

Trouble in the Hen House: A Puppet Show

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

writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	information from experiences or gather information from provided sources to answer a question.	sources or gather information from provided sources to answer a question.	experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
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Speaking and Listening Standards					
Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Confirm understanding of a text read aloud or information presented	Add drawings or other visual displays to descriptions when appropriate to	Produce complete sentences when appropriate to task and	Ask and answer questions about information from a speaker,	Paraphrase portions of a text read aloud or information presented in diverse media	Paraphrase portions of a text read aloud or information presented in diverse media

orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	clarify ideas, thoughts, and feelings.	situation in order to provide requested detail or clarification.	offering appropriate elaboration and detail.	and formats, including visually, quantitatively, and orally.	and formats, including visually, quantitatively, and orally.
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