

California

Kindergarten:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development - Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Concepts About Print

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

Phonemic Awareness

- 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes [e.g., /f, s, th/, /j, d, j/].
- 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- 1.9 Blend vowel-consonant sounds orally to make words or syllables.
- 1.10 Identify and produce rhyming words in response to an oral prompt.
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.

Decoding and Word Recognition

- 1.14 Match all consonant and short-vowel sounds to appropriate letters.
- 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
- 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).
- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
- 1.18 Describe common objects and events in both general and specific language.

2.0 Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information and events in texts.
- 2.5 Ask and answer questions about essential elements of a text.

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
- 3.3 Identify characters, settings, and important events.

Grade One

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Concepts About Print

- 1.1 Match oral words to printed words.
- 1.3 Identify letters, words, and sentences.

Phonemic Awareness

- 1.4 Distinguish initial, medial, and final sounds in single-syllable words.
- 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words [e.g., *bit/bite*].
- 1.6 Create and state a series of rhyming words, including consonant blends.
- 1.8 Blend two to four phonemes into recognizable words [e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat].
- 1.9 Segment single-syllable words into their components [e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich].

Decoding and Word Recognition

- 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- 1.11 Read common, irregular sight words [e.g., *the, have, said, come, give, of*].
- 1.12 Use knowledge of vowel digraphs and *r-* controlled letter-sound associations to read words.
- 1.13 Read compound words and contractions.
- 1.14 Read inflectional forms [e.g., *-s, -ed, -ing*] and root words [e.g., *look, looked, looking*].
- 1.15 Read common word families [e.g., *-ite, -ate*].
- 1.16 Read aloud with fluency in a manner that sounds like natural speech.

Vocabulary and Concept Development

- 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Identify text that uses sequence or other logical order.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Respond to *who, what, when, where,* and *how* questions.

- 2.4 Use context to resolve ambiguities about word and sentence meanings.
- 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
- 2.7 Retell the central ideas of simple expository or narrative passages.

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.

2.0 Writing Applications (Genres and Their Characteristics)

Structural Features of Informational Material

- 2.1 Write brief narratives based on their experiences

Grade 2

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= *su/ per*]; vowel-consonant/consonant-vowel [= *sup/ pe r*]).
- 1.3 Decode two-syllable nonsense words and regular multisyllable words.
- 1.4 Recognize common abbreviations [e.g., *Jan., Sun., Mr., St.*].
- 1.5 Identify and correctly use regular plurals [e.g., -s, -es, -ies] and irregular plurals [e.g., *fly/ flies, wife/wives*].
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

Vocabulary and Concept Development

- 1.9 Know the meaning of simple prefixes and suffixes [e.g., *over-, un-, -ing, -ly*].
- 1.10 Identify simple multiple-meaning words.

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.4 Ask clarifying questions about essential textual elements of exposition [e.g., *why, what if, how*].
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.
- 2.8 Follow two-step written instructions.

3.0 Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Compare and contrast plots, settings, and characters presented by different authors.
- 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.

2.0 Writing Applications (Genres and Their Characteristics)

- 2.1 Write brief narratives based on their experiences:
 - a. Move through a logical sequence of events.
 - b. Describe the setting, characters, objects, and events in detail.

1.0 Listening and Speaking Strategies

Comprehension

- 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
- 1.2 Ask for clarification and explanation of stories and ideas.
- 1.3 Paraphrase information that has been shared orally by others.

Organization and Delivery of Oral Communication

- 1.7 Recount experiences in a logical sequence.
- 1.8 Retell stories, including characters, setting, and plot.

2.0 Speaking Applications (Genres and Their Characteristics)

- 2.1 Recount experiences or present stories:
 - a. Move through logical sequence of events.
 - b. Describe story elements (e.g. characters, plot, setting).

