response	
c. Examine and use basic transitions, such as "and," "but," "or," "first," "second," and "last"	
<b>6. Explain how textual changes in a work clarify meaning or fulfill a purpose</b>	
a. Revise own text for word choice	
<b>7. Locate, retrieve, and use information from various sources to accomplish a purpose</b>	
a. Identify and use sources of information on a topic	
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic	
c. Use note taking and organizational strategies to record and organize information	
<ul style="list-style-type: none"> <li>• Participate in teacher-directed note taking and organization of information</li> </ul>	
d. Use information to fulfill a given purpose	

**STANDARD 5.0 CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 3)</b>
<b>A. Grammar</b>	
<b>1. Recognize elements of grammar in personal and academic reading</b>	
<b>2. Recognize, recall, and use basic elements of grammar to express ideas clearly**</b>	13, 14, 19, 28, 29, 33, 34, 38, 44, 53, 58, 69, 73, 74, 83, 93, 98, 99, 113, 118, 123, 133, 138, 143, 153, 163, 173
a. Identify and use parts of speech, such as nouns, pronouns, verbs, adverbs, adjectives (including articles)	13, 28, 33, 38, 53, 58, 73, 83, 93, 98, 113, 118, 123, 133, 138, 153, 163, 173
b. Identify and incorporate subjects and verbs when composing simple sentences	34
c. Compose complete and correct declarative, interrogative, imperative, and exclamatory sentences	
d. Identify and use verb forms, such as singular/plural, regular/irregular	19, 29, 34, 44, 83, 118, 133, 143
e. Identify and use verb tenses, such as present, past, and future	13, 14, 69, 74, 99
<b>B. Usage</b>	
<b>1. Recognize examples of conventional usage in personal and academic reading</b>	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 3)</b>
<b>2. Comprehend and apply standard English usage in oral and written language**</b>	3, 13, 14, 34, 43, 53, 64, 69, 83, 103, 109, 144, 153
a. Use singular subjects with singular verbs and plural subjects with plural verbs	
b. Apply consistent and appropriate use of verb tenses, such as past, present, and future; pronouns, such as personal and possessive; and modifiers	13, 14
c. Recognize and correct common usage errors, such as homophones, contractions, and commonly confused words	3, 34, 43, 53, 64, 69, 83, 103, 109, 144, 153
d. Use available resources to correct or confirm editorial choices	
e. Explain editorial choices	
<b>C. Mechanics</b>	
<b>1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</b>	
<b>2. Apply standard English punctuation and capitalization in written language**</b>	1, 11, 96, 121, 131, 141, 151, 166, 176
a. Use correct end punctuation	1, 11, 96, 121, 131, 141, 151, 166, 176
b. Use commas correctly in dates, addresses, cities and states, salutations and closings, and items in a series	
c. Use underlining for titles of books	
d. Use apostrophes in contractions and singular possessives	
e. Use quotation marks in simple dialogue	
f. Use capital letters to begin a sentence and identify a proper noun	
g. Indent for paragraphs	
<b>3. Explain editorial choices involving mechanics</b>	
<b>D. Spelling</b>	
<b>1. Recognize conventional spelling in and through personal and academic reading</b>	
<b>2. Apply conventional spelling in written language</b>	9, 14, 23, 39, 44, 48, 58, 59, 74, 88, 94, 99, 104, 108, 149, 159, 164, 179
a. Spell non-phonetic high frequency words	
b. Spell words with common prefixes and suffixes	59, 94, 99, 104, 159, 164, 179
c. Modify spellings when adding inflectional endings and suffixes	9, 14, 23, 39, 44, 59, 74, 104, 149, 164, 179
d. Spell words that follow regular spelling patterns in multi-syllabic words	
e. Spell previously studied contractions and possessives	
f. Access resources as a spelling aid, such as word wall, dictionary, technology	48, 58, 88, 108
<b>3. Maintain a personal list of words to use in editing original writing</b>	
<b>E. Handwriting</b>	
<b>1. Produce writing that is legible to the audience</b>	
a. Use manuscript fluently when appropriate to the task	
b. Form upper and lower case letters using cursive writing	
c. Use connecting strokes to write continuous text for daily assignments	
d. Use cursive writing for independent assignments to build accuracy and automaticity	
e. Use word processing technology when appropriate	

**STANDARD 6.0 LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 3)</b>
<b>A. Listening</b>	
<b>1. Demonstrate active listening strategies</b>	6, 11, 16, 21, 26, 36, 41, 46, 61, 71, 76, 81, 91, 96, 101, 126, 131, 141, 151, 156, 166, 181, 191
a. Attend to the speaker	6, 11, 16, 21, 26, 36, 41, 46, 61, 71, 76, 81, 91, 96, 101, 126, 131, 141, 151, 156, 166, 181, 191
b. Ask appropriate questions	61, 71, 126, 131, 141, 151, 156, 166, 181, 191
c. Respond appropriately to clarify and understand	
<b>2. Comprehend and analyze what is heard</b>	7, 32, 47, 72, 84, 87, 109, 112, 129, 157
a. Determine whether a speaker's general purpose is to inform, to persuade, or to entertain	
b. Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition	84, 109, 129
c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing	7, 32, 47, 72, 87, 112, 157
d. Follow a set of multi-step directions	
e. Listen carefully to expand and enrich vocabulary	
f. Make judgments based on information from the speaker	

**STANDARD 7.0 SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 3)</b>
<b>A. Speaking</b>	
<b>1. Use organization and delivery strategies at an appropriate level</b>	56, 111
a. Speak clearly enough to be heard and understood in a variety of situations for a variety of purposes	56, 111
b. Use appropriate non-verbal techniques to enhance communications	
• Posture	
• Eye contact	
• Facial expressions	
• Gestures	
<b>2. Make oral presentations</b>	31, 59, 101, 109, 111, 112, 156, 168
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories	31, 59, 101, 109, 111, 112, 156, 168
b. State a position and support it with reasons	
c. Participate in dramatic presentations	
d. Plan and deliver effective oral presentations	
e. Use props when appropriate	



*Afterschool Achievers: Reading Club © 2004*

**correlated to  
Maryland Voluntary State Curriculum with Core Learning Goals**

**Grade 4**

**STANDARD 1.0 GENERAL READING PROCESSES**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<b>A. Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.</b>	4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179
<b>B. Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.</b>	39, 64, 69, 124, 144
<b>1. Use a variety of phonetic skills to read unfamiliar words</b>	16, 24, 39, 64, 124, 129, 139, 159
a. Apply phonics skills	16, 24, 39, 64, 124, 129, 139, 159
<b>Assessment Limits:</b>	4, 34, 49, 54, 69, 84, 124
• Initial and final consonant blends (3 letters)	
• Vowel patterns	4, 19, 24, 34, 39, 49, 54, 64, 69, 79, 84, 94, 99, 109, 114, 129, 139, 154, 159, 169, 174
• Long and short vowels	4, 19, 24, 34, 39, 49, 54, 64, 69, 79, 84, 94, 99, 109, 114, 129, 139, 154, 159, 169, 174
• Irregular/silent consonant sounds	84, 114, 124
• R-controlled vowels	
• Digraphs	4, 34
• Diphthongs	49
<b>C. Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.</b>	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
<b>1. Read orally at an appropriate rate</b>	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
a. Read familiar text at a rate that is conversational and consistent	1, 6, 21, 36, 51, 66, 71, 81, 101, 126
<b>2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</b>	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
a. Apply knowledge of word structures and patterns to read with automaticity	16, 26, 36, 51, 61, 69, 91, 146, 151, 169, 171, 176
b. Demonstrate appropriate use of phrasing	66, 81, 86, 106, 171
• Attend to sentence patterns and structures that signal meaning in text	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<ul style="list-style-type: none"> <li>Use punctuation cues to guide meaning and expression</li> </ul>	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
<ul style="list-style-type: none"> <li>Use pacing and intonation (emphasis on certain words) to convey meaning and expression</li> </ul>	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
<ul style="list-style-type: none"> <li>Adjust intonation and pitch (rise and fall of spoken voice) appropriately</li> </ul>	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
c. Increase sight words read fluently	
<b>D. Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.</b>	3, 4, 13, 14, 18, 19, 23, 24, 28, 29, 33, 34, 38, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 78, 79, 83, 84, 88, 89, 93, 94, 98, 99, 103, 104, 108, 109, 113, 114, 118, 119, 123, 124, 128, 129, 133, 134, 138, 139, 143, 144, 148, 149, 153, 154, 158, 159, 163, 164, 168, 169, 173, 174, 178, 179
<b>1. Develop and apply vocabulary through exposure to a variety of texts</b>	6, 36, 37, 40, 42, 45, 46, 47, 50, 51, 52, 60, 61, 62, 65, 66, 70, 71, 76, 77, 80, 81, 82, 86, 87, 92, 95, 96, 97, 100, 101, 102, 105, 106, 107, 110, 111, 112, 115, 116, 117, 120, 121, 122, 125, 126, 127, 130, 131, 132, 136, 137, 140, 141, 146, 147, 149, 150, 151, 152, 155, 156, 157, 160, 161, 162, 165, 166, 167
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	18, 28, 38, 68, 78, 88, 98, 122, 138, 168
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	3, 4, 13, 14, 18, 19, 23, 24, 28, 29, 33, 34, 38, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 78, 79, 83, 84, 88, 89, 93, 94, 98, 99, 103, 104, 108, 109, 113, 114, 118, 119, 123, 124, 128, 129, 133, 134, 138, 139, 143, 144, 148, 149, 153, 154, 158, 159, 163, 164, 168, 169, 173, 174, 178, 179
c. Collect 12-20 new words for deeper study each week	18, 78, 134, 163
<b>2. Develop a conceptual understanding of new words</b>	18, 28, 38, 48, 58, 78, 88, 98, 108, 128, 138, 148, 158, 168
a. Classify and categorize increasingly complex words into sets and groups	4, 24, 34, 39
b. Identify and explain word relationships to determine the meanings of words	3, 24, 63, 108, 143, 148, 168, 173
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>Antonyms, synonyms, homophones, and homographs</li> </ul>	3, 9, 19, 34, 63, 64, 94, 99, 108, 143, 154, 168, 173, 181, 187, 188,
c. Identify and use correctly new words acquired through study of their relationship to other words	3, 8, 18, 28, 33, 38, 48, 58, 68, 78, 88, 98, 108, 128, 138, 148, 149, 158, 168
<b>3. Understand, acquire, and use new vocabulary</b>	8, 18, 28, 38, 48, 58, 63, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168
a. Use context to determine the meanings of words	3, 8, 18, 28, 33, 38, 48, 58, 68, 78, 88, 98, 108, 128, 138, 148, 149, 158, 168
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Above grade-level words used in context</li> <li>Words with multiple meanings</li> <li>Connotations versus denotations</li> <li>Grade-appropriate idioms and figurative expressions</li> </ul>	18, 78, 134, 163
	33, 53, 118, 178
	118, 178

