

**2.R.1.1** Students can **decode** to read and **recognize** words.

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Distinguish beginning, middle, and end sounds in words
- Identify:
  - long and short vowel sounds
  - diphthongs ex., oi, oy, au, aw, ow, ou and digraphs ch, sh, th, wh
  - syllabication – orally the number of syllables in a word
  - compound words
  - common abbreviations (months, days of the week)
  - singular possessives
  - regular inflectional endings, (e.g.), -s, -es, -ed; cat - cats; bench - benches; want - wanted

**Verbs Defined:**

- Decode – take a word apart and say it correctly
- Recognize – to show by pointing or explain by speaking, drawing, or writing

**Key Terms Defined:**

**Teacher Speak:**

Students can decode (take a word apart and say it correctly) to read and recognize (to show by pointing or explain by speaking, drawing, or writing) words.

**Student Speak:**

I can take a word apart and say it correctly (decode) to read and recognize (to show by pointing or explain by speaking, drawing, or writing) words.

**Possible resources/references:**

**2.R.1.2** Students can **read** simple contractions and **identify** the two words which are combined in text.

**Blooms Level:** Knowledge

**Learning targets to meet this standard:**

- Recognize that:
  - two words put together form one word
  - an apostrophe takes the place of a letter or letters in a contraction

**Verbs Defined:**

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

**Key Terms Defined:**

- Simple contractions – the first word of the contraction remains the same,

**Teacher Speak:**

Students can read simple contractions and identify (show what I know by pointing, writing, speaking or drawing) the two words which are combined in text.

**Student Speak:**

I can read simple contractions and show what I know by pointing, writing, speaking or drawing (identify) the two words which are combined in text.

**Possible resources/references:**

**2.R.2.1** Students can **apply** strategies to read and comprehend text.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Using strategies such as:
  - asking wh-questions (who, what, where, when, why)
  - drawing conclusions
  - determining author’s purpose
  - relating prior knowledge
  - restating details
  - finding main idea
  - setting a purpose for reading
- Using vocabulary strategies
- Using inferences

**Verbs Defined:**

- Apply – use for a purpose

**Key Terms Defined:**

- Strategies – ways to do something
- Comprehend – understand and make sense of

**Teacher Speak:**

Students can apply (use for a purpose) strategies (ways to do something) to read and comprehend (understand and make sense of) text.

**Student Speak:**

I can use for a purpose (apply) ways to do something (strategies) to read and understand and make sense of (comprehend) text.

**Possible resources/references:**

**2.R.2.2** Students can **read** aloud fluently to comprehend text.

**Blooms Level:** Comprehension

**Learning targets to meet this standard:**

- Read high-frequency words with accuracy
- Read with expression, including phrasing
- Vary reading rate according to text

**Verbs Defined:**

**Key Terms Defined:**

- Fluently – smoothly, accurately, and with expression
- Comprehend – understand and make sense of

**Teacher Speak:**

Students can read aloud fluently (smoothly, accurately, and with expression) to comprehend (understand and make sense of) text.

**Student Speak:**

I can read aloud smoothly, accurately, and with expression (fluently) to understand and make sense of (comprehend) text.

**Possible resources/references:**

**2.R.3.1** Students can **recognize** different genres of literature.

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Recognize that different genres have different characteristics

**Verbs Defined:**

- Recognize – show by pointing or explain by speaking, drawing, or writing

**Key Terms Defined:**

- Genres – categories of literature (see glossary)

**Teacher Speak:**

Students can recognize (show by pointing or explain by speaking, drawing, or writing) different genres (categories of literature) of literature.

**Student Speak:**

I can show by pointing or explain by speaking, drawing, or writing (recognize) different categories of literature (genres).

**Possible resources/references:**

WORKING DOCUMENT

**2.R.3.2** Students can **identify** the literary elements of character, setting, plot, and theme in literature.

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Recognize characters in stories
- Name the setting in stories
- Recognize the plot in stories
- Recognize main idea in stories

**Verbs Defined:**

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

**Key Terms Defined:**

- Literary elements – structures that contribute to the whole of a story

**Teacher Speak:**

- Students can identify (show what I know by pointing, speaking, drawing, or writing) the literary elements (structures that contribute to the whole of a story) of character, setting, plot, and theme in literature.

**Student Speak:**

- I can show what I know by pointing, speaking, drawing, or writing (identify) the structures that contribute to the whole of a story (literary elements) of character, setting, plot and theme in literature.