New York

The following **Literacy Competencies** can be addressed using the Gilt Edge Search for Sounds and the Word Level Reader Series:

Kindergarten:

Phonological and Phonemic Awareness

- 1 Identify and produce spoken words that rhyme
- 2 Blend beginning sound (onset) with ending sound (rime) to form known words in rhyming word families (*k-it, s-it, b-it*)
- 3 Count or tap the number of syllables in spoken words
- 4 Isolate individual sounds within spoken words (“What is the first sound in *can*?”)—Phoneme Isolation
- 5 Identify the same sounds in different spoken words (“What sound is the same in *sit, sip, and sun*?”)—Phoneme Identity
- 6 Categorize the word in a set of three or four words that has a different sound (“Which word doesn’t belong: *doll, dish, pill*?”)—Phoneme Categorization
- 7 Blend spoken phonemes to form words using manipulatives (e.g., counters) to represent each sound: /b/ /i/ /g/—Phoneme Blending
- 8 Segment spoken words into component sounds using manipulatives (e.g., counters) to represent each sound (“How many sounds are there in *big*? Move three counters.”)—Phoneme Segmentation

Print Awareness

- 9 Understand the purpose of print is to communicate
- 10 Follow left-to-right and top-to-bottom direction when reading English
- 11 Distinguish between letters and words
- 12 Distinguish between print and pictures
- 13 Track print by pointing to written words when texts are read aloud by self or others
- 14 Identify the parts of a book and their functions (e.g., front cover, back cover, and title page)

Alphabet Recognition and Phonics

- 15 Recognize that individual letters have associated sounds
- 16 Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words
- 17 Identify some consonant letter-sound correspondences

Fluency

- 18 Recognize and identify some sight words
- 19 Read automatically a small set of high-frequency sight words (e.g., *a, the, I, my, use, is, are*)
- 20 Read familiar kindergarten-level texts at the emergent level

Background Knowledge and Vocabulary Development

- 21 Use new vocabulary words to talk about life experiences
- 22 Connect vocabulary and life experiences to ideas in books

State Academic Standards Correlation for Texas, New York, and California aligned with Gilt Edge Word Detective Talking Pen,
Search for Sounds, Learn About Letters, The Word Level Reader Series, and On-Line Teacher Guide Activities

- 23 Use a picture dictionary to learn the meanings of words in books

Comprehension Strategies

- 24 Make predictions about story events
25 Answer questions about text read aloud
26 Retell or dramatize stories or parts of stories
27 Write compositions that include letters or words and drawings to communicate for different purposes (e.g., tell stories, communicate feelings, provide information)

Motivation to Write

- 28 Write voluntarily to communicate for different purposes
29 Share writing with others
30 Listen attentively to spoken language (e.g., books read aloud, rhyming words, songs, video- and audio cassettes)

Grade 1

Phonemic Awareness

- 31 Count the number of syllables in a word
32 Blend spoken sounds to form words, manipulating letters to represent each sound of most one syllable words
33 Segment spoken words into component sounds, manipulating letters to represent each sound of most one-syllable words

Decoding Including Phonics and Structural Analysis

- 34 Identify and produce letter-sound correspondences, including consonants and short and long vowels
35 Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, one-syllable grade-level words
36 Read common word families by blending the onset (/s/) and the rime (/it/, /at/) in grade-level words (*s-it, s-at*)
37 Decode grade-level words using knowledge of root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds

Print Awareness

- 38 Identify parts of a book and their purposes including identification of author, illustrator, title page, table of contents, and chapter headings

Fluency

- 39 Sight-read automatically grade-level common, high-frequency words
40 Sight-read automatically grade-level irregularly spelled words
41 Sight-read automatically 300–500 words including sight and decodable words
42 Use punctuation clues to read connected text with expression, accuracy and fluency
43 Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression

Background Knowledge and Vocabulary Development

- 44 Study categories of words (e.g., animals, place names) to learn new grade-level vocabulary
- 45 Study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary
- 46 Connect words and ideas in books to prior knowledge
- 47 Learn new words indirectly from reading books and other print sources

Comprehension Strategies

- 48 Ask questions in response to texts
- 49 Answer simple questions (such as how? why? what if?) in response to texts
- 50 Sequence events in retelling stories

Motivation to Read

- 51 Show interest in reading a range of grade-level children’s texts from a variety of genres, such as stories, folktales, fairy tales, poems, and informational texts
- 52 Read voluntarily familiar grade-level texts

