Kindergarten Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Application)	**K.R.1.1 Students can identify and manipulate phonemes and words in spoken language.**
(Application)	**K.R.1.2 Students can match letters and sounds and use them in decoding and making C-V-C words.**
(Application)	**K.R.1.3 Students can comprehend and use vocabulary from text read aloud.**

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Application)	**K.R.2.1 Students can comprehend and respond to text read aloud.**
(Knowledge)	**K.R.2.2 Students can identify all upper-case and lower-case letters and matching sounds with automaticity.**
(Knowledge)	**K.R.2.3 Students can read sight words and high-frequency words with automaticity.**

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Knowledge)	**K.R.3.1 Students can identify concepts of print in text.**
(Knowledge)	**K.R.3.2 Students can tell what authors and illustrators do.**
(Application)	**K.R.3.3 Students can distinguish fiction from nonfiction.**

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Comprehension)	**K.R.4.1 Students can recognize that literature from various cultures shows differences.**

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Knowledge)	**K.R.5.1 Students can locate informational text at school.**
(Knowledge)	**K.R.5.2 Students can alphabetize letters.**

Kindergarten Reading
Performance Descriptors

Advanced	**Kindergarten students performing at the advanced level:** • read and manipulate words with blends, digraphs and short vowels; • comprehend and use vocabulary from text read independently; • comprehend and respond to text read independently; • use concepts of print in text; • compare and contrast other cultures and their own; • apply alphabetical order words to the first letter.
Proficient	**Kindergarten students performing at the proficient level:** • identify and manipulate phonemes and words in spoken language; • match letters and sounds and use them in decoding and making C-V-C words; • comprehend and use vocabulary from text read aloud; • comprehend and respond to text read aloud; • identify all upper-case and lower-case letters and matching sounds with automaticity; • read sight words and high-frequency words with automaticity; • identify concepts of print in text; • tell what authors and illustrators do; • distinguish fiction from nonfiction; • recognize that literature from various cultures shows differences; • locate informational text at school; • alphabetize letters.
Basic	**Kindergarten students performing at the basic level:** • identify phonemes and words in spoken language; • match letters and sounds; • retell with prompting a story read aloud; • identify the upper- and lower-case letters and sounds in their first and last names with automaticity; • identify some concepts of print in text; • identify that there are other cultures from literature read-aloud; • can locate informational text at school when prompted; • say the alphabet.

First Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Application)	**1.R.1.1 Students can decode words using short vowel sounds.**
(Application)	**1.R.1.2 Students can read text by decoding word parts.**
(Synthesis)	**1.R.1.3 Students can blend sounds of words to read text.**
(Analysis)	**1.R.1.4 Students can separate two part words orally and in text.**
(Knowledge)	**1.R.1.5 Students can identify root words and their inflectional forms in text.**
(Comprehension)	**1.R.1.6 Students can interpret vocabulary when reading independently.**
(Application)	**1.R.1.7 Students can read high-frequency words in text.**

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Application)	**1.R.2.1 Students can comprehend text by applying reading strategies.**
(Application)	**1.R.2.2 Students can utilize comprehension strategies.**
(Comprehension)	**1.R.2.3 Students can read fluently to comprehend text.**

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Knowledge)	**1.R.3.1 Students can identify major literary elements in text.**
(Analysis)	**1.R.3.2 Students can identify similarities and differences in text written by the same author.**
(Analysis)	**1.R.3.3 Students can identify the differences between genres including fiction, nonfiction, and poetry.**

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Analysis)	**1.R.4.1 Students can compare text from different cultures as read aloud by teacher.**

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Application)	**1.R.5.1 Students can locate and utilize a table of contents.**
(Analysis)	**1.R.5.2 Students can alphabetize words to the first letter.**

