

**READER’S HANDBOOK GRADES 4-5**  
**Correlated To**  
**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)**  
**English Language Arts**

**Grade 4**

**LEARNING STANDARD 4.4**

**Listening/speaking/culture.** The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

| <b>Standard</b>  | <b>Reader’s Handbook</b>   |
|--|--|
| The student is expected to:  |  |
| (A) connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening; | <b>RH:</b> 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224 |
| (B) compare oral traditions across regions and cultures; and   | <b>RH:</b> 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224 |
| (C) identify how language use such as labels and sayings reflects regions and cultures.                                    | <b>RH:</b> 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224 |

**LEARNING STANDARD 4.6**

**Reading/word identification.** The student uses a variety of word recognition strategies.

| <b>Standard</b>   | <b>Reader’s Handbook</b>   |
|---|--|
| The student is expected to:   |  |
| (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words;                                | <b>RH:</b> 494-499, 500, 501, 502, 503, 504, 505, 506, 507, 510, 511, 512, 513, 514, 515, 516, 517, 519, 519, 560, 561, 562, 563, 564, 565 |
| (B) use structural analysis to identify root words with prefixes such as dis-, non-, in-; and suffixes such as -ness, -tion, -able; and | <b>RH:</b> 504, 505, 506, 507, 560, 561, 562, 563, 564, 565  |
| (C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.         | <b>RH:</b> 117, 494, 495, 496, 508, 509  |

**LEARNING STANDARD 4.7**

**Reading/fluency.** The student reads with fluency and understanding in texts at appropriate difficulty levels.

| <b>Standard</b>  | <b>Reader’s Handbook</b>   |
|--|--|
| The student is expected to:  |  |
| (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader); | <b>RH:</b> 22, 23, 24, 25-26, 40-42, 128-143, 144-156, 175-184, 212-224, 225-241, 298-309, 348-366, 390-403, 412-424 |

| <b>Standard</b>  | <b>Reader's Handbook</b>  |
|--|---|
| (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fourth grader reads approximately 90 wpm); | <b>RH:</b> 23, 40-42, 58-73, 74-87, 88-100, 101-107, 108-115, 126-127, 157-166, 167-174, 175-184, 185-194, 436-437, 438-456, 457-464, 465-474, 475-483, 484-491   |
| (C) demonstrate characteristics of fluent and effective reading;   | <b>RH:</b> 22-27, 28-29, 30-31, 32-33, 36-39, 40-42, 43-48, 49-50, 51-55, 58-100, 101-115, 128-156, 157-194, 212-241, 298-309, 348-366, 390-403   |
| (D) adjust reading rate based on purposes for reading;   | <b>RH:</b> 26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439  |
| (E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners; and   | The opportunity to address this objective is available on the following pages: 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 |
| (F) read silently with increasing ease for longer periods.   | <b>RH:</b> 23, 40-42, 58-73, 74-87, 88-100, 101-107, 108-115, 126-127, 157-166, 167-174, 175-184, 185-194, 436-437, 438-456, 457-464, 465-474, 475-483, 484-491   |

### **LEARNING STANDARD 4.8**

**Reading/variety of texts.** The student reads widely for different purposes in varied sources.

| <b>Standard</b>   | <b>Reader's Handbook</b>   |
|---|--|
| The student is expected to:   |  |
| (A) read classic and contemporary works;  | <b>RH:</b> 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                      |
| (B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure; and                  | <b>RH:</b> 58-73, 74-87, 88-100, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194, 212-224, 225-241, 298-309, 310-316, 317-322, 323-328, 348-366, 367-372, 373-379, 390-403, 412-424, 438-456, 457-491 |
| (C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing. | <b>RH:</b> 26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439   |

### **LEARNING STANDARD 4.9**

**Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study.

| <b>Standard</b>   | <b>Reader's Handbook</b>  |
|---|---|
| The student is expected to:                                   |   |
| (A) develop vocabulary by listening to selections read aloud; | The opportunity to address this objective is available on the following pages: 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 |

| <b>Standard</b>  | <b>Reader's Handbook</b>  |
|--|---|
| (B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words;                             | <b>RH:</b> 310-316, 331, 332, 334, 335, 336, 338, 339, 494-499, 500, 501, 502, 503, 511, 512, 513 |
| (C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage;                           | <b>RH:</b> 117, 494, 495, 496, 508, 509   |
| (D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un-, and | <b>RH:</b> 504, 505, 506, 507, 560, 561, 562, 563, 564, 565                                       |
| (E) study word meanings systematically such as across curricular content areas and through current events.   | <b>RH:</b> 494, 495, 496, 497, 498, 499, 500-509, 510, 511-519, 560, 561, 563-565                 |