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
b. Use word structure to determine the meanings of words	4, 13, 14, 18, 19, 23, 24, 28, 33, 39, 44, 49, 53, 59, 64, 73, 74, 75, 89, 93, 94, 99, 103, 104, 109, 113, 114, 119, 124, 133, 134, 139, 144, 149, 153, 154, 155, 159, 164, 169, 173, 174, 179
<b>Assessment Limits:</b>	23, 29, 33, 73, 75, 93, 94, 113, 133, 144, 153, 158, 169, 173, 179, 182, 183, 186
• Prefixes and suffixes	
• Grade-appropriate roots and base words	59, 73, 75, 89, 93, 104, 113, 133, 144, 153, 169, 173, 179, 186
• Grade-appropriate compound words	19, 23, 28, 33, 39, 74, 103, 114, 124, 139
• Grade-appropriate inflectional endings	89, 94, 104, 119, 144
c. Use resources to determine meanings of unknown words	
<b>Assessment Limits:</b>	
• Dictionaries	
• Glossaries	
• Thesauruses	
• Other grade-appropriate resources	
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	3, 4, 8, 9, 13, 14, 18, 19, 23, 24, 28, 29, 33, 34, 38, 39, 43, 44, 48, 49, 53, 54, 58, 59, 63, 64, 68, 69, 73, 74, 78, 79, 83, 84, 88, 89, 93, 94, 98, 99, 103, 104, 108, 109, 118, 119, 123, 124, 128, 129, 133, 134, 138, 139, 143, 144, 148, 149, 153, 154, 158, 159, 163, 164, 168, 169, 173, 174, 178, 179
<b>E. General Reading Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).</b>	2, 5, 10, 12, 15, 17, 20, 22, 25, 27, 30, 32, 35, 37, 40, 42, 45, 47, 50, 52, 55, 57, 60, 62, 65, 67, 70, 72, 77, 80, 82, 85, 87, 90, 92, 95, 97, 100, 102, 105, 107, 110, 112, 115, 117, 120, 122, 125, 127, 130, 132, 135, 137, 140, 142, 145, 150, 157, 160, 162, 165, 167, 170, 172, 175, 177
<b>1. Develop comprehension skills through exposure to a variety of texts</b>	6, 36, 37, 40, 42, 45, 46, 47, 50, 51, 52, 60, 61, 62, 65, 66, 70, 71, 76, 77, 80, 81, 82, 86, 87, 92, 95, 96, 97, 100, 101, 102, 105, 106, 107, 110, 111, 112, 115, 116, 117, 120, 121, 122, 125, 126, 127, 130, 131, 132, 136, 137, 140, 141, 146, 147, 149, 150, 151, 152, 155, 156, 157, 160, 161, 162, 165, 166, 167
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	6, 36, 37, 40, 42, 45, 46, 47, 50, 51, 52, 60, 61, 62, 65, 66, 70, 71, 76, 77, 80, 81, 82, 86, 87, 92, 95, 96, 97, 100, 101, 102, 105, 106, 107, 110, 111, 112, 115, 116, 117, 120, 121, 122, 125, 126, 127, 130, 131, 132, 136, 137, 140, 141, 146, 147, 149, 150, 151, 152, 155, 156, 157, 160, 161, 162, 165, 166, 167
b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	11, 16, 26, 31, 111, 116, 126, 131, 136, 146
<b>2. Use strategies to prepare for reading (before reading)</b>	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150, 155
a. Survey and preview the text by examining features, such as the title, illustrations, photographs, charts, and graphs	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150, 155
b. Set a purpose for reading the text	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150, 155

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
c. Make predictions and ask questions about the text	27, 72, 167
d. Make connections to the text from prior knowledge and experiences	7, 10, 27, 30, 72, 167, 177
<b>3. Use strategies to make meaning from text (during reading)</b>	2, 5, 7, 10, 12, 15, 22, 25, 37, 40, 42, 45, 47, 50, 52, 55, 62, 67, 72, 77, 80, 82, 85, 90, 92, 95, 97, 100, 102, 105, 110, 112, 115, 122, 125, 127, 130, 132, 135, 142, 145, 147, 150, 152, 157, 160, 162, 165, 167, 170, 172, 175, 177
a. Reread the difficult parts slowly and carefully	6, 11, 16, 51, 56, 66, 96, 141, 146, 151
b. Use own words to restate the difficult part	127, 130, 162, 165
c. Read on and revisit the difficult part	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150, 155
d. Skim the text to search for connections between and among ideas	7, 10, 27, 30, 72, 167, 177
e. Make, confirm, or adjust predictions	27, 72, 167
f. Periodically summarize while reading	127, 130, 162, 165
g. Periodically paraphrase important ideas or information	127, 130, 162, 165
h. Visualize what was read for deeper understanding	46, 76, 122, 125
i. Use a graphic organizer or another note taking technique to record important ideas or information	22, 27, 42, 47, 52, 57, 62, 67, 77, 97, 112, 132, 142, 147, 157, 172, 177
j. Explain personal connections to the ideas or information in the text	7, 10, 12, 27, 30, 72, 92, 167, 177
<b>4. Use strategies to demonstrate understanding of the text (after reading)</b>	2, 5, 10, 15, 20, 42, 45, 50, 55, 62, 65, 100, 105, 110, 115, 125, 127, 130, 132, 135, 140, 145, 150, 155
a. Identify and explain the main idea	2, 5, 31, 42, 45, 62, 82, 127, 132, 135
<b>Assessment Limit:</b> • In the text or a portion of the text	2, 5, 31, 42, 45, 62, 82, 127, 132, 135
b. Identify and explain what is directly stated in the text	2, 5, 15, 20, 31, 42, 45, 62, 82, 127, 132, 135, 140, 145, 150, 155
<b>Assessment Limit:</b> • Main ideas, supporting details, and other information stated in the text or a portion of the text	2, 5, 31, 42, 45, 62, 82, 127, 132, 135
c. Identify and explain what is not directly stated in the text by drawing inferences	12, 15, 90, 92, 95, 117, 120, 162, 165
<b>Assessment Limit:</b> • Implied information from the text or a portion of the text	7, 10, 12, 15, 27, 30, 72, 87, 90, 92, 95, 117, 120, 162, 165, 167, 170, 177
d. Draw conclusions based on the text and prior knowledge	87, 90, 127, 162, 165
<b>Assessment Limit:</b> • Stated or implied information from the text	2, 5, 7, 10, 12, 15, 20, 27, 30, 31, 42, 45, 62, 72, 82, 87, 90, 92, 95, 117, 120, 127, 132, 135, 140, 145, 150, 155, 162, 170, 177
e. Confirm, refute, or make predictions and form new ideas	27, 72, 87, 90, 92, 95, 117, 120, 167
<b>Assessment Limit:</b> • Stated and/or implied information from the text	2, 5, 7, 10, 12, 15, 20, 27, 30, 31, 42, 45, 62, 72, 82, 87, 90, 92, 95, 117, 120, 127, 132, 135, 140, 145, 150, 155, 162, 170, 177
f. Paraphrase the main idea	2, 5, 31, 42, 45, 62, 82, 127, 132, 135

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>Complete text or a portion of the text</li> </ul>	87, 127, 130, 162, 165
g. Summarize	87, 127, 130, 162, 165
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>The text or a portion of the text</li> </ul>	7, 12, 27, 72, 92, 117, 167, 177
h. Connect the text to prior knowledge or personal experience	7, 12, 27, 72, 92, 117, 167, 177
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text</li> </ul>	7, 10, 27, 30, 72, 92, 167, 170, 177

**STANDARD 2.0 COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<b>A. Comprehension of Informational Text</b>	2, 5, 52, 62, 65, 67, 70, 77, 80, 82, 85, 101, 102, 107, 115, 120, 126, 127, 130, 131, 132, 135, 142, 145, 151, 152, 156, 157
<b>1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts</b>	2, 5, 52, 62, 65, 67, 70, 77, 80, 82, 85, 101, 102, 107, 115, 120, 126, 127, 130, 131, 132, 135, 142, 145, 151, 152, 156, 157
a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge	5, 17, 22, 40, 47, 52, 70, 101, 105, 161
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Textbooks</li> </ul>	1-13, 14-22, 23-31, 32-46, 47-55, 56-81, 82-90, 91-99, 100-106, 107-136, 137-158, 159-167, 168-180
<ul style="list-style-type: none"> <li>Appropriate reference materials</li> </ul>	
<ul style="list-style-type: none"> <li>Personal narratives</li> </ul>	10, 15, 20, 37, 40, 47, 50, 51, 67, 71, 76, 86, 95, 97
<ul style="list-style-type: none"> <li>Diaries and journals</li> </ul>	
<ul style="list-style-type: none"> <li>Biographies</li> </ul>	127, 152
<ul style="list-style-type: none"> <li>Newspapers</li> </ul>	
<ul style="list-style-type: none"> <li>Letters</li> </ul>	
<ul style="list-style-type: none"> <li>Articles</li> </ul>	
<ul style="list-style-type: none"> <li>Web sites and other online materials</li> </ul>	
<ul style="list-style-type: none"> <li>Other appropriate content-specific texts</li> </ul>	2, 5, 52, 62, 65, 67, 70, 77, 80, 82, 85, 101, 102, 107, 115, 120, 126, 127, 130, 131, 132, 135, 142, 145, 151, 152, 156, 157
b. Read, use, and identify the characteristics of functional documents	67, 70, 100, 136, 137
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Sets of directions</li> </ul>	67, 70, 100, 136, 137
<ul style="list-style-type: none"> <li>Science investigations</li> </ul>	
<ul style="list-style-type: none"> <li>Atlases</li> </ul>	
<ul style="list-style-type: none"> <li>Posters</li> </ul>	
<ul style="list-style-type: none"> <li>Flyers</li> </ul>	
<ul style="list-style-type: none"> <li>Forms</li> </ul>	
<ul style="list-style-type: none"> <li>Instructional manuals</li> </ul>	
<ul style="list-style-type: none"> <li>Menus</li> </ul>	
<ul style="list-style-type: none"> <li>Pamphlets</li> </ul>	
<ul style="list-style-type: none"> <li>Rules</li> </ul>	
<ul style="list-style-type: none"> <li>Invitations</li> </ul>	
<ul style="list-style-type: none"> <li>Recipes</li> </ul>	67
<ul style="list-style-type: none"> <li>Advertisements</li> </ul>	
<ul style="list-style-type: none"> <li>Other functional documents</li> </ul>	67, 70, 100, 136, 137

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
c. Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, catalogs, and web sites	
<b>2. Identify and use text features to facilitate understanding of informational texts</b>	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150,155
a. Use print features	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150,155
<b>Assessment Limits:</b>	
• Large bold print	
• Font size/type	
• Italics	
• Colored print	
• Quotation Marks	
• Underlining	
• Other print features encountered in informational texts	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150,155
b. Use graphic aids	
<b>Assessment Limits:</b>	
• Illustrations	
• Photographs	
• Drawings	
• Sketches	
• Cartoons	
• Maps (key, scale, legend)	
• Graphs	
• Charts/tables	
• Diagrams	
• Other graphic aids encountered in informational texts	
c. Use informational aids	
<b>Assessment Limits:</b>	
• Introductions and overviews	
• Materials lists	
• Timelines	
• Captions	
• Glossed words	93, 103, 113, 123, 133, 143, 153, 163, 173
• Labels	
• Numbered steps	73, 93
• Bulleted lists	98, 129
• Footnoted words	
• Pronunciation key	
• Transition words	37, 40, 67, 70, 97, 100, 137, 140, 172, 175
• Boxed text	37, 40, 67, 70, 97, 100, 137, 140, 172, 175
d. Use organizational aids	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150,155
<b>Assessment Limits:</b>	
• Titles, chapter titles, and subtitles	
• Headings, subheadings	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150,155
• Table of contents	
• Numbered steps	73, 93
• Glossary	
• Indices	
• Transition words	37, 40, 67, 70, 97, 100, 137, 140, 172, 175
e. Use online features	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<b>Assessment Limits:</b>	
• URLs	
• Hypertext links	
• Sidebars	
• Drop down menus	
• Home pages	
• Site maps	
f. Identify and explain the contributions of text features to meaning	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150,155
<b>Assessment Limits:</b>	2, 5, 7, 10, 27, 31, 42, 45, 62, 72, 82, 127, 132, 135, 167, 177
• Connections between text features and the main idea and/or the reader's understanding	
<b>3. Develop knowledge of organizational structure of informational text to understand what is read</b>	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150,155
a. Identify and analyze the organizational patterns of texts	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150,155
<b>Assessment Limits:</b>	40, 67, 70, 100, 140
• Sequential and chronological order	
• Cause/effect	22, 52, 52, 55, 112, 115, 147, 150
• Problem/solution	
• Similarities/differences	77, 80, 157, 160
• Description	125
• Main idea and supporting details	2, 5, 31, 42, 45, 62, 82, 127, 132, 135, 5, 45, 65, 135
b. Identify and use words and phrases associated with common organizational patterns	37, 40, 67, 70, 97, 100, 137, 140, 172, 175
<b>Assessment Limits:</b>	37, 40, 67, 70, 97, 100, 137, 140, 172, 175
• Words that show chronology (first, second, third)	
• Words that show description (above, beneath, next to, beside)	125
• Words that show cause and effect (because, as a result)	22, 52, 52, 55, 112, 115, 147, 150
• Words that show sequence (next, then, finally)	37, 40, 67, 70, 97, 100, 137, 140, 172, 175
<b>4. Determine important ideas and messages in informational texts</b>	5, 10, 15, 20, 22, 50, 53, 55, 57, 65, 67, 100, 102, 105, 107, 110, 115, 125, 127, 135, 137, 140, 145, 147, 150,155, 157
a. Identify and explain the author's/text's purpose and intended audience	32, 35, 82, 85, 107, 110, 152
<b>Assessment Limit:</b>	32, 35, 82, 85, 107, 110, 152
• Purpose of the author or the text or a portion of the text	
• Connections between the text and the intended audience	
b. Identify and explain the author's opinion	17, 20, 47, 50, 102, 105, 127, 142, 145
<b>Assessment Limit:</b>	20, 47, 50, 77, 80, 86, 102, 116, 142, 145
• Texts or portions of texts in which the author's opinion is evident	
c. State and support main ideas and messages	2, 5, 31, 42, 45, 62, 82, 127, 132, 135, 17, 47, 102, 127, 142, 152

