Storylands—Adventures in Reading

Pirate Cove
Teacher's Guide

- Lessons & Activities
- Resource Kit Information
- Standards & Leveling Correlations
- Assessments
- Literacy Centers

CONTENTS

Welcome to Pirate Cove, where you'll meet Captain Red Beard, Lizzie the first mate, Bones the sea dog, Fingers the parrot, and the rest of the salty, sea-loving crew aboard their ship, The Black Beast. They sail the seas in search of sea monsters, mermaids, buried treasure, and sometimes each other!

WHAT IS *STORYLANDS—ADVENTURES IN READING?*

This is a supplemental literacy resource focusing on the needs of students in the early years of school. The books in this program are written at different levels to help meet the needs of emergent, early, and early-fluent readers. The reading levels range from 1 to 20, and each of the fiction, nonfiction, and readers' theater titles are assigned levels to help you identify books that are appropriate for each student. Because the books center around a single theme, all students can enjoy and share the same adventures, regardless of their individual reading abilities.

Storylands—Adventures in Reading is the heart of the reading experience, with an exciting land full of vibrant characters. It is about bringing the joy, the excitement, and the fun back into reading, with great stories that are richly illustrated.

The fiction titles in the Pirate Cove series are brought to life by extraordinary artists. The vivid illustrations and wonderful stories work together to make reading an engaging experience.

Get to know the characters and follow their adventures through stories that invite children to wonder, giggle, learn, and truly experience the imaginative and real worlds through reading.

WHAT IS INCLUDED IN *STORYLANDS— ADVENTURES IN READING?*

The two Pirate Cove boxes contain a total of 234 full-color readers (six sets each of 30 fiction titles, 6 nonfiction titles, 3 readers' theater titles), a 192-page Teacher's Guide (complete with two CD-ROMs of printable materials and interactive whiteboard activities), and Literacy Centers. An online website provides read-aloud access to the fiction titles as well as motivating games and activities. More detailed information about each of the components and how to use them can be found on pages 5–8.

HOW DOES *STORYLANDS—ADVENTURES IN READING* HELP CHILDREN LEARN TO READ?

The stories, lessons, and activities provide a coherent, meaningful, whole-class experience for the integrated development of core reading skills. The building blocks of reading instruction are embedded in a real reading experience that motivates students to succeed and makes them want to read more.

A key to reading success is the amount of time spent reading — the more you read, the more you improve. Good readers read every day. Reinforcements for frequent reading are motivation and engagement, which are the focus of this supplemental resource.

GETTING THE MOST OUT OF LEVELED READERS

Young children have a rich fantasy life. It's a natural part of the way they play and experience life — from dressing up and make-believe play with toys and friends to getting caught up in stories from books, TV, and movies.

When children come to school, they encounter a wide variety of books — both fiction and nonfiction. Many leveled, reading schemes focus on familiar, everyday topics as they are known experiences. But reading these books solely may give children a sense that reading only describes what they already know — the familiar. In addition to books on everyday life, children also love to explore unusual places, objects, and creatures.

INTRODUCTION & OVERVIEW

Storylands—Adventures in Reading targets areas of special interest to children in order to promote high levels of active engagement. The exploration of fantasy, role play, and storytelling is brought to life with the Pirate Cove fiction readers.

We are mindful of the fact that most of the text we read is nonfiction. In *Storylands—Adventures in Reading,* nonfiction readers, lessons, and activities have been included, as well. These connect the pirate theme to the real world, as children learn, read, and write about boats and ships, treasure, and more.

Research on comprehension has shown that when children are interested in what they read, comprehension improves. Think of the child who is fascinated with dinosaurs. He or she is drawn to books about dinosaurs at higher reading levels because of this interest.

As educators, it is important to provide quality reading sources that are appropriately leveled and of high interest to children. In this supplemental program, we have included fiction, nonfiction, and readers' theater books, literacy centers, online readers, and interactive experiences. These components, used along with your existing core reading program, will help reinforce reading skills while keeping children actively engaged and motivated to read.

How does *Storylands—Adventures in Reading* address the building blocks of reading instruction?