## LEARNING STANDARD 4.10

**Reading/comprehension.** The student comprehends selections using a variety of strategies.

| <b>Standard</b>  | <b>Reader's Handbook</b>   |
|--|--|
| The student is expected to:  |  |
| (A) use his/her own knowledge and experience to comprehend;  | <b>RH:</b> 26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439   |
| (B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems;   | <b>RH:</b> 26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439   |
| (C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions; | <b>RH:</b> 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 40, 41, 86, 108-115, 308, 416-417, 522-523, 524-525, 526-527, 528-529, 530-531, 536-537, 538-540, 542-543 |
| (D) describe mental images that text descriptions evoke;   | <b>RH:</b> 24, 40, 92, 93, 94, 95, 103-106, 251-252, 472-473, 482, 542-543   |
| (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information;  | <b>RH:</b> 51, 54, 83, 162, 180-183, 197, 198, 217, 218, 219, 262, 265, 272, 278, 358, 524-525, 554, 555, 557  |
| (F) determine a text's main (or major) ideas and how those ideas are supported with details;   | <b>RH:</b> 43, 45, 46, 47, 48, 50, 151, 162, 163, 206, 551, 463  |
| (G) paraphrase and summarize text to recall, inform, and organize ideas;   | <b>RH:</b> 33, 148, 235, 281, 308, 360, 416, 417, 418, 423, 526, 529, 536-537, 552, 556  |
| (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience;   | <b>RH:</b> 36, 37, 39, 136, 137, 252, 282, 481-482, 523, 550   |
| (I) find similarities and differences across texts such as in treatment, scope, or organization;   | <b>RH:</b> 38, 55, 199   |
| (J) distinguish fact and opinion in various texts;   | <b>RH:</b> 111-112, 203  |
| (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer; and       | <b>RH:</b> 58-73, 74-87, 88-100, 101-107, 108-115, 438-456, 457-464, 465-474, 484-491, 511, 512, 513, 514-519  |

| <b>Standard</b>  | <b>Reader's Handbook</b>   |
|--|--|
| (L) represent text information in different ways such as in outline, timeline, or graphic organizer. | <b>RH:</b> 48, 51, 54, 55, 63, 64, 67-68, 72, 79, 80, 82, 83, 137, 142, 151, 155, 163, 173, 178, 183, 217, 219, 220, 232, 234, 238, 240, 245, 248, 250, 262, 263, 265, 272, 273, 277, 278, 279, 280, 308, 358, 362, 455, 524, 534-435, 539, 540, 541, 545, 546, 547, 548, 550, 551, 552, 553, 554, 555, 556, 557 |

### L E A R N I N G   S T A N D A R D   4 . 1 1

**Reading/literary response.** The student expresses and supports responses to various types of texts.

| <b>Standard</b>  | <b>Reader's Handbook</b>  |
|--|---|
| The student is expected to:  |   |
| (A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts; | <b>RH:</b> 22, 23, 24, 25-26, 28, 29, 30, 31, 32-33, 40-42, 58-73, 74-87, 88-100, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194, 212-224, 225-241, 242-248, 249-253, 254-259, 260-266, 267-274, 275-282, 298-309, 310-316, 317-322, 323-328, 348-366, 367-372, 373-379, 390-403, 558 |
| (B) interpret text ideas through such varied means as journal writing, discussion, enactment, media;             | <b>RH:</b> 22, 23, 24, 25-26, 28, 29, 30, 31, 32-33, 40-42, 58-73, 74-87, 88-100, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194, 212-224, 225-241, 242-248, 249-253, 254-259, 260-266, 267-274, 275-282, 298-309, 310-316, 317-322, 323-328, 348-366, 367-372, 373-379, 390-403, 558 |
| (C) support responses by referring to relevant aspects of text and his/her own experiences; and                  | <b>RH:</b> 22, 23, 24, 25-26, 28, 29, 30, 31, 32-33, 40-42, 58-73, 74-87, 88-100, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194, 212-224, 225-241, 242-248, 249-253, 254-259, 260-266, 267-274, 275-282, 298-309, 310-316, 317-322, 323-328, 348-366, 367-372, 373-379, 390-403, 558 |
| (D) connect, compare, and contrast ideas, themes, and issues across text.  | <b>RH:</b> 31, 40, 97, 153, 221, 237, 306, 363, 400, 421, 452   |

