



Reader's Handbook © 2004
Grade 4
 correlated to
Maryland Voluntary State Curriculum
Reading/English Language Arts

L E A R N I N G S T A N D A R D 1 . 0

General Reading Processes: Phonics: Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.

Standard	Reader's Handbook, Grade 4
B. Phonics	
1. Use a variety of phonetic skills to read unfamiliar words	
a. Apply phonics skills <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Initial and final consonant blends (3 letters)</i> • <i>Vowel patterns</i> • <i>Long and short vowels</i> • <i>Irregular/silent consonant sounds</i> • <i>R-controlled vowels</i> • <i>Digraphs</i> • <i>Diphthongs</i> 	The opportunity to address this objective is available on the following pages: SB: 60-62, 70, 76-78, 84, 90, 130-134, 146-147, 159-161, 168, 178, 179, 181-182, 214-216, 227-228, 243, 244, 246-247, 269-270, 300, 311, 318, 321, 324, 327, 351-357, 363, 393 TG: 53, 63, 73, 102, 112, 119, 129, 153, 155, 163, 165, 195, 219, 221, 233, 260, 262, 290, 292, 328

L E A R N I N G S T A N D A R D 1 . 0

General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.

Standard	Reader's Handbook, Grade 4
C. Fluency	
1. Read orally at an appropriate rate	
a. Read familiar text at a rate that is conversational and consistent	SB: 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 40, 41, 86, 103, 108-115, 308, 310-316, 331, 332, 334, 335, 336, 338, 339, 416-417, 494-499, 500, 501, 502, 503, 511, 512, 513, 522-523, 524-525, 526-527, 528-529, 530-531, 536-537, 538-540, 542-543 TG: 60, 70, 74, 79, 80, 84, 86, 8834, 35, 36, 37, 38, 39, 40, 49, 103, 107, 110, 113, 116, 118, 122, 136, 137, 156, 159, 166, 172, 226, 263, 268, 293, 351, 352, 363, 354, 355, 356, 357, 358, 359, 361, 362, 363, 364, 365, 366, 367, 368
2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	
a. Apply knowledge of word structures and patterns to read with automaticity	SB: 504, 505, 506, 507, 560-561, 562, 563, 564, 565 SAB: 202, 204, 205 TG: 351-359

Standard	Reader's Handbook, Grade 4
C. Fluency (continued)	
b. Demonstrate appropriate use of phrasing <ul style="list-style-type: none"> Attend to sentence patterns and structures that signal meaning in text Use punctuation cues to guide meaning and expression Use pacing and intonation (emphasis on certain words) to convey meaning and expression Adjust intonation and pitch (rise and fall of spoken voice) appropriately 	SB: 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 40, 41, 86, 103, 108-115, 308, 310-316, 331, 332, 334, 335, 336, 338, 339, 416-417, 494-499, 500, 501, 502, 503, 511, 512, 513, 522-523, 524-525, 526-527, 528-529, 530-531, 536-537, 538-540, 542-543 TG: 34, 35, 36, 37, 38, 39, 40, 49, 60, 70, 74, 79, 80, 84, 86, 88, 103, 107, 110, 113, 116, 118, 122, 136, 137, 156, 159, 166, 172, 226, 263, 268, 293, 351, 352, 363, 354, 355, 356, 357, 358, 359, 361, 362, 363, 364, 365, 366, 367, 368
c. Increase sight words read fluently	SB: 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 40, 41, 86, 103, 108-115, 308, 310-316, 331, 332, 334, 335, 336, 338, 339, 416-417, 494-499, 500, 501, 502, 503, 511, 512, 513, 522-523, 524-525, 526-527, 528-529, 530-531, 536-537, 538-540, 542-543 TG: 34, 35, 36, 37, 38, 39, 40, 49, 60, 70, 74, 79, 80, 84, 86, 88, 103, 107, 110, 113, 116, 118, 122, 136, 137, 156, 159, 166, 172, 226, 263, 268, 293, 351, 352, 363, 354, 355, 356, 357, 358, 359, 361, 362, 363, 364, 365, 366, 367, 368

L E A R N I N G S T A N D A R D 1 . 0

General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Standard	Reader's Handbook, Grade 4
D. Vocabulary	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	Each chapter in Reader's Handbook actively involves students in acquiring new vocabulary.
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	SB: 494, 495-496, 497, 498-499 SAB: 199-200 TG: 350-359
c. Collect 12-20 new words for deeper study each week	SB: 494, 495-496, 497, 498-499 SAB: 199-200 TG: 351-352
2. Develop a conceptual understanding of new words	
a. Classify and categorize increasingly complex words into sets and groups	SB: 494, 495-496, 497, 498-499 TG: 351-352
b. Identify and explain word relationships to determine the meanings of words <i>Assessment Limits:</i> <ul style="list-style-type: none"> <i>Antonyms, synonyms, homophones, and homographs</i> 	SB: 498, 501, 502, 512, 515, 516 SAB: 205-206 TG: 350-359
c. Identify and use correctly new words acquired through study of their relationship to other words	SB: 494, 495-496, 497, 498-499 SAB: 207 TG: 351-352

Standard	Reader's Handbook, Grade 4
D. Vocabulary (continued)	
3. Understand, acquire, and use new vocabulary	
a. Use context to determine the meanings of words <i>Assessment Limits:</i> <ul style="list-style-type: none"> Above grade-level words used in context Words with multiple meanings Connotations versus denotations Grade-appropriate idioms and figurative expressions 	SB: 200, 312-314, 500, 501, 502, 503 SAB: 200-201, 204, 206 TG: 350-359
b. Use word structure to determine the meanings of words <i>Assessment Limits:</i> <ul style="list-style-type: none"> Prefixes and suffixes Grade-appropriate roots and base words Grade-appropriate compound words Grade-appropriate inflectional endings 	SB: 504, 505, 506, 507, 560-561, 562, 563, 564, 565 SAB: 202, 204, 205 TG: 351-359
c. Use resources to determine the meanings of words <i>Assessment Limits:</i> <ul style="list-style-type: none"> Dictionaries Glossaries Thesauruses Other grade-appropriate resources 	SB: 116-117, 508-509 SAB: 200, 203-204 TG: 355
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	SB: 494, 495-496, 497, 498-499 SAB: 200 TG: 350-359

L E A R N I N G S T A N D A R D 1 . 0

General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Standard	Reader's Handbook, Grade 4
E. General Reading Comprehension	
1. Develop comprehension skills through exposure to a variety of texts	
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	SB: 212-224, 225-241, 298-309, 348-366 SAB: 25-27, 36-38, 46-47, 58-60, 68-69, 76-77, 101-103, 129 TG: 153-162, 163-174, 219-228, 260-271
b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	Using the strategies taught in Reader's Handbook , students can read a minimum of 25 books. SB: 40-41, 42 TG: 34-40, 41-49
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	SB: 24, 25, 26, 27, 28, 29, 30, 31, 32 TG: 34-40, 41-49

Standard	Reader's Handbook, Grade 4
E. General Reading Comprehension (continued)	
2. Use strategies to prepare for reading (before reading)	
a. Survey and preview the text by examining features, such as the title, illustrations, photographs, charts, and graphs	<p>SB: 28-29, 59-63, 75-79, 89-92, 102-103, 109-110, 129-135, 145-148, 158-161, 167-169, 175-176, 186-190, 212-217, 226-230, 242-243, 249-250, 255-261, 268-270, 276, 299-301, 310-311, 317-318, 324, 349-358, 368-369, 374-375, 391-396, 413-416, 439-44, 458, 466-468, 476-479, 485-487</p> <p>SAB: 10, 11, 23-24, 35, 45, 57, 67, 89, 99, 128, 146, 163, 173-174, 183</p> <p>TG: 53, 63, 73, 102, 112, 155, 165, 221, 262, 292, 308, 328</p>
b. Set a purpose for reading the text	<p>SB: 28-29, 59-63, 75-79, 89-92, 102-103, 109-110, 129-135, 145-148, 158-161, 167-169, 175-176, 186-190, 212-217, 226-230, 242-243, 249-250, 255-261, 268-270, 276, 299-301, 310-311, 317-318, 324, 349-358, 368-369, 374-375, 391-396, 413-416, 439-44, 458, 466-468, 476-479, 485-487</p> <p>SAB: 23, 34, 44, 56, 66, 85, 88, 98, 127, 145, 162, 172, 183</p> <p>TG: 53, 63, 73, 102, 112, 155, 165, 221, 262, 292, 308, 328</p>
c. Make predictions and ask questions about the text	<p>SB: 28-29, 59-63, 75-79, 89-92, 102-103, 109-110, 129-135, 145-148, 158-161, 167-169, 175-176, 186-190, 212-217, 226-230, 242-243, 249-250, 255-261, 268-270, 276, 299-301, 310-311, 317-318, 324, 349-358, 368-369, 374-375, 391-396, 413-416, 439-44, 458, 466-468, 476-479, 485-487</p> <p>SAB: 15, 18</p> <p>TG: 53, 63, 73, 102, 112, 155, 165, 221, 262, 292, 308, 328</p>
d. Make connections to the text from prior knowledge and experiences	<p>SB: 28-29, 59-63, 75-79, 89-92, 102-103, 109-110, 129-135, 145-148, 158-161, 167-169, 175-176, 186-190, 212-217, 226-230, 242-243, 249-250, 255-261, 268-270, 276, 299-301, 310-311, 317-318, 324, 349-358, 368-369, 374-375, 391-396, 413-416, 439-44, 458, 466-468, 476-479, 485-487</p> <p>TG: 53, 63, 73, 102, 112, 155, 165, 221, 262, 292, 308, 328</p>
3. Use strategies to make meaning from text (during reading)	
a. Reread the difficult parts slowly and carefully	<p>SB: 30-31, 64-70, 80-84, 93-97, 103-106, 110-114, 135-140, 149-153, 162-164, 170-172, 177-183, 191-193, 218-221, 231-237, 244-247, 251-252, 256-258, 262-264, 271-272, 277-280, 302-306, 312-314, 319-321, 325-327, 359-363, 370-371, 375-378, 397-400, 417-421, 445-452, 458-463, 469-473, 479-483, 488-491</p> <p>SAB: 10, 11</p> <p>TG: 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288</p>