Grade 2

Decoding Including Phonics and Structural Analysis

- 53 Identify and produce all letter-sound correspondences, including consonant blends/digraphs and vowel digraphs/diphthongs
- 54 Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, multisyllabic grade-level words
- 55 Decode by analogy using knowledge of known words in word families to read unfamiliar grade-level words (e.g., given the known *word boat*, read *coat*, *moat*, *goat*)
- 56 Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)
- 57 Check accuracy of decoding using context to monitor and self-correct

Print Awareness

- 58 Identify book parts and their purposes including identification of author, illustrator, title page, table of contents, index, and chapter headings

Fluency

- 59 Sight-read automatically grade-level, common, high-frequency words
- 60 Sight-read automatically grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression

Background Knowledge and Vocabulary Development

- 61 Study categories of words (e.g., transportation, sports) to learn new grade-level vocabulary
- 62 Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade-level vocabulary
- 63 Connect words and ideas in books to spoken language vocabulary and background knowledge
- 64 Learn new words indirectly from reading books and other print sources

Comprehension Strategies

- 65 Read grade-level texts with comprehension and for different purposes
- 66 Use comprehension strategies to monitor own reading (e.g., predict/confirm, reread, self-correct) to clarify meaning of text
- 67 Compare and contrast similarities and differences among characters and events across stories
- 68 Ask questions when listening to or reading texts
- 69 Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts
- 70 Summarize main ideas and supporting details from imaginative or informational text, both orally and in writing
- 71 Support point of view with text information
- 72 Lead or participate in discussion about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)
- 73 Demonstrate comprehension of grade-level text through creative response, such as writing, drama, and oral presentation

Motivation to Read

- 74 Show interest in a wide range of grade-level texts, including historical fiction, science fiction, folktales, fairy tales, poetry, and other imaginative and informational texts
- 75 Read voluntarily for own purposes and interests
- 76 Show familiarity with the title and author of grade-level books
- 77 Read independently and silently

Texas

Kindergarten

110.2.b.1: Listening/speaking/purposes.

- 110.2.b.1.a Determine the purpose(s) for listening as to get information, to solve problems, and to enjoy and appreciate.
- 110.2.b.1.c Participate in rhymes, songs, conversations, and discussions.
- 110.2.b.1.f Identify the musical elements of literary language such as its rhymes or repeated sounds.

110.2.b.2: Listening/speaking/culture.

- 110.2.b.2.a Connect experiences and ideas with those of others through speaking and listening

110.2.b.3: Listening/speaking/audience/oral grammar.

- 110.2.b.3.a Ask and answer relevant questions and make contributions in small or large group discussions.

110.2.b.4: Listening/speaking/communication.

- 110.2.b.4.a Learn the vocabulary of school such as numbers, shapes, colors, directions, categories.
- 110.2.b.4.b Use vocabulary to describe clearly ideas, feelings, and experiences.
- 110.2.b.4.c Clarify and support spoken messages using appropriate props such as objects, pictures, or charts.
- 110.2.b.4.d Retell a spoken message by summarizing or clarifying.

110.2.b.5: Reading/print awareness.

- 110.2.b.5.b Know that print moves left -to-right across the page and top-to-bottom.
- 110.2.b.5.c Understand that written words are separated by spaces.
- 110.2.b.5.d Know the difference between individual letters and printed words.
- 110.2.b.5.e Know the difference between capital and lowercase letters.
- 110.2.b.5.f Recognize how readers use capitalization and punctuation or comprehend.
- 110.2.b.5.g Understand that spoken words are represented in written language by specific sequences of letters.
- 110.2.b.5.h Recognize that difference parts of a book such as cover, title page, and table of contents off information.

110.2.b.6: reading/phonological awareness.

- 110.2.b.6.a Demonstrate the concept of word by dividing spoken sentences into individual words.
- 110.2.b.6.b Identify, segment, and combine syllables within spoken words such as clapping syllables and moving manipulatives to represent syllables.
- 110.2.b.6.c Produce rhyming words and distinguish rhyming words from non-rhyming words.
- 110.2.b.6.d Identify and isolate the initial and final sound of a spoken word.
- 110.2.b.6.e Blend sounds to make spoken words such as moving manipulative to blend phonemes in a spoken word.
- 110.2.b.6.f Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds.

