



SOE - Reader's Theater Correlation to Common Core State Standards

K-5



**SOE - Reader's Theater
Correlation to Common
Core State Standards**

Level K

Standards and Skills

Skill	Unit 1	Unit 2	Unit 3	Project
Reading Comprehension				
With prompting and support, identify characters, settings, and major events in a story	✓	✓	✓	✓
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story	✓	✓	✓	✓
With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)	✓	✓	✓	✓
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories	✓	✓	✓	✓
Actively engage in group-reading activities with purpose and understanding	✓	✓	✓	✓
With prompting and support, ask and answer questions about key ideas and details in a text	✓	✓	✓	✓
With prompting and support, identify the main topic and retell key details in a text	✓	✓	✓	✓
With prompting and support, describe the connection between two or more individuals, events, ideas, or pieces of information in a text	✓	✓	✓	✓
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text	✓	✓	✓	✓
With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text the illustration depicts)	✓	✓	✓	✓
With prompting and support, identify the reasons an author gives to support points in a text	✓	✓	✓	✓
With prompting and support, identify similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)	✓	✓	✓	✓
Actively engage in group-reading activities with purpose and understanding	✓	✓	✓	✓
Phonics, Phonemic Awareness, and Fluency				
Follow words from left to right, top to bottom, and page to page	✓	✓	✓	✓
Recognize that spoken words are represented in written language by specific sequences of letters	✓	✓	✓	✓
Understand that words are separated by space in print	✓	✓	✓	✓
Recognize and name all capital (upper case) and lower case letters of the alphabet	✓	✓	✓	✓
Count, pronounce, blend, and segment syllables in spoken words	✓	✓	✓	✓
Blend and segment onsets and rimes of single-syllable spoken words	✓	✓	✓	✓
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words (this does not include CVCs ending with /l/, /r/, or /x/).	✓	✓	✓	✓
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant	✓	✓	✓	✓
Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>)	✓	✓	✓	✓
Read emergent-reader texts with purpose and understanding	✓	✓	✓	✓

Skill	Unit 1	Unit 2	Unit 3	Project
Writing				
Use a combination of drawing and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>)	✓	✓	✓	✓
Use a combination of drawing and writing to compose informative and/or explanatory texts in which they name what they are writing about and supply some information about the topic	✓	✓	✓	✓
Use a combination of drawing and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	✓	✓	✓	✓
Speaking and Listening				
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion)	✓	✓	✓	✓
Continue a conversation through multiple exchanges	✓	✓	✓	✓
Confirm understanding of text read aloud or information presented orally or through other media, by asking and answering questions about key details and requesting clarification if something is not understood	✓	✓	✓	✓
Describe familiar people, places, things, and events and, with prompting and support, provide additional details	✓	✓	✓	✓
Add drawings or other visual displays to descriptions as desired to provide additional detail	✓	✓	✓	✓
Speak audibly and express thoughts, feelings, and ideas clearly	✓	✓	✓	✓
Language Conventions				
Print many capital (upper case) and lower case letters	✓	✓	✓	✓
Use frequently occurring nouns and verbs	✓	✓	✓	✓
Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>)	✓	✓	✓	✓
Understand and use question words (interrogatives) (e.g., <i>who, what, when, where, why, how</i>)	✓	✓	✓	✓
Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>)	✓	✓	✓	✓
Produce and expand complete sentences in shared language activities	✓	✓	✓	✓
Capitalize the first word in a sentence and the pronoun <i>I</i>	✓	✓	✓	✓
Write a letter or letters for most consonant and short-vowel sounds (phonemes)	✓	✓	✓	✓
Spell simple words phonetically, drawing on knowledge of sound-letter relationships	✓	✓	✓	✓
Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>)	✓	✓	✓	✓
Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word	✓	✓	✓	✓
Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent	✓	✓	✓	✓
Identify real-life connections between words and their use (e.g., noting places at the school that are colorful)	✓	✓	✓	✓
Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings	✓	✓	✓	✓
Use words and phrases acquired through conversations, reading and being read to, and responding to texts	✓	✓	✓	✓