Standard	Reader's Handbook, Grade 4
E. General Reading Comprehension (continued)	
b. Use own words to restate the difficult part	SB: 30-31, 64-70, 80-84, 93-97, 103-106, 110-114, 135-140, 149-153, 162-164, 170-172, 177-183, 191-193, 218-221, 231-237, 244-247, 251-252, 256-258, 262-264, 271-272, 277-280, 302-306, 312-314, 319-321, 325-327, 359-363, 370-371, 375-378, 397-400, 417-421, 445-452, 458-463, 469-473, 479-483, 488-491 TG: 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288
c. Read on and revisit the difficult part	SB: 30-31, 64-70, 80-84, 93-97, 103-106, 110-114, 135-140, 149-153, 162-164, 170-172, 177-183, 191-193, 218-221, 231-237, 244-247, 251-252, 256-258, 262-264, 271-272, 277-280, 302-306, 312-314, 319-321, 325-327, 359-363, 370-371, 375-378, 397-400, 417-421, 445-452, 458-463, 469-473, 479-483, 488-491 SAB: 97 TG: 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288
d. Skim the text to search for connections between and among ideas	SB: 110, 191-193, 402-403, 534-535 SAB: 67, 86-87, 187 TG: 110, 191-193, 402-403, 534-535
e. Make, confirm, or adjust predictions	SB: 39, 40 TG: 41-49
f. Periodically summarize while reading	SB: 33, 148, 170, 235, 281, 360, 418, 423, 526, 536-537 SAB: 151-152, 177 TG: 113, 169, 263, 265, 366
g. Periodically paraphrase important ideas or information	SB: 86, 308, 416-417, 528-529, 552 SAB: 134-135, 175-176 TG: 68, 223, 226, 363
h. Visualize what was read for deeper understanding	SB: 24, 40, 92, 93, 94, 95, 103-106, 251-252, 472-473, 542-543 SAB: 59-61, 112, 156 TG: 74-76, 82, 344, 368
i. Use a graphic organizer or another note taking technique to record important ideas or information	SB: 79, 80, 81, 99, 235, 281, 360, 416, 417, 418, 423, 433, 526-527, 547, 550, 553, 556 SAB: 28-29, 39-40, 51, 70-72, 78, 87, 89, 93-94, 100-104, 107, 109-110, 119-120, 144, 151 TG: 54, 56, 64, 65, 79, 156, 172, 265
j. Explain personal connections to the ideas or information in the text	SB: 31, 70, 84, 97, 140, 153, 221, 237, 306, 363, 400, 421, 452 SAB: 31-32, 41, 50, 63-65, 95-96, 133-134, 141, 154, 179 TG: 38, 57, 67, 78, 106, 115, 159, 171, 225, 267, 296, 312, 331
4. Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea <i>Assessment Limits:</i> • <i>In the text or a portion of the text</i>	SB: 43, 45-48, 50, 151, 162, 163, 206, 463, 551 SAB: 10, 11, 21-22 TG: 46, 47, 105, 106, 107, 114, 121

Standard	Reader's Handbook, Grade 4
E. General Reading Comprehension (continued)	
b. Identify and explain what is directly stated in the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Main ideas, supporting details, and other information stated in the text or a portion of the text</i> 	SB: 43, 45-48, 50, 151, 162, 163, 206, 463, 551 SAB: 21-22 TG: 46, 47, 105, 106, 107, 114, 121
c. Identify and explain what is not directly stated in the text by drawing inferences <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Implied information from the text or a portion of the text</i> 	SB: 36, 136-137, 252, 523 SAB: 21 TG: 43
d. Draw conclusions or make generalizations about the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Stated or implied information from the text</i> 	SB: 37, 137, 282, 481-482 SAB: 13, 65 TG: 43, 344
e. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Stated and/or implied information from the text</i> 	SB: 39, 40 TG: 41-49
f. Paraphrase the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Complete text or a portion of the text</i> 	SB: 86, 308, 416-417, 528-529, 552 SAB: 42 TG: 68, 223, 226, 363
g. Summarize <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>The text or a portion of the text</i> 	SB: 33, 148, 170, 235, 281, 360, 418, 423, 526, 536-537 SAB: 151-152, 177 TG: 113, 169, 263, 265, 366
h. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text</i> 	SB: 31, 70, 84, 97, 140, 153, 221, 237, 306, 363, 400, 421, 452 SAB: 31-32, 41, 50, 63-65, 95-96, 133-134, 141, 154, 179 TG: 38, 57, 67, 78, 106, 115, 159, 171, 225, 267, 296, 312, 331

LEARNING STANDARD 2.0

Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts.

Standard	Reader's Handbook, Grade 4
A. Comprehension of Informational Text	
1. Develop comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts	
<p>a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge</p> <p style="margin-left: 40px;"><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • Textbooks • Appropriate reference materials • Personal narratives • Diaries and journals • Biographies • Newspapers • Letters • Articles • Web sites and other online materials • Other appropriate content-specific texts 	<p>SB: 58-73, 74-87, 88-100, 128-143, 144-156, 157-166, 167-174, 175, 184, 185, 194</p> <p>SAB: 23-33, 36-38, 46-47, 58-60, 68-69, 80-81, 162-171</p> <p>TG: 50-98, 99-151</p>
<p>b. Read, use, and identify the characteristics of functional documents</p> <p style="margin-left: 40px;"><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • Sets of directions • Science investigations • Atlases • Posters • Flyers • Forms • Instructional manuals • Menus • Pamphlets • Rules • Invitations • Recipes • Advertisements • Other functional documents 	<p>SB: 74-87, 116-125, 128-143, 185-194, 202, 438-156, 457-491</p> <p>SAB: 54-55, 85-87, 183-189, 192-198</p> <p>TG: 61-70, 89-98, 100-109, 134-137, 145, 325-329</p>
<p>c. Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, catalogs, and web sites</p>	<p>SB: 128-129, 185-194, 390-703, 404-409</p> <p>TG: 100-109, 134-137, 289, 290-298, 299</p>
2. Identify and use text features to facilitate understanding of informational texts	
<p>a. Use print features</p> <p style="margin-left: 40px;"><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • Large bold print • Font size/type • Italics • Colored print • Quotation marks • Underlining • Other print features encountered in informational texts 	<p>SB: 58-73, 74-87, 88-100, 118</p> <p>SAB: 49, 72, 85-86</p> <p>TG: 51-60, 61-70, 71-80, 89-98</p>

Standard	Reader's Handbook, Grade 4
A. Comprehension of Informational Text (continued)	
<p>b. Use graphic aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • Illustrations • Photographs • Drawings • Sketches • Cartoons • Maps (key, scale, legend) • Graphs • Charts/tables • Diagrams • Other graphic aids encountered in informational texts 	<p>SB: 58-73, 74-87, 119, 121, 412-424, 425-435 SAB: 172-182, 195, 197-198 TG: 303, 306-314, 315-324</p>
<p>c. Use informational aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • Introductions and overviews • Materials lists • Timelines • Captions • Glossed words • Labels • Numbered steps • Bulleted lists • Footnoted words • Pronunciation key • Transition words • Boxed text 	<p>SB: 58-73, 74-87, 88-100, 434-435 SAB: 30 TG: 51-60, 71-80, 138-151</p>
<p>d. Use organizational aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • Titles, chapter titles, and subtitles • Headings, subheadings • Tables of content • Numbered steps • Glossaries • Indices • Transition words 	<p>SB: 58-73, 74-87, 117, 118, 120, 123, 124, 125 SAB: 30, 86 TG: 51-60, 71-80, 138-151</p>
<p>e. Use online features</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • URLs • Hypertext links • Sidebars • Drop down menus • Home pages • Site maps 	<p>SB: 390-403, 404-411 SAB: 162-171 TG: 289, 290-298, 299-304</p>
<p>f. Identify and explain the contributions of text features to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • Connections between text features and the main idea and/or the reader's understanding 	<p>SB: 390-403, 404-411 SAB: 162-171 TG: 289, 290-298, 299-304</p>

Standard	Reader's Handbook, Grade 4
A. Comprehension of Informational Text (continued)	
3. Develop knowledge of organizational structure of informational text to understand what is read	
<p>a. Identify and analyze the organizational patterns of texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Sequential and chronological order</i> • <i>Cause/effect</i> • <i>Problem/solution</i> • <i>Similarities/differences</i> • <i>Description</i> • <i>Main idea and supporting details</i> 	<p>SB: 43, 44, 45-48, 49, 50 SAB: 41, 82-84 TG: 41-49</p>
<p>b. Identify and use words and phrases associated with common organizational patterns</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Words that show chronology (first, second, third)</i> • <i>Words that show description (above, beneath, next to, beside)</i> • <i>Words that show cause and effect (because, as a result)</i> • <i>Words that show sequence (next, then, finally)</i> 	<p>SB: 43, 44, 45-48, 49, 50 SAB: 41, 82-84 TG: 41-49</p>
4. Determine important ideas and messages in informational texts	
<p>a. Identify and explain the author's/text's purpose and intended audience</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Purpose of the author or the text or a portion of the text</i> • <i>Connections between the text and the intended audience</i> 	<p>SB: 157-166, 167-174, 175-184, 185-194 SAB: 61, 80-81 TG: 119-123, 124-128, 129-133</p>
<p>b. Identify and explain the author's opinion</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Texts or portions of texts in which the author's opinion is evident</i> 	<p>SB: 157-166, 167-174, 175-184, 185-194 SAB: 61, 80-81 TG: 119-123, 124-128, 129-133</p>
<p>c. State and support main ideas and messages</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>The whole text or a portion of the text</i> 	<p>SB: 45-48, 157-166, 167-174, 175-184, 185-194 SAB: 21, 74, 80-81 TG: 41-49, 119-123, 124-128, 129-133</p>
<p>d. Summarize or paraphrase</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>The text or a portion of the text</i> 	<p>SB: 157-166, 167-174, 175-184, 185-194 SAB: 42, 175-177 TG: 119-123, 124-128, 129-133</p>
<p>e. Identify and explain information not related to the main idea</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Information in the text that is peripheral to the main idea</i> 	<p>SB: 45-48, 157-166, 167-174, 175-184, 185-194 SAB: 21, 74, 80-81 TG: 41-49, 119-123, 124-128, 129-133</p>

Standard	Reader's Handbook, Grade 4
A. Comprehension of Informational Text (continued)	
f. Identify and explain relationships between and among ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Comparison/ contrast</i> • <i>Cause/effect</i> • <i>Sequence/ chronology</i> • <i>Relationships between and among ideas in one or more texts</i> • <i>Relationships between and among ideas and prior knowledge in one or more texts</i> 	SB: 50, 51, 52, 53, 54, 55 SAB: 33 TG: 41-49
g. Draw conclusions and inferences and make generalizations and predictions from text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>From one text or across multiple texts</i> • <i>Connections between and among ideas that lead to a new understanding</i> 	SB: 37, 157-166, 167-174, 175-184, 185-194 SAB: 12-13, 15, 169 TG: 41-49, 119-123, 124-128, 129-133
h. Distinguish between a fact and an opinion <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>In one or more texts</i> 	SB: 111-112, 167-174, 203 SAB: 64-65, 74 TG: 124-128
i. Identify and explain how someone might use the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Application of the text for personal use or content-specific use</i> 	SB: 128-143, 144-156, 185-194 SAB: 31-32, 41, 63-64, 73, 85-87 TG: 100-109, 110-118, 134-137
j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Prior knowledge that clarifies, extends, or challenges the ideas or information in the text or a portion of the text</i> 	SB: 157-166, 167-174, 175-184, 185-194 SAB: 80-81 TG: 119-123, 124-128, 129-133
5. Identify and explain the author's use of language	
a. Identify and explain specific words or phrases that contribute to the meaning of a text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Significant words and phrases with a specific effect on meaning</i> • <i>Similes, metaphors, personification</i> • <i>Connotations of grade-appropriate words</i> • <i>Content vocabulary</i> • <i>Denotations of above-grade-level words in context</i> 	SB: 167-174, 200, 203, 494-499 TG: 124-128, 143, 351-359
b. Identify and explain specific words and punctuation that create tone <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Grade-appropriate words that create tone</i> • <i>Tone in the text or a portion of the text</i> • <i>Specific punctuation that contributes to the tone of a text or a portion of the text</i> 	SB: 167-174, 200, 203, 494-499 TG: 124-128, 143, 351-359