### L E A R N I N G   S T A N D A R D   4 . 1 2

**Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres).

| <b>Standard</b>   | <b>Reader's Handbook</b>  |
|---|---|
| The student is expected to:   |   |
| (A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?"; | <b>RH:</b> 212-224, 225-241, 242-248, 266-266, 284, 286, 290, 348-366, 382, 384   |
| (B) recognize that authors organize information in specific ways;   | <b>RH:</b> 26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439  |
| (C) identify the purposes of different types of texts such as to inform, influence, express, or entertain;                              | <b>RH:</b> 26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439  |
| (D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry;          | <b>RH:</b> 22-25, 28-33, 36-55, 58-125, 128-209, 210-295, 298-345, 348-387, 390-409, 412-435, 438-491, 492-519, 521-543, 545-559, 560-565 |

| <b>Standard</b>  | <b>Reader's Handbook</b>  |
|--|---|
| (E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants;                                | <b>RH:</b> 38, 55, 199, 242-248, 249-253, 260-266, 267-274, 286, 290, 291, 292, 295, 558  |
| (F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue, and scene across a variety of literary forms (texts);            | <b>RH:</b> 118, 126-127, 128-194, 195-208, 210-211, 212-282, 283-295, 296-297, 298-328, 329-345, 348-379, 380-387                             |
| (G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies; | <b>RH:</b> 22-25, 28-33, 36-55, 58-125, 128-209, 210-295, 298-345, 348-387, 390-409, 412-435, 438-491, 492-519, 521-543, 545-559, 560-565     |
| (H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo;   | <b>RH:</b> 212-224, 225-241, 242-248, 284, 286, 348-366, 382  |
| (I) recognize and analyze story plot, setting, and problem resolution; and   | <b>RH:</b> 213, 220, 230, 233, 234-235, 236, 249, 250, 251, 252, 253, 258, 260-266, 278, 279, 290, 292, 349, 362, 376-378, 384, 385, 553, 554 |
| (J) describe how the author's perspective or point of view affects the text.   | <b>RH:</b> 158, 169, 170, 171, 285  |

### LEARNING STANDARD 4.13

**Reading/inquiry/research.** The student inquires and conducts research using a variety of sources.

| <b>Standard</b>   | <b>Reader's Handbook</b>   |
|---|--|
| The student is expected to:   |  |
| (B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information;                | <b>RH:</b> 116, 117-125, 412-424, 428, 429, 432, 433   |
| (C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions; | <b>RH:</b> 390-403, 404, 406, 407, 408, 409  |
| (D) interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions; | <b>RH:</b> 412-424, 425, 426, 427, 429, 430, 431, 432, 433, 434-435  |
| (E) summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts.                          | <b>RH:</b> 48, 51, 54, 55, 63, 64, 67-68, 72, 79, 80, 82, 83, 137, 142, 151, 155, 163, 173, 178, 183, 217, 219, 220, 232, 234, 238, 240, 245, 248, 250, 262, 263, 265, 272, 273, 277, 278, 279, 280, 308, 358, 362, 455, 524, 534-435, 539, 540, 541, 545, 546, 547, 548, 550, 551, 552, 553, 554, 555, 556, 557 |

**LEARNING STANDARD 4.14**

**Reading/culture.** The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

| <b>Standard</b>  | <b>Reader's Handbook</b>  |
|--|---|
| The student is expected to:  |   |
| (A) compare text events with his/her own and other readers' experiences;                   | <b>RH:</b> 26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439  |
| (B) determine distinctive and common characteristics of cultures through wide reading; and | <b>RH:</b> 212-224, 242-248, 254-259, 285, 286, 287                   |
| (C) articulate and discuss themes and connections that cross cultures.                     | <b>RH:</b> 212-224, 242-248, 254-259, 267-274, 286, 295, 373-379, 387 |

**LEARNING STANDARD 4.15**

**Writing/purposes.** The student writes for a variety of audiences and purposes, and in a variety of forms.

| <b>Standard</b>   | <b>Reader's Handbook</b>                              |
|---|---|
| The student is expected to:   |   |
| (A) write to express, discover, record, develop, reflect on ideas, and to problem solve;  | <b>RH:</b> 25, 224, 316, 322, 366, 403, 405, 460, 463 |
| (B) write to influence such as to persuade, argue, and request;   | <b>RH:</b> 25, 224, 316, 322, 366, 403, 405, 460, 463 |
| (C) write to inform such as to explain, describe, report, and narrate;  | <b>RH:</b> 25, 224, 316, 322, 366, 403, 405, 460, 463 |
| (D) write to entertain such as to compose humorous poems or short stories;  | <b>RH:</b> 25, 224, 460                               |
| (E) exhibit an identifiable voice in personal narratives and in stories; and  | <b>RH:</b> 25, 224, 460                               |
| (F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions. | <b>RH:</b> 25, 224, 316, 322, 366, 403, 405, 460, 463 |