The building blocks of reading instruction are:
- phonemic awareness and phonics
- vocabulary and word study
- fluency
- meaning and comprehension

1. Phonemic Awareness and Phonics

Phonemic awareness — the ability to hear sounds in words and phonics, and map them to written words — is a skill that all children need. Instruction is most effective in the first two years of school. But phonics instruction is not an entire reading program for beginning readers. Building phonic knowledge, word families, and spelling patterns is an integrated part of many of the lessons provided.

2. Vocabulary and Word Study

Vocabulary development is reinforced most when it is part of a unit of work where students are likely to meet the new words a number of times. Pirate Cove introduces a wide vocabulary of new content words that are repeated in different books, stories, and nonfiction titles. This helps young students develop their vocabulary, as they integrate these new words into their speaking, writing, and ideas. Entering a *Storylands—Adventures in Reading* world creates a place for children's imaginations to grow and thrive as they imagine other places and new possibilities.

3. Fluency

Re-reading is a strategic way to improve fluency and increase enjoyment, and the books in this series are designed to be read more than once. The stories are strong, humorous, and the illustrations are superb, so children will want to return to the books time and again.

Improving fluency is particularly important for young children just learning to read or readers beginning to read English. Those students who expend so much effort decoding words letter by letter decrease their understanding of the material because their attention and energy is not focused on finding meaning and sense in the text.

Oral reading in the form of readers' theater also strengthens decoding skills. It connects spoken and written language. It boosts comprehension, and it provides accurate, informal assessment of reading development. It is an educational tool for reading authentic literature in repeated practice readings that are multiple and purposeful. The readers' theater books at emergent, early, and early-fluent levels are powerful tools for building fluency, as students re-read texts in a motivating, fun group activity.

4. Meaning and Comprehension

Getting meaning from text is a key reading skill. With 30 fiction titles in the land, children quickly develop a bank of background knowledge about the land and its characters. The beauty of continuing characters means that children can identify with the characters and deepen their understanding. The characters and their relationships will become part of the community of your classroom.

In your classroom, the components of this program can be used in a variety of ways, depending on how you teach and the reading abilities of your students.

STAGES OF READING DEVELOPMENT

The Pirate Cove readers have been written on levels that fall within the following stages of reading development:

• EMERGENT READERS—Readers who are beginning to understand the concept of print by observing how text is read and how words and pictures work together. They have an understanding of early phonics and a developing grasp of comprehension strategies and decoding skills.

• EARLY READERS—Readers who understand the basic concepts of print. They recognize high frequency words and are developing an understanding of word patterns and reading purposes.

• EARLY-FLUENT READERS—Readers on the way to reading independence. Fluency is improving and more focus is placed on comprehension. Reading includes more pages, richer vocabulary, greater text variation, and exposure to more formal and descriptive language.

GETTING STARTED

Based on your knowledge of the students' reading levels, use the Conversion Chart on page 9 to help you determine which beginning range of books is best-suited to each student. You may then divide the class into differentiated groups of emergent, early, and early-fluent readers.

If the span of reading abilities does not extend to all three levels, use only leveled readers that meet your classroom needs.

Group the books according to the levels you are using, and place them into marked boxes.

Include some titles in the classroom library for free reading, as well. Collect reference books on pirates, treasure, ships, etc., and add them to your classroom library.

INTRODUCING THE LAND

Show students the boxes and components and introduce the theme and characters.

Sample introduction: *Pirate Cove is a make-believe kingdom where Captain Red Beard, Lizzie the first mate, Bones the sea dog, and Fingers the parrot are all crew members on the pirate ship, The Black Beast. Mermaids live in nearby waters. Treasure is buried on deserted islands. Sea monsters lurk in the ocean. The crew members work together to make their ship the best pirate ship of all. Even Grandma adds her touch.*

Start a Pirate Cove word wall or class book beginning with words suggested by the students. Ask students what they know about pirates, treasure, and ships.

A NOTE ABOUT READING THE STORIES

Depending on student needs and reading abilities, the stories may be read together or individually within the groups, with discussion of content and sharing of ideas included in the process.

Encourage free reading whenever possible. Give students access to a range of Pirate Cove titles. Let them read as many titles as they wish, particularly those that are below their reading level. The books are enjoyable to read, and many students will build their background knowledge and reading skills in this way. Students will make text connections, and a classroom community of learners can be fostered.