Standard	Reader's Handbook, Grade 4
A. Comprehension of Informational Text (continued)	
<p>c. Identify and explain the effect of repetition of words and phrases</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Repetition for emphasis of ideas or information</i> 	<p>SB: 167-174, 200, 203, 494-499 SAB: 67 TG: 124-128, 143, 351-359</p>
6. Read critically to evaluate informational text	
<p>a. Explain whether the text fulfills the reading purpose</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Connections between the content of the text and the purpose for reading</i> 	<p>SB: 39, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194 SAB: 32, 42, 64, 73, 81 TG: 41-49, 100-109, 110-118, 119-123, 124-128, 129-133</p>
<p>b. Identify and explain additions or changes to format or features that would make the text easier to understand</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Connections between effectiveness of format and text features in clarifying the main idea of the text</i> 	<p>SB: 39, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194 SAB: 32, 42, 64, 73, 81 TG: 41-49, 100-109, 110-118, 119-123, 124-128, 129-133</p>
<p>c. Identify and explain what makes the text a reliable source of information</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • Fiction versus nonfiction text 	<p>SB: 39, 390-393 TG: 41-49, 290-298</p>
<p>d. Explain whether or not the author's opinion is presented fairly</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Evidence that the author has presented all sides of the issue or topic</i> 	<p>SB: 167-174, 203 SAB: 81 TG: 124-128</p>
<p>e. Identify and explain information not included in the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text</i> • <i>Connections between the main idea and information not included in the text</i> 	<p>SB: 43, 44, 45-48 TG: 41-49</p>
<p>f. Identify and explain words and other techniques that affect the reader's feelings</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Significant words that have an emotional appeal</i> 	<p>SB: 167-174, 200 TG: 124-128, 143</p>

LEARNING STANDARD 3.0

Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.

Standard	Reader's Handbook, Grade 4
A. Comprehension of Literary Text	
1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts	
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	SB: 175-184, 212-224, 225-241 SAB: 76-79, 90-92, 101-103, 109, 111, 114-115, 139, 146-150 TG: 129-133, 13-162, 163-174
b. Listen to critically, read, and discuss a variety of literary forms and genres	SB: 175-184, 212-224, 225-241 SAB: 76-79, 90-92, 101-103, 109, 111, 114-115, 139, 146-150 TG: 129-133, 13-162, 163-174
2. Use text features to facilitate understanding of literary texts	
a. Identify and explain how organizational aids contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Title of the book, story, poem, or play</i> 	SB: 225-241, 348-366 SAB: 99 TG: 163-174, 260-271
b. Identify and explain how graphic aids contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Illustrations</i> • <i>Punctuation</i> • <i>Print features</i> 	The opportunity to address this objective is available on the following pages: SB: 175-184, 212-224, 225-241 SAB: 76-79, 90-92, 101-103, 109, 111, 114-115, 139, 146-150 TG: 129-133, 13-162, 163-174
c. Identify and explain how informational aids contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Footnoted words and phrases</i> • <i>Captions</i> 	The opportunity to address this objective is available on the following pages: SB: 175-184, 212-224, 225-241 SAB: 76-79, 90-92, 101-103, 109, 111, 114-115, 139, 146-150 TG: 129-133, 13-162, 163-174
3. Use elements of narrative texts to facilitate understanding	
a. Identify and distinguish among types of narrative texts <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Stories</i> • <i>Folk tales</i> • <i>Realistic fiction</i> • <i>Historical fiction</i> • <i>Fables</i> • <i>Fairy tales</i> • <i>Fantasy</i> • <i>Biographies</i> 	SB: 175-184, 212-224, 225-241 SAB: 76-77, 90-92, 101-103, 118-119, 124-125 TG: 129-133, 153-162, 163-174
b. Identify and explain the elements of a story <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Narrative text with a main problem, sequence of chronology of events, and solution to the problem</i> 	SB: 212-224, 260-266, 290 SAB: 95, 100, 104-105, 107-123, 125-126 TG: 153-162, 190-194
c. Identify and describe the setting and the mood <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Stories that have settings with a distinct time and place</i> 	SB: 212-224, 249-253, 289, 292 SAB: 108, 111-114, 117 TG: 153-162, 180-184

Standard	Reader's Handbook, Grade 4
A. Comprehension of Literary Text (continued)	
<p>d. Identify and analyze the characters</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>What characters say</i> • <i>What characters do</i> • <i>Conclusions about the characters' traits based on what the character says and does</i> • <i>Conclusions about the characters' motivations based on the characters' actions and interactions with other characters</i> 	<p>SB: 212-224, 225-241, 242-248 SAB: 96, 104, 109-110, 113-116, 122, 124-126 TG: 153-162, 163-174, 175-179</p>
<p>e. Identify and explain relationships between and among characters, setting, and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Connections between and among characters</i> • <i>Connections between and among situations</i> • <i>Cause/effect relationships between characters' actions and the results of those actions</i> • <i>Cause/effect relationships between and among situations and events</i> 	<p>SB: 212-224, 225-241, 242-248, 249-253, 289, 290, 292 SAB: 95, 96, 100, 104-105, 107-123, 124-126 TG: 153-162, 163-174, 175-179 180-184, 190-194</p>
<p>f. Identify and explain how the actions of the character(s) affect the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Connections between the actions of the characters and the outcome of the story</i> 	<p>SB: 212-224, 225-241, 242-248 SAB: 96, 104, 109-110, 113-116, 122, 124-126 TG: 162, 163-174, 175-179</p>
<p>g. Identify and describe the narrator</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Narrator of the story; speaker of the poem</i> • <i>First versus third person point of view</i> 	<p>SB: 212-224, 225-241, 242-248, 291 SAB: 17-18 TG: 162, 163-174, 175-179</p>
4. Use elements of poetry to facilitate understanding	
<p>a. Use structural features to identify poetry as a literary form and distinguish among types of poems</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Structure, including lines and stanzas</i> • <i>Shape</i> • <i>Form, including lines and stanzas</i> • <i>Refrain, chorus</i> • <i>Types of poems, such as haiku, diamante, etc.</i> • <i>Rhyme scheme</i> 	<p>SB: 298-309, 323-328, 343 SAB: 129, 136, 139, 142-144 TG: 218, 219-228, 238-241, 256</p>
<p>b. Identify and explain the meaning of words, lines, and stanzas</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Specific meaning of words, lines, and/or stanzas</i> 	<p>SB: 298-309, 310-316, 332, 335 SAB: 128-133, 134-135, 136-138, 139-141 TG: 218, 219-228, 229-232, 245, 248</p>

Standard	Reader's Handbook, Grade 4
A. Comprehension of Literary Text (continued)	
c. Identify and explain sound elements of poetry <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Rhyme, rhyme scheme • Rhythm • Alliteration and other repetition 	SB: 298-309, 232-328, 330, 338, 340, 341 SAB: 128-130, 133, 142-143 TG: 218, 219-228, 238-241, 243, 251, 253, 254
d. Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning	SB: 298-309, 317-322, 337, 345 TG: 218, 219-228, 233-237, 250, 258
5. Use elements of drama to facilitate understanding	
a. Use structural features to identify a play as a literary form <u>Assessment Limits:</u> <ul style="list-style-type: none"> • List of characters (cast), including narrator • Introductory information about the setting • Stage directions • Dialogue • Props, scenery, sound effects, staging, lighting • Acts and scenes 	SB: 348-366, 380-387 SAB: 146-150, 153 TG: 259, 260-271, 281-285
b. Identify and explain the action of a scene <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Specific actions and events that occur in a scene 	SB: 348-366, 381, 386 TG: 259, 260-271, 282, 287
c. Identify and explain stage directions that help to create character and movement <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Connections between the stage directions and the physical movement of the characters 	SB: 348-366, 382, 386, SAB: 156 TG: 259, 260-271, 283, 287
d. Identify and explain stage directions and dialogue that help to create character <u>Assessment Limits:</u> <ul style="list-style-type: none"> • Connections among the stage directions, the character's lines, and how the character delivers those line 	SB: 348-366, 382, 386 SAB: 157-159 TG: 259, 260-271, 283, 287
6. Determine important ideas and messages in literary texts	
a. Identify and explain main ideas and universal themes <u>Assessment Limits:</u> <ul style="list-style-type: none"> • In the text or a portion of the text • Literal versus interpretive meanings of a text or a portion of text • Message, moral, or lesson learned from the text 	SB: 213, 230, 239-240, 267-274, 280, 295, , 373-379, 387, 556 SAB: 78-79, 96, 121, 123, 155, 159-161 TG: 195-199, 217, 276-280, 288

Standard	Reader's Handbook, Grade 4
A. Comprehension of Literary Text (continued)	
<p>b. Identify and explain a similar theme in more than one text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Main ideas across texts</i> • <i>Messages, morals, or lessons learned across texts</i> • <i>Different versions of the same story across eras or cultures</i> 	<p>SB: 213, 230, 239-240, 267-274, 280, 295, , 373-379, 387, 556 SAB: 78-79, 96, 121, 123, 155, 159-161 TG: 195-199, 217, 276-280, 288</p>
<p>c. Paraphrase the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Restatement of the text or a portion of the text in student's own words</i> 	<p>SB: 308, 528 TG: 68, 223, 226, 363</p>
<p>d. Summarize</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>The text or a portion of the text</i> 	<p>SB: 33, 235, 281, 360, 536-537 SAB: 108, 151-152 TG: 113, 118, 169, 263, 265, 366</p>
<p>e. Identify and explain personal connections to the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Connections between personal experiences and the theme or main ideas</i> 	<p>SB: 213, 230, 239-240, 267-274, 280, 295, , 373-379, 387, 556 SAB: 79, 95-96, 106, 133-134, 138, 141, 154, 161 TG: 195-199, 217, 276-280, 288</p>
7. Identify and describe the author's use of language	
<p>a. Identify and explain how the use of dialogue contributes to a story</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Character and plot development advanced through dialogue</i> 	<p>SB: 254-259, 287, 383 SAB: 114-117, 122-123 TG: 175-179, 185-189, 209, 284</p>
<p>b. Identify and explain specific words and phrases that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Significant words and phrases with a specific effect on meaning</i> • <i>Denotations of above-grade-level words used in context</i> • <i>Connotations of grade-appropriate words and phrases in context</i> • <i>Multiple meaning words</i> 	<p>SB: 200, 275-282, 310-316, 331, 344, 500-503 SAB: 137 TG: 143, 200-204, 229-232, 244, 257, 353</p>
<p>c. Identify and explain words and punctuation that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Grade-appropriate words that describe the tone of a text or a portion of text</i> • <i>Tone in the text or portion of the text</i> • <i>Specific punctuation that contributes to the tone of a text or a portion of the text</i> 	<p>SB: 289, 310-316, 337 TG: 229-232, 250, 311</p>

