

1.R.1.1 Students can **decode** words using short vowel sounds.

Blooms Level: Application

Learning targets to meet this standard:

- Decodes C-V-C pattern words

Verbs Defined:

- Decode – take a word apart and say it correctly

Key Terms Defined:

- Short vowel sounds: /ă/ /ĕ/ /ĭ/ /ŏ/ /ŭ/

Teacher Speak:

Students can decode (take a word apart and say it correctly) words using short vowel sounds.

Student Speak:

I can take a word apart and say it correctly (decode) using short vowel sounds.

Possible resources/references:

1.R.1.2 Students can **read** text by decoding word parts.

Blooms Level: Application

Learning targets to meet this standard:

- Decodes using onsets – the first part of the word up to the vowel
- Decodes using rimes – the last part of the word containing the vowel

Verbs Defined:

Key Terms Defined:

- Word parts – specifically onsets and rimes
- Decoding – taking a word apart and saying it correctly

Teacher Speak:

Students can read text by decoding (taking a word apart and saying it correctly) word parts (specifically onsets and rimes).

Student Speak:

I can read text by decoding word parts.

Possible resources/references:

1.R.1.3 Students can **blend** sounds of words to read text.

Blooms Level: Synthesis

Learning targets to meet this standard:

- Blending beginning, middle and ending sounds
- Students can apply consonant digraph – two consecutive consonants making one unique sound
- Students can apply initial blends – two consecutive consonants at the beginning of a word
- Students can apply final blends – two consecutive consonants at the end of a word

Verbs Defined:

- Blend – put together

Key Terms Defined:

- Sounds of words – phonemes

Teacher Speak:

Students can blend (put together) sounds of words to read text.

Student Speak:

I can put together (blend) sounds of words to read text.

Possible resources/references:

1.R.1.4 Students can **separate** two-part words orally and in text.

Blooms Level: Analysis

Learning targets to meet this standard:

- Chunking – word segmentation
- Compound words – two or more words combined to form a new word
- Syllables – a unit of pronunciation with a single vocal sound

Verbs Defined:

- Separate – break apart

Key Terms Defined:

Teacher Speak:

Students can separate (break apart) two-part words orally and in text.

Student Speak:

I can break apart (separate) two-part words orally and in text.

Possible resource/references:

1.R.1.5 Students can **identify** root words and their inflectional forms in text.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Adding word endings without changing the root word

Verbs Defined:

- Identify – show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Root words – base words
- Inflectional forms – endings attached to a root word

Teacher Speak:

Students can identify (show what I know by pointing, writing, speaking, or drawing) root words (base words) and their inflectional forms (endings attached to a root word) in text.

Student Speak:

I can show what I know by pointing, writing, speaking, or drawing (identify) root words and their endings attached to a root word (inflectional forms) in text.

Possible resources/references:

1.R.1.6 Students can **interpret** vocabulary when reading independently.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Match pictures to vocabulary meaning
- Retell story using vocabulary from text
- Answer comprehension questions related to vocabulary in story

Verbs Defined:

- Interpret – understand the meaning of

Key Terms Defined:

- Vocabulary – words in text

Teacher Speak:

Students can interpret (understand the meaning of) vocabulary (words in text) when reading independently.

Student Speak:

I can understand the meaning of (interpret) words in text (vocabulary) when reading independently.

Possible resources/references:

1.R.1.7 Students can **read** high-frequency words in text.

Blooms Level: Application

Learning targets to meet this standard:

- Memorize high-frequency and sight words

Verbs Defined:

Key Terms Defined:

- High-frequency words – words found often in print

Teacher Speak:

Students can read high-frequency words (words found often in print) in text.

Student Speak:

I can read words that are used often in text (high-frequency words).

Possible resources/references:

High-frequency word list by Ziao, Ivens, Millard, and Duvvuri (1995)

High-frequency word list by Lucy Calkins

High-frequency word list by Patricia Cunningham

Sight word list

1.R.2.1 Students can **comprehend** text by applying reading strategies.

Blooms Level: Application

Learning targets to meet this standard:

- Apply reading strategies
 - structure
 - visual cues
 - self correct
 - use pictures
 - skip word and come back to it
 - context clues
 - use glossary, bold words, maps, tables, graphs, and photos

Verbs Defined:

- Comprehend – understand or make sense of

Key Terms Defined:

- Reading strategies – methods for making sense of text

Teacher Speak:

Students can comprehend (understand or make sense of) text by applying reading strategies (methods for making sense of text).

Student Speak:

I can understand or make sense of (comprehend) text by applying methods for making sense of text (reading strategies).

Possible resources/references:

1.R.2.2 Students can **utilize** comprehension strategies.