Ask students to review books and lead the class in deepening their responses. Promote discussions that make connections: between texts — text to text; personal connections — text to self and text to world connections — finding larger ideas and themes that relate to the real world. This is where you can focus on characters and relationships by asking: What is happening between the characters? How can you tell?

USING THE PROGRAM

USING THE LESSONS

Once you have determined the students' reading levels, introduce the lessons and activities provided on pages 12 through 158 of this guide. Pre- and post-questions, prompts to guide discussion, and suggested activities are included on each lesson page. A reproducible Reading Record Sheet is provided at the end of each fiction lesson for individual student assessments. Use the Class Tracking Sheets on pages 159–160 to log which books and/or activities each student has completed.

SAMPLE TEACHER LESSON

Book number and reading level

Pre-reading questions and scripted suggestions to pose prior to reading

Discussion questions, language and reading skills, and active involvement ideas

Questions and cues to guide the reading

Suggested questions to ask after reading the book

Teacher information for student activity pages and extension activity suggestions

All Hands on Deck
Book 12, Level 6

Before you read

Questions to Ask
Look at the cover. What do you see?
What letters/words do you recognize?
As I read the title, point to the words.
Read the title.
Where is the deck of a boat?
What does "All hands on deck" mean?
How do you help at home? in the classroom?
Why is it better when everyone helps rather than just one or two people?
Put your finger over the s in the word hands. What smaller word can you see? Now cover the h and the s. What word can you see?

Things to do

Before Reading
Get into the spirit of the pirate ship by using the phrase "all hands on deck" when asking students to set up or clean up an activity.

Jobs for the Pirates
Students brainstorm a list of all the jobs that pirates would need to do. They list jobs that they would need to do every day, during battles, during sailing, and at Pirate Cove.

While you're reading

Prompts to Remember
Does that word make sense?
Can you find a clue in the picture?
Have you seen the word before? on another page? in our classroom?
Does it look like another word you know?
What sounds do the letters make?
Can you chunk some of the sounds together?
Try reading the sentence/page again.

After you read

Questions to Ask
Why isn't Fingers, the parrot, on deck on pages 4 and 5?
Why are the Captain's fingers in his ears on pages 8 and 9?
Find a word on page 8 that contains the smaller words can and on.
On page 12, the pirates are holding their hands in the air. What does this mean?

Things to do

All in Order (page 57)
Show students **Activity 23**. They cut out each of the sentences. Then they place them in the same order that they appeared in the text. Have students compare their answers with a friend. They discuss reasons why their sentences are in the order they are. Then they refer to the book to check. They paste the sentences in order on another sheet of paper.

All Hands on Deck (page 58)
Write each word from the sentence "All hands on deck," shouts the Captain on individual pieces of paper. Have students take turns to arrange them in the correct order. Next, students do **Activity 24**. They read the text and then fill in the missing words. Encourage students to use the other sentences on the activity sheet to help them use the correct spelling.

Posters
Students make *All Hands on Deck* posters to remind everyone to pitch in and help during school activities. The posters have a pirate theme and they can be displayed around the school.

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SAMPLE REPRODUCIBLE STUDENT ACTIVITY

All Hands on Deck
Name
Date   ACTIVITY 23

All in Order

Cut out the sentences. Paste them on another piece of paper in the same order that they happened in the book.

The treasure is shared.

The sails are tied up.

The battle is about to start.

The battle is won.

The boat is lowered.

The cannons are fired.

The anchor goes down.

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SAMPLE ASSESSMENT

Reading Record Sheet   Level 6 · Word Count 76

Name _____ Age ____ Date ____
Title **All Hands on Deck**   Results ____

Book pages and text are indicated. As each student reads the text, note errors and self-correction process.

NOTE: On higher-level books, only selected text is used for evaluation.

Page	Text	Errors	Self Correction Meaning/Structure/Visual Clues
2	"All hands on deck," shouts the Captain. "It's time for battle!"		
4	"All hands on deck," shouts the Captain. "Tie the sails up."		
6	"All hands on deck," shouts the Captain. "Drop the anchor!"		
8	"All hands on deck," shouts the Captain. "Fire the cannons!"		
10	"All hands on deck," shouts the Captain. "Lower the boat!"		
12	"All hands on deck," shouts the Captain. "We won the battle!"		
14	"All hands on deck," shouts the crew. "It's time to share the treasure!"		