Standard	Reader's Handbook, Grade 4
A. Comprehension of Literary Text (continued)	
d. Identify and explain figurative language <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Similes</i> • <i>Metaphors</i> • <i>Personification</i> • <i>Onomatopoeia</i> 	SB: 310-316, 336, 338, 339 SAB: 137 TG: 229-232, 249, 251, 252
e. Identify and explain language that appeals to the senses and feelings <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Specific words and phrases that appeal to the senses</i> 	SB: 310-316, 335 SAB: 138 TG: 229-232, 248
f. Identify and explain repetition and exaggeration <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Specific examples of repetition that affect meaning</i> • <i>Specific examples of exaggeration</i> • <i>Alliteration</i> 	SB: 330, 332 SAB: 89 TG: 243, 245
8. Read critically to evaluate literary texts	
a. Identify and explain the believability of the characters' actions and the story's events <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Realism versus fantasy</i> • <i>Characters and events that parallel everyday life</i> 	SB: 212-224, 225-241, 242-248 SAB: 96, 104, 109-110, 113-116, 122, 124-126 TG: 153-162, 163-174, 175-179
b. Identify and explain questions left unanswered by the text <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Questions and predictions about events, situations, and conflicts that might occur if the text were continued</i> 	The opportunity to address this objective is available on the following pages: SB: 212-224, 225-241, 242-248 SAB: 96, 104, 109-110, 113-116, 122, 124-126 TG: 153-162, 163-174, 175-179
c. Identify and explain the relationship between a literary text and its historical context <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Connections between the text and its historical setting</i> 	SB: 175-184 TG: 129-133

L E A R N I N G S T A N D A R D 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	Reader's Handbook, Grade 4
A. Writing	
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers	
a. Generate and select topics using techniques, such as graphic organizers, journal writing, free writing, listing, webbing, and discussion of prior experiences	SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 79, 87, 97, 126, 138, 190-191, 200 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335

Standard	Reader's Handbook, Grade 4
A. Writing (continued)	
<p>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</p> <ul style="list-style-type: none"> • Complete an idea by providing topic, support, and concluding sentences 	<p>SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 79, 87, 97, 126, 138, 190-191, 200 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade	
<p>a. Compose to express personal ideas to develop fluency using a variety of forms suited to topic, audience, and purpose</p>	<p>SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 33, 79 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
<p>b. Describe in prose and poetry by using purposeful imagery and sensory details with active verbs and colorful adjectives</p>	<p>SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 97, 135, 191 TG: 236, 274, 335</p>
<p>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</p>	<p>SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 75, 171 TG: 118, 274, 335</p>
<p>d. Compose to persuade using significant reasons and relevant support</p> <ul style="list-style-type: none"> • Agree or disagree with an idea and generate convincing reasons with relevant support • Consider effective forms and word choice 	<p>The opportunity to address this objective is available on the following pages: SB: 167-174 TG: 124-128</p>
<p>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</p>	<p>SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 28-29, 39-40, 51, 52-53, 70-72, 78, 87, 89, 93-94, 100-104, 107, 109-110, 119-120, 144, 151, 189, 192-193, 194, 197 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
<p>f. Manage time and process when writing for a given purpose</p>	<p>SB: 438-456, 457-464 TG: 325, 326-333, 334-337</p>
3. Compose texts using the revising and editing strategies of effective writers and speakers	
<p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> • Eliminate words and ideas that do not support the main idea • Clarify meaning by adding modifiers and sensory words within a sentence • Clarify meaning by rearranging sentences within a text for a clear beginning, middle, and end • Provide sentence variety and length by combining sentences and correcting rambling sentences 	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 33, 79 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>

Standard	Reader's Handbook, Grade 4
A. Writing (continued)	
<p>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</p> <ul style="list-style-type: none"> • Self edit • Peer edit • Dictionary • Thesaurus • Spell checker • Language handbook 	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 33, 79 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
<p>c. Prepare the final product for presentation to an audience</p>	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 33, 79 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
4. Identify how language choices in writing and speaking affect thoughts and feelings	
<p>a. Select words appropriate for audience, situation, or purpose</p>	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 33, 79 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
<p>b. Describe how listeners might respond differently to similar words, such as nightmare/dream, loud/deafening, cute/gorgeous</p>	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 33, 79 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
<p>c. Consider the effect of word choices on the audience</p>	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 33, 79 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
5. Assess the effectiveness of choice of details, organizational pattern, word choice, and use of figurative language in the student's own composing	
<p>a. Assess the effectiveness of word choice in student's own composing</p> <ul style="list-style-type: none"> • Language suitable for a given purpose • Words/phrases that extend meaning 	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 33, 79 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
<p>b. Explain how specific words/phrases used by the writer affects reader response</p>	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 33, 79 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
<p>c. Examine and use spatial transitions, such as "near," "far," "on the left," and "in the distance"</p>	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 33, 79 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>

Standard	Reader's Handbook, Grade 4
A. Writing (continued)	
6. Explain how textual changes in a work clarify meaning, address a particular audience, or fulfill a purpose	
a. Revise own text for word choice	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 33, 79 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
b. Explain how revisions in word choice affect meaning	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 33, 79 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
7. Locate, retrieve, and use information from various sources to accomplish a purpose	
a. Identify and use sources of information on a topic	SB: 390-403, 404-409, 412-424, 425-435 TG: 289, 290-298, 299-304, 305, 306-314, 315-324
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic	SB: 390-403, 404-409, 412-424, 425-435 TG: 289, 290-298, 299-304, 305, 306-314, 315-324
c. Use note taking, organizational strategies, and simple documentation of information to record and organize information <ul style="list-style-type: none"> Participate in teacher-directed note-taking and organization of information 	SB: 79, 80, 81, 99, 235, 281, 360, 416, 417, 418, 423, 433, 526-527, 547, 550, 553, 556 SAB: 79, 87, 97, 126, 138, 190-191, 200 TG: 54, 56, 64, 65, 79, 156, 172, 265
d. Use information to fulfill a given purpose	SB: 390-403, 404-409, 412-424, 425-435 SAB: 1 TG: 289, 290-298, 299-304, 305, 306-314, 315-324
e. Credit sources when paraphrasing and quoting to avoid plagiarism	SB: 390-403, 404-409, 412-424, 425-435 TG: 289, 290-298, 299-304, 305, 306-314, 315-324

L E A R N I N G S T A N D A R D 5 . 0

Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.

Standard	Reader's Handbook, Grade 4
A. Grammar	
1. Recognize elements of grammar in personal and academic reading	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
2. Recognize, recall, and use basic elements of grammar to express ideas clearly**	
a. Identify and use parts of speech, such as prepositions, conjunctions, and interjections	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
b. Combine short, related sentences using a series, compound subjects, and key words	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335

Standard	Reader's Handbook, Grade 4
A. Grammar (continued)	
c. Compose simple and compound sentences using coordinating conjunctions	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
d. Identify and use verb forms, such as singular/plural, regular/irregular	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
e. Identify and use verb tenses, such as present, past, and future	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 1 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
B. Usage	
1. Recognize examples of conventional usage in personal and academic reading	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
2. Comprehend and apply standard English usage in oral and written language**	
a. Use singular subjects with singular verbs and plural subjects with plural verbs	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
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	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
c. Recognize and correct common usage errors, such as homophones, contractions, and commonly confused words	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
d. Use available resources to correct or confirm editorial choices	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
e. Explain editorial choices	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
C. Mechanics	
1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335

Standard	Reader's Handbook, Grade 4
C. Mechanics (continued)	
2. Apply standard English punctuation and capitalization in written language**	
a. Use correct and varied end punctuation	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
b. Use commas correctly in appositives, items in a series, and before a coordinating conjunction in a compound sentence	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
c. Use underlining, quotation marks, or italics to identify titles of documents	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
d. Use apostrophes in contractions and possessives	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
e. Use quotation marks and commas in simple dialogue and for direct quotations	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
f. Use capital letters correctly in titles and the first word in a direct quotation	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
g. Indent for paragraphs	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
3. Explain editorial choices involving mechanics	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
D. Spelling	
1. Recognize conventional spelling in and through personal and academic reading	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
2. Apply conventional spelling in written language	
a. Spell grade-appropriate high frequency and content words	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
b. Modify spellings when adding inflectional endings and suffixes	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335

Standard	Reader's Handbook, Grade 4
D. Spelling (continued)	
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.	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
d. Access resources as a spelling aid, such as word wall, dictionary, technology	SB: 508-509 TG: 351-359
e. Use mnemonic devices to recall frequently misspelled words	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
3. Maintain a personal list of words to use in editing original writing	SB: 508-509 TG: 351-359
E. Handwriting	
1. Produce writing that is legible to the audience	
a. Maintain accuracy and automaticity in manuscript and cursive writing	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
b. Use word processing technology when appropriate	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335

L E A R N I N G S T A N D A R D 6 . 0

Listening: Students will demonstrate effective listening to learn, process, and analyze information.

Standard	Reader's Handbook, Grade 4
A. Listening	
1. Demonstrate active listening strategies	
a. Attend to the speaker	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
b. Ask appropriate questions	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
c. Contribute relevant comments	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359

Standard	Reader's Handbook, Grade 4
A. Listening (continued)	
d. Relate prior knowledge	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
2. Comprehend and analyze what is heard	
a. Determine speaker's purpose	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
b. Identify how the language of the presentation contributes to effect and meaning	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
d. Follow a set of multi-step directions	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
e. Listen carefully to expand and enrich vocabulary	SB: 494-499 SAB: 1 TG: 350, 351-359
f. Make judgments based on information from the speaker	The opportunity to address this objective is available on the following pages: SB: 167-174 TG: 124-128

L E A R N I N G S T A N D A R D 7 . 0

Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

Standard	Reader's Handbook, Grade 4
A. Speaking	
1. Use organization and delivery strategies at an appropriate level	
a. Demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359

Standard	Reader's Handbook, Grade 4
A. Speaking (continued)	
b. Demonstrate appropriate timing <ul style="list-style-type: none"> • Fluency • Pacing • Rate 	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
c. Use appropriate non-verbal techniques to enhance communication <ul style="list-style-type: none"> • Posture • Eye contact • Facial expressions • Gestures 	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
2. Make oral presentations	
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
b. State a position and support it with reasons	The opportunity to address this objective is available on the following pages: SB: 167-174 TG: 124-128
c. Participate in dramatic presentations	SB: 328, 372 TG: 188, 258, 274
d. Plan and deliver effective oral presentations	TG: 79, 188, 227, 258, 274
e. Use props when appropriate	TG: 79, 188, 227, 258, 274

Reader's Handbook © 2004

Grade 5

correlated to

Maryland Voluntary State Curriculum

Reading/English Language Arts

LEARNING STANDARD 1.0

General Reading Processes: Fluency: Students will read orally with accuracy and expression at a rate that sounds like speech.