Blooms Level: Application

Learning targets to meet this standard:

- Apply comprehension strategies:
 - make connections between the text to self, text to text, and text to the world
 - answers questions about text
 - makes predictions

Verbs Defined:

- Utilize – put into use

Key Terms Defined:

- Comprehension strategies – methods used to comprehend text

Teacher Speak:

Students can utilize (put into use) comprehension strategies.

Student Speak:

I can put into use (utilize) comprehension strategies.

Possible resources/references:

1.R.2.3 Student can **read** fluently to comprehend text.

Blooms Level: Comprehension

Learning targets to meet this standard:

- Recognize high frequency words and read accurately
- Read with expression including phrasing voice
- Vary reading rate according to the text

Verbs Defined:

Key Terms Defined:

- Fluently – accurately with expression at an appropriate rate
- Comprehend – understand

Teacher Speak:

Students can read fluently (accurately with expression at an appropriate rate) to comprehend (understand) text.

Student Speak:

I can read accurately with expression at an appropriate rate (fluently) to understand (comprehend) text.

Possible resources/references:

1.R.3.1 Students can **identify** major literary elements in text.

Blooms Level: Knowledge

Learning targets to meet this standard:

- Identify character
- Identify problem/solution
- Identify setting

Verbs Defined:

- Identify – show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Literary elements – characters, setting, problem/solution (see glossary)

Teacher Speak:

Students can identify (show what I know by pointing, writing, speaking, or drawing) major literary elements (characters, setting, problem/solution) in text.

Student Speak:

I can show what I know by pointing, writing, speaking, or drawing (identify) the setting, characters, and problem/solution (literary elements) in text.

Possible resources/references:

1.R.3.2 Students can **identify** similarities and differences in text written by the same author.

Blooms Level: Analysis

Learning targets to meet this standard:

- Name repeated phrases, sequencing, rhyming pattern
- Name similarities and differences of illustrations by the same author
- Determine difference between author and illustrator
- See 1.R.3.1

Verbs Defined:

- Identify – show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Similarities and differences – how things are alike and not alike

Teacher Speak:

Students can identify (show what I know by pointing, writing, speaking, or drawing) similarities and differences in text written by the same author.

Student Speak:

I can show what I know by pointing, writing, speaking, or drawing (identify) how things are alike and not alike (about similarities and differences) in text written by the same author.

Possible resources/references:

1.R.3.3 Students can **identify** the differences between genres including fiction, nonfiction, and poetry.

Blooms Level: Analysis

Learning targets to meet this standard:

- Distinguish between fiction and non-fiction
- Recognize the differences between a poem and a story

Verbs Defined:

- Identify – show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Genres – categories of literature
- Fiction – make-believe
- Nonfiction – real
- Poetry – see glossary

Teacher Speak:

Students can identify (show what I know by pointing, writing, speaking, or drawing) the differences between genres (categories of literature) including fiction (make-believe), nonfiction (real), and poetry.

Student Speak:

I can show what I know by pointing, writing, speaking, or drawing (identify) the differences between categories of literature (genres) including make-believe (fiction), real (nonfiction), and poetry.

Possible resources/references:

1.R.4.1 Students can **compare** text from different cultures as read aloud by teacher.

Blooms Level: Analysis

Learning targets to meet this standard:

- Compare legends
- Compare celebrations
- Compare traditions

Verbs Defined:

- Compare – tell what is the same

Key Terms Defined:

- Text – written material
- Cultures – groups of people (see glossary)

Teacher Speak:

Students can compare (tell what is the same) text (written material) from different cultures (groups of people).

Student Speak:

I can tell what is the same (compare) about written material (text) from different groups of people (cultures).

Possible resources/references:

1.R.5.1 Students can **locate** and **utilize** a table of contents.

Blooms Level: Application

Learning targets to meet this standard:

- Identify the table of contents
- Locate table of contents
- Use the table of contents to find information regarding a specific topic

Verbs Defined:

- Locate – find
- Utilize – put into use

Key Terms Defined:

Teacher Speak:

Students can locate (find) and utilize (put into use) a table of contents.

Students Speak:

I can find (locate) and put into use (utilize) a table of contents.

Possible resources/references:

1.R.5.2 Student can **alphabetize** words to the first letter.

Blooms Level: Analysis

Learning targets to meet this standard:

- Use informational text and index
- Alphabetize words in isolation

Verbs Defined:

- Alphabetize – put letters in A B C order

Key Terms Defined:

Teacher Speak:

Students can alphabetize (put letters in A B C order) words to the first letter.

Student Speak:

I can put letters in A B C order (alphabetize) words to the first letter.

Possible resources/references:

WORKING DOCUMENT