Comprehension Questions	Response
Head – factual *What are cannons and how are they used?*	
Heart – personal interpretation *If you were the Captain would you share all the treasure with the crew?*	
Hidden – inferential *Why does the Captain want all hands on deck?*	

Analysis	Reading Behaviors	Recommendations
Reads with understanding	easy / instructional / difficult	
Self corrects	always / mostly / sometimes	
Self corrects using mostly	meaning / structural / visual clues	
Reads fluently	easy / instructional / difficult	

Date assessment completed:

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Record responses to the factual, interpretive, and inferential questions found on the last page of each book.

Analyze data, evaluate reading behaviors, and make recommendations for further progress.

Using Readers' Theater to Improve Fluency and Oral Reading

Integrate drama into the reading experience with the leveled Readers' Theater titles. These books give students a motivating (and non-confrontational) opportunity to read aloud and improve oral reading skills. Each script has between seven and ten leveled parts, so it is easy to match students to appropriate parts.

Lessons and suggested activities for each Readers' Theater are provided on pages 150 through 158. The organization of each lesson is the same as all others in the guide. The lessons include a list of the reading levels for the script characters. Use this list to determine appropriate character parts for each student. Conclude the unit with a performance of a Readers' Theater play. Craft activities are included with each Readers' Theater title, and masks for most of the characters are in the Literacy Centers cards — students can *be* the characters they have been reading about.

Using the Literacy Centers to Reinforce Core Reading and Language Skills

The Literacy Centers activities provide an interactive and lively channel for students to practice important reading, language, and writing skills. The characters and setting of Pirate Cove used in the activities motivate students as they practice these important skills. The 60 full-color Literacy Centers cards found in this program, along with their corresponding activity sheets, focus on a range of skills and are reusable.

Set 1: sight words, high frequency words
Set 2: content word recognition
Set 3: beginning and ending sounds, blends and digraphs
Set 4: phonemic awareness, rhyming words, word families
Set 5: beginning blends and digraphs
Set 6: making words, short vowel sounds

Set 7: story recall, comprehension, sequencing
Set 8: sentence structure, writing procedure, text types
Set 9: reading comprehension, spelling, vocabulary
Set 10: story writing—structure and development
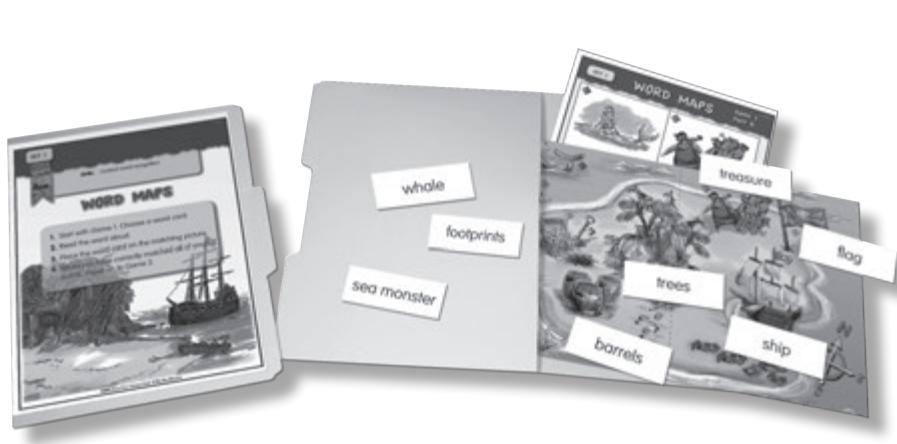Set 11: oral reading, reading fluency

The Literacy Centers section begins on page 161 of this guide and provides details on how to prepare the centers and use the cards. It is recommended that you have center activities ready at the start of this program. A reproducible Centers Tracking Sheet (page 164) can be used to keep track of students as they proceed through the center activities.

Each center has a teacher page and reproducible record sheet pages to evaluate whether students have understood the activity and mastered the skills needed. These sheets also provide reinforcement and writing practice. Many of the literacy centers are self-checking, and most have two reproducible sheets — make sure you have enough copies available. (Note: Before using the activities, students should be familiar with the books and characters related to them.)