Standard	Reader's Handbook, Grade 5
C. Fluency	
1. Read orally at an appropriate rate	
a. Read familiar text at a rate that is conversational and consistent	SB: 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 40, 41, 86, 103, 108-115, 308, 310-316, 331, 332, 334, 335, 336, 338, 339, 416-417, 494-499, 500, 501, 502, 503, 511, 512, 513, 522-523, 524-525, 526-527, 528-529, 530-531, 536-537, 538-540, 542-543 SAB: 203, 205, 206 TG: 60, 70, 74, 79, 80, 84, 86, 8834, 35, 36, 37, 38, 39, 40, 49, 103, 107, 110, 113, 116, 118, 122, 136, 137, 156, 159, 166, 172, 226, 263, 268, 293, 351, 352, 363, 354, 355, 356, 357, 358, 359, 361, 362, 363, 364, 365, 366, 367, 368
2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	
a. Apply knowledge of word structures and patterns to read with automaticity	SB: 504, 505, 506, 507, 560-561, 562, 563, 564, 565 TG: 351-359
b. Demonstrate appropriate use of phrasing <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression • Use pacing and intonation (emphasis on certain words) to convey meaning and expression • Adjust intonation and pitch (rise and fall of spoken voice) appropriately 	SB: 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 40, 41, 86, 103, 108-115, 308, 310-316, 331, 332, 334, 335, 336, 338, 339, 416-417, 494-499, 500, 501, 502, 503, 511, 512, 513, 522-523, 524-525, 526-527, 528-529, 530-531, 536-537, 538-540, 542-543 TG: 34, 35, 36, 37, 38, 39, 40, 49, 60, 70, 74, 79, 80, 84, 86, 88, 103, 107, 110, 113, 116, 118, 122, 136, 137, 156, 159, 166, 172, 226, 263, 268, 293, 351, 352, 363, 354, 355, 356, 357, 358, 359, 361, 362, 363, 364, 365, 366, 367, 368
c. Increase sight words read fluently	SB: 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 40, 41, 86, 103, 108-115, 308, 310-316, 331, 332, 334, 335, 336, 338, 339, 416-417, 494-499, 500, 501, 502, 503, 511, 512, 513, 522-523, 524-525, 526-527, 528-529, 530-531, 536-537, 538-540, 542-543 TG: 34, 35, 36, 37, 38, 39, 40, 49, 60, 70, 74, 79, 80, 84, 86, 88, 103, 107, 110, 113, 116, 118, 122, 136, 137, 156, 159, 166, 172, 226, 263, 268, 293, 351, 352, 363, 354, 355, 356, 357, 358, 359, 361, 362, 363, 364, 365, 366, 367, 368

LEARNING STANDARD 1.0

General Reading Processes: Vocabulary: Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Standard	Reader's Handbook, Grade 5
D. Vocabulary	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	Each chapter in Reader's Handbook actively involves students in acquiring new vocabulary.
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	SB: 494, 495-496, 497, 498-499 SAB: 200-201 TG: 350-359
2. Develop and apply a conceptual understanding of new words	
a. Classify and categorize increasingly complex words into sets and groups	SB: 494, 495-496, 497, 498-499 TG: 351-352
b. Identify and explain relationships between and among words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Antonyms and synonyms</i> • <i>Concept hierarchies</i> • <i>Multiple meaning words</i> • <i>Specialized use of vocabulary in specific content areas</i> 	SB: 498, 501, 502, 512, 515, 516 SAB: 206-207 TG: 350-359
3. Understand, acquire, and use new vocabulary	
a. Use context to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Above grade-level words used in context</i> • <i>Words with multiple meanings</i> • <i>Connotations versus denotations</i> • <i>Grade-appropriate idioms and figurative expressions</i> 	SB: 200, 312-314, 500, 501, 502, 503 SAB: 142, 201, 202, 205 TG: 350-359
b. Use word structure to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Prefixes and suffixes</i> • <i>Grade-appropriate roots and base words</i> • <i>Grade-appropriate compound words</i> • <i>Grade-appropriate inflectional endings</i> 	SB: 504, 505, 506, 507, 560-561, 562, 563, 564, 565 SAB: 203, 205, 206 TG: 351-359
c. Use resources to confirm definitions and gather further information about words <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Electronic and/or print dictionaries</i> • <i>Thesauruses</i> • <i>Other grade-appropriate resources</i> 	SB: 116-117, 508-509 SAB: 201, 204, 205 TG: 355
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	SB: 494, 495-496, 497, 498-499 SAB: 201, 204 TG: 350-359

LEARNING STANDARD 1.0

General Reading Processes: Comprehension: Students will use a variety of strategies to understand what they read (construct meaning).

Standard	Reader's Handbook, Grade 5
E. General Reading Comprehension	
1. Develop and apply comprehension skills through exposure to a variety of texts, including traditional print and electronic texts	
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	SB: 212-224, 225-241, 298-309, 348-366 SAB: 16, 18, 23-26, 35-37, 57-60, 68-69, 79-80, 102-104, 133, 141, 167 TG: 153-162, 163-174, 219-228, 260-271
b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	Using the strategies taught in Reader's Handbook , students can read a minimum of 25 books. SB: 40-41, 42 TG: 34-40, 41-49
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	SB: 24, 25, 26, 27, 28, 29, 30, 31, 32 TG: 34-40, 41-49
2. Use strategies to prepare for reading (before reading)	
a. Survey and preview the text by examining features, such as the title, illustrations, photographs, charts, and graphs	SB: 28-29, 59-63, 75-79, 89-92, 102-103, 109-110, 129-135, 145-148, 158-161, 167-169, 175-176, 186-190, 212-217, 226-230, 242-243, 249-250, 255-261, 268-270, 276, 299-301, 310-311, 317-318, 324, 349-358, 368-369, 374-375, 391-396, 413-416, 439-44, 458, 466-468, 476-479, 485-487 SAB: 10-11, 22, 34, 44, 56, 67, 86, 89, 100, 132, 150, 165-166, 176, 186 TG: 53, 63, 73, 102, 112, 155, 165, 221, 262, 292, 308, 328
b. Set a purpose for reading the text	SB: 28-29, 59-63, 75-79, 89-92, 102-103, 109-110, 129-135, 145-148, 158-161, 167-169, 175-176, 186-190, 212-217, 226-230, 242-243, 249-250, 255-261, 268-270, 276, 299-301, 310-311, 317-318, 324, 349-358, 368-369, 374-375, 391-396, 413-416, 439-44, 458, 466-468, 476-479, 485-487 SAB: 21, 33, 43, 55, 66, 85, 88, 99, 131, 149, 165, 175, 185 TG: 53, 63, 73, 102, 112, 155, 165, 221, 262, 292, 308, 328
c. Make predictions and ask questions about the text	SB: 28-29, 59-63, 75-79, 89-92, 102-103, 109-110, 129-135, 145-148, 158-161, 167-169, 175-176, 186-190, 212-217, 226-230, 242-243, 249-250, 255-261, 268-270, 276, 299-301, 310-311, 317-318, 324, 349-358, 368-369, 374-375, 391-396, 413-416, 439-44, 458, 466-468, 476-479, 485-487 SAB: 15, 21, 33, 43, 55, 66, 85, 88, 99, 131, 149, 165, 175, 185 TG: 53, 63, 73, 102, 112, 155, 165, 221, 262, 292, 308, 328

Standard	Reader's Handbook, Grade 5
E. General Reading Comprehension (continued)	
d. Make connections to the text from prior knowledge and experiences	SB: 28-29, 59-63, 75-79, 89-92, 102-103, 109-110, 129-135, 145-148, 158-161, 167-169, 175-176, 186-190, 212-217, 226-230, 242-243, 249-250, 255-261, 268-270, 276, 299-301, 310-311, 317-318, 324, 349-358, 368-369, 374-375, 391-396, 413-416, 439-44, 458, 466-468, 476-479, 485-487 TG: 53, 63, 73, 102, 112, 155, 165, 221, 262, 292, 308, 328
3. Use strategies to make meaning from text (during reading)	
a. Reread the difficult parts slowly and carefully	SB: 30-31, 64-70, 80-84, 93-97, 103-106, 110-114, 135-140, 149-153, 162-164, 170-172, 177-183, 191-193, 218-221, 231-237, 244-247, 251-252, 256-258, 262-264, 271-272, 277-280, 302-306, 312-314, 319-321, 325-327, 359-363, 370-371, 375-378, 397-400, 417-421, 445-452, 458-463, 469-473, 479-483, 488-491 SAB: 10-11, 31, 183 TG: 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288
b. Use own words to restate the difficult part	SB: 30-31, 64-70, 80-84, 93-97, 103-106, 110-114, 135-140, 149-153, 162-164, 170-172, 177-183, 191-193, 218-221, 231-237, 244-247, 251-252, 256-258, 262-264, 271-272, 277-280, 302-306, 312-314, 319-321, 325-327, 359-363, 370-371, 375-378, 397-400, 417-421, 445-452, 458-463, 469-473, 479-483, 488-491 TG: 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288
c. Read on and revisit the difficult part	SB: 30-31, 64-70, 80-84, 93-97, 103-106, 110-114, 135-140, 149-153, 162-164, 170-172, 177-183, 191-193, 218-221, 231-237, 244-247, 251-252, 256-258, 262-264, 271-272, 277-280, 302-306, 312-314, 319-321, 325-327, 359-363, 370-371, 375-378, 397-400, 417-421, 445-452, 458-463, 469-473, 479-483, 488-491 TG: 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288
d. Skim the text to search for connections between and among ideas	SB: 110, 191-193, 402-403, 534-535 SAB: 22, 150, 173, 189 TG: 110, 191-193, 402-403, 534-535
e. Make, confirm, or adjust predictions	SB: 39, 40 TG: 41-49
f. Periodically summarize while reading	SB: 33, 148, 170, 235, 281, 360, 418, 423, 526, 536-537 TG: 113, 169, 263, 265, 366
g. Periodically paraphrase important ideas or information	SB: 86, 308, 416-417, 528-529, 552 SAB: 178-179 TG: 68, 223, 226, 363