110.2.b.7: reading/letter sound relationships.

- 110.2.b.7.a Name and identify each letter of the alphabet.
- 110.2.b.7.b Understand that written words are composed of letters that represent sounds.
- 110.2.b.7.c Learn apply letter-sound correspondences of a set of consonants and vowels to begin to read.

110.2.b.8: Reading/vocabulary development.

- 110.2.b.8.a Discuss meanings of words and develop vocabulary through meaningful/concrete experiences.

110.2.b.9: Reading/comprehension.

- 110.2.b.9.a Use prior knowledge to anticipate meaning and make sense of text.
- 110.2.b.9.b Establish purposes for reading or listening such as to be informed, to follow directions, or to be entertained.
- 110.2.b.9.c Retell or act out the order of important events in stories.

110.2.b.10: Reading/literary response.

- 110.2.b.10.d Describe how illustrations contribute to the text.

110.2.b.11: Reading/text structures/literary concepts:

- 110.2.b.11.b Understand simple story structure.

Grade 1

110.3.b.5: Reading/print awareness.

- 110.3.b.5.b Know that print moves from left-to-right across the page and top-to-bottom.
- 110.3.b.5.c Understand written words are separated by spaces.
- 110.3.b.5.d Know the difference between individual letters and printed words.
- 110.3.b.5.g Recognize how readers use capitalization and punctuation or comprehend.
- 110.3.b.5.i Recognize that different parts of a book such as cover, title page, and table of contents offer information.

110.3.b.6: Reading/phonological awareness.

- 110.3.b.6.a Demonstrate the concept of word by dividing spoken sentences into individual words.
- 110.3.b.6.c Produce rhyming words and distinguish rhyming words from non-rhyming words.
- 110.3.b.6.d Identify and isolate the initial and final sound of a spoken word.
- 110.3.b.6.e Blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word.
- 110.3.b.6.f Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds.

110.3.b.7: Reading/letter-sound relationships.

- 110.3.b.7.a Name and identify each letter of the alphabet.
- 110.3.b.7.b Understand that written words are comprised of letters that represent sounds.
- 110.3.b.7.c Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read.
- 110.3.b.7.d Learn and apply the most common letter-sound correspondences, including the sounds represented by single letters (consonants and vowels); consonant blends such as *bl, st, tr*; consonant digraphs such as *th, sh, ck*, and vowel digraphs such as *ea, ie, and ee*.
- 110.3.b.7.e Blend initial letter-sounds with common vowel spelling patterns to read words.
- 110.3.b.7.f Decode by using all letter-sound correspondences within regularly spelled words.
- 110.3.b.7.g Use letter-sound knowledge to read decodable texts (engaging and coherent texts in which most of the words are comprised of an accumulating sequence of letter-sound correspondences being taught).

110.3.b.8: Reading/word identification.

- 110.3.b.8.a Decode by using all letter-sound correspondences within a word.
- 110.3.b.8.b Use common spelling patterns to read words.
- 110.3.b.8.c Use structural cues to recognize words such as compounds, base words, and inflections such as *-s, -as, -ed, and -ing*.
- 110.3.b.8.d Identify multisyllabic words by using common syllable patterns.
- 110.3.b.8.e Recognize and use high-frequency irregular words such as *said, was, there, and is*.
- 110.3.b.8.f Use knowledge of word order (syntax) and content to support word identification and confirm word meaning.
- 110.3.b.8.g Read both regular and irregular word automatically such as through multiple opportunities to read and reread.

110.3.b.9: Reading/fluency.

- 110.3.b.9.a Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader.)
- 110.3.b.9.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.).
- 110.3.b.9.c Read orally from familiar texts with frequency (accuracy, expression, appropriate phrasing, and attention to punctuation.)
- 110.3.b.9.d Self-select independent level reading such as by drawing on personal interest, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty.