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<b>Assessment Limit:</b> • The whole text or a portion of the text	2, 5, 31, 42, 45, 62, 82, 127, 132, 135
d. Summarize or paraphrase	127, 130, 162, 165
<b>Assessment Limit:</b> • The text or a portion of the text	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150,155
e. Identify and explain information not related to the main idea	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150,155
<b>Assessment Limit:</b> • Information in the text that is peripheral to the main idea	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150,155
f. Identify and explain relationships between and among ideas	7, 10, 27, 30, 72, 167, 170, 177
<b>Assessment Limits:</b> • Comparison/contrast	77, 80, 157, 160
• Cause/effect	22, 52, 52, 55, 112, 115, 147, 150
• Sequence/chronology	37, 40, 67, 70, 97, 100, 137, 140, 172, 175
• Relationships between and among ideas in one or more texts	7, 10, 27, 30, 72, 167, 170, 177
• Relationships between and among ideas and prior knowledge in one or more texts	177
g. Draw conclusions and inferences and make generalizations and predictions from text	12, 15, 27, 72, 87, 90, 92, 95, 117, 120, 130, 162, 165, 167
<b>Assessment Limits:</b> • From one text or across multiple texts	12, 15, 27, 72, 87, 90, 92, 95, 117, 120, 130, 162, 165, 167
• Connections between and among ideas that lead to a new understanding	7, 10, 27, 30, 72, 167, 177
h. Distinguish between a fact and an opinion	17, 20, 47, 50, 77, 80, 102, 105, 142, 145
<b>Assessment Limit:</b> • In one or more texts	17, 20, 47, 50, 77, 80, 102, 105, 142, 145
i. Identify and explain how someone might use the text	
<b>Assessment Limit:</b> • Application of the text for personal use or content-specific use	5, 10, 15, 20, 50, 55, 65, 100, 105, 110, 115, 125, 135, 140, 145, 150,155
j. Connect the text to prior knowledge or experience	177
<b>Assessment Limit:</b> • Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text	7, 10, 27, 30, 72, 167, 170, 177
<b>5. Identify and explain the author's use of language</b>	51, 66, 81, 86, 96, 101, 106, 151
a. Identify and explain specific words or phrases that contribute to the meaning of a text	8, 51, 66, 81, 86, 96, 101, 106, 151
<b>Assessment Limits:</b> • Significant words and phrases with a specific effect on meaning	51, 66, 81, 86, 96, 101, 106, 151
• Similes, metaphors, personification	122
• Connotations of grade-appropriate words	
• Content vocabulary	37, 40, 67, 70, 97, 100, 137, 140, 172, 175
• Denotations of above-grade-level words in context	138, 163
b. Identify and explain specific words and punctuation that create tone	141, 151

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<b>Assessment Limits:</b>	168
<ul style="list-style-type: none"> <li>Grade-appropriate words that create tone</li> </ul>	
<ul style="list-style-type: none"> <li>Tone in the text or a portion of the text</li> </ul>	
<ul style="list-style-type: none"> <li>Specific punctuation that contributes to the tone of a text or a portion of the text</li> </ul>	91, 131
c. Identify and explain the effect of repetition of words or phrases	
<b>Assessment Limit:</b>	
<ul style="list-style-type: none"> <li>Repetition for emphasis of ideas or information</li> </ul>	
<b>6. Read critically to evaluate informational text</b>	17, 20, 47, 50, 77, 80, 102, 105, 126, 131, 142, 145
a. Explain whether the text fulfills the reading purpose	152
<b>Assessment Limit:</b>	7, 10, 27, 30, 72, 167, 177
<ul style="list-style-type: none"> <li>Connections between the content of the text and the purpose for reading</li> </ul>	
b. Identify and explain additions or changes to format or features that would make the text easier to understand	6, 11, 91, 96, 106, 126
<b>Assessment Limit:</b>	2, 5, 7, 10, 27, 30, 31, 42, 45, 62, 72, 82, 127, 132, 135, 167, 177
<ul style="list-style-type: none"> <li>Connections between effectiveness of format and text features in clarifying the main idea of the text</li> </ul>	
c. Identify and explain what makes the text a reliable source of information	126, 131
<b>Assessment Limit:</b>	57, 60
<ul style="list-style-type: none"> <li>Fiction versus nonfiction text (real versus fantasy)</li> </ul>	
d. Explain whether or not the author's opinion is presented fairly	142
<b>Assessment Limit:</b>	80, 105
<ul style="list-style-type: none"> <li>Evidence that the author has presented all sides of the issue or topic</li> </ul>	
e. Identify and explain information not included in the text	142
<b>Assessment Limits:</b>	2, 5, 31, 42, 45, 62, 82, 127, 132, 135
<ul style="list-style-type: none"> <li>Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text</li> </ul>	
<ul style="list-style-type: none"> <li>Connections between the main idea and information not included in the text</li> </ul>	2, 5, 12, 15, 31, 42, 45, 62, 82, 90, 92, 95, 117, 120, 127, 132, 135, 162, 165
f. Identify and explain words and other techniques that affect the reader's feelings	11, 16, 21, 26, 41, 46, 56, 71, 76, 81, 101, 106, 111, 146
<b>Assessment Limit:</b>	56, 142
<ul style="list-style-type: none"> <li>Significant words and phrases that have an emotional appeal</li> </ul>	

**STANDARD 3.0 COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<b>A. Comprehension of Literary Text</b>	11, 15, 16, 21, 22, 25, 26, 27, 30, 31, 36, 41, 46, 55, 56, 57, 60, 61, 66, 72, 91, 122
<b>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts</b>	11, 15, 16, 21, 22, 25, 26, 27, 30, 31, 36, 41, 46, 55, 56, 57, 60, 61, 66, 72, 91, 122
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	11, 15, 16, 21, 22, 25, 26, 27, 30, 31, 36, 41, 46, 55, 56, 57, 60, 61, 66, 72, 91, 122
b. Listen to critically, read, and discuss a variety of literary forms and genres	1, 16, 21, 36, 71, 81, 101, 161, 166, 176
<b>2. Use text features to facilitate understanding of literary texts</b>	25, 55
a. Identify and explain how organizational aids contribute to meaning	25, 55
<b>Assessment Limit:</b>	
• Title of the book, story, poem, or play	
b. Identify and explain how graphic aids contribute to meaning	
<b>Assessment Limits:</b>	
• Illustrations	
• Punctuation	156
• Print features	25, 55
c. Identify and explain how informational aids contribute to meaning	
<b>Assessment Limits:</b>	
• Footnoted words and phrases	
• Captions	
<b>3. Use elements of narrative texts to facilitate understanding</b>	11, 16, 26, 40, 60, 71, 72, 111, 146, 170
a. Identify and distinguish among types of narrative texts	11, 16, 26, 40, 60, 71, 72, 111, 146, 170
<b>Assessment Limits:</b>	11, 15, 16, 25, 26, 27, 30, 31, 41, 55, 56, 57, 66, 76, 80, 90, 96
• Stories	
• Folk tales	21
• Realistic fiction	57, 60
• Historical fiction	
• Fables	
• Fairy tales	100
• Fantasy	57, 60
• Biographies	127, 152
b. Identify and explain the elements of a story	11, 16, 21, 26, 60, 71, 76, 111, 122, 146, 170
<b>Assessment Limit:</b>	37, 40, 67, 70, 97, 100, 137, 140, 172, 175
• Narrative text with a main problem, sequence of chronology of events, and solution to the problem	
c. Identify and describe the setting and the mood	76, 122
<b>Assessment Limit:</b>	76, 122
• Stories that have settings with a distinct time and place	
d. Identify and analyze the characters	11, 16, 21, 26, 60, 71, 111, 146, 170

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<b>Assessment Limits:</b>	20
• What characters say	
• What characters do	20
• Conclusions about the characters' traits based on what the character says and does	12, 15, 27, 72, 87, 90, 92, 95, 117, 120, 130, 162, 165, 167
• Conclusions about the characters' motivations based on the characters' actions and interactions with other characters	12, 15, 27, 72, 87, 90, 92, 95, 117, 120, 130, 162, 165, 167
e. Identify and explain relationships between and among characters, setting, and events	25, 55, 115, 150
<b>Assessment Limits:</b>	7, 10, 27, 30, 72, 167, 177
• Connections between and among characters	
• Connections between and among situations	7, 10, 27, 30, 72, 167, 177
• Cause/effect relationships between characters' actions and the results of those actions	22, 52, 52, 55, 112, 115, 147, 150
• Cause/effect relationships between and among situations and events	22, 52, 52, 55, 112, 115, 147, 150
f. Identify and explain how the actions of the character(s) affect the plot	
<b>Assessment Limit:</b>	7, 10, 27, 30, 72, 167, 177
• Connections between the actions of the characters and the outcome of the story	
g. Identify and describe the narrator	161
<b>Assessment Limits:</b>	161
• Narrator of the story; speaker of the poem	
• First versus third person point of view	
<b>4. Use elements of poetry to facilitate understanding</b>	21, 22
a. Use structural features to identify poetry as a literary form	21, 22
<b>Assessment Limits:</b>	21, 22
• Structure, including lines and stanzas	
• Shape	
• Form, including lines and stanzas	21, 22
• Refrain, chorus	
• Types of poems, such as haiku, diamonte, etc.	21, 22
• Rhyme scheme	21, 22
b. Identify and explain the meaning of words, lines, and stanzas	21, 122
<b>Assessment Limits:</b>	122
• Specific meaning of words, lines, and/or stanzas	
c. Identify and explain sound elements of poetry	21, 22
<b>Assessment Limits:</b>	21, 22
• Rhyme, rhyme scheme	
• Rhythm	21, 22
• Alliteration and other repetition	21, 22
d. Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	122
<b>5. Use elements of drama to facilitate understanding</b>	76, 116
a. Use structural features to identify a play as a literary form	6-7, 21, 76, 91, 95, 116, 121

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<b>Assessment Limits:</b>	76, 116
• List of characters (cast), including narrator	
• Introductory information about the setting	76, 116
• Stage directions	76, 116
• Dialogue	6-7, 21, 76, 91, 95, 116, 121
• Props, scenery, sound effects, staging, lighting	
• Acts and scenes	76, 116
b. Identify and explain the action of a scene	76, 116
<b>Assessment Limit:</b>	76, 116
• Specific actions and events that occur in a scene	
c. Identify and explain stage directions that help to create character and movement	
<b>Assessment Limit:</b>	
• Connections between the stage directions and the physical movement of the characters	
d. Identify and explain stage directions and dialogue that help to create character	
<b>Assessment Limit:</b>	
• Connections among the stage directions, the character's lines, and how the character delivers those lines	
<b>6. Determine important ideas and messages in literary texts</b>	15, 30, 90, 95, 120, 127, 152, 165, 170
a. Identify and explain main ideas and universal themes	15, 30, 90, 95, 120, 127, 152, 165, 170
<b>Assessment Limits:</b>	15, 30, 90, 95, 120, 127, 152, 165, 170
• In the text or a portion of the text	
• Literal versus interpretive meanings of a text or a portion of text	76, 122
• Message, moral, or lesson learned from the text	21, 22
b. Identify and explain a similar theme in more than one text	21, 22
<b>Assessment Limits:</b>	2, 5, 31, 42, 45, 62, 82, 127, 132, 135
• Main ideas across texts	
• Messages, morals, or lessons learned across texts	2, 5, 31, 42, 45, 62, 82, 127, 132, 135
• Different versions of the same story across eras or cultures	
c. Paraphrase the text	162, 165
<b>Assessment Limit:</b>	127, 130
• Restatement of the text or a portion of the text in student's own words	
d. Summarize	127, 130
<b>Assessment Limit:</b>	127, 130, 162, 165
• The text or a portion of the text	
e. Identify and explain personal connections to the text	7, 10, 12, 27, 72, 92, 117, 167, 177
<b>Assessment Limit:</b>	2, 5, 7, 10, 27, 30, 31, 42, 45, 62, 72, 82, 127, 132, 135, 167, 177
• Connections between personal experiences and the theme or main ideas	
<b>7. Identify and describe the author's use of language</b>	76, 122
a. Identify and explain how the use of dialogue contributes to a story	6-7, 21, 76, 116, 121
<b>Assessment Limit:</b>	6-7, 21, 76, 116, 121
• Character and plot development advanced through dialogue	
b. Identify and explain specific words and phrases that contribute to meaning	76, 122