Standard	Reader's Handbook, Grade 5
E. General Reading Comprehension (continued)	
h. Visualize what was read for deeper understanding	SB: 24, 40, 92, 93, 94, 95, 103-106, 251-252, 472-473, 542-543 SAB: 47, 143, 191, 195 TG: 74-76, 82, 344, 368
i. Use a graphic organizer or another note taking technique to record important ideas or information	SB: 79, 80, 81, 99, 235, 281, 360, 416, 417, 418, 423, 433, 526-527, 547, 550, 553, 556 SAB: 20, 26-28, 31-32, 38-39, 50, 62, 70-71, 87, 93-95, 114, 122, 141, 155, 169-171, 179-180 TG: 54, 56, 64, 65, 79, 156, 172, 265
j. Explain personal connections to the ideas or information in the text	SB: 31, 70, 84, 97, 140, 153, 221, 237, 306, 363, 400, 421, 452 SAB: 40, 49, 63, 72, 96, 107-108, 159-158, 172 TG: 38, 57, 67, 78, 106, 115, 159, 171, 225, 267, 296, 312, 331
4. Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>In the text or a portion of the text</i> 	SB: 43, 45-48, 50, 151, 162, 163, 206, 463, 551 SAB: 11-11, 72 TG: 46, 47, 105, 106, 107, 114, 121
b. Identify and explain what is directly stated in the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Main ideas, supporting details, and other information stated in the text or a portion of the text</i> 	SB: 43, 45-48, 50, 151, 162, 163, 206, 463, 551 SAB: 19-20 TG: 46, 47, 105, 106, 107, 114, 121
c. Identify and explain what is not directly stated in the text by drawing inferences <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Implied information from the text or a portion of the text</i> 	SB: 36, 136-137, 252, 523 SAB: 12-13, 19, 112, 118, 128 TG: 43
d. Draw conclusions or make generalizations about the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Stated or implied information from the text</i> 	SB: 37, 137, 282, 481-482 SAB: 13, 114-115, 130, 183-184, 197, 199 TG: 43, 344
e. Confirm, refute, or make predictions and form new ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Stated and/or implied information from the text</i> 	SB: 39, 40 SAB: 17, 119 TG: 41-49
f. Paraphrase the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Complete text or a portion of the text</i> 	SB: 86, 308, 416-417, 528-529, 552 SAB: 41 TG: 68, 223, 226, 363
g. Summarize <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>The text or a portion of the text</i> 	SB: 33, 148, 170, 235, 281, 360, 418, 423, 526, 536-537 SAB: 94 TG: 113, 169, 263, 265, 366

Standard	Reader's Handbook, Grade 5
E. General Reading Comprehension (continued)	
h. Connect the text to prior knowledge or personal experience <i>Assessment Limits:</i> <ul style="list-style-type: none"> <i>Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text</i> 	SB: 31, 70, 84, 97, 140, 153, 221, 237, 306, 363, 400, 421, 452 SAB: 17, 65, 181 TG: 38, 57, 67, 78, 106, 115, 159, 171, 225, 267, 296, 312, 331

L E A R N I N G S T A N D A R D 2 . 0

Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts.

Standard	Reader's Handbook, Grade 5
A. Comprehension of Informational Text	
1. Develop and apply comprehension skills by reading a variety of self-selected and assigned print and electronic informational texts	
a. Read, use, and identify the characteristics of nonfiction materials to gain information and content knowledge <i>Assessment Limits:</i> <ul style="list-style-type: none"> <i>Textbooks</i> <i>Appropriate reference materials</i> <i>Research and historical documents</i> <i>Personal narratives</i> <i>Diaries and journals</i> <i>Biographies</i> <i>Newspapers</i> <i>Letters</i> <i>Articles</i> <i>Web sites and other online materials</i> <i>Other appropriate content-specific texts</i> 	SB: 58-73, 74-87, 88-100, 128-143, 144-156, 157-166, 167-174, 175, 184, 185, 194 SAB: 21-32, 33-42, 43-50, 55-65, 6674, 79-80, 82-84, 85, 142, 165-174, 201, 204, 205 TG: 50-98, 99-151
b. Read, use, and identify the characteristics of functional documents <i>Assessment Limits:</i> <ul style="list-style-type: none"> <i>Sets of directions</i> <i>Science investigations</i> <i>Atlases</i> <i>Posters</i> <i>Flyers</i> <i>Forms</i> <i>Instructional manuals</i> <i>Menus</i> <i>Pamphlets</i> <i>Rules</i> <i>Invitations</i> <i>Recipes</i> <i>Advertisements</i> <i>Other functional documents</i> 	SB: 74-87, 116-125, 128-143, 185-194, 202, 438-156, 457-491 SAB: 85-87, 185-187, 192-193, 194-195, 196-197, 198-199, 206-207 TG: 61-70, 89-98, 100-109, 134-137, 145, 325-329
c. Select and read to gain information from personal interest materials, such as brochures, books, magazines, cookbooks, catalogs, and web sites	SB: 128-129, 185-194, 390-703, 404-409 TG: 100-109, 134-137, 289, 290-298, 299

Standard	Reader's Handbook, Grade 5
A. Comprehension of Informational Text (continued)	
2. Identify and use text features to facilitate understanding of informational texts	
<p>a. Use print features</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Large bold print</i> • <i>Font size/type</i> • <i>Italics</i> • <i>Colored print</i> • <i>Quotation marks</i> • <i>Underlining</i> • <i>Other print features encountered in informational texts</i> 	<p>SB: 58-73, 74-87, 88-100, 118 SAB: 86, 176, 177, 197 TG: 51-60, 61-70, 71-80, 89-98</p>
<p>b. Use graphic aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Illustrations</i> • <i>Photographs</i> • <i>Drawings</i> • <i>Sketches</i> • <i>Cartoons</i> • <i>Maps (key, scale, legend)</i> • <i>Graphs</i> • <i>Charts/tables</i> • <i>Diagrams</i> • <i>Other graphic aids encountered in informational texts</i> 	<p>SB: 58-73, 74-87, 119, 121, 412-424, 425-435 SAB: 34, 176, 177, 197, 199 TG: 303, 306-314, 315-324</p>
<p>c. Use informational aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Introductions and overviews</i> • <i>Materials lists</i> • <i>Timelines</i> • <i>Captions</i> • <i>Glossed words</i> • <i>Labels</i> • <i>Numbered steps</i> • <i>Bulleted lists</i> • <i>Footnoted words</i> • <i>Pronunciation key</i> • <i>Transition words</i> • <i>Other informational aids encountered in informational texts</i> 	<p>SB: 58-73, 74-87, 88-100, 434-435 TG: 51-60, 71-80, 138-151</p>
<p>d. Use organizational aids</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Titles, chapter titles, and subtitles</i> • <i>Headings, subheadings</i> • <i>Tables of content</i> • <i>Numbered steps</i> • <i>Glossaries</i> • <i>Indices</i> • <i>Transition words</i> • <i>Other organizational aids encountered in informational texts</i> 	<p>SB: 58-73, 74-87, 117, 118, 120, 123, 124, 125 SAB: 29, 34, 40, 86, 180 TG: 51-60, 71-80, 138-151</p>

Standard	Reader's Handbook, Grade 5
A. Comprehension of Informational Text (continued)	
e. Use online features <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>URLs</i> • <i>Hypertext links</i> • <i>Sidebars</i> • <i>Drop down menus</i> • <i>Home pages</i> • <i>Site maps</i> • <i>Other features characteristic of online text</i> 	SB: 390-403, 404-411 SAB: 166, 167-173 TG: 289, 290-298, 299-304
f. Identify and explain the contributions of text features to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Connections between text features and meaning</i> 	SB: 390-403, 404-411 SAB: 40, 204 TG: 289, 290-298, 299-304
3. Develop and apply knowledge of organizational structure of informational text to understand what is read	
a. Identify and analyze the organizational patterns of texts <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Sequential and chronological order</i> • <i>Cause/effect</i> • <i>Problem/solution</i> • <i>Similarities/ differences</i> • <i>Description</i> • <i>Main idea and supporting details</i> 	SB: 43, 44, 45-48, 49, 50 SAB: 29, 40, 48, 63, 72 TG: 41-49
b. Identify and use words and phrases associated with common organizational patterns <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Words that show chronology (first, second, third)</i> • <i>Words that show description (above, beneath, next to, beside)</i> • <i>Words that show cause and effect (because, as a result)</i> • <i>Words that show sequence (next, then, finally)</i> 	SB: 43, 44, 45-48, 49, 50 TG: 41-49
4. Determine and analyze important ideas and messages in informational texts	
a. Identify and explain the author's/text's purpose and intended audience <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Purpose of the author or the text or a portion of the text</i> • <i>Connections between the text and the intended audience</i> 	SB: 157-166, 167-174, 175-184, 185-194 SAB: 18, 61, 173 TG: 119-123, 124-128, 129-133
b. Identify and explain the author's opinion <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Texts or portions of texts in which the author's opinion is evident</i> 	SB: 157-166, 167-174, 175-184, 185-194 SAB: 61, 80-81 TG: 119-123, 124-128, 129-133

Standard	Reader's Handbook, Grade 5
A. Comprehension of Informational Text (continued)	
c. State and support main ideas and messages <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>The whole text or a portion of the text</i> 	SB: 45-48, 157-166, 167-174, 175-184, 185-194 SAB: 19-20 TG: 41-49, 119-123, 124-128, 129-133
d. Summarize or paraphrase <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>The text or a portion of the text</i> 	SB: 157-166, 167-174, 175-184, 185-194 SAB: 41 TG: 119-123, 124-128, 129-133
e. Identify and explain information not related to the main idea <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Information in the text that is peripheral to the main idea</i> 	SB: 45-48, 157-166, 167-174, 175-184, 185-194 SAB: 1 TG: 41-49, 119-123, 124-128, 129-133
f. Identify and explain relationships between and among ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Comparison/ contrast</i> • <i>Cause/effect</i> • <i>Sequence/ chronology</i> • <i>Relationships between and among ideas in one or more texts</i> • <i>Relationships between and among ideas and prior knowledge in one or more texts</i> 	SB: 50, 51, 52, 53, 54, 55 SAB: 32, 84 TG: 41-49
g. Draw conclusions and inferences and make generalizations and predictions from text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>From one text or across multiple texts</i> • <i>Connections between and among ideas that lead to a new understanding</i> 	SB: 37, 157-166, 167-174, 175-184, 185-194 TG: 41-49, 119-123, 124-128, 129-133
h. Distinguish between a fact and an opinion <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>In one or more texts</i> 	SB: 111-112, 167-174, 203 SAB: 80-81, 168 TG: 124-128
i. Identify and explain how someone might use the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Application of the text for personal use or content-specific use</i> 	SB: 128-143, 144-156, 185-194 TG: 100-109, 110-118, 134-137
j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</i> 	SB: 157-166, 167-174, 175-184, 185-194 SAB: 30-31, 40, 49, 63, 72, 172 TG: 119-123, 124-128, 129-133

Standard	Reader's Handbook, Grade 5
A. Comprehension of Informational Text (continued)	
5. Identify and explain the author's use of language	
<p>a. Identify and explain specific words or phrases that contribute to the meaning of a text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Significant words and phrases with a specific effect on meaning</i> • <i>Figurative language</i> • <i>Idioms</i> • <i>Connotations of grade-appropriate words</i> • <i>Technical or content vocabulary</i> • <i>Denotations of above-grade-level words in context</i> 	<p>SB: 167-174, 200, 203, 494-499 TG: 124-128, 143, 351-359</p>
<p>b. Identify and explain specific words and punctuation that create tone</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Specific words or phrases that create tone</i> • <i>Tone in the text or a portion of the text</i> 	<p>SB: 167-174, 200, 203, 494-499 TG: 124-128, 143, 351-359</p>
<p>c. Identify and explain the effect of repetition of words and phrases</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Repetition used to emphasize important ideas or information in the text</i> 	<p>SB: 167-174, 200, 203, 494-499 TG: 124-128, 143, 351-359</p>
6. Read critically to evaluate informational text	
<p>a. Explain whether the text fulfills the reading purpose</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Connections between the content of the text and the purpose for reading</i> 	<p>SB: 39, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194 SAB: 31, 41, 49, 64, 73 TG: 41-49, 100-109, 110-118, 119-123, 124-128, 129-133</p>
<p>b. Identify and explain additions or changes to format or features that would make the text easier to understand</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Connections between effectiveness of format and text features in clarifying the main idea of the text</i> 	<p>SB: 39, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194 TG: 41-49, 100-109, 110-118, 119-123, 124-128, 129-133</p>
<p>c. Identify and explain what makes the text a reliable source of information</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Connections between the credentials of the author and the information in the text</i> • <i>Factual basis of the information in the text</i> • <i>Currency of the information in the text</i> 	<p>SB: 39, 390-393 SAB: 35-37, 64 TG: 41-49, 290-298</p>

Standard	Reader's Handbook, Grade 5
A. Comprehension of Informational Text (continued)	
d. Determine and explain whether or not the author's opinion is presented fairly <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Clarity of the connections between the main idea and the reader's understanding</i> • <i>Evidence of equal treatment of opposing points of view</i> 	SB: 167-174, 203 TG: 124-128
e. Identify and explain information not included in the text <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text</i> • <i>Connections between the main idea and information not included in the text</i> 	SB: 43, 44, 45-48 TG: 41-49
f. Identify and explain words and other techniques the author uses to appeal to emotion <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Significant words and phrases that have an emotional appeal</i> • <i>Effectiveness of words and phrases used to persuade the reader</i> 	SB: 167-174, 200 TG: 124-128, 143

L E A R N I N G S T A N D A R D 3 . 0

Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.