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Level 1

Standards and Skills

Skill	Unit 1	Unit 2	Unit 3	Project
Reading Comprehension				
Retell stories, including key details, and demonstrate understanding of their central message or lesson	✓	✓	✓	
Use key details to describe characters, settings, and major events in a story	✓	✓	✓	✓
In stories or poems, identify words and phrases that suggest feelings or appeal to the senses	✓	✓	✓	
Identify who is telling the story at various points in a text	✓	✓	✓	
Use illustrations and details in a story to describe the story's characters, setting, or events	✓	✓	✓	✓
Compare and contrast the adventures and experiences of characters in stories				✓
Identify the main topic and retell key details of a text	✓	✓	✓	✓
Describe the connection between two individuals, events, ideas, or pieces of information in a text	✓	✓	✓	✓
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text	✓	✓	✓	
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text	✓	✓	✓	
Use the illustrations and details in a text to describe its key ideas	✓	✓	✓	
Identify the reasons the author gives to support points in a text	✓	✓	✓	
Identify basic similarities in and differences between two texts on the same topics (e.g., in illustrations, descriptions, or procedures)				✓

Phonics, Phonemic Awareness, and Fluency				
Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words	✓	✓	✓	
Isolate and pronounce initial, medial-vowel, and final sounds (phonemes) in spoken single-syllable words	✓	✓	✓	
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)	✓	✓	✓	
Know the spelling-sound correspondences for common consonant digraphs	✓	✓	✓	
Decode regularly spelled one-syllable words	✓	✓	✓	
Know final -e and common vowel team conventions for representing long vowel sounds	✓	✓	✓	
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word	✓	✓	✓	
Decode two-syllable words following basic patterns by breaking the words into syllables	✓	✓	✓	
Read words with inflectional endings	✓	✓	✓	
Recognize and read grade-appropriate irregularly spelled words	✓	✓	✓	
Read on-level text with purpose and understanding	✓	✓	✓	
On successive readings, read on-level text orally with accuracy, appropriate speed, and expression	✓	✓	✓	
Use context to confirm or self-correct word recognition and understanding, rereading as necessary	✓	✓	✓	

Skill	Unit 1	Unit 2	Unit 3	Project
Writing				
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	✓			✓
Write informative and/or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure		✓	✓	✓
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed	✓	✓	✓	✓
Speaking and Listening				
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)	✓	✓	✓	
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	✓	✓	✓	
When appropriate, add drawings or other visual displays to descriptions to clarify ideas, thoughts, and feelings	✓	✓	✓	✓
Produce complete sentences when appropriate to task and situation	✓	✓	✓	✓
Language Conventions				
Print all capital (upper case) and lower case letters	✓	✓	✓	✓
Use common, proper, and possessive nouns	✓	✓	✓	✓
Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops. We hop.</i>)	✓	✓	✓	✓
Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, anything</i>)	✓	✓	✓	✓
Use verbs to convey a sense of past, present, and future	✓	✓	✓	✓
Use frequently occurring conjunctions (e.g., <i>and, but, so, because</i>)	✓	✓	✓	✓
Use determiners (e.g., articles, demonstratives)	✓	✓	✓	✓
Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>)	✓	✓	✓	✓
Produce and expand complete simple and compound declarative, interrogative, and exclamatory sentences in response to prompts	✓	✓	✓	✓
Capitalize dates and names of people			✓	
Use end punctuation for sentences	✓	✓	✓	
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words	✓	✓	✓	✓
Use sentence-level context as a clue to the meaning of a word or phrase	✓	✓	✓	
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent	✓	✓	✓	
Define words by category and by one or more key attributes	✓	✓	✓	
Identify real-life connections between words and their use (e.g., noting places at home that are cozy)	✓	✓	✓	
Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings	✓	✓	✓	
Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)	✓	✓	✓	✓



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Level 2

Standards and Skills

Skill	Unit 1	Unit 2	Unit 3	Project
Reading Comprehension				
Describe how characters in a story respond to major events and challenges	✓	✓	✓	✓
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song	✓	✓	✓	
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	✓	✓	✓	
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud	✓	✓	✓	
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	✓	✓	✓	✓
Ask and answer such questions such 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 text	✓	✓	✓	✓
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text	✓	✓	✓	
Determine the meaning of words and phrases in a text relevant to a second-grade topic or subject area	✓	✓	✓	
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently	✓	✓	✓	
Identify the main purpose of a text, including what the author wants to answer, explain, or describe	✓	✓	✓	
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text	✓	✓	✓	
Describe how reasons support specific points the author makes in a text	✓	✓	✓	
Compare and contrast the most important points presented in two texts on the same topic				✓
Phonics, Phonemic Awareness, and Fluency				
Distinguish long and short vowels when reading regularly spelled one-syllable words	✓	✓	✓	
Know spelling-sound correspondences for additional common vowel teams	✓	✓	✓	
Decode regularly spelled two-syllable words with long vowels	✓	✓	✓	
Decode words with common prefixes and suffixes	✓	✓	✓	
Identify words with inconsistent but common spelling-sound correspondences	✓	✓	✓	
Recognize and read grade-appropriate irregularly spelled words	✓	✓	✓	
Read on-level text with purpose and understanding	✓	✓	✓	
On successive readings, read on-level text orally with accuracy, appropriate speed, and expression	✓	✓	✓	
Use context to confirm or self-correct word recognition and understanding, rereading as necessary	✓	✓	✓	