First Grade Reading
Performance Descriptors

Advanced	**First grade students performing at the advanced level:** • decode words with long vowels and double vowel teams; • decode word parts with multiple word parts; • read and identify root words when -es, -ed, and is added; • apply learned vocabulary in other learning situations; • utilize comprehension strategies to interpret text; • identify the plot/theme of the text; • contrast texts from different cultures; • locate and distinguish between a glossary, index, and table of contents; • alphabetize words to the second letter.
Proficient	**First grade students performing at the proficient level:** • decode words using short vowel sounds; • read text by decoding word parts; • blend sounds of words to read text; • separate two part words orally and in text; • identify root words and their inflectional forms in text; • interpret vocabulary when reading independently; • read high-frequency words in text; • comprehend text by applying reading strategies; • utilize comprehension strategies; • read fluently to comprehend text; • identify major literary elements in text; • identify similarities and differences in text written by the same author; • identify the difference between genres including fiction, nonfiction, and poetry; • compare text from different cultures as read aloud by teacher; • locate and utilize a table of contents; • alphabetize words to the first letter.
Basic	**First grade students performing at the basic level:** • identify short vowel sounds in isolation; • blend beginning, middle, and ending sounds in isolation; • separate a two part word orally in isolation; • read words when –s and –ing are added; • interpret vocabulary when text is read aloud; • comprehend and respond to text read aloud; • identify literary elements in text when prompted; • identify similarities or differences in text written by the same author; • identify fiction and nonfiction text; • recognize that literature from various cultures reflects differences; • locate the table of contents; • alphabetize letters.

Second Grade Reading Standards

Indicator 1: Students can recognize and analyze words.

Bloom's Taxonomy Level	Standards
(Analysis)	**2.R.1.1 Students can decode to read and recognize words.**
(Knowledge)	**2.R.1.2 Students can read simple contractions and identify the two words which are combined in text.**

Indicator 2: Students can comprehend and fluently read text.

Bloom's Taxonomy Level	Standards
(Application)	**2.R.2.1 Students can apply strategies to read and comprehend text.**
(Comprehension)	**2.R.2.2 Students can read aloud fluently to comprehend text.**

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Bloom's Taxonomy Level	Standards
(Analysis)	**2.R.3.1 Students can recognize different genres of literature.**
(Analysis)	**2.R.3.2 Students can identify the literary elements of character, setting, plot, and theme in literature.**
(Application)	**2.R.3.3 Students can identify rhyme, rhythm, alliteration, and a simple pattern in poetry.**

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Bloom's Taxonomy Level	Standards
(Analysis)	**2.R.4.1 Students can compare and contrast different versions of literature from different cultures.**
(Analysis)	**2.R.4.2 Students can compare and contrast different stories from various time periods.**

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Bloom's Taxonomy Level	Standards
(Application)	**2.R.5.1 Students can identify and utilize text features to comprehend informational texts.**
(Application)	**2.R.5.2 Students can apply alphabetical order to the second letter when using dictionaries and encyclopedias.**

Second Grade Reading
Performance Descriptors

Advanced	**Second grade students performing at the advanced level:** • choose strategies to read fluently; • compare or contrast different genres of literature; • compare literary elements in two stories; • identify rhyme, rhythm, alliteration in various patterns in poetry; • analyze stories from various time periods and cultures that are the same and different; • apply alphabetical order to the third letter when using dictionaries and encyclopedias.
Proficient	**Second grade students performing at the proficient level:** • decode to read and recognize words; • read simple contractions and identify two words which are combined in text; • apply strategies to read and comprehend text; • read aloud fluently to comprehend text; • recognize different genres of literature; • identify the literary elements of character, setting, plot, and theme in literature; • identify rhyme, rhythm, alliteration, and a simple pattern in poetry; • compare and contrast different versions of literature from different cultures; • compare and contrast different stories from various time periods; • identify and utilize text features to comprehend informational text; • apply alphabetical order to the second letter when using dictionaries and encyclopedias.
Basic	**Second grade students performing at the basic