**Possible resources/references:**

**2.R.3.3** Students can **identify** rhyme, rhythm, alliteration, and a simple pattern in poetry.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Listen for rhyme in literature
- Listen and respond to rhythm by using movement
- Listen and recognize alliteration in literature
- Listen and recognize patterns in poetry

**Verbs Defined:**

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

**Key Terms Defined:**

- Rhyme – the ending part of a word that sounds like the ending part of another word
- Rhythm – the beat of a poem
- Alliteration – using words with repeated initial sound
- Pattern – the ending part of the line that matches or rhymes the ending of another line

**Teacher Speak:**

Students can identify (show what I know by pointing, speaking, drawing, or writing) rhyme, rhythm, alliteration, and a simple pattern in poetry.

**Student Speak:**

I can show what I know by pointing, speaking, drawing, or writing (identify):

- the ending part of a word that sounds like the ending part of another word (rhyme),
- the beat of a poem (rhythm),
- using words with repeated initial sound (alliteration), and
- the ending part of the line that matches or rhymes the ending of another line (pattern) in poetry.

**Possible resources/references:**

**2.R.4.1** Students can **compare** and **contrast** different versions of literature from different cultures.

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Determine how characters are the same and different in literature
- Determine cultural likenesses and differences in literature
- Compare versions of the same story using plot, character, setting
- Contrast versions of the same story using plot, character, setting

**Verbs Defined:**

- Compare – show how things are the same by telling, pointing, and writing
- Contrast – show how things are different by telling, pointing, and writing

**Key Terms Defined:**

- Culture – groups of people (see glossary)

**Teacher Speak:**

Students can compare (show how things are the same by telling, pointing, and writing) and contrast (show how things are different by telling, pointing, and writing) different versions of literature from different cultures (groups of people).

**Student Speak:**

I can show how things are the same by telling, pointing, and writing (compare), and I can show how things are different by telling, pointing, and writing (contrast) different versions of literature from different groups of people (cultures).

**Possible resources/references:**

*Little Red Riding Hood, Lon Po Po, Mufaro's Beautiful Daughter*

**2.R.4.2** Students can **compare** and **contrast** different stories from various time periods.

**Blooms Level:** Analysis

**Learning targets to meet this standard:**

- Determine how characters are the same and different within time periods
- Compare and contrast versions of the same story using plot, character, setting

**Verbs Defined:**

- Compare – show how things are the same by telling, pointing, and writing
- Contrast – show how things are different by telling, pointing, and writing

**Key Terms Defined:**

- Various time periods – past, present or future

**Teacher Speak:**

Students can compare (show how things are the same by telling, pointing, and writing) and contrast (show how things are different by telling, pointing, and writing) different stories from various time periods (past, present, or future).

**Students Speak:**

I can show how things are the same (compare) and different (contrast) by telling, pointing, and writing different stories from past, present or future (various time periods).

**Possible resources/references:**

Historical fiction (Laura Ingalls Wilder), Science Fiction,

**2.R.5.1** Students can **identify** and **utilize** text features to comprehend informational texts.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Use title page, index, table of contents, body of book and glossary to locate information
- Identify and use text features (see glossary)
- Identify a non-fiction book

**Verbs Defined:**

- Utilize – put into use

**Key Terms Defined:**

- Informational texts – non-fiction texts intended to inform

**Teacher Speak:**

Students can identify and utilize (put into use) text features to comprehend informational texts (non-fiction texts intended to inform).

**Student Speak:**

I can identify and put into use (utilize) text features to comprehend non-fiction texts intended to inform (informational texts).

**Possible resources/references:**

**2.R.5.2** Students can **apply** alphabetical order to the second letter when using dictionaries and encyclopedias.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Use encyclopedias to locate information
- Use dictionaries to locate information
- Use guide words, ABC order to the 1<sup>st</sup> letter, to locate information
- Use guide words, ABC order to the 2<sup>nd</sup> letter, to locate information

**Verbs Defined:**

- Apply - use for a purpose

**Key Terms Defined:**

**Teacher Speak:**

Students can apply (use for a purpose) alphabetical order to the second letter when using dictionaries and encyclopedias.

**Student Speak:**

I can use for a purpose (apply) alphabetical order to the second letter when using dictionaries and encyclopedias.

**Possible resources/references:**