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<b>Assessment Limits:</b>	76, 122
<ul style="list-style-type: none"> <li>Significant words and phrases with a specific effect on meaning</li> </ul>	
<ul style="list-style-type: none"> <li>Denotations of above-grade-level words used in context</li> </ul>	138, 163
<ul style="list-style-type: none"> <li>Connotations of grade-appropriate words and phrases in context</li> </ul>	
<ul style="list-style-type: none"> <li>Multiple meaning words</li> </ul>	33, 53, 118, 178, 122
c. Identify and explain words and punctuation that create tone	46, 76, 146
<b>Assessment Limits:</b>	21, 22, 166
<ul style="list-style-type: none"> <li>Grade-appropriate words that describe the tone of a text or a portion of text</li> </ul>	
<ul style="list-style-type: none"> <li>Tone in the text or portion of the text</li> </ul>	21, 22, 166
<ul style="list-style-type: none"> <li>Specific punctuation that contributes to the tone of a text or a portion of the text</li> </ul>	131
d. Identify and explain figurative language	46, 76, 122
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Similes</li> </ul>	
<ul style="list-style-type: none"> <li>Metaphors</li> </ul>	122
<ul style="list-style-type: none"> <li>Personification</li> </ul>	122
<ul style="list-style-type: none"> <li>Onomatopoeia</li> </ul>	
e. Identify and explain language that appeals to the senses and feelings	46, 76, 122
<b>Assessment Limit:</b>	76, 122
<ul style="list-style-type: none"> <li>Specific words and phrases that appeal to the senses</li> </ul>	
f. Identify and explain repetition and exaggeration	21
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>Specific examples of repetition that affect meaning</li> </ul>	
<ul style="list-style-type: none"> <li>Specific examples of exaggeration</li> </ul>	21
<ul style="list-style-type: none"> <li>Alliteration</li> </ul>	
<b>8. Read critically to evaluate literary texts</b>	2, 122
a. Identify and explain the believability of the characters' actions and the story's events	122
<b>Assessment Limits:</b>	57, 60
<ul style="list-style-type: none"> <li>Realism versus fantasy</li> </ul>	
<ul style="list-style-type: none"> <li>Characters and events that parallel everyday life</li> </ul>	81, 91, 112, 121, 137, 147, 155, 162, 166
b. Identify and explain questions left unanswered by the text	155
<b>Assessment Limit:</b>	27
<ul style="list-style-type: none"> <li>Questions and predictions about events, situations, and conflicts that might occur if the text were continued</li> </ul>	
c. Identify and explain the relationship between a literary text and its historical context	60
<b>Assessment Limit:</b>	60
<ul style="list-style-type: none"> <li>Connections between the text and its historical setting</li> </ul>	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<b>A. Writing</b>	
<b>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</b>	22, 37, 52, 55, 67, 77, 80, 97, 112, 115, 147, 150, 157, 160, 175
a. Generate topics based on discussion of common experiences using techniques, such as graphic organizers, journal writing, listing, webbing, and discussion of prior experiences	27, 77, 177
b. Plan and organize ideas for writing by using an appropriate organizational structure, such as chronological or sequential order, comparison and contrast, cause and effect	22, 37, 52, 55, 67, 77, 80, 97, 112, 115, 147, 150, 157, 160, 175
<ul style="list-style-type: none"> <li>Complete an idea by providing topic, support, and concluding sentences</li> </ul>	110
<b>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</b>	15, 66, 76, 77, 87, 88, 92, 107, 118, 120, 124, 125, 122, 131, 135, 142, 145, 152, 162
a. Compose to express personal ideas to develop fluency using a variety of forms suited to topic, audience, and purpose	7, 81, 87, 117, 142, 161-162, 176-177
b. Describe in prose and poetry by using purposeful imagery and sensory details with active verbs and colorful adjectives	122
c. Compose to inform using a structure with a clear beginning, middle, and end and a selection of major points, examples, and facts to support a main idea	103, 128, 148, 152, 168, 175
d. Compose to persuade using significant reasons and relevant support	135, 142, 145, 157
<ul style="list-style-type: none"> <li>Agree or disagree with an idea and generate convincing reasons with relevant support</li> </ul>	135, 142, 145, 157
<ul style="list-style-type: none"> <li>Consider effective forms and word choice</li> </ul>	135, 142, 145, 157
e. Use writing-to-learn strategies, such as diagrams, flow charts, freewriting, learning logs, and “think-aloud’s on paper” to connect ideas and thinking about lesson content	157
f. Manage time and process when writing for a given purpose	157
<b>3. Compose texts using the revising and editing strategies of effective writers and speakers</b>	148
a. Revise texts for clarity, completeness, and effectiveness	148, 156, 177
<ul style="list-style-type: none"> <li>Eliminate words and ideas that do not support the main idea</li> </ul>	148
<ul style="list-style-type: none"> <li>Clarify meaning by rearranging words within a sentence</li> </ul>	148
<ul style="list-style-type: none"> <li>Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end</li> </ul>	148
<ul style="list-style-type: none"> <li>Provide sentence variety and length by combining sentences and correcting rambling sentences</li> </ul>	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
b. Use suitable traditional and electronic resources to edit final copies of text for correctness in language usage and conventions, such as capitalization, punctuation, and spelling	148, 152
• Self edit	148
• Peer edit	152
• Dictionary	
• Thesaurus	
• Spell checker	
• Language handbook	
c. Prepare the final product for presentation to an audience	67
<b>4. Identify how language choices in writing and speaking affect thoughts and feelings</b>	111, 122
a. Select words appropriate for audience, situation, or purpose	111, 143
b. Describe how listeners might respond differently to similar words, such as nightmare/dream, loud/deafening, cute/gorgeous	111, 118, 119, 143
c. Consider the effect of word choices on the audience	111, 143
<b>5. Assess the effectiveness of choice of details, word choice, and use of figurative language in the student's own composing</b>	92, 111
a. Assess the effectiveness of word choice in student's own composing	111
• Language suitable for a given purpose	111
• Words/phrases that extend meaning	92
b. Explain how specific words/phrases used by the writer affects reader response	118, 119, 143
c. Examine and use spatial transitions, such as "near," "far," "on the left," and "in the distance"	122
<b>6. Explain how textual changes in a work clarify meaning, address a particular audience, or fulfill a purpose</b>	32, 35, 82, 85, 107, 110, 152
a. Revise own text for word choice	148
b. Explain how revisions in word choice affect meaning	148
<b>7. Locate, retrieve, and use information from various sources to accomplish a purpose</b>	40, 106, 140
a. Identify and use sources of information on a topic	40, 106, 140
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic	40, 106, 140
c. Use note taking, organizational strategies, and simple documentation of information to record and organize information	22, 27, 42, 47, 52, 57, 62, 67, 77, 97, 112, 132, 142, 147, 157, 172, 177
• Participate in teacher-directed note taking and organization of information	22, 27, 42, 47, 52, 57, 62, 67, 77, 97, 112, 132, 142, 147, 157, 172, 177
d. Use information to fulfill a given purpose	2, 5, 15, 20, 31, 42, 45, 62, 82, 127, 132, 135, 140, 145, 150, 155
e. Credit sources when paraphrasing and quoting to avoid plagiarism	

**STANDARD 5.0 CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.**

<b>Standard</b>	<b>AA Instructor’s Guide (Grade 4)</b>
<b>A. Grammar</b>	13, 33, 43, 53, 73, 78, 83, 93, 113, 123, 133, 148, 153, 158, 163, 173, 185, 187, 189
<b>1. Recognize elements of grammar in personal and academic reading</b>	13, 33, 43, 53, 73, 78, 83, 93, 113, 123, 133, 148, 153, 158, 163, 173, 185, 187, 189
<b>2. Recognize, recall, and use basic elements of grammar to express ideas clearly**</b>	13, 33, 43, 53, 73, 78, 83, 93, 113, 123, 133, 148, 153, 158, 163, 173, 185, 187, 189
a. Identify and use parts of speech, such as prepositions, conjunctions, and interjections	13, 33, 43, 53, 73, 78, 83, 93, 113, 123, 133, 148, 153, 158, 163, 173, 185, 187, 189
b. Combine short, related sentences using a series, compound subjects, and key words	131
c. Compose simple and compound sentences using coordinating conjunctions	131
d. Identify and use verb forms, such as singular/plural, regular/irregular	74, 123, 133, 153, 163, 173
e. Identify and use verb tenses, such as present, past, and future	74, 123, 133, 153, 163, 173
<b>B. Usage</b>	29, 44, 74, 89, 123, 133, 149, 153, 163, 173
<b>1. Recognize examples of conventional usage in personal and academic reading</b>	29, 44, 74, 89, 123, 133, 149, 153, 163, 173
<b>2. Comprehend and apply standard English usage in oral and written language**</b>	29, 44, 74, 89, 123, 133, 149, 153, 163, 173
a. Use singular subjects with singular verbs and plural subjects with plural verbs	
b. Apply consistent and appropriate use of verb tenses, such as past, present, and future; pronouns, such as personal, possessive, and pronoun/antecedent agreement; and modifiers	29, 44, 74, 89, 123, 133, 149, 153, 163, 173
c. Recognize and correct common usage errors, such as homophones, contractions, and commonly confused words	3, 9, 19, 24, 34, 63, 64, 94, 99, 108, 143, 154, 173
d. Use available resources to correct or confirm editorial choices	148
e. Explain editorial choices	148
<b>C. Mechanics</b>	131
<b>1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</b>	131
<b>2. Apply standard English punctuation and capitalization in written language**</b>	131
a. Use correct and varied end punctuation	131
b. Use commas correctly in appositives, items in a series, and before a coordinating conjunction in a compound sentence	
c. Use underlining, quotation marks, or italics to identify titles of documents	
d. Use apostrophes in contractions and singular possessives	
e. Use quotation marks and commas in simple dialogue and for direct quotations	
f. Use quotation marks and commas in simple dialogue and for direct quotations	
g. Indent for paragraphs	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<b>3. Explain editorial choices involving mechanics</b>	148
<b>D. Spelling</b>	139, 144, 149, 154, 159, 164, 169, 174
<b>1. Recognize conventional spelling in and through personal and academic reading</b>	139, 144, 149, 154, 159, 164, 169, 174
<b>2. Apply conventional spelling in written language</b>	139, 144, 149, 154, 159, 164, 169, 174
a. Spell grade-appropriate high frequency and content words	139, 144, 149, 154, 159, 164, 169, 174
b. Modify spellings when adding inflectional endings and suffixes	4, 14, 29, 44, 74, 89, 94, 114, 134, 144
c. Spell one-syllable and multi-syllabic words with complex spelling patterns, such as <i>-tion</i> , <i>-ous</i> , <i>ph-</i> , <i>kn-</i> , etc.	139, 144, 149, 154, 159, 164, 169, 174
d. Access resources as a spelling aid, such as word wall, dictionary, technology	139, 144, 149, 154, 159, 164, 169, 174
e. Use mnemonic devices to recall frequently misspelled words	
<b>3. Maintain a personal list of words to use in editing original writing</b>	
<b>E. Handwriting</b>	
<b>1. Produce writing that is legible to the audience</b>	
a. Maintain accuracy and automaticity in manuscript and cursive writing	
b. Use word processing technology when appropriate	

**STANDARD 6.0 LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<b>A. Listening</b>	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
<b>1. Demonstrate active listening strategies</b>	1, 6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
a. Attend to the speaker	1, 11, 16, 21, 26, 41, 56, 116, 121, 131, 141, 146, 176
b. Ask appropriate questions	76
c. Contribute relevant comments	1, 16, 51, 61, 66, 71, 86, 106, 121, 141, 146, 151, 171
d. Relate prior knowledge	76, 136
<b>2. Comprehend and analyze what is heard</b>	11, 16, 26, 36, 41, 116, 121, 131
a. Determine speaker's purpose	32, 35, 82, 85, 107, 110, 116, 152
b. Identify how the language of the presentation contributes to effect and meaning	31, 51, 66, 71, 81, 86, 96, 101, 151
c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing	16, 26, 76, 116
d. Follow a set of multi-step directions	
e. Listen carefully to expand and enrich vocabulary	111
f. Make judgments based on information from the speaker	1, 31, 36, 51, 61, 66, 71, 86, 106, 116, 121, 151, 171