Set up the Literacy Centers as suggested on pages 162–163. Specific preparation instructions are found on each teacher directions page. (Note: While Set 11 is not a center activity, the masks can be stored in a folder for use with the readers' theater books.)

Place the materials in the storage folders provided. Use small envelopes or self-sealing plastic bags to store activity pieces, such as word or sentence cards. The inner pocket of the folder is a handy place to store the smaller pieces.

Small groups, pairs, or individual students can work on the center games and activities while you work with other groups of students. Manage the use of the Literacy Centers activities using a system that best suits your classroom and needs of your students.

USING THE PROGRAM

USING THE ONLINE BOOKS TO BOOST READING SKILLS

Children's reading skills can be improved by hearing a story read aloud by an experienced reader. The Blue Star website links students to all of the fiction titles in a read-aloud format, which can be used in a variety of ways. Children can be prompted to read along with the narrator or to listen first and then repeat, or simply for the pleasure of being read to.

The five-question quiz after each book reinforces comprehension. The online book can be flipped through numerous times, so that children can find answers in the text, as they would with a real book. Once the quiz is complete, children are rewarded for their reading efforts by being able to play a hidden game.

A powerful way to use the online books is as a motivator for home reading. Include the family at home into the Pirate Cove theme by allowing children to take the books home as home readers. Parents will catch the buzz, too, as they read about the same characters and situations that are exciting their children at school. The website is a wonderful way to reinforce the home–school connection.

> To access each fiction book online, go to **www.bluestareducation.com/storylands** and input the access code found on the inside back cover of the book.
>
> Note: For details, see the "Using the Interactive Website" information sheet provided in the kit.

GO TO

www.bluestareducation.com/storylands
ENTER
ACCESS
CODE

ONLINE READERS

QUIZZES   GAMES

USING THE CD-ROMS

PRINTABLE RESOURCES

CD 1

A CD (Windows and Mac compatible) of reproducible student pages and materials can be found on the inside back cover of the Teacher's Guide. This CD contains all student Activity Sheets, Record Sheets, and the full-color Literacy Centers cards. This will make duplicating materials easier and will ensure good copy quality. If Literacy Centers cards are lost, they can be easily replaced by printing copies from the CD files. All files have been prepared as PDF files and can be easily printed.

INTERACTIVE WHITEBOARD ACTIVITIES

CD 2

This CD (also located on the inside back cover of the Teacher's Guide) provides you and your students with adapted, interactive versions of most of the Literacy Centers. The sets of activities and games have been created for use with interactive whiteboards. All activities were created in Flash® and should be run from your computer's CD drive—no installation required. Simply insert the CD into your computer, project it for students to view, and you'll be ready to enjoy these paperless, interactive activities.

You may choose to present each activity to the whole class before students participate in the Literacy Centers so that they understand what to do for each one. Students can also work independently or in pairs. They will enjoy the interactive games and activities as they practice and reinforce needed skills again and again.

The printed Literacy Centers activities vary slightly from the interactive versions, however, the basic content and lesson focus is the same.

Note: For details, see the "Using the Interactive Whiteboard Activities" information sheet provided in the kit.

FINAL NOTES

Learning to read is a complicated process that involves bringing together many skills into a meaningful whole. The readers and activities in this program reward children with books and experiences that make reading worth their while.

Reading should not be a chore, it should be a pleasure. Enter the *Storylands—Adventures in Reading* world and meet friends, share journeys, and watch as students' reading skills grow and their imaginations open to new possibilities.

The Pirate Cove reading levels range from 1–20 and are based on the Reading Recovery levels listed below. This chart is a general guide to a variety of leveling systems and how they correlate with the readers and with each other. Keep in mind that this is a reference tool for the leveled texts, and that the information reflects ideal expectations, not necessarily the students' actual reading levels.