Skill	Unit 1	Unit 2	Unit 3	Project
Writing				
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect the opinion and reasons, and provide a concluding statement or section	✓	✓	✓	✓
Write informative and/or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section			✓	✓
Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, or feelings; use temporal words to signal event order; and provide a sense of closure	✓	✓	✓	
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing	✓	✓	✓	✓
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers				✓
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report, record science observations)				✓
Recall information from experiences or gather information from provided sources to answer a question	✓			✓
Speaking and Listening				
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion)	✓	✓	✓	✓
Build on others' talk in conversations by linking their comments to the remarks of others	✓	✓	✓	✓
As needed, ask for clarification and further explanation of the topics and texts under discussion	✓	✓		
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	✓	✓	✓	✓
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue	✓	✓		
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	✓	✓	✓	
Produce complete sentences, when appropriate to task and situation, in order to provide requested detail or clarification	✓	✓	✓	✓
Language Conventions				
Use collective nouns (e.g., group nouns)	✓			
Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i>)	✓			
Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i>)	✓	✓	✓	✓
Use adjectives and adverbs, and choose between them depending on what is to be modified	✓	✓	✓	✓
Produce, expand, and rearrange complete single and compound sentences (e.g., <i>The boy watched the movie. The little boy watched the movie. The action movie was watched by the little boy.</i>)		✓		
Use an apostrophe to form contractions and frequently occurring possessives	✓	✓	✓	✓
Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	✓	✓	✓	
Use sentence-level context as a clue to the meaning of a word or phrase	✓	✓	✓	
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>)			✓	
Use knowledge of the meanings of individual words to predict the meanings of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>)		✓	✓	
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases	✓	✓	✓	
Identify real-life connections between words and their use (e.g., describing foods that are spicy or juicy).	✓	✓	✓	
Use words and phrases acquired through conversations, reading, and being read to, and respond to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy.</i>)	✓	✓	✓	



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Level 3

Standards and Skills

Skill	Unit 1	Unit 2	Unit 3	Project
Reading Comprehension				
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		✓		✓
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	✓	✓	✓	✓
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	✓	✓	✓	
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	✓	✓	✓	✓
Distinguish own point of view from that of the narrator or those of the characters.	✓	✓	✓	✓
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., creating mood, emphasizing aspects of a character or setting).	✓	✓	✓	✓
By the end of the year, independently and proficiently read and comprehend literature, including stories, dramas, and poetry, at the high end of the text-complexity band for Grades 2–3.	✓	✓	✓	
Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓	✓	✓	
Describe the relationship of a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	✓	✓	✓	✓
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.	✓	✓	✓	
Use text features and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.	✓	✓	✓	
Distinguish own point of view from that of the author of a text.				✓
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	✓	✓	✓	✓
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	✓	✓	✓	✓
Phonics, Phonemic Awareness, and Fluency				
Identify and know the meanings of the most common prefixes and derivational suffixes.	✓	✓	✓	
Decode words with common Latin suffixes.	✓	✓	✓	
Decode multisyllable words.	✓	✓	✓	
Read grade-appropriate irregularly spelled words.	✓	✓	✓	
Read grade-level text with purpose and understanding.	✓	✓	✓	
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	✓	✓	✓	
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓

Skill	Unit 1	Unit 2	Unit 3	Project
Writing				
Introduce the topic or text being writing about, state an opinion, and create an organizational structure that lists reasons.	✓		✓	✓
Provide reasons that support an opinion.	✓	✓	✓	✓
Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	✓	✓	✓	✓
Provide a concluding statement or section.	✓	✓	✓	✓
Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.	✓	✓	✓	✓
Develop the topic with facts, definitions, and details.	✓	✓	✓	✓
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	✓	✓	✓	✓
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	✓	✓	✓	✓
Use temporal words and phrases to signal event order.	✓	✓	✓	✓
Provide a sense of closure.	✓	✓	✓	✓
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓
Form and use regular and irregular plural nouns.	✓	✓	✓	✓
Use abstract nouns (e.g., <i>childhood</i>).	✓	✓	✓	✓
Form and use regular and irregular verbs.	✓	✓	✓	✓
Form and use the simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>).	✓	✓	✓	✓
Ensure subject-verb and pronoun-antecedent agreement.	✓	✓	✓	✓
Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	✓	✓	✓	✓
Use coordinating and subordinating conjunctions.	✓	✓	✓	✓
Produce simple, compound, and complex sentences.	✓	✓	✓	✓
Capitalize appropriate words in titles.	✓	✓	✓	✓
Use commas and quotation marks in dialogue.	✓	✓	✓	✓
Form and use possessives.	✓	✓	✓	✓
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	✓	✓	✓	✓
Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	✓	✓	✓	✓
Recognize and observe differences between the conventions of spoken and written standard English.	✓	✓	✓	✓
Use sentence-level context as a clue to the meaning of a word or phrase.	✓	✓	✓	✓
Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	✓	✓	✓	✓
Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	✓	✓	✓	✓
Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night, we went looking for them</i>).	✓	✓	✓	✓

Speaking and Listening				
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓	✓	✓	✓
Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓	✓	✓	✓
Explain own ideas and understanding in light of the discussion.	✓	✓	✓	✓
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓
Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓	✓	✓	✓



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Level 4

Standards and Skills

Skill	Unit 1	Unit 2	Unit 3	Project
Reading Comprehension				
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓
Determine a theme of a story, drama, or poem from details in the text; summarize the text.	✓	✓	✓	✓
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓	✓	✓	✓
Determine the meaning of words and phrases as they are used in a text.	✓	✓	✓	✓
Compare and contrast the point of view from which different stories are narrated.	✓	✓	✓	✓
Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	✓	✓	✓	✓
By the end of the year, proficiently read and comprehend literature, including stories, dramas, and poetry, in the text complexity band for Grades 4–5, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	✓	✓	✓	
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.	✓	✓	✓	✓
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	✓	✓	✓	✓
Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	✓	✓	✓	✓
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	✓	✓	✓	✓
By the end of year, proficiently read and comprehend informational texts, including history/social studies, science, and technical texts, in the text complexity band for Grades 4–5, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓

Skill	Unit 1	Unit 2	Unit 3	Project
Phonics, Phonemic Awareness, and Fluency				
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllable words in context and out of context.	✓	✓	✓	✓
Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓
Read grade-level text with purpose and understanding.	✓	✓	✓	✓
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	✓	✓	✓	✓
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓

Writing				
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✓	✓	✓	✓
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	✓	✓	✓	✓
Provide reasons that are supported by facts and details.	✓	✓	✓	✓
Link opinion and reasons by using words and phrases (e.g., <i>for instance, in order to, in addition</i>).	✓	✓	✓	✓
Provide a concluding statement or section related to the opinion presented.	✓	✓	✓	✓
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓	✓	✓
Introduce a topic clearly and group related information into paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful in aiding comprehension.	✓	✓	✓	✓
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓	✓	✓
Link ideas within categories of information by using words and phrases (e.g., <i>another, for example, also, because</i>).	✓	✓	✓	✓
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓
Provide a concluding statement or section related to the information or explanation presented.	✓	✓	✓	✓

Skill	Unit 1	Unit 2	Unit 3	Project
Writing				
Use dialogue and description to develop experiences and events or show the responses of characters to situations.	✓	✓	✓	✓
Use a variety of transitional words and phrases to manage the sequence of events.	✓	✓	✓	✓
Use concrete words and phrases and sensory details to convey experiences and events precisely.	✓	✓	✓	✓
Produce clear and coherent writing in which the development and organization are appropriate to the task.	✓	✓	✓	✓
Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓
Apply Grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	✓	✓	✓	✓
Apply Grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).	✓	✓	✓	
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓
Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓
Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	✓	✓	✓	✓
Form and use the progressive verb tenses (e.g., <i>I was walking; I am walking; I will be walking</i>).	✓	✓	✓	✓
Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	✓	✓	✓	✓
Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).	✓	✓	✓	✓
Form and use prepositional phrases.	✓	✓	✓	✓
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	✓	✓	✓	✓
Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	✓	✓	✓	✓
Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓
Use correct capitalization.	✓	✓	✓	✓