Grade 2

110.4.b.2: Listening/speaking/culture.

- 110.4.b.2.a Connect experiences and ideas with those of others through speaking and listening.
- 110.4.b.2.b Compare language and oral traditions (family stories) that reflect customs, regions, and cultures.

110.4.b.3: Listening/speaking/audiences/oral grammar.

- 110.4.b.3.c Ask and answer relevant questions and make contributions in small or large group discussions.

110.4.b.4: Listening/speaking/communication.

- 110.4.b.4.a Use vocabulary to describe clearly ideas, feelings, and experiences.

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- 110.4.b.4.b Clarify and support spoken messages using appropriate props such as objects, pictures, or charts.
- 110.4.b.4.c Retell a spoken message by summarizing or clarifying.

110.4.b.5: Reading/word identification.

- 110.4.b.5.a Decode by using all letter-sound correspondences within a word.
- 110.4.b.5.b Blend initial letter - sounds with common vowel patterns to read words.
- 110.4.b.5.c Recognize high frequency irregular words such as *said, was, where, and is*.
- 110.4.b.5.d Identify multisyllabic words by using common syllable patterns.
- 110.4.b.5.e Use structural cues to recognize words such as compound, base words, and inflections such as *-s, -es, -ed, and -ing*.
- 110.4.b.5.f Use structural cues such as prefixes and suffixes to recognize words, for example, *un - and -ly*.
- 110.4.b.5.g Use knowledge of word order (syntax) and context to support word identification and confirm word meaning.
- 110.4.b.5.h Read both regular and irregular words automatically such as through multiple opportunities to read and reread.

110.4.b.6: Reading Fluency

- 110.4.b.6.a Read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader)
- 110.4.b.6.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)
- 110.4.b.6.c Read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation)
- 110.4.b.6.d Self-select independent-level reading by drawing on personal interests, by relying on knowledge of authors and different types of texts, and/or by estimating text difficulty.
- 110.4.b.6.e Read silently for increasing periods of time.

110.4.b.8: Reading/Vocabulary development.

- 110.4.b.8.a Discuss meanings of words and develop vocabulary through meaningful/concrete experiences
- 110.4.b.8.b Develop vocabulary by listening to and discussion both familiar and conceptually challenging selections read aloud.
- 110.4.b.8.c Develop vocabulary through reading.
- 110.4.b.8.d Use resources and references such as beginners' dictionaries, glossaries, available technology, and context to build word meanings and to confirm pronunciation of words.

110.4.b.9: Reading/comprehension.

- 110.4.b.9.a Use prior knowledge to anticipate meaning and make sense of texts.
- 110.4.b.9.c Retell or act out the order of importance events in stories.
- 110.4.b.9.d Monitor his/her own comprehension and act purposefully when comprehensions breaks down such as rereading, searching for clues, and asking for help.
- 110.4.b.9.e Draw and discuss visual images based on text descriptions.

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- 110.4.b.9.f Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions.
- 110.4.b.9.g Identify similarities and differences across texts such as in topics, characters, and problems.
- 110.4.b.9.h Produce summaries of text selections.

110.4.b.10: Reading/literary response.

- 110.4.b.10.a Respond to stories and poems in ways that reflect understanding and interpretation in discussion (speculating, questioning) in writing, and through movement, music, art, and drama.
- 110.4.b.10.b Demonstrate understanding of informational text in various ways such as through writing, illustrating, developing demonstrations, and using available technology.
- 110.4.b.10.c Support interpretations or conclusions with examples drawn from text.
- 110.4.b.10.d Connect ideas and themes across texts.

110.4.b.12: Reading inquiry/research.

- 110.4.b.12.c Recognize and use parts of a book to locate information, including table of contents, chapter titles, guide words, and indices.

110.4.b.13: Reading/culture.

- 110.4.b.13.a Connect life experiences with the life experiences, language, customs, and culture of others.
- 110.4.b.13.b Compare experiences of characters across cultures.

110.4.b.14: Writing/purposes.

- 110.4.b.14.a Write to record ideas and reflections.
- 110.4.b.14.b Write to discover, develop, and refine.