

# Fish Tales Workshop: K-5<sup>th</sup> Grade

## English Language Arts Standards

### Kindergargen

#### Reading

**Key Ideas and Details:** With prompting and support, identify characters, settings, and major events in the story. With prompting and support, ask and answer questions about key details in a text.

With prompting and support, identify the main topic and retell key details of a text.

**Craft and Structure:** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Ask and answer questions about unknown words in a text.

Identify the front cover, back cover, and title page of a book.

**Integration of Knowledge and Ideas:** 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 an illustration depicts).

#### Writing

**Text Types and Purposes:** Use a combination of drawing, dictating, 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.

**Production and Distribution of Writing:** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

### First Grade

#### Reading

**Key Ideas and Details:** Describe characters, settings, and major events in the story, using key details

Ask and answer questions about key details in a text.

Identify the main topic and retell key details of a text.

**Craft and Structure:** Identify words and phrases in a story or poems that suggest feelings or appeal to the senses.

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

**Integration of Knowledge and Ideas:** Use illustrations and details in a story to describe its characters, settings, or events.

#### Writing

**Text Types and Purposes:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Production and Distribution of Writing:** 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.

### Second Grade

#### Reading

**Key Ideas and Details:** Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.

Describe how characters in a story respond to major events and challenges.

**Craft and Structure:** Describe the overall structure of the story, including describing how the beginning introduces the story and ending concludes the action.

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Integration of Knowledge and Ideas:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

#### Writing

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**Text Types and Purposes:** Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### Production and Distribution of Writing

#### Third Grade

##### Reading

**Key Ideas and Details:** Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.

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 main idea of a text; recount the key details and explain how they support the main idea.

**Craft and Structure:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

Distinguish their own points of view from that of the narrator or those of the characters.

**Integration of Knowledge and Ideas:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)

##### Writing

**Text Types and Purposes:** Write narratives to develop real or imagined 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

**Production and Distribution of Writing:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

#### Fourth Grade

##### Reading

**Key Ideas and Details:** Refer to details and examples in a text when explaining what they text says explicitly and when drawing inferences from the text.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

**Craft and Structure:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

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.

##### Writing

**Text Types and Purposes:** Write narratives to develop real or imagined experiences 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.

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**Production and Distribution of Writing:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### Fifth Grade

#### Reading

**Key Ideas and Details:** Quote accurately from a text when explaining what they text says explicitly and when drawing inferences from the text.

**Craft and Structure:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Describe how a narrator’s or speaker’s point of view influences how events are described.

#### Writing

**Text Types and Purposes:** Write narratives to develop real or imagined experiences 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 narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses 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

**Production and Distribution of Writing:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)