**STANDARD 7.0 SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 4)</b>
<b>A. Speaking</b>	6, 11, 26, 31, 86, 91, 96, 101, 106, 111, 131, 136, 156, 161, 166, 171
<b>1. Use organization and delivery strategies at an appropriate level</b>	6, 11, 26, 31, 86, 91, 96, 101, 106, 111, 131, 136, 156, 161, 166, 171
a. Demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress	6, 11, 26, 31, 86, 91, 96, 101, 106, 111, 116, 131, 136, 156, 161, 166, 171
b. Demonstrate appropriate timing	1, 11, 31, 51, 62, 66, 82, 101, 108
• Fluency	111, 116, 126, 131, 136, 146, 161, 176
• Pacing	86, 96, 101, 106, 161, 166, 171
• Rate	86, 96, 101, 106, 161, 166, 171
c. Use appropriate non-verbal techniques to enhance communication	21
• Posture	21
• Eye contact	21
• Facial expressions	21
• Gestures	21
<b>2. Make oral presentations</b>	76, 116, 167
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories	76, 116, 167
b. State a position and support it with reasons	102
c. Participate in dramatic presentations	76, 116
d. Plan and deliver effective oral presentations	76, 116
e. Use props when appropriate	

*\*Independent level text is relatively easy text for the reader, with no more than approximately 1 in 20 words that are difficult for the reader (95% success). Instructional level text is challenging but manageable text for the reader, with no more than approximately 1 in 10 words difficult for the reader (90% success).*

*\*\*New Standards identifies the need for students to process 1 million words per year to maintain academic progress.*



*Afterschool Achievers: Reading Club © 2004*

**correlated to  
Maryland Voluntary State Curriculum with Core Learning Goals**

**Grade 5**

**STANDARD 1.0 GENERAL READING PROCESSES**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>A. Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.</b>	4, 9, 19, 24, 34, 49, 54, 64, 69, 79, 84, 94, 99, 109, 114, 129, 139, 144, 169
<b>B. Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.</b>	4, 9, 19, 24, 34, 49, 54, 64, 69, 79, 84, 94, 99, 109, 114, 129, 139, 144, 169
<b>C. Fluency*: Students will read orally with accuracy and expression at a rate that sounds like speech.</b>	51, 91, 141
<b>1. Read orally at an appropriate rate</b>	31, 66, 71, 91, 111, 151, 156
a. Read familiar text at a rate that is conversational and consistent	11, 16, 26, 41, 56, 61, 86, 101, 126, 156
<b>2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</b>	31, 41, 66, 71, 76, 81, 88, 91, 100, 111, 141, 151, 156
a. Apply knowledge of word structures and patterns to read with automaticity	81, 112, 121, 127, 151, 156, 170
b. Demonstrate appropriate use of phrasing	51, 56, 81, 96, 11, 116, 121, 126, 151, 171
• Attend to sentence patterns and structures that signal meaning in text	31, 56, 61, 81, 106
• Use punctuation cues to guide meaning and expression	31, 36, 51, 56, 141, 176
• Use pacing and intonation (emphasis on certain words) to convey meaning and expression	51, 56, 81, 96, 11, 116, 121, 126, 151, 171
• Adjust intonation and pitch (rise and fall of spoken voice) appropriately	46, 61, 66, 71, 76, 100, 101, 156
c. Increase sight words read fluently	91, 96, 101, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
<b>D. Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.</b>	108, 109, 118, 119, 128, 129, 138, 139, 148, 149, 158, 159, 168, 169
<b>1. Develop and apply vocabulary through exposure to a variety of texts</b>	2, 5, 7, 10, 17, 20, 22, 25, 27, 30, 32, 35, 37, 40, 42, 45, 50, 52, 55, 57, 60, 62, 65, 67, 70, 72, 75, 77, 80, 82, 85, 87, 92, 95, 100, 102, 105, 107, 112, 115, 117, 120, 122, 125, 127, 130, 132, 140, 142, 145, 147, 150, 152, 155, 167, 170, 172, 175, 177, 180
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	15, 28, 48, 67-68, 88, 102, 108, 158, 165
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	108, 109, 118, 119, 128, 129, 138, 139, 148, 149, 158, 159, 168, 169

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>2. Develop and apply a conceptual understanding of new words</b>	108, 109, 118, 119, 128, 129, 138, 139, 148, 149, 158, 159, 168, 169
a. Classify and categorize increasingly complex words into sets and groups	55, 56, 158
b. Identify and explain relationships between and among words	7, 10, 47, 50, 55, 56, 87, 132, 162, 165
<b>Assessment Limits:</b>	3, 38, 63, 83, 98, 103, 123, 138, 173
• Antonyms and synonyms	7, 17, 32, 52, 57, 65, 77, 87, 92, 127, 147
• Concept hierarchies	38, 83, 98, 103, 165
• Multiple meaning words	15, 38, 98, 138
• Specialized use of vocabulary in specific content areas	
<b>3. Understand, acquire, and use new vocabulary</b>	108, 109, 118, 119, 128, 129, 138, 139, 148, 149, 158, 159, 168, 169
a. Use context to determine the meanings of words	12, 15, 38, 58, 78, 83, 98, 103, 118, 138, 158, 162, 165, 178
<b>Assessment Limits:</b>	109, 114, 119, 162, 164, 178, 179
• Above grade-level words used in context	15, 49, 54
• Words with multiple meanings	41, 46, 71, 88, 107
• Connotations versus denotations	
• Grade-appropriate idioms and figurative expressions	41, 78, 118, 176
b. Use word structure to determine the meanings of words	34, 39, 44, 49, 54, 59, 64, 69, 89, 94, 104, 124, 129
<b>Assessment Limits:</b>	29, 43, 44, 58, 59, 63, 74, 83, 89, 103, 119, 134, 149, 154, 174, 179
• Prefixes and suffixes	14, 29, 44, 59, 74, 89, 134, 149, 179
• Grade-appropriate roots and base words	13, 38, 63, 73, 98
• Grade-appropriate compound words	4, 14, 29, 34, 43, 44, 59, 74, 83, 89, 174
• Grade-appropriate inflectional endings	
c. Use resources to confirm definitions and gather further information about words	12, 38, 43, 134
<b>Assessment Limits:</b>	43, 49
• Electronic and/or print dictionaries	
• Thesauruses	
• Other grade-appropriate resources	27
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	2, 5, 7, 11, 13, 20, 21, 25, 34, 35, 36, 41, 46, 57, 61, 62, 63, 66, 67, 68, 70, 71, 73, 74, 87, 112, 117, 122, 152, 155, 157, 160, 172, 180
<b>E. General Reading Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).</b>	2, 5, 7, 10, 17, 20, 22, 25, 27, 30, 32, 35, 37, 40, 42, 45, 50, 52, 55, 57, 60, 62, 65, 67, 70, 72, 75, 77, 80, 82, 85, 87, 92, 95, 100, 102, 105, 107, 112, 115, 117, 120, 122, 125, 127, 130, 132, 140, 142, 145, 147, 150, 152, 155, 167, 170, 172, 175, 177, 180
<b>1. Develop and apply comprehension skills through exposure to a variety of texts, including traditional print and electronic texts</b>	2, 5, 7, 10, 17, 20, 22, 25, 27, 30, 32, 35, 37, 40, 42, 45, 50, 52, 55, 57, 60, 62, 65, 67, 70, 72, 75, 77, 80, 82, 85, 87, 92, 95, 100, 102, 105, 107, 112, 115, 117, 120, 122, 125, 127, 130, 132, 140, 142, 145, 147, 150, 152, 155, 167, 170, 172, 175, 177, 180
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	1, 6, 10, 11, 16, 20, 21, 25, 26, 27, 30, 31, 32, 36, 40, 42, 43, 44, 45, 46, 51, 55, 56, 60, 61, 65, 70, 71, 75, 76, 80, 81, 82, 85, 90, 91, 95, 96, 100, 101, 105, 106, 110, 115, 116, 120, 121, 125, 126, 130, 137, 140, 145, 146, 150, 155, 156, 160, 166, 170, 171, 175, 177

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	2, 32, 72, 102, 112, 132, 147, 152, 162, 172
<b>2. Use strategies to prepare for reading (before reading)</b>	5, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 61, 65, 70, 75, 80, 85, 90, 95, 100, 105, 106, 110, 115, 120, 125, 130, 135
a. Survey and preview the text by examining features, such as the title, illustrations, photographs, charts, and graphs	61, 105, 106
b. Set a purpose for reading the text	5, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135
c. Make predictions and ask questions about the text	2, 5, 82, 85
d. Make connections to the text from prior knowledge and experiences	7, 10, 47, 50, 87, 132
<b>3. Use strategies to make meaning from text (during reading)</b>	5, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135
a. Reread the difficult parts slowly and carefully	5, 6, 15, 16, 20, 21, 25, 26, 30, 31, 35, 36, 40, 41, 45, 46, 50, 51, 55, 56, 60, 61, 65, 66, 70, 71, 75, 76, 80, 81, 85, 86, 90, 91, 95, 96, 100, 101, 105, 106, 110, 111, 115, 116, 120, 121, 125, 130, 135
b. Use own words to restate the difficult part	32, 72, 112, 152, 172
c. Read on and revisit the difficult part	5, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135
d. Skim the text to search for connections between and among ideas	7, 10, 47, 50, 87, 132
e. Make, confirm, or adjust predictions	2, 5, 82, 85
f. Periodically summarize while reading	152, 155, 160, 172, 173, 180
g. Periodically paraphrase important ideas or information	57, 155
h. Visualize what was read for deeper understanding	27, 30, 107, 147, 150
i. Use a graphic organizer or another note taking technique to record important ideas or information	7, 17, 32, 52, 57, 65, 77, 87, 92, 127, 147
j. Explain personal connections to the ideas or information in the text	7, 10, 47, 50, 67, 70, 87, 102, 105, 132
<b>4. Use strategies to demonstrate understanding of the text (after reading)</b>	2, 5, 7, 10, 17, 20, 22, 25, 32, 35, 47, 50, 57, 60, 62, 65, 72, 75, 82, 85, 87, 97, 100, 102, 105, 112, 115, 132, 137, 140, 142, 145, 147, 150, 152, 155, 167, 170, 172, 175, 177, 180
a. Identify and explain the main idea	32, 35, 72, 75, 112, 115, 152, 155, 172, 175
<b>Assessment Limit:</b>	32, 35, 72, 75, 112, 115, 152, 155, 172, 175
• In the text or a portion of the text	
b. Identify and explain what is directly stated in the text	32, 35, 72, 75, 112, 115, 152, 155, 172, 175
<b>Assessment Limit:</b>	32, 35, 72, 75, 112, 115, 152, 155, 172, 175
• Main ideas, supporting details, and other information stated in the text or a portion of the text	
c. Identify and explain what is not directly stated in the text by drawing inferences	67, 70, 102, 105
<b>Assessment Limit:</b>	67, 70, 102, 105
• Implied information from the text or a portion of the text	
d. Draw conclusions or make generalizations about the text	172

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>Assessment Limit:</b> • Stated or implied information from the text	67, 70, 102, 105
e. Confirm, refute, or make predictions and form new ideas	2, 5, 82, 85, 136
<b>Assessment Limit:</b> • Stated and/or implied information from the text	67, 70, 102, 105
f. Paraphrase the main idea	155
<b>Assessment Limit:</b> • Complete text or a portion of the text	155
g. Summarize	152, 155, 172, 173, 180
<b>Assessment Limit:</b> • The text or a portion of the text	152, 155, 172, 173, 180
h. Connect the text to prior knowledge or personal experience	7, 10, 47, 50, 87, 132
<b>Assessment Limit:</b> • Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text	2, 5, 7, 10, 47, 50, 67, 70, 82, 87, 85, 102, 105, 132