**LEARNING STANDARD 4.17**

**Writing/spelling.** The student spells proficiently.

| <b>Standard</b>  | <b>Reader's Handbook</b>                               |
|--|--|
| The student is expected to:  |  |
| (B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-; | <b>RH:</b> 505, 506, 507, 560, 561, 562, 563, 564, 565 |
| (C) use resources to find correct spellings; and   | <b>RH:</b> 117, 494, 495, 496, 508, 509                |
| (D) spell accurately in final drafts.  | <b>RH:</b> 25, 224, 316, 322, 366, 403, 405, 460, 463  |

**LEARNING STANDARD 4.20**

**Writing/evaluation.** The student evaluates his/her own writing and the writings of others.

| <b>Standard</b>  | <b>Reader's Handbook</b>                              |
|--|---|
| The student is expected to:                                      |   |
| (C) evaluate how well his/her own writing achieves its purposes. | <b>RH:</b> 25, 224, 316, 322, 366, 403, 405, 460, 463 |

**LEARNING STANDARD 4.21****Writing/inquiry/research.** The student uses writing as a tool for learning and research.

| <b>Standard</b>   | <b>Reader's Handbook</b>   |
|---|--|
| The student is expected to:   |  |
| (B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer;                                     | <b>RH:</b> 48, 51, 54, 55, 63, 64, 67-68, 72, 79, 80, 82, 83, 137, 142, 151, 155, 163, 173, 178, 183, 217, 219, 220, 232, 234, 238, 240, 245, 248, 250, 262, 263, 265, 272, 273, 277, 278, 279, 280, 308, 358, 362, 455, 524, 534-435, 539, 540, 541, 545, 546, 547, 548, 550, 551, 552, 553, 554, 555, 556, 557 |
| (C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches;                             | <b>RH:</b> 204, 390-403, 406, 407, 408, 409  |
| (D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines. | <b>RH:</b> 412-424, 425, 426, 427, 429, 430, 431, 432, 433, 434-435  |

**LEARNING STANDARD 4.22****Writing/connections.** The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

| <b>Standard</b>  | <b>Reader's Handbook</b> |
|--|--------------------------|
| The student is expected to:  |                          |
| (B) correspond with peers or others via e-mail or conventional mail. | <b>RH:</b> 403, 405      |

**LEARNING STANDARD 4.23****Viewing/representing/interpretation.** The student understands and interprets visual images, messages, and meanings.

| <b>Standard</b>   | <b>Reader's Handbook</b>                                    |
|---|---|
| The student is expected to:   |   |
| (A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings;        | <b>RH:</b> 74-87, 119, 121, 390-403, 412-424, 428, 429, 432 |
| (B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations. | <b>RH:</b> 74-87, 119, 121, 390-403, 412-424, 428, 429, 432 |

**LEARNING STANDARD 4.24****Viewing/representing/analysis.** The student analyzes and critiques the significance of visual images, messages, and meanings.

| <b>Standard</b>   | <b>Reader's Handbook</b>                                    |
|---|---|
| The student is expected to:   |   |
| (A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings. | <b>RH:</b> 74-87, 119, 121, 390-403, 412-424, 428, 429, 432 |

**LEARNING STANDARD 4.25**

**Viewing/representing/production.** The student produces visual images, messages, and meanings that communicate with others.

| <b>Standard</b>   | <b>Reader's Handbook</b> |
|---|--------------------------|
| The student is expected to:   |                          |
| (A) select, organize, or produce visuals to complement and extend meanings. | <b>RH:</b> 544-559       |

# READER'S HANDBOOK

## Grade 5

### LEARNING STANDARD 5.4

**Listening/speaking/culture.** The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

| <b>Standard</b>  | <b>Reader's Handbook</b>   |
|--|--|
| The student is expected to:  |  |
| (A) connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening; | <b>RH:</b> 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224 |
| (B) compare oral traditions across regions and cultures; and   | <b>RH:</b> 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224 |
| (C) identify how language use such as labels and sayings reflects regions and cultures.  | <b>RH:</b> 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224 |