Skill	Unit 1	Unit 2	Unit 3	Project
Writing				
Use a comma before a coordinating conjunction in a compound sentence.	✓	✓	✓	✓
Spell grade-appropriate words correctly, consulting references as needed.	✓	✓	✓	✓
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓
Choose words and phrases to convey ideas precisely.	✓	✓	✓	✓
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	✓	✓	✓	✓
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓
Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and those that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	✓	✓	✓	✓

Speaking and Listening				
Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing own ideas clearly.	✓	✓	✓	✓
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓	✓	✓	✓
Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓	✓	✓
Review the key ideas expressed and explain own ideas and understanding in light of the discussion.	✓	✓	✓	✓
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓
Identify the reasons and evidence a speaker provides to support particular points.	✓	✓	✓	✓
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	✓	✓	✓	✓



**SOE - Reader's Theater
Correlation to Common
Core State Standards**

Level 5

Standards and Skills

Skill	Unit 1	Unit 2	Unit 3	Project
Reading Comprehension				
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize 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).	✓	✓	✓	✓
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	✓	✓	✓	✓
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	✓	✓	✓	✓
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	✓	✓	✓	✓
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.				✓
By the end of the year, independently and proficiently read and comprehend literature, including stories, dramas, and poetry, at the high end of the text complexity band for Grades 4–5.	✓	✓	✓	✓
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	✓	✓	✓	✓
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.	✓	✓	✓	✓
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.	✓	✓	✓	✓
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	✓	✓	✓	✓
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.				✓
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.				✓
By the end of the year, independently and proficiently read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the text complexity band for Grades 4–5.	✓	✓	✓	✓
Phonics, Phonemic Awareness, and Fluency				
Know and apply grade-level phonics and word-analysis skills in decoding words.	✓	✓	✓	✓
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllable words in context and out of context.	✓	✓	✓	✓
Read with sufficient accuracy and fluency to support comprehension.	✓	✓	✓	✓
Read grade-level text with purpose and understanding.	✓	✓	✓	✓
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	✓	✓	✓	✓
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	✓	✓	✓
Writing				
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	✓	✓	✓	✓
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	✓	✓	✓	✓
Provide logically ordered reasons that are supported by facts and details.	✓	✓	✓	✓
Link opinion and reasons by using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	✓	✓	✓	✓
Provide a concluding statement or section related to the opinion presented.	✓	✓	✓	✓
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓	✓	✓
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful in aiding comprehension.	✓	✓	✓	✓
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	✓	✓	✓	✓
Link ideas within and across categories of information by using words, phrases, and clauses (e.g., <i>especially</i>).	✓	✓	✓	✓

Skill	Unit 1	Unit 2	Unit 3	Project
Writing				
Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓	✓	✓
Provide a concluding statement or section related to the information or explanation presented.	✓	✓	✓	✓
Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	✓	✓	✓	✓
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	✓	✓	✓	✓
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	✓	✓	✓	✓
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	✓	✓	✓	✓
Use concrete words and phrases and sensory details to convey experiences and events precisely.	✓	✓	✓	✓
Provide a conclusion that follows from the narrated experiences or events.	✓	✓	✓	✓
Produce clear and coherent writing in which the development and organization are appropriate to the task.	✓	✓	✓	✓
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	✓	✓	✓	✓
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	✓	✓	✓	✓
Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓	✓	✓	✓
Apply Grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].”).	✓	✓	✓	✓
Apply Grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”).	✓	✓	✓	✓
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓
Demonstrate a command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓
Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	✓	✓	✓	✓
Use verb tense to convey various times, sequences, states, and conditions.	✓	✓	✓	✓
Use correlative conjunctions (e.g., either/or, neither/nor).	✓	✓	✓	✓
Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓	✓	✓	✓
Use punctuation to separate items in a series.	✓	✓	✓	✓
Use a comma to separate an introductory element from the rest of the sentence.	✓	✓	✓	✓
Use underlining, quotation marks, or italics to indicate titles of works.	✓	✓	✓	✓
Spell grade-appropriate words correctly, consulting references as needed.	✓	✓	✓	✓
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	✓	✓	✓	✓
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	✓	✓	✓	✓
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓
Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases.	✓	✓	✓	✓

Speaking and Listening				
Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on Grade 5 topics and texts, building on others’ ideas and expressing own ideas clearly.	✓	✓	✓	✓
Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓	✓	✓	✓
Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓	✓	✓
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	✓	✓	✓	✓
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	✓	✓	✓	✓
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓	✓	✓	✓
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	✓	✓	✓	✓