**STANDARD 2.0 COMPREHENSION OF INFORMATIONAL TEXT: Students will read, comprehend, interpret, analyze, and evaluate informational text.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>A. Comprehension of Informational Text</b>	16, 31, 32, 42, 45, 51, 55, 56, 71, 75, 91, 95, 100, 110, 115, 120, 125, 130, 137, 140, 145, 150, 160, 166, 170, 171, 175, 177
<b>1. Develop and apply comprehension skills by reading a variety of self selected and assigned print and electronic informational texts</b>	16, 31, 32, 42, 45, 51, 55, 56, 71, 75, 91, 95, 100, 110, 115, 120, 125, 130, 137, 140, 145, 150, 160, 166, 170, 171, 175, 177
a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge	16, 31, 32, 42, 45, 51, 55, 56, 71, 75, 91, 95, 100, 110, 115, 120, 125, 130, 137, 140, 145, 150, 160, 166, 170, 171, 175, 177
<b>Assessment Limits:</b> • Textbooks	1-5, 6-10, 11-21, 22-39, 40-56, 57-88, 89-100, 101-133, 134-156, 157-180
• Appropriate reference materials	43, 49
• Research and historical documents	
• Personal narratives	11
• Diaries and journals	
• Biographies	32, 45, 75, 110, 115, 125, 166, 171, 175
• Newspapers	31, 121
• Letters	85
• Articles	31, 121
• Web sites and other online materials	
• Other appropriate content-specific texts	
b. Read, use, and identify the characteristics of functional documents	31, 121
<b>Assessment Limits:</b> • Sets of directions	25
• Science investigations	
• Atlases	
• Posters	
• Flyers	
• Forms	
• Instructional manuals	
• Menus	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
• Pamphlets	
• Rules	
• Invitations	
• Recipes	25
• Advertisements	
• Other functional documents	
c. Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, catalogs, and web sites	121
<b>2. Identify and use text features to facilitate understanding of informational texts</b>	61, 105, 106
a. Use print features	61, 105, 106
<b>Assessment Limits:</b>	61, 106
• Large bold print	
• Font size/type	61, 106
• Italics	
• Colored print	
• Quotation Marks	45, 46, 86
• Underlining	
• Other print features encountered in informational texts	
b. Use graphic aids	30, 54, 76, 77, 105
<b>Assessment Limits:</b>	54, 76, 77
• Illustrations	
• Photographs	
• Drawings	54, 76, 77
• Sketches	54, 76, 77
• Cartoons	
• Maps (key, scale, legend)	
• Graphs	
• Charts/tables	7, 13, 22, 23, 32, 52, 53, 57, 63, 65, 73, 83, 87, 92, 93, 147
• Diagrams	7, 13, 22, 23, 32, 52, 53, 57, 63, 65, 73, 83, 87, 92, 93, 147
• Other graphic aids encountered in informational texts	7, 13, 22, 23, 32, 52, 53, 57, 63, 65, 73, 83, 87, 92, 93, 147,
c. Use informational aids	7, 13, 22, 23, 32, 52, 53, 57, 63, 65, 73, 83, 87, 92, 93, 147
<b>Assessment Limits:</b>	
• Introductions and overviews	
• Materials lists	
• Timelines	
• Captions	
• Glossed words	3, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173
• Labels	77, 140
• Numbered steps	113, 153
• Bulleted lists	24, 46, 54, 58, 72, 87, 109, 114, 129, 138, 139, 144, 152
• Footnoted words	
• Pronunciation key	111
• Transition words	22, 25, 62, 65, 142, 145, 167, 170
• Other informational aids encountered in informational texts	7, 32, 52, 57, 65, 87, 92, 147
d. Use organizational aids	7, 22, 25, 32, 52, 53, 57, 63, 65, 73, 83, 87, 92, 93, 103, 105, 106, 147

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>Assessment Limits:</b>	61, 105, 106
• Titles, chapter titles, and subtitles	
• Headings, subheadings	
• Table of contents	
• Numbered steps	53, 73
• Glossary	63, 73, 83, 93, 103
• Indices	
• Transition words	22, 25, 62, 65, 142, 145, 167, 170
• Other organizational aids encountered in informational texts	7, 32, 52, 57, 65, 87, 92, 147
e. Use online features	
<b>Assessment Limits:</b>	
• URLs	
• Hypertext links	
• Sidebars	
• Drop down menus	
• Home pages	
• Site maps	
<b>Assessment Limit:</b>	
• Other features characteristic of online text	
f. Identify and explain the contributions of text features to meaning	7, 22, 25, 32, 52, 53, 57, 63, 65, 73, 83, 87, 92, 93, 103, 105, 106, 147
<b>Assessment Limit:</b>	7, 22, 25, 32, 52, 53, 57, 63, 65, 73, 83, 87, 92, 93, 103, 105, 106, 147
• Connections between text features and meaning	
<b>3. Develop and apply knowledge of organizational structure of informational text to understand what is read</b>	7, 17, 20, 22, 25, 32, 36, 52, 53, 55, 57, 60, 63, 65, 73, 83, 87, 92, 93, 95, 97, 103, 105, 106, 127, 130, 137, 140, 142, 145, 147, 167, 170
a. Identify and analyze the organizational patterns of texts	17, 20, 22, 25, 52, 55, 57, 60, 62, 65, 92, 95, 97, 127, 130, 137, 140, 142, 145, 167, 170
<b>Assessment Limits:</b>	22, 25, 62, 65, 142, 145, 167, 170
• Sequential and chronological order	
• Cause/effect	17, 20, 57, 60, 97, 137, 140
• Problem/solution	87
• Similarities/differences	52, 55, 92, 95, 127, 130
• Description	36
• Main idea and supporting details	32, 72, 112
b. Identify and use words and phrases associated with common organizational patterns	22, 25, 36, 62, 65, 142, 145, 167, 170
<b>Assessment Limits:</b>	22, 25, 62, 65, 142, 145, 167, 170
• Words that show chronology (first, second, third)	
• Words that show cause and effect (because, as a result)	17, 20, 57, 60, 97, 137, 140
• Words that show sequence (next, then, finally)	22, 25, 62, 65, 142, 145, 167, 170
<b>4. Determine important ideas and messages in informational texts</b>	32, 35, 72, 75, 112, 115, 152, 155, 172, 175
a. Identify and explain the author's/text's purpose and intended audience	100
<b>Assessment Limits:</b>	97, 100
• Purpose of the author or the text or a portion of the text	
• Connections between the text and the intended audience	7, 10, 47, 50, 87, 132
b. Identify and explain the author's opinion	42, 45, 122, 125

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>• Texts or portions of texts in which the author's opinion is evident</li> </ul>	42, 45, 122, 125
c. State and support main ideas and messages	32, 35, 72,75, 112, 115, 152, 155, 172, 175
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>• The whole text or a portion of the text</li> </ul>	32, 35, 72,75, 112, 115, 152, 155, 172, 175
d. Summarize or paraphrase	57, 152, 155, 172, 173
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>• The text or a portion of the text</li> </ul>	57, 152, 155, 172, 173
e. Identify and explain information not related to the main idea	172
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>• Information in the text that is peripheral to the main idea</li> </ul>	172
f. Identify and explain relationships between and among ideas	7, 10, 47, 50, 87, 132, 172
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>• Comparison/contrast</li> <li>• Cause/effect</li> <li>• Sequence/chronology</li> <li>• Relationships between and among ideas in one or more texts</li> <li>• Relationships between and among ideas and prior knowledge in one or more texts</li> </ul>	52, 55, 92, 95, 127, 130 17, 20, 57, 60, 97, 137, 140 22, 25, 62, 65, 142, 145, 167, 170 7, 10, 47, 50, 87, 132 7, 10, 47, 50, 87, 132
g. Draw conclusions and inferences and make generalizations and predictions from text	2, 5, 67, 70, 82, 85, 102, 105, 172
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>• From one text or across multiple texts</li> </ul>	2, 5, 7, 10, 47, 50, 67, 70, 82, 85, 87, 102, 105, 132, 172
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>• Connections between and among ideas that lead to a new understanding</li> </ul>	2, 5, 7, 10, 47, 50, 67, 70, 82, 85, 87, 102, 105, 132, 172
h. Distinguish between a fact and an opinion	42, 45, 122, 125
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>• In one or more texts</li> </ul>	42, 45, 122, 125
i. Identify and explain how someone might use the text	43, 49
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>• Application of the text for personal use or content-specific use</li> </ul>	43, 49
j. Connect the text to prior knowledge or experience	7, 47, 67, 70, 87, 102, 105, 132
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>• Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text</li> </ul>	7, 47, 67, 70, 87, 102, 105, 132
<b>5. Identify and explain the author's use of language</b>	37, 41, 46, 71, 97, 111, 121
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>• Significant words and phrases with a specific effect on meaning</li> <li>• Figurative language</li> <li>• Idioms</li> <li>• Connotations of grade-appropriate words</li> <li>• Technical or content vocabulary</li> <li>• Denotations of above-grade-level words in context</li> </ul>	26-27, 30, 106-107, 147, 150 27, 107, 147, 150 41, 79, 78, 118 46, 71, 88, 107 37 46
b. Identify and explain specific words and punctuation that create tone	16, 31, 32, 91, 136

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>Assessment Limits:</b>	16, 31, 32, 91, 136
<ul style="list-style-type: none"> <li>• Specific words or phrases that create tone</li> </ul>	
<ul style="list-style-type: none"> <li>• Tone in the text or a portion of the text</li> </ul>	16, 31, 32, 91, 136
c. Identify and explain the effect of repetition of words or phrases	26, 114
<b>Assessment Limit:</b>	
<ul style="list-style-type: none"> <li>• Repetition used to emphasize important ideas or information in the text</li> </ul>	
<b>6. Read critically to evaluate informational text</b>	172
a. Explain whether the text fulfills the reading purpose	
<b>Assessment Limit:</b>	5, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180
<ul style="list-style-type: none"> <li>• Connections between the content of the text and the purpose for reading</li> </ul>	
b. Identify and explain additions or changes to format or features that would make the text easier to understand	126
<b>Assessment Limit:</b>	126
<ul style="list-style-type: none"> <li>• Connections between effectiveness of format and text features in clarifying the main idea of the text</li> </ul>	
c. Identify and explain what makes the text a reliable source of information	136
<b>Assessment Limit:</b>	136
<ul style="list-style-type: none"> <li>• Connections between the credentials of the author and the information in the text</li> </ul>	
<ul style="list-style-type: none"> <li>• Factual basis of the information in the text</li> </ul>	136
<ul style="list-style-type: none"> <li>• Currency of the information in the text</li> </ul>	
d. Determine and explain whether or not the author's opinion is presented fairly	42, 45, 122, 125
<b>Assessment Limits</b>	152
<ul style="list-style-type: none"> <li>• Clarity of the connections between the main idea and the reader's understanding</li> </ul>	
<ul style="list-style-type: none"> <li>• Evidence of equal treatment of opposing points of view</li> </ul>	
e. Identify and explain information not included in the text	7, 10, 47, 50, 87, 132
<b>Assessment Limits</b>	7, 10, 32, 35, 47, 50, 72, 75, 87, 112, 115, 132, 152, 155, 172, 175
<ul style="list-style-type: none"> <li>• Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text</li> </ul>	
<ul style="list-style-type: none"> <li>• Connections between the main idea and information not included in the text</li> </ul>	7, 10, 47, 50, 87, 132
f. Identify and explain words and other techniques the author uses to appeal to emotion	41, 76
<b>Assessment Limits:</b>	41, 76
<ul style="list-style-type: none"> <li>• Significant words and phrases that have an emotional appeal</li> </ul>	
<ul style="list-style-type: none"> <li>• Effectiveness of words and phrases used to persuade the reader</li> </ul>	41, 76