### LEARNING STANDARD 5.6

**Reading/word identification.** The student uses a variety of word identification strategies.

| <b>Standard</b>   | <b>Reader's Handbook</b>   |
|---|--|
| The student is expected to:   |  |
| (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words;  | <b>RH:</b> 494-499, 500, 501, 502, 503, 504, 505, 506, 507, 510, 511, 512, 513, 514, 515, 516, 517, 519, 519, 560, 561, 562, 563, 564, 565 |
| (B) use structural analysis to identify root words with prefixes such as dis-, non-, and in-; and suffixes such as -ness, -tion, and -able; and | <b>RH:</b> 504, 505, 506, 507, 560, 561, 562, 563, 564, 565  |
| (C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.                 | <b>RH:</b> 117, 494, 495, 496, 508, 509  |

### LEARNING STANDARD 5.7

**Reading/fluency.** The student reads with fluency and understanding in texts at appropriate difficulty levels.

| <b>Standard</b>  | <b>Reader's Handbook</b>   |
|--|--|
| The student is expected to:  |  |
| (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader); | <b>RH:</b> 22, 23, 24, 25-26, 40-42, 128-143, 144-156, 175-184, 212-224, 225-241, 298-309, 348-366, 390-403, 412-424 |

| <b>Standard</b>  | <b>Reader's Handbook</b>  |
|--|---|
| (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" 5th grader reads approximately 100 wpm); | <b>RH:</b> 23, 40-42, 58-73, 74-87, 88-100, 101-107, 108-115, 126-127, 157-166, 167-174, 175-184, 185-194, 436-437, 438-456, 457-464, 465-474, 475-483, 484-491   |
| (C) demonstrate characteristics of fluent and effective reading;   | <b>RH:</b> 22-27, 28-29, 30-31, 32-33, 36-39, 40-42, 43-48, 49-50, 51-55, 58-100, 101-115, 128-156, 157-194, 212-241, 298-309, 348-366, 390-403   |
| (D) adjust reading rate based on purposes for reading;   | <b>RH:</b> 26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439  |
| (E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners; and   | The opportunity to address this objective is available on the following pages: 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 |
| (F) read silently with increasing ease for longer periods.   | <b>RH:</b> 23, 40-42, 58-73, 74-87, 88-100, 101-107, 108-115, 126-127, 157-166, 167-174, 175-184, 185-194, 436-437, 438-456, 457-464, 465-474, 475-483, 484-491   |

### LEARNING STANDARD 5.8

**Reading/variety of texts.** The student reads widely for different purposes in varied sources.

| <b>Standard</b>   | <b>Reader's Handbook</b>   |
|---|--|
| The student is expected to:   |  |
| (A) read classic and contemporary works;  | <b>RH:</b> 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                      |
| (B) select varied sources such as nonfiction, novels, textbooks, newspapers, and magazines when reading for information or pleasure; and                  | <b>RH:</b> 58-73, 74-87, 88-100, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194, 212-224, 225-241, 298-309, 310-316, 317-322, 323-328, 348-366, 367-372, 373-379, 390-403, 412-424, 438-456, 457-491 |
| (C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing. | <b>RH:</b> 26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439   |

### LEARNING STANDARD 5.9

**Reading/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study.

| <b>Standard</b>   | <b>Reader's Handbook</b>  |
|---|---|
| The student is expected to:                                   |   |
| (A) develop vocabulary by listening to selections read aloud; | The opportunity to address this objective is available on the following pages: 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 |

| <b>Standard</b>  | <b>Reader's Handbook</b>  |
|--|---|
| (D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, and un-; and | <b>RH:</b> 504, 505, 506, 507, 560, 561, 562, 563, 564, 565                                       |
| (E) study word meanings systematically such as across curricular content areas and through current events.   | <b>RH:</b> 494, 495, 496, 497, 498, 499, 500-509, 510, 511-519, 560, 561, 563-565                 |
| (B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words;                                 | <b>RH:</b> 310-316, 331, 332, 334, 335, 336, 338, 339, 494-499, 500, 501, 502, 503, 511, 512, 513 |
| (C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage;                               | <b>RH:</b> 117, 494, 495, 496, 508, 509   |