Standard	Reader's Handbook, Grade 5
A. Comprehension of Literary Text	
1. Develop and apply comprehension skills by reading a variety of self-selected and assigned literary texts	
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	SB: 175-184, 212-224, 225-241 SAB: 16, 75-77, 90-92, 102-104, 120-121, 123-124, 133, 141, 150-154 TG: 129-133, 152, 153-162, 163-174
b. Listen to critically, read, and discuss a variety of literary forms and genres	SB: 175-184, 212-224, 225-241 SAB: 16, 75-77, 90-92, 102-104, 120-121, 123-124, 133, 141, 150-154 TG: 129-133, 13-162, 163-174
2. Analyze text features to facilitate understanding of literary texts	
a. Identify and explain how organizational aids contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Title of the book, story, poem, or play</i> • <i>Titles of chapters</i> • <i>Subtitles, subheadings</i> 	SB: 225-241, 348-366 SAB: 150 TG: 163-174, 260-271

Standard	Reader's Handbook, Grade 5
A. Comprehension of Literary Text (continued)	
b. Identify and explain how graphic aids contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Illustrations</i> • <i>Punctuation</i> • <i>Print features</i> 	The opportunity to address this objective is available on the following pages: SB: 175-184, 212-224, 225-241 TG: 129-133, 13-162, 163-174
c. Identify and explain how informational aids contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Footnoted words and phrases</i> • <i>Captions</i> 	The opportunity to address this objective is available on the following pages: SB: 175-184, 212-224, 225-241 TG: 129-133, 13-162, 163-174
3. Analyze elements of narrative texts to facilitate understanding and interpretation	
a. Identify and distinguish among types of narrative texts <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Short stories, folklore, legends, myths, realistic fiction, science fiction, historical fiction, biographies, autobiographies, personal narratives</i> • <i>Plays</i> • <i>Poetry</i> 	SB: 175-184, 212-224, 225-241 SAB: 75-77, 90-92, 102-104, 133, 150-154 TG: 129-133, 153-162, 163-174
b. Identify and explain the conflict and the events of the plot <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Narrative text with exposition, rising action, climax, and resolution</i> • <i>Internal and/or external conflicts</i> 	SB: 212-224, 260-266, 290 SAB: 94, 95, 97, 101, 106-107, 118, 120-122, 155-157 TG: 153-162, 190-194
c. Identify and describe the setting and the mood and explain how the setting affects the characters and the mood <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Immediate time and place of the action as well as its larger context</i> • <i>Connections between the characters and the setting</i> • <i>Connections between the setting and the mood</i> 	SB: 212-224, 249-253, 289, 292 SAB: 97, 101, 113-115, 119 TG: 153-162, 180-184
d. Analyze characterization <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>What characters say, do, and think</i> • <i>Characters' motivations</i> • <i>What other characters say about them</i> • <i>How other characters react to them</i> 	SB: 212-224, 225-241, 242-248 SAB: 101, 105-106, 111-112, 115, 117-118, 128-130 TG: 153-162, 163-174, 175-179

Standard	Reader's Handbook, Grade 5
A. Comprehension of Literary Text (continued)	
<p>e. Identify and explain relationships between and among characters, setting, and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Connections between and among characters</i> • <i>Connections between and among situations</i> • <i>Cause/effect relationships between characters' actions and the results of those actions</i> • <i>Cause/effect relationships between and among situations and events</i> 	<p>SB: 212-224, 225-241, 242-248, 249-253, 289, 290, 292 TG: 153-162, 163-174, 175-179, 180-184, 190-194</p>
<p>f. Identify and explain how the actions of the character(s) affect the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Connections between the actions of the characters and the outcome of the plot</i> 	<p>SB: 212-224, 225-241, 242-248 TG: 153-162, 163-174, 175-179</p>
<p>g. Identify and describe the narrator</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Narrator of the story; speaker of the poem</i> • <i>First versus third person point of view</i> 	<p>SB: 212-224, 225-241, 242-248, 291 SAB: 75-77 TG: 153-162, 163-174, 175-179</p>
4. Analyze elements of poetry to facilitate understanding and interpretation	
<p>a. Use structural features to identify poetry as a literary form and distinguish among types of poems</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Types of poems, such as haiku, form/shape poetry, etc.</i> 	<p>SB: 298-309, 323-328, 343 SAB: 133, 137, 141, 144, 147-148 TG: 218, 219-228, 238-241, 256</p>
<p>b. Identify and explain the meaning of words, lines, and stanzas</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Specific meaning of words, lines, and/or stanzas</i> 	<p>SB: 298-309, 310-316, 332, 335 SAB: 135, 144 TG: 218, 219-228, 229-232, 245, 248</p>
<p>c. Identify and explain sound elements of poetry</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Rhyme, rhyme scheme</i> • <i>Rhythm</i> • <i>Alliteration</i> • <i>Onomatopoeia</i> 	<p>SB: 298-309, 232-328, 330, 338, 340, 341 SAB: 132, 134, 147-148 TG: 218, 219-228, 238-241, 243, 251, 253, 254</p>
<p>d. Identify and explain other poetic elements, such as setting, mood, tone, etc. that contribute to meaning</p>	<p>SB: 298-309, 317-322, 337, 345 SAB: 134 TG: 218, 219-228, 233-237, 250, 258</p>

Standard	Reader's Handbook, Grade 5
A. Comprehension of Literary Text (continued)	
5. Analyze elements of drama to facilitate understanding	
<p>a. Use structural features to identify a play as a literary form and distinguish among types of plays</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>List of characters (cast), including narrator</i> • <i>Introductory information about the setting</i> • <i>Stage directions</i> • <i>Dialogue, monologue</i> • <i>Props, scenery, sound effects, staging, lighting</i> • <i>Acts and scenes</i> 	<p>SB: 348-366, 380-387 SAB: 150-154 TG: 259, 260-271, 281-285</p>
<p>b. Identify and explain the action of a scene</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Specific actions and events that occur in a scene</i> 	<p>SB: 348-366, 381, 386 TG: 259, 260-271, 282, 287</p>
<p>c. Identify and explain how stage directions create character and movement</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Connections between the stage directions and the physical movement of the characters</i> 	<p>SB: 348-366, 382, 386 TG: 259, 260-271, 283, 287</p>
<p>d. Identify and explain stage directions and dialogue that help to create character</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Connections among the stage directions, the character's lines, and how the character delivers those lines</i> 	<p>SB: 348-366, 382, 386 SAB: 161 TG: 259, 260-271, 283, 287</p>
6. Determine important ideas and messages in literary texts	
<p>a. Identify and explain main ideas and universal themes</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>In the text or a portion of the text</i> • <i>Literal versus interpretive meanings of a text or a portion of text</i> • <i>Experiences, emotions, issues, and ideas in a text that give rise to universal themes</i> • <i>Message, moral, or lesson learned from the text</i> 	<p>SB: 213, 230, 239-240, 267-274, 280, 295, , 373-379, 387, 556 SAB: 77-78, 97, 109-110, 122, 123-125, 134, 139, 144-146, 158, 159, 162, 163-164 TG: 195-199, 217, 276-280, 288</p>
<p>b. Identify and explain similar themes across multiple texts</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Messages, morals, or lessons learned across texts</i> 	<p>SB: 213, 230, 239-240, 267-274, 280, 295, , 373-379, 387, 556 TG: 195-199, 217, 276-280, 288</p>
<p>c. Paraphrase the text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> • <i>Restatement of the text or a portion of the text in student's own words</i> 	<p>SB: 308, 528 SAB: 139 TG: 68, 223, 226, 363</p>

Standard	Reader's Handbook, Grade 5
A. Comprehension of Literary Text (continued)	
d. Summarize <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>The text or a portion of the text</i> 	SB: 33, 235, 281, 360, 536-537 SAB: 105, 156 TG: 113, 118, 169, 263, 265, 366
e. Identify and explain personal connections to the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Connections between personal experiences and the theme or main ideas</i> 	SB: 213, 230, 239-240, 267-274, 280, 295, , 373-379, 387, 556 SAB: 78, 96, 98, 107-108, 135, 138, 146, 157-158 TG: 195-199, 217, 276-280, 288
f. Explain the implications of the text for the reader and/or society <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Ideas and issues of a text that may have implications for the reader</i> 	The opportunity to address this objective is available on the following pages: SB: 144-156, 167-174 TG: 110-118, 124-128
7. Identify and describe the author's use of language	
a. Identify and explain how the use of dialogue contributes to a story <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Character and plot development advanced through dialogue</i> 	SB: 254-259, 287, 383 SAB: 116-119, 161 TG: 175-179, 185-189, 209, 284
b. Identify and explain specific words and phrases that contribute to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Significant words and phrases with a specific effect on meaning</i> • <i>Denotations of above-grade-level words used in context</i> • <i>Connotations of grade-appropriate words and phrases in context</i> • <i>Multiple meaning words</i> 	SB: 200, 275-282, 310-316, 331, 344, 500-503 SAB: 136, 145 TG: 143, 200-204, 229-232, 244, 257, 353
c. Identify and explain words and phrases that create tone <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Specific words and phrases that create tone</i> • <i>Tone in the text or portion of the text</i> 	SB: 289, 310-316, 337 SAB: 134 TG: 229-232, 250, 311
d. Identify and explain figurative language that contributes to meaning <u>Assessment Limits:</u> <ul style="list-style-type: none"> • <i>Similes</i> • <i>Metaphors</i> • <i>Personification</i> • <i>Onomatopoeia</i> • <i>Connections between figurative language and meaning</i> 	SB: 310-316, 336, 338, 339 SAB: 142 TG: 229-232, 249, 251, 252