**STANDARD 3.0 COMPREHENSION OF LITERARY TEXT: Students will read, comprehend, interpret, analyze, and evaluate literary text.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>A. Comprehension of Literary Text</b>	1, 10, 11, 21, 25, 26, 27, 30, 36, 46, 60, 61, 65, 70, 76, 80, 81, 82, 90, 96, 101, 105, 106, 121, 146, 156, 177
<b>1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts</b>	1, 10, 11, 21, 25, 26, 27, 30, 36, 46, 60, 61, 65, 70, 76, 80, 81, 82, 90, 96, 101, 105, 106, 121, 146, 156, 177
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	1, 10, 11, 21, 25, 26, 27, 30, 36, 46, 60, 61, 65, 70, 76, 80, 81, 82, 90, 96, 101, 105, 106, 121, 146, 156, 177
b. Listen to critically, read, and discuss a variety of literary forms and genres	1, 10, 11, 21, 25, 26, 27, 30, 36, 46, 60, 61, 65, 70, 76, 80, 81, 82, 90, 96, 101, 105, 106, 121, 146, 156, 177
<b>2. Analyze text features to facilitate understanding of literary texts</b>	61, 105, 106
a. Identify and explain how organizational aids contribute to meaning	61, 105, 106
<b>Assessment Limits:</b>	61, 105, 106
• Title of the book, story, poem, or play	
• Titles of chapters	
<b>Assessment Limit:</b>	
• Subtitles, subheadings	
b. Identify and explain how graphic aids contribute to meaning	13, 17, 22, 23, 30, 53, 61, 63, 73, 76, 77, 83, 93, 105, 106, 127, 131
<b>Assessment Limits:</b>	30, 76, 77, 105
• Illustrations	
• Punctuation	131
• Print features	13, 17, 22, 23, 53, 61, 63, 73, 83, 93, 106, 127
c. Identify and explain how informational aids contribute to meaning	
<b>Assessment Limits:</b>	
• Footnoted words and phrases	
• Captions	
<b>3. Analyze elements of narrative texts to facilitate understanding and interpretation</b>	1, 10, 11, 21, 25, 26, 27, 30, 36, 46, 60, 61, 65, 70, 76, 80, 81, 82, 90, 96, 101, 105, 106, 117, 120, 121, 146, 156, 177
a. Identify and distinguish among types of narrative texts	6, 11, 40, 66, 76, 85, 91, 136, 141, 156
<b>Assessment Limits:</b>	1, 10, 11, 21, 25, 26, 27, 30, 36, 46, 60, 61, 65, 70, 76, 80, 81, 82, 90, 96, 101, 105, 106, 121, 146, 156, 177
• Short stories, folklore, legends, myths, realistic fiction, science fiction, historical fiction, biographies, autobiographies, personal narratives	
• Plays	1
• Poetry	26-27, 30, 106-107, 147, 150
b. Identify and explain the conflict and the events of the plot	37, 40, 77, 80, 120, 160, 180
<b>Assessment Limits:</b>	37, 40, 77, 80, 117, 160, 180
• Narrative text with exposition, rising action, climax, and resolution	
• Internal and/or external conflicts	77, 117, 120
c. Identify and describe the setting and the mood and explain how the setting affects the characters and the mood	37, 77, 117, 157, 177

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>Assessment Limits:</b>	37, 40, 77, 80, 117, 157, 160, 180
<ul style="list-style-type: none"> <li>• Immediate time and place of the action as well as its larger context</li> </ul>	
<ul style="list-style-type: none"> <li>• Connections between the characters and the setting</li> </ul>	37, 40, 77, 80, 160, 180
<ul style="list-style-type: none"> <li>• Connections between the setting and the mood</li> </ul>	37, 40, 77, 80, 160, 180
d. Analyze characterization	37, 40, 46, 52, 61, 67, 77, 80, 101, 117, 131, 146, 157, 160, 180
<b>Assessment Limits:</b>	21, 46, 61, 66, 76, 86, 101, 117, 131, 146
<ul style="list-style-type: none"> <li>• What characters say, do, and think</li> </ul>	
<ul style="list-style-type: none"> <li>• Characters' motivations</li> </ul>	46, 61, 101, 117, 157
<ul style="list-style-type: none"> <li>• What other characters say about them</li> </ul>	46
<ul style="list-style-type: none"> <li>• How other characters react to them</li> </ul>	46, 101
e. Identify and explain relationships between and among characters, setting, and events	37, 40, 77, 80, 101, 117, 160, 180
<b>Assessment Limits:</b>	37, 40, 77, 80, 117, 157, 160, 180
<ul style="list-style-type: none"> <li>• Connections between and among characters</li> </ul>	
<ul style="list-style-type: none"> <li>• Connections between and among situations</li> </ul>	37, 40, 77, 80, 117, 157, 160, 180
<ul style="list-style-type: none"> <li>• Cause/effect relationships between characters' actions and the results of those actions</li> </ul>	37, 40, 77, 80, 101, 117, 157, 160, 180
<ul style="list-style-type: none"> <li>• Cause/effect relationships between and among situations and events</li> </ul>	37, 40, 77, 80, 117, 160, 180
f. Identify and explain how the actions of the character(s) affect the plot	37, 40, 77, 117, 160, 180
<b>Assessment Limits:</b>	37, 40, 77, 80, 117, 160, 180
<ul style="list-style-type: none"> <li>• Connections between the actions of the characters and the outcome of the story</li> </ul>	
g. Identify and describe the narrator	
<b>Assessment Limits:</b>	
<ul style="list-style-type: none"> <li>• Narrator of the story; speaker of the poem</li> </ul>	
<ul style="list-style-type: none"> <li>• First versus third person point of view</li> </ul>	
<b>4. Analyze elements of poetry to facilitate understanding and interpretation</b>	26, 27, 106, 107, 147, 150, 176
a. Use structural features to identify poetry as a literary form and distinguish between types of poems	26, 27, 106, 107, 147, 150, 176
<b>Assessment Limit:</b>	26, 27, 106, 107, 176
<ul style="list-style-type: none"> <li>• Types of poems, such as haiku, form/shape poetry, etc.</li> </ul>	
b. Identify and explain the meaning of words, lines, and stanzas	26, 27, 76, 106, 107, 176
<b>Assessment Limit:</b>	26, 76, 106
<ul style="list-style-type: none"> <li>• Specific meaning of words, lines, and/or stanzas</li> </ul>	
c. Identify and explain sound elements of poetry	26-27, 30, 106-107, 147, 150
<b>Assessment Limits:</b>	26
<ul style="list-style-type: none"> <li>• Rhyme, rhyme scheme</li> </ul>	
<ul style="list-style-type: none"> <li>• Rhythm</li> </ul>	26
<ul style="list-style-type: none"> <li>• Alliteration</li> </ul>	26
<ul style="list-style-type: none"> <li>• Onomatopoeia</li> </ul>	76
d. Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	26-27, 30, 106-107, 147, 150
<b>5. Analyze elements of drama to facilitate understanding</b>	1, 37, 46, 61, 66, 86, 101, 105, 116, 131
a. Use structural features to identify a play as a literary form and distinguish among types of plays	1, 46, 61, 66, 86, 101, 105, 116, 131

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>Assessment Limits:</b>	37, 77, 117, 120, 157
• List of characters (cast), including narrator	
• Introductory information about the setting	37
• Stage directions	
• Dialogue, monologue	61, 66, 86, 101, 105, 116, 131
• Props, scenery, sound effects, staging, lighting	
• Acts and scenes	
b. Identify and explain the action of a scene	
<b>Assessment Limit:</b>	
• Specific actions and events that occur in a scene	
c. Identify and explain stage directions that help to create character and movement	
<b>Assessment Limit:</b>	
• Connections between the stage directions and the physical movement of the characters	
d. Identify and explain stage directions and dialogue that help to create character	
<b>Assessment Limit:</b>	
• Connections among the stage directions, the character's lines, and how the character delivers those lines	
<b>6. Determine important ideas and messages in literary texts</b>	37, 77, 117, 120, 157
a. Identify and explain main ideas and universal themes	37, 77, 117, 120, 157
<b>Assessment Limits:</b>	37, 77, 117, 120, 157
• In the text or a portion of the text	
• Literal versus interpretive meanings of a text or a portion of text	27, 76, 107, 147, 150, 176
• Experiences, emotions, issues, and ideas in a text that give rise to universal themes	37, 77
• Message, moral, or lesson learned from the text	37, 77
b. Identify and explain a similar themes across multiple texts	
<b>Assessment Limit:</b>	
• Messages, morals, or lessons learned across texts	
c. Paraphrase the text	40, 152, 160, 172, 177
<b>Assessment Limit:</b>	40, 152, 157, 160, 172, 177
• Restatement of the text or a portion of the text in student's own words	
d. Summarize	157, 160
<b>Assessment Limit:</b>	1, 10, 11, 21, 25, 26, 27, 30, 36, 46, 60, 61, 65, 70, 76, 80, 81, 82, 90, 96, 101, 105, 106, 117, 120, 121, 146, 156, 177
• The text or a portion of the text	
e. Identify and explain personal connections to the text	7, 46, 47, 66, 87, 132
<b>Assessment Limit:</b>	46
• Connections between personal experiences and the theme or main ideas	
f. Explain the implications of the text for the reader and/or society	71, 75, 125, 166
<b>Assessment Limit:</b>	71, 75, 125, 166
• Ideas and issues of a text that may have implications for the reader	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>7. Identify and describe the author's use of language</b>	26, 27, 41, 46, 71, 76, 88, 107, 147, 150, 176
a. Identify and explain how the use of dialogue contributes to a story	46, 61, 66, 101, 131, 146
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>Character and plot development advanced through dialogue</li> </ul>	61, 66, 86, 101, 105, 116, 131
b. Identify and explain specific words and phrases that contribute to meaning	26, 41, 46, 71, 76, 88, 107, 147, 150, 176
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Significant words and phrases with a specific effect on meaning</li> </ul>	27, 107, 147, 150
<ul style="list-style-type: none"> <li>Denotations of above-grade-level words used in context</li> </ul>	46
<ul style="list-style-type: none"> <li>Connotations of grade-appropriate words and phrases in context</li> </ul>	41, 76, 147, 150, 176
<ul style="list-style-type: none"> <li>Multiple meaning words</li> </ul>	15, 49, 54, 76, 147, 150, 176
c. Identify and explain words and phrases that create tone	41, 107
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Specific words and phrases that create tone</li> </ul>	41, 107, 147, 150
<ul style="list-style-type: none"> <li>Tone in the text or portion of the text</li> </ul>	41, 107, 147, 150
d. Identify and explain figurative language that contributes to meaning	76, 107, 147, 150, 176
<b>Assessment Limits:</b> <ul style="list-style-type: none"> <li>Similes</li> </ul>	147
<ul style="list-style-type: none"> <li>Metaphors</li> </ul>	147, 150
<ul style="list-style-type: none"> <li>Personification</li> </ul>	27, 107
<ul style="list-style-type: none"> <li>Onomatopoeia</li> </ul>	76, 176
<ul style="list-style-type: none"> <li>Connections between figurative language and meaning</li> </ul>	76, 147, 150, 176
e. Identify and explain language that appeals to the senses and feelings	27, 107, 147, 150, 176
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>Specific words and phrases that appeal to the senses</li> </ul>	76, 107, 147, 150, 176
f. Identify and explain how repetition and exaggeration contribute to meaning	26, 76, 114, 176
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>Connections between repetition and/or exaggeration and meaning</li> </ul>	26, 76, 114, 176
<b>8. Read critically to evaluate literary texts</b>	1, 10, 11, 21, 25, 26, 27, 30, 36, 46, 60, 61, 65, 70, 76, 80, 81, 82, 90, 96, 101, 105, 106, 117, 120, 121, 146, 156, 177
a. Determine and explain the plausibility of the characters' actions and the plot	25, 36, 61, 156
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>Connections between how characters are portrayed and the plausibility of their actions</li> </ul>	25, 36, 61, 156
<ul style="list-style-type: none"> <li>Connections among the plot, the characters, and the plausibility of the outcome</li> </ul>	25, 36, 61, 156
b. Identify and explain questions left unanswered by the text	25, 36, 61, 156

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>Questions and predictions about events, situations, and conflicts that might occur if the text were continued</li> </ul>	2, 5, 82, 85
c. Identify and explain the relationship between a literary text and its historical context	116
<b>Assessment Limit:</b> <ul style="list-style-type: none"> <li>Connections between the text and its historical setting</li> </ul>	116
d. Identify and explain the relationship between the structure and the purpose of the text	116
<b>Assessment Limits:</b> In the text or a portion of the text	116