### **L E A R N I N G   S T A N D A R D   5 . 1 0**

**Reading/comprehension.** The student comprehends selections using a variety of strategies.

| <b>Standard</b>  | <b>Reader's Handbook</b>   |
|--|--|
| The student is expected to:  |  |
| (A) use his/her own knowledge and experience to comprehend;  | <b>RH:</b> 26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439   |
| (B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems;   | <b>RH:</b> 26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439   |
| (C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions; | <b>RH:</b> 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 40, 41, 86, 108-115, 308, 416-417, 522-523, 524-525, 526-527, 528-529, 530-531, 536-537, 538-540, 542-543 |
| (D) describe mental images that text descriptions evoke;   | <b>RH:</b> 24, 40, 92, 93, 94, 95, 103-106, 251-252, 472-473, 482, 542-543   |
| (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information;  | <b>RH:</b> 51, 54, 83, 162, 180-183, 197, 198, 217, 218, 219, 262, 265, 272, 278, 358, 524-525, 554, 555, 557  |
| (F) determine a text's main (or major) ideas and how those ideas are supported with details;   | <b>RH:</b> 43, 45, 46, 47, 48, 50, 151, 162, 163, 206, 551, 463  |
| (G) paraphrase and summarize text to recall, inform, or organize ideas;  | <b>RH:</b> 33, 148, 235, 281, 308, 360, 416, 417, 418, 423, 526, 529, 536-537, 552, 556  |
| (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience;   | <b>RH:</b> 36, 37, 39, 136, 137, 252, 282, 481-482, 523, 550   |
| (I) find similarities and differences across texts such as in treatment, scope, or organization;   | <b>RH:</b> 38, 55, 199   |
| (J) distinguish fact and opinion in various texts;   | <b>RH:</b> 111-112, 203  |
| (K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short-answer; and       | <b>RH:</b> 58-73, 74-87, 88-100, 101-107, 108-115, 438-456, 457-464, 465-474, 484-491, 511, 512, 513, 514-519  |

| <b>Standard</b>  | <b>Reader's Handbook</b>   |
|--|--|
| (L) represent text information in different ways such as in outline, timeline, or graphic organizer. | <b>RH:</b> 48, 51, 54, 55, 63, 64, 67-68, 72, 79, 80, 82, 83, 137, 142, 151, 155, 163, 173, 178, 183, 217, 219, 220, 232, 234, 238, 240, 245, 248, 250, 262, 263, 265, 272, 273, 277, 278, 279, 280, 308, 358, 362, 455, 524, 534-435, 539, 540, 541, 545, 546, 547, 548, 550, 551, 552, 553, 554, 555, 556, 557 |

### L E A R N I N G   S T A N D A R D   5 . 1 1

**Reading/literary response.** The student expresses and supports responses to various types of texts.

| <b>Standard</b>  | <b>Reader's Handbook</b>  |
|--|---|
| The student is expected to:  |   |
| (A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts; | <b>RH:</b> 22, 23, 24, 25-26, 28, 29, 30, 31, 32-33, 40-42, 58-73, 74-87, 88-100, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194, 212-224, 225-241, 242-248, 249-253, 254-259, 260-266, 267-274, 275-282, 298-309, 310-316, 317-322, 323-328, 348-366, 367-372, 373-379, 390-403, 558 |
| (B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media;         | <b>RH:</b> 22, 23, 24, 25-26, 28, 29, 30, 31, 32-33, 40-42, 58-73, 74-87, 88-100, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194, 212-224, 225-241, 242-248, 249-253, 254-259, 260-266, 267-274, 275-282, 298-309, 310-316, 317-322, 323-328, 348-366, 367-372, 373-379, 390-403, 558 |
| (C) support responses by referring to relevant aspects of text and his/her own experiences; and                  | <b>RH:</b> 22, 23, 24, 25-26, 28, 29, 30, 31, 32-33, 40-42, 58-73, 74-87, 88-100, 128-143, 144-156, 157-166, 167-174, 175-184, 185-194, 212-224, 225-241, 242-248, 249-253, 254-259, 260-266, 267-274, 275-282, 298-309, 310-316, 317-322, 323-328, 348-366, 367-372, 373-379, 390-403, 558 |
| (D) connect, compare, and contrast ideas, themes, and issues across text.  | <b>RH:</b> 31, 40, 97, 153, 221, 237, 306, 363, 400, 421, 452   |

### L E A R N I N G   S T A N D A R D   5 . 1 2

**Reading/text structures/literary concepts.** The student analyzes the characteristics of various types of texts (genres).