Book #	Title	Grade Level	Developmental Stage	Reading Recovery	Guided Reading Level	Lexile Level	Accelerated Reader Level	Word Count
1	Sailor's Surprise	K	Emergent	1	A	—	less than 1.0	30
2	Pirate Treasure	K	Emergent	1	A	—	less than 1.0	35
3	Follow the Sun	K–.5	Emergent	2	B	—	less than 1.0	36
4	The Mermaid	K–.5	Emergent	2	B	—	less than 1.0	43
5	The Treasure Map	1.0	Emergent	3	C	—	1.0–1.9	40
6	Loading the Ship	1.0	Emergent	3	C	—	1.0–1.9	111
7	Where is the Treasure?	1.0	Emergent	4	C	—	1.0–1.9	117
8	Treasure Chest	1.0	Emergent	4	C	—	1.0–1.9	96
9	The Secret Hiding Spot	1.1	Emergent	5	D	100	1.0–1.9	69
10	What the Captain Saw	1.1	Emergent	5	D	100	1.0–1.9	78
11	Look Out	1.1	Emergent	6	D	100	1.0–1.9	98
12	All Hands on Deck	1.1	Emergent	6	D	100	1.0–1.9	76
13	What Filled the Spot?	1.2	Emergent	7	E		1.0–1.9	113
14	Captain's Orders	1.2	Emergent	7	E		1.0–1.9	118
15	That Pesky Parrot	1.2	Emergent	8	E		1.0–1.9	142
16	A Pirate's Life for Me	1.2	Emergent	8	E		1.0–1.9	142
17	Crew Stew	1.4	Early	9	F	200	1.0–1.9	217
18	The Missing Mermaid	1.4	Early	9	F	200	1.0–1.9	155
19	Mermaids Are Moving	1.4	Early	10	F	200	1.0–1.9	140
20	The Hungry Sea Monster	1.4	Early	10	F	200	1.0–1.9	144
21	Sea-monster Soup	1.5	Early	11	G		1.0–1.9	228
22	Red Beard the Pirate	1.5	Early	12	G		1.0–1.9	228
23	Bones the Sea Dog	1.7	Early	13	H	300	1.0–1.9	244
24	A Hat Full of Gold	1.7	Early	14	H	300	1.0–1.9	299
25	Pirate Party	1.8	Early	15	I	300	1.0–1.9	365
26	Dog Overboard	1.8	Early	16	I	300	1.0–1.9	340
27	The Great Race	2.0	Early Fluent	17	J	400	2.0–2.9	331
28	Mermaid Mess	2.0	Early Fluent	18	J	400	2.0–2.9	317
29	Grandma on Board	2.3	Early Fluent	19	K	400	2.0–2.9	379
30	Pirate School	2.3	Early Fluent	20	K	400	2.0–2.9	486
NF	Pirate Alphabet	1.0	Emergent	4	C	100	1.0–1.9	—
NF	Pirates	1.1	Emergent	5	D	100	1.0–1.9	—
NF	Coming to Land	1.4	Early	9	F	200	1.0–1.9	—
NF	Boats and Ships	1.4	Early	8	E	200	1.0–1.9	—
NF	Raiders at Sea	2.3	Early Fluent	20	K	400	2.0–2.9	—
NF	Words for Writing	2.3	Early Fluent	20	K	400	2.0–2.9	—
RT	Crew Overboard	K–1.1	Emergent	2–5	B–D	100	1.0–1.9	—
RT	Buried Treasure	1.1–1.4	Emergent/Early	6–10	D–F	100–200	1.0–1.9	—
RT	What Kind of Pirate?	1.4–2.3	Early/Early Fluent	10-20	F–K	200–400	1.0–2.9	—

The lessons and activities in this program meet the following standards and benchmarks,
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Telephone: 303-337-0990   Website: *www.mcrel.org/standards-benchmarks*

Writing

Standard 1. Uses the general skills and strategies of the writing process

1. Prewriting: Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations)

2. Drafting and Revising: Uses strategies to draft and revise written work (e.g., rereads; rearranges words, sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details; deletes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus)

3. Editing and Publishing: Uses strategies to edit and publish written work (e.g., proofreads using a dictionary and other resources; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; incorporates illustrations or photos; uses available, appropriate technology to compose and publish work; shares finished product)

5. Uses strategies to organize written work (e.g., includes a beginning, middle, and ending; uses a sequence of events)

6. Uses writing and other methods (e.g., using letters or phonetically spelled words, telling, dictating, making lists) to describe familiar persons, places, objects, or experiences

7. Writes in a variety of forms or genres (e.g., picture books, friendly letters, stories, poems, information pieces, invitations, personal experience narratives, messages, responses to literature)