**STANDARD 4.0 WRITING: Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>A. Writing</b>	2, 5, 7, 11, 13, 20, 21, 25, 34, 35, 36, 41, 46,57, 61, 62, 63, 66, 67, 68, 70, 71, 73, 87, 112, 117, 122, 152, 155, 160, 172, 173, 180
<b>1. Compose texts using the prewriting and drafting strategies of effective writers and speakers</b>	105
a. Generate, select, and narrow topics, collectively and independently, using graphic organizers, prior writing, and/or prior experiences	17, 77, 105, 112, 127
b. Select and use appropriate organizational structures, such as narrative, chronological or sequential order, description, main idea and detail, problem/solution, question/answer, comparison and contrast, cause and effect	2, 5, 7, 11, 13, 20, 21, 25, 34, 35, 36, 41, 46,57, 61, 62, 63, 66, 67, 68, 70, 71, 73, 87, 112, 117, 122, 152, 155, 160, 172, 173, 180
<ul style="list-style-type: none"> <li>Complete an idea by providing topic, support, and concluding sentences</li> </ul>	2, 5, 7, 11, 13, 20, 21, 25, 34, 35, 36, 41, 46,57, 61, 62, 63, 66, 67, 68, 70, 71, 73, 87, 112, 117, 122, 152, 155, 160, 172, 173, 180
<b>2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</b>	7, 35, 41, 46, 70, 87, 112, 122
a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose	70, 87, 88, 112
b. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language, such as imagery and figurative language	7, 8, 30, 107, 182, 183, 184, 185, 186, 188
c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a Paragraph	25, 32, 35, 62, 70, 71, 87, 117, 125, 128, 156
d. Compose to persuade using significant reasons and relevant support to agree or disagree with an idea	35, 71, 88, 125
<ul style="list-style-type: none"> <li>Take a position and generate convincing reasons to support it</li> </ul>	35
<ul style="list-style-type: none"> <li>Consider the effectiveness of form, diction, audience appeal, and organization</li> </ul>	35

<b>Standard</b>	<b>AA Instructor’s Guide (Grade 5)</b>
e. Use writing-to-learn strategies, such as learning logs, dialogue journals, and quickwrites to connect ideas and thinking about lesson content	105, 112
f. Manage time and process when writing for a given purpose	
<b>3. Compose texts using the revising and editing strategies of effective writers and speakers</b>	88, 131, 172
a. Revise texts for clarity, completeness, and effectiveness	41, 172
<ul style="list-style-type: none"> <li>Eliminate words and ideas that do not support the main idea</li> </ul>	172
<ul style="list-style-type: none"> <li>Clarify meaning by adding modifiers and sensory words within a sentence</li> </ul>	182, 183, 184, 185, 186, 188
<ul style="list-style-type: none"> <li>Clarify meaning by rearranging sentences within a text</li> </ul>	
<ul style="list-style-type: none"> <li>Provide sentence variety and length by combining sentences and correcting rambling sentences</li> </ul>	
b. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions, such as capitalization, punctuation, spelling, and pronunciation	12, 38, 43, 134
<ul style="list-style-type: none"> <li>Self edit</li> </ul>	131
<ul style="list-style-type: none"> <li>Peer edit</li> </ul>	31, 61, 67, 71, 81, 111, 121
<ul style="list-style-type: none"> <li>Dictionary</li> </ul>	43, 49
<ul style="list-style-type: none"> <li>Thesaurus</li> </ul>	
<ul style="list-style-type: none"> <li>Spell checker</li> </ul>	
<ul style="list-style-type: none"> <li>Language handbook</li> </ul>	1-4, -10, 11-22, 23-66, 67-80, 81-99, 100-122, 123-144, 145-160, 161-180
<ul style="list-style-type: none"> <li>Grammar checker</li> </ul>	
c. Prepare the final product for presentation to an audience	31, 61, 66, 71, 91, 11, 151, 156
<b>4. Identify how language choices in writing and speaking affect thoughts and feelings</b>	41, 46, 114, 182, 183, 184, 185, 186, 188
a. Select words appropriate for audience, situation, or purpose	41
b. Describe how listeners might respond differently to similar words, such as nightmare/dream, loud/deafening, cute/gorgeous	41, 182, 183, 184, 185, 186, 188
c. Consider the effect of word choices on the audience	41
<b>5. Assess the effectiveness of choice of details, organizational pattern, word choice, syntax, use of figurative language, and rhetorical devices in the student’s own composing</b>	31, 61, 67, 71, 81, 111, 121
a. Assess the effectiveness of word choice that reveals a student’s purpose for writing	31, 61, 67, 71, 81, 111, 121
<ul style="list-style-type: none"> <li>Language appropriate for a particular audience</li> </ul>	31, 61, 67, 71, 81, 111, 121
<ul style="list-style-type: none"> <li>Language suitable for a given purpose</li> </ul>	31, 61, 67, 71, 81, 111, 121
<ul style="list-style-type: none"> <li>Words/phrases/sentences that extend meaning in a given context</li> </ul>	31, 61, 67, 71, 81, 111, 121
b. Explain how specific words/phrases/sentences affect reader/listener response	41
c. Examine and use transitions showing importance and relation, such as “because,” “additionally,” “unless,” “although,” and “so”	145

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>6. Explain how textual changes in a work enhance tone, clarify meaning, address a particular audience, or fulfill a purpose</b>	31, 61, 67, 71, 81, 111, 121
a. Identify the tone of one's own writing, and revise word choice to modify tone in order to address a given purpose and/or audience	31, 61, 67, 71, 81, 111, 121
b. . Explain how revisions in word choice and syntax affect meaning	31, 61, 67, 71, 81, 111, 121
<b>7. Locate, retrieve, and use information from various sources to accomplish a purpose</b>	122
a. Identify, evaluate, and use sources of information on a self-selected and/or given topic	122
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic	12, 38, 43, 122, 134
c. Select appropriate information for note taking and organizing information	7, 17, 32, 52, 57, 65, 77, 87, 92, 127, 147
• Practice appropriate strategies for organizing information and/or taking notes	7, 17, 32, 52, 57, 65, 77, 87, 92, 127, 147
d. Use information from two or more sources to fulfill a given purpose	
e. Credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism	172

**STANDARD 5.0 CONTROLLING LANGUAGE: Students will control language by applying the conventions of standard English in speaking and writing.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>A. Grammar</b>	49, 13, 14, 19, 23, 33, 43, 54, 73, 93, 113, 123, 133, 153, 158, 163, 173, 174, 178
<b>1. Recognize elements of grammar in personal and academic reading</b>	49, 13, 14, 19, 23, 33, 43, 54, 73, 93, 113, 123, 133, 153, 158, 163, 173, 174, 178
<b>2. Recognize, recall, and use basic elements of grammar to express ideas clearly**</b>	49, 13, 14, 19, 23, 33, 43, 54, 73, 93, 113, 123, 133, 153, 158, 163, 173, 174, 178
a. Recognize the meaning, position, form, and function of words when identifying grammatical concepts, such as concrete, collective, and abstract nouns; demonstrative and relative pronouns; subordinating conjunctions	49, 13, 14, 19, 23, 33, 43, 54, 73, 93, 113, 123, 133, 153, 158, 163, 173, 174, 178
b. Combine sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases	117, 128, 156
c. Differentiate between a phrase and a clause and between grammatically complete sentences and non-sentences, such as sentence fragments and stringy/rambling sentences	
d. Compose simple, compound, and complex sentences using independent and dependent clauses, transitions, and conjunctions to connect ideas	20, 29, 41, 42, 51, 59, 87, 114, 136, 154

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>B. Usage</b>	49, 13, 14, 19, 23, 33, 43, 54, 73, 93, 113, 123, 133, 153, 158, 163, 173, 174, 178
<b>1. Recognize examples of conventional usage in personal and academic reading</b>	49, 13, 14, 19, 23, 33, 43, 54, 73, 93, 113, 123, 133, 153, 158, 163, 173, 174, 178
<b>2. Comprehend and apply standard English usage in oral and written language**</b>	49, 13, 14, 19, 23, 33, 43, 54, 73, 93, 113, 123, 133, 153, 158, 163, 173, 174, 178
a. Apply appropriate subject/verb agreement, such as in compound subjects and with phrases that interrupt the subject and the verb	49, 13, 14, 19, 23, 33, 43, 54, 73, 93, 113, 123, 133, 153, 158, 163, 173, 174, 178
b. Apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers	49, 13, 14, 19, 23, 33, 43, 54, 73, 93, 113, 123, 133, 153, 158, 163, 173, 174, 178
c. Recognize and correct common usage errors, such as misplaced modifiers and incorrect use of verbs, such as <i>lie -lay, rise - raise, sit - set</i>	3, 49, 13, 14, 19, 23, 33, 43, 54, 58, 73, 84, 93, 98, 103, 113, 123, 133, 138, 143, 153, 158, 163, 173, 174, 178
d. Use available resources to correct or confirm editorial choices	43, 49, 88
e. Explain editorial choices	88
<b>C. Mechanics</b>	4, 24, 45, 46, 64, 84, 86, 89, 131
<b>1.Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing</b>	4, 24, 45, 46, 64, 84, 86, 89, 131
<b>2. Apply standard English punctuation and capitalization in written language**</b>	45, 46, 86, 131, 141
a. Use commas correctly in direct address and to separate adjectives and parenthetical expressions, such as <i>on the other hand, for example, by the way</i>	51, 56, 141
b. Use apostrophes in plural possessives and nouns that end in -s	
c. Use quotation marks and commas in dialogue	116, 131
d. Use a colon to introduce a list	
e. Use quotation marks and commas in simple dialogue and for direct quotations	116, 131
<b>3. Explain editorial choices involving mechanics</b>	45, 46, 86, 131, 141
<b>D. Spelling</b>	24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179
<b>1. Recognize conventional spelling in and through personal and academic reading</b>	24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179
<b>2. Apply conventional spelling in written language</b>	24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179
a. Spell grade-appropriate high frequency and content words	4, 24, 64, 84, 89
b. Spell multi-syllabic words with complex spelling patterns	4, 13, 24, 33, 53, 54, 64, 69, 79, 84, 89, 93, 94, 99, 104, 113, 119, 124, 129, 133
c. Use suitable traditional and electronic resources as a spelling aid	27, 43, 49
d. Use mnemonic devices to recall frequently misspelled words	
<b>3. Maintain a personal list of words to use in editing original writing</b>	

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>E. Handwriting</b>	
<b>1. Produce writing that is legible to the audience</b>	
a. Write fluidly and legibly in manuscript and cursive	
b. Use word processing technology when appropriate	

**STANDARD 6.0 LISTENING: Students will demonstrate effective listening to learn, process, and analyze information.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>A. Listening</b>	6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
<b>1. Demonstrate active listening strategies</b>	6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
a. Attend to the speaker	11, 36, 42, 46, 61, 81, 91, 96, 101, 106, 111, 146
b. Ask appropriate questions	31, 61, 67, 71, 81, 111, 121
c. Contribute relevant comments	31, 61, 67, 71, 81, 111, 121
d. Relate prior knowledge	67
<b>2. Comprehend and analyze what is heard</b>	31, 61, 67, 71, 81, 111, 121
a. Determine speaker's purpose	64
b. Identify how the language of the presentation contributes to effect and meaning	71
c. Elaborate on the information and ideas presented	67
d. Draw conclusions based on the information presented	67
e. Determine speaker's attitude through verbal and non-verbal cues, such as tone of voice, inflections, and facial expressions	42, 71, 136

**STANDARD 7.0 SPEAKING: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.**

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>A. Speaking</b>	6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
<b>1. Use organization and delivery strategies at an appropriate level</b>	6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
a. Demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress	31, 41, 66, 71, 76, 81, 88, 100, 141, 151, 156
b. Demonstrate appropriate timing	31, 66, 71, 91, 111, 141, 151, 156
• Fluency	51, 91, 141
• Pacing	31, 66, 71, 91, 111, 151, 156
• Rate	31
c. Use appropriate non-verbal techniques to enhance communication	16, 41
• Posture	
• Eye contact	
• Facial expressions	16, 41
• Gestures	41

<b>Standard</b>	<b>AA Instructor's Guide (Grade 5)</b>
<b>2. Make oral presentations</b>	6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories	6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
b. State a position and support it with reasons	41
c. Participate in dramatic presentations	61, 66, 67
d. Plan and deliver effective oral presentations	6, 11, 16, 21, 26, 31, 36, 41, 46, 51, 56, 61, 66, 71, 76, 81, 86, 91, 96, 106, 111, 116, 121, 126, 131, 136, 141, 146, 151, 156, 161, 166, 171, 176
e. Use props when appropriate	

*\*Independent level text (Put Reading First) is relatively easy text for the reader, with no more than approximately 1 in 20 words that are difficult for the reader (95% success). Instructional level text (Put Reading First) is challenging but manageable text for the reader, with no more than approximately 1 in 10 words difficult for the reader (90% success).*

*\*\*New Standards identifies the need for students to process 1 million words per year to maintain academic progress*



---

TOLL FREE: 800-289-4490

VISIT OUR WEB SITE: [WWW.GREATSOURCE.COM](http://WWW.GREATSOURCE.COM)

---