| <b>Standard</b>  | <b>Reader's Handbook</b>  |
|--|---|
| The student is expected to:  |   |
| (A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here ?"; | <b>RH:</b> 212-224, 225-241, 242-248, 266-266, 284, 286, 290, 348-366, 382, 384   |
| (B) recognize that authors organize information in specific ways;  | <b>RH:</b> 26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439  |
| (C) identify the purposes of different types of texts such as to inform, influence, express, or entertain;                               | <b>RH:</b> 26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439  |
| (D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry;           | <b>RH:</b> 22-25, 28-33, 36-55, 58-125, 128-209, 210-295, 298-345, 348-387, 390-409, 412-435, 438-491, 492-519, 521-543, 545-559, 560-565 |

| <b>Standard</b>  | <b>Reader's Handbook</b>  |
|--|---|
| (E) compare communication in different forms such as contrasting a dramatic performance with a print version of the same story or comparing story variants;                                | <b>RH:</b> 38, 55, 199, 242-248, 249-253, 260-266, 267-274, 286, 290, 291, 292, 295, 558  |
| (F) understand and identify literary terms such as title, author, illustrator, playwright, theater, stage, act, dialogue and scene across a variety of literary forms (texts);             | <b>RH:</b> 118, 126-127, 128-194, 195-208, 210-211, 212-282, 283-295, 296-297, 298-328, 329-345, 348-379, 380-387                             |
| (G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies; | <b>RH:</b> 22-25, 28-33, 36-55, 58-125, 128-209, 210-295, 298-345, 348-387, 390-409, 412-435, 438-491, 492-519, 521-543, 545-559, 560-565     |
| (H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo;   | <b>RH:</b> 212-224, 225-241, 242-248, 284, 286, 348-366, 382  |
| (I) recognize and analyze story plot, setting, and problem resolution; and   | <b>RH:</b> 213, 220, 230, 233, 234-235, 236, 249, 250, 251, 252, 253, 258, 260-266, 278, 279, 290, 292, 349, 362, 376-378, 384, 385, 553, 554 |
| (J) describe how the author's perspective or point of view affects the text.   | <b>RH:</b> 158, 169, 170, 171, 285  |

### LEARNING STANDARD 5.13

**Reading/inquiry/research.** The student inquires and conducts research using a variety of sources.

| <b>Standard</b>   | <b>Reader's Handbook</b>   |
|---|--|
| The student is expected to:   |  |
| (B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information;                | <b>RH:</b> 116, 117-125, 412-424, 428, 429, 432, 433   |
| (C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions; | <b>RH:</b> 390-403, 404, 406, 407, 408, 409  |
| (D) interpret and use graphic sources of information such as maps, graphs, time lines, tables, or diagrams to address research questions; | <b>RH:</b> 412-424, 425, 426, 427, 429, 430, 431, 432, 433, 434-435  |
| (E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts.                         | <b>RH:</b> 48, 51, 54, 55, 63, 64, 67-68, 72, 79, 80, 82, 83, 137, 142, 151, 155, 163, 173, 178, 183, 217, 219, 220, 232, 234, 238, 240, 245, 248, 250, 262, 263, 265, 272, 273, 277, 278, 279, 280, 308, 358, 362, 455, 524, 534-435, 539, 540, 541, 545, 546, 547, 548, 550, 551, 552, 553, 554, 555, 556, 557 |

**LEARNING STANDARD 5.14**

**Reading/culture.** The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

| <b>Standard</b>  | <b>Reader's Handbook</b>  |
|--|---|
| The student is expected to:  |   |
| (A) compare text events with his/her own and other readers' experiences;                   | <b>RH:</b> 26, 28, 30, 59, 75, 89, 129, 213, 226, 349, 391, 413, 439  |
| (B) determine distinctive and common characteristics of cultures through wide reading; and | <b>RH:</b> 212-224, 242-248, 254-259, 285, 286, 287                   |
| (C) articulate and discuss themes and connections that cross cultures.                     | <b>RH:</b> 212-224, 242-248, 254-259, 267-274, 286, 295, 373-379, 387 |