Standard 2. Uses the stylistic and rhetorical aspects of writing

1. Uses descriptive words to convey basic ideas

2. Uses declarative and interrogative sentences in written compositions

Standard 3. Uses grammatical and mechanical conventions in written compositions

1. Uses conventions of print in writing (e.g., forms letters in print, uses upper- and lowercase letters of the alphabet, spaces words and sentences, writes from left-to-right and top-to-bottom, includes margins

2. Uses complete sentences in written compositions

3. Uses nouns in written compositions (e.g., nouns for simple objects, family members, community workers, and categories)

4. Uses verbs in written compositions (e.g., verbs for a variety of situations, action words)

5. Uses adjectives in written compositions (e.g., uses descriptive words)

6. Uses adverbs in written compositions (i.e., uses words that answer *how*, *when*, *where*, and *why* questions)

7. Uses conventions of spelling in written compositions (e.g., spells high frequency, commonly misspelled words from appropriate grade-level list; spells phonetically regular words; uses letter-sound relationships; spells basic short vowel, long vowel, r-controlled, and consonant blend patterns; uses a dictionary and other resources to spell words)

8. Uses conventions of capitalization in written compositions (e.g., first and last names, first word of a sentence)

9. Uses conventions of punctuation in written compositions (e.g., uses periods after declarative sentences, uses questions marks after interrogative sentences, uses commas in a series of words)

Reading

Standard 5. Uses the general skills and strategies of the reading process

1. Uses mental images based on pictures and print to aid in comprehension of text

2. Uses meaning clues (e.g., picture captions, title, cover, headings, story structure, story topic) to aid comprehension and make predictions about content (e.g., action, events, character's behavior)

3. Uses basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning and ending consonants, vowel sounds, blends, word patterns) to decode unknown words

4. Uses basic elements of structural analysis (e.g., syllables, basic prefixes, suffixes, root words, compound words, spelling patterns, contractions) to decode unknown words

5. Uses a picture dictionary to determine word meaning

6. Understands level-appropriate sight words and vocabulary (e.g., words for persons, places, things, actions; high frequency words such as said, was, and where)

7. Uses self-correction strategies (e.g., searches for cues, identifies miscues, rereads, asks for help)

8. Reads aloud familiar stories, poems, and passages with fluency and expression (e.g., rhythm, flow, meter, tempo, pitch, tone, intonation)

Standard 6. Uses reading skills and strategies to understand and interpret a variety of literary texts

1. Uses reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fairy tales, folktales, fiction, nonfiction, legends, fables, myths, poems, nursery rhymes, picture books, predictable books)

2. Knows the basic characteristics of familiar genres (e.g., picture books, fairy tales, nursery rhymes)

3. Knows setting, main characters, main events, sequence, and problems in stories

4. Knows the main ideas or theme of a story

5. Relates stories to personal experiences (e.g., events, characters, conflicts, themes)

Standard 7. Uses reading skills and strategies to understand and interpret a variety of informational texts

1. Uses reading skills and strategies to understand a variety of informational texts (e.g., written directions, signs, captions, warning labels, informational books)

2. Understands the main idea and supporting details of simple expository information

3. Summarizes information found in texts (e.g., retells in own words)

4. Relates new information to prior knowledge and experience

Listening & Speaking

Standard 8. Uses listening and speaking strategies for different purposes

1. Makes contributions in class and group discussions (e.g., reports on ideas and personal knowledge about a topic, initiates conversations, connects ideas and experiences with those of others)

2. Asks and responds to questions (e.g., about the meaning of a story, about the meaning of words or ideas)

3. Follows rules of conversation and group discussion (e.g., takes turns, raises hand to speak, stays on topic, focuses attention on speaker)

4. Uses different voice level, phrasing, and intonation for different situations (e.g., small group settings, informal discussions, reports to the class)

5. Uses level-appropriate vocabulary in speech (e.g., number words; words that describe people, places, things, events, location, actions; synonyms, antonyms; homonyms, word analogies, common figures of speech)

6. Gives and responds to oral directions

7. Recites and responds to familiar stories, poems, and rhymes with patterns (e.g., relates information to own life; describes character, setting, plot)