Standard	Reader's Handbook, Grade 5
A. Comprehension of Literary Text (continued)	
e. Identify and explain language that appeals to the senses and feelings <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Specific words and phrases that appeal to the senses</i> 	SB: 310-316, 335 SAB: 135, 143, 146 TG: 229-232, 248
f. Identify and explain how repetition and exaggeration contribute to meaning <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Connections between repetition and/or exaggeration and meaning</i> 	SB: 330, 332 SAB: 77, 132-133, 144 TG: 243, 245
8. Read critically to evaluate literary texts	
a. Determine and explain the plausibility of the characters' actions and the plot <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Connections between how characters are portrayed and the plausibility of their actions</i> • <i>Connections among the plot, the characters, and the plausibility of the outcome</i> 	SB: 212-224, 225-241, 242-248 TG: 153-162, 163-174, 175-179
b. Identify and explain questions left unanswered by the text <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Questions and predictions about events, situations, and conflicts that might occur if the text were continued</i> 	The opportunity to address this objective is available on the following pages: SB: 212-224, 225-241, 242-248 TG: 153-162, 163-174, 175-179
c. Identify and explain the relationship between a literary text and its historical context <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>Connections between the text and its historical setting</i> 	SB: 175-184 TG: 129-133
d. Identify and explain the relationship between the structure and the purpose of the text <i>Assessment Limits:</i> <ul style="list-style-type: none"> • <i>In the text or a portion of the text</i> 	SB: 39, 167-174 TG: 124-128

L E A R N I N G S T A N D A R D 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	Reader's Handbook, Grade 5
A. Writing	
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers	
a. Generate, select, and narrow topics, collectively and independently, using graphic organizers, prior writing, and/or prior experiences	SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 190, 192-193 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335

Standard	Reader's Handbook, Grade 5
A. Writing (continued)	
<p>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</p> <ul style="list-style-type: none"> • Complete an idea by providing topic, support, and concluding sentences 	<p>SB: 25, 224, 316, 322, 366, 403, 405, 460, 46 SAB: 190, 192-193 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade	
<p>a. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose</p>	<p>SB: 25, 224, 316, 322, 366, 403, 405, 460, 46 SAB: 32, 78, 98, 172, 184 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
<p>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</p>	<p>SB: 25, 224, 316, 322, 366, 403, 405, 460, 46 SAB: 140 TG: 236, 274, 335</p>
<p>c. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph</p>	<p>SB: 25, 224, 316, 322, 366, 403, 405, 460, 46 SAB: 174 TG: 118, 274, 335</p>
<p>d. Compose to persuade using significant reasons and relevant support to agree or disagree with an idea</p> <ul style="list-style-type: none"> • Take a position and generate convincing reasons to support it • Consider the effectiveness of form, diction, audience appeal, and organization 	<p>The opportunity to address this objective is available on the following pages: SB: 167-174 TG: 124-128</p>
<p>e. Use writing-to-learn strategies, such as learning logs, dialogue journals, and quickwrites to connect ideas and thinking about lesson content</p>	<p>SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 20, 26-28, 31-32, 38-39, 50, 62, 70-72, 87, 93-95, 114, 122, 141, 155, 169-171, 179-180 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
<p>f. Manage time and process when writing for a given purpose</p>	<p>SB: 438-456, 457-464 TG: 325, 326-333, 334-337</p>
3. Compose texts using the revising and editing strategies of effective writers and speakers	
<p>a. Revise texts for clarity, completeness, and effectiveness</p> <ul style="list-style-type: none"> • Eliminate words and ideas that do not support the main idea • Clarify meaning by adding modifiers and sensory words within a sentence • Clarify meaning by rearranging sentences within a text • Provide sentence variety and length by combining sentences and correcting rambling sentences 	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 193 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>

Standard	Reader's Handbook, Grade 5
A. Writing (continued)	
<p>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</p> <ul style="list-style-type: none"> • Self edit • Peer edit • Dictionary • Thesaurus • Spell checker • Language handbook • Grammar checker 	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
<p>c. Prepare the final product for presentation to an audience</p>	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
4. Identify how language choices in writing and speaking affect thoughts and feelings	
<p>a. Select words appropriate for audience, situation, or purpose</p>	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
<p>b. Describe how listeners might respond differently to similar words, such as nightmare/dream, loud/deafening, cute/gorgeous</p>	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
<p>c. Consider how word choices affect the audience</p>	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
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	
<p>a. Assess the effectiveness of word choice that reveals a student's purpose for writing</p> <ul style="list-style-type: none"> • Language appropriate for a particular audience • Language suitable for a given purpose • Words/phrases/ sentences that extend meaning in a given context 	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
<p>b. Explain how specific words/phrases/sentences affect reader/listener response</p>	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>
<p>c. Examine and use transitions showing importance and relation, such as "because," "additionally," "unless," "although," and "so"</p>	<p>The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335</p>

Standard	Reader's Handbook, Grade 5
A. Writing (continued)	
6. Explain how textual changes in a work enhance tone, clarify meaning, address a particular audience, or fulfill a purpose	
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	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
b. Explain how revisions in word choice and syntax affect meaning	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
7. Locate, retrieve, and use information from various sources to accomplish a purpose	
a. Identify, evaluate, and use sources of information on a self-selected and/or given topic	SB: 390-403, 404-409, 412-424, 425-435 TG: 289, 290-298, 299-304, 305, 306-314, 315-324
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic	SB: 390-403, 404-409, 412-424, 425-435 TG: 289, 290-298, 299-304, 305, 306-314, 315-324
c. Select appropriate information for note taking and organizing information <ul style="list-style-type: none"> Practice appropriate strategies for organizing information and/or taking notes 	SB: 79, 80, 81, 99, 235, 281, 360, 416, 417, 418, 423, 433, 526-527, 547, 550, 553, 556 SAB: 20, 26-28, 31-32, 38-39, 50, 62, 70-72, 87, 93-95, 114, 122, 141, 155, 169-171, 179-180 TG: 54, 56, 64, 65, 79, 156, 172, 265
d. Use information from two or more sources to fulfill a given purpose	SB: 390-403, 404-409, 412-424, 425-435 TG: 289, 290-298, 299-304, 305, 306-314, 315-324
e. Credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism	The opportunity to address this objective is available on the following pages: SB: 390-403, 404-409, 412-424, 425-435 TG: 289, 290-298, 299-304, 305, 306-314, 315-324

L E A R N I N G S T A N D A R D 5 . 0

Controlling Language: Students will control language by applying the conventions of standard English in speaking and writing.

Standard	Reader's Handbook, Grade 5
A. Grammar	
1. Recognize elements of grammar in personal and academic reading	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
2. Recognize, recall, and use basic elements of grammar to express ideas clearly**	
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	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335

Standard	Reader's Handbook, Grade 5
A. Grammar (continued)	
b. Combine sentences using appositives, participial phrases, adjectives, adverbs, and prepositional phrases	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
c. Differentiate between a phrase and a clause and between grammatically complete sentences and non-sentences, such as sentence fragments and stringy/rambling sentences	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
d. Compose simple, compound, and complex sentences using independent and dependent clauses, transitions, and conjunctions to connect ideas	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
B. Usage	
1. Recognize examples of conventional usage in personal and academic reading	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
2. Comprehend and apply standard English usage in oral and written language**	
a. Apply appropriate subject/verb agreement, such as in compound subjects and with phrases that interrupt the subject and the verb	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
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	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 1 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
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>	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
d. Use available resources to correct or confirm editorial choices	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
e. Explain editorial choices	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 1 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
C. Mechanics	
1. Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335

Standard	Reader's Handbook, Grade 5
C. Mechanics (continued)	
2. Apply standard English punctuation and capitalization in written language**	
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>	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
b. Use apostrophes in plural possessives and nouns that end in -s	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
c. Use quotation marks and commas in dialogue	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
d. Use a colon to introduce a list	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 1 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
e. Use quotation marks and commas in simple dialogue and for direct quotations	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
3. Explain editorial choices involving mechanics	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 1 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
D. Spelling	
1. Recognize conventional spelling in and through personal and academic reading	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
2. Apply conventional spelling in written language	
a. Spell grade-appropriate high frequency and content words	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 SAB: 1 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
b. Spell multi-syllabic words with complex spelling patterns	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
c. Use suitable traditional and electronic resources as a spelling aid	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
d. Use mnemonic devices to recall frequently misspelled words	SB: 508-509 TG: 351-359

Standard	Reader's Handbook, Grade 5
D. Spelling (continued)	
3. Maintain a personal list of words to use in editing original writing	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
E. Handwriting	
1. Produce writing that is legible to the audience	
a. Write fluidly and legibly in manuscript and cursive	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335
b. Use word processing technology when appropriate	The opportunity to address this objective is available on the following pages: SB: 25, 224, 316, 322, 366, 403, 405, 460, 463 TG: 70, 80, 117, 118, 123, 184, 236, 237, 274, 335

L E A R N I N G S T A N D A R D 6 . 0

Listening: Students will demonstrate effective listening to learn, process, and analyze information.

Standard	Reader's Handbook, Grade 5
A. Listening	
1. Demonstrate active listening strategies	
a. Attend to the speaker	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
b. Ask appropriate questions	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
c. Contribute relevant comments	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
d. Relate prior knowledge	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359

Standard	Reader's Handbook, Grade 5
A. Listening (continued)	
2. Comprehend and analyze what is heard	
a. Determine speaker's purpose	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
b. Identify how the language of the presentation contributes to effect and meaning	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
c. Elaborate on the information and ideas presented	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
d. Draw conclusions based on the information presented	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
e. Determine speaker's attitude through verbal and non-verbal cues, such as tone of voice, inflections, and facial expressions	SB: 494-499 TG: 350, 351-359

L E A R N I N G S T A N D A R D 7 . 0

Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.

Standard	Reader's Handbook, Grade 5
A. Speaking	
1. Use organization and delivery strategies at an appropriate level	
a. Demonstrate appropriate volume, articulation, enunciation, intonation, pacing, timing, and stress	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359

Standard	Reader's Handbook, Grade 5
A. Speaking (continued)	
b. Demonstrate appropriate timing <ul style="list-style-type: none"> • Fluency • Pacing • Rate 	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
c. Use appropriate non-verbal techniques to enhance communication <ul style="list-style-type: none"> • Posture • Eye contact • Facial expressions • Gestures 	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
2. Make oral presentations	
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories	The opportunity to address this objective is available on the following pages: SB: 20-25, 26-33, 34-55, 56-125, 126-209, 210-295, 296-345, 346-387, 388-409, 410-435, 436-491, 492-519 TG: 29-33, 34-40, 41-49, 50-98, 99-151, 152-217, 218-258, 259-288, 289-304, 305-324, 325-349, 350-359
b. State a position and support it with reasons	The opportunity to address this objective is available on the following pages: SB: 167-174 TG: 124-128
c. Participate in dramatic presentations	SB: 328, 372 TG: 188, 258, 274
d. Plan and deliver effective oral presentations	TG: 79, 188, 227, 258, 274
e. Use props when appropriate	TG: 79, 188, 227, 258, 274