**LEARNING STANDARD 5.15**

**Writing/purposes.** The student writes for a variety of audiences and purposes, and in a variety of forms.

| <b>Standard</b>   | <b>Reader's Handbook</b>                              |
|---|---|
| The student is expected to:   |   |
| (A) write to express, discover, record, develop, reflect on ideas, and to problem solve;  | <b>RH:</b> 25, 224, 316, 322, 366, 403, 405, 460, 463 |
| (B) write to influence such as to persuade, argue, and request;   | <b>RH:</b> 25, 224, 316, 322, 366, 403, 405, 460, 463 |
| (C) write to inform such as to explain, describe, report, and narrate;  | <b>RH:</b> 25, 224, 316, 322, 366, 403, 405, 460, 463 |
| (D) write to entertain such as to compose humorous poems or short stories;  | <b>RH:</b> 25, 224, 460                               |
| (E) exhibit an identifiable voice in personal narratives and in stories;  | <b>RH:</b> 25, 224, 460                               |
| (F) choose the appropriate form for his/her own purpose for writing, including journals, letters, reviews, poems, narratives, and instructions; and | <b>RH:</b> 25, 224, 316, 322, 366, 403, 405, 460, 463 |
| (G) use literary devices effectively such as suspense, dialogue, and figurative language.   | <b>RH:</b> 25, 224, 460                               |

**LEARNING STANDARD 5.17**

**Writing/spelling.** The student spells proficiently.

| <b>Standard</b>  | <b>Reader's Handbook</b>                               |
|--|--|
| The student is expected to:  |  |
| (B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un-; | <b>RH:</b> 505, 506, 507, 560, 561, 562, 563, 564, 565 |
| (C) use resources to find correct spellings; and   | <b>RH:</b> 117, 494, 495, 496, 508, 509                |
| (D) spell accurately in final drafts.  | <b>RH:</b> 25, 224, 316, 322, 366, 403, 405, 460, 463  |

**LEARNING STANDARD 5.20**

**Writing/evaluation.** The student evaluates his/her own writing and the writing of others.

| <b>Standard</b>  | <b>Reader's Handbook</b>                              |
|--|---|
| The student is expected to:                                      |   |
| (C) evaluate how well his/her own writing achieves its purposes. | <b>RH:</b> 25, 224, 316, 322, 366, 403, 405, 460, 463 |

**LEARNING STANDARD 5.21****Writing/inquiry/research.** The student uses writing as a tool for learning and research.

| <b>Standard</b>   | <b>Reader's Handbook</b>   |
|---|--|
| The student is expected to:   |  |
| (B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer;                                     | <b>RH:</b> 48, 51, 54, 55, 63, 64, 67-68, 72, 79, 80, 82, 83, 137, 142, 151, 155, 163, 173, 178, 183, 217, 219, 220, 232, 234, 238, 240, 245, 248, 250, 262, 263, 265, 272, 273, 277, 278, 279, 280, 308, 358, 362, 455, 524, 534-435, 539, 540, 541, 545, 546, 547, 548, 550, 551, 552, 553, 554, 555, 556, 557 |
| (C) take notes from relevant and authoritative sources such as guest speakers, periodicals, or on-line searches;                              | <b>RH:</b> 204, 390-403, 406, 407, 408, 409  |
| (D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines. | <b>RH:</b> 412-424, 425, 426, 427, 429, 430, 431, 432, 433, 434-435  |

**LEARNING STANDARD 5.22****Writing/connections.** The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

| <b>Standard</b>  | <b>Reader's Handbook</b> |
|--|--------------------------|
| The student is expected to:  |                          |
| (B) correspond with peers or others via e-mail or conventional mail. | <b>RH:</b> 403, 405      |

**LEARNING STANDARD 5.23****Viewing/representing/interpretation.** The student understands and interprets visual images, messages, and meanings.

| <b>Standard</b>   | <b>Reader's Handbook</b>                                    |
|---|---|
| The student is expected to:   |   |
| (A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings;      | <b>RH:</b> 74-87, 119, 121, 390-403, 412-424, 428, 429, 432 |
| (B) interpret important events and ideas gleaned from maps, charts, graphics, video segments or technology presentations. | <b>RH:</b> 74-87, 119, 121, 390-403, 412-424, 428, 429, 432 |

**LEARNING STANDARD 5.24****Viewing/representing/analysis.** The student analyzes and critiques the significance of visual images, messages, and meanings.

| <b>Standard</b>   | <b>Reader's Handbook</b>                                    |
|---|---|
| The student is expected to:   |   |
| (A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings. | <b>RH:</b> 74-87, 119, 121, 390-403, 412-424, 428, 429, 432 |

**LEARNING STANDARD 5.25**

**Viewing/representing/production.** The student produces visual images, messages, and meanings that communicate with others.

| <b>Standard</b>   | <b>Reader's Handbook</b> |
|---|--------------------------|
| The student is expected to:   |                          |
| (A) select, organize, or produce visuals to complement and extend meanings. | <b>RH:</b> 544-559       |