

## Yummy Strawberry

Reading Standards For Literature				
1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Retell stories, including key details, and demonstrate understanding of their central message or lesson	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Reading Standards For Informational Text				
1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Describe how reasons support specific points the author makes in a text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Reading Standards Foundational Skills				
1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Read with sufficient accuracy and fluency to support comprehension a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
Writing Standards				
1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from provided sources to answer a question.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive

		<ul style="list-style-type: none"> <li>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use temporal words and phrases to signal event order.</li> <li>d. Provide a sense of closure.</li> </ul>	<ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	<p>details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> </ul>
Speaking and Listening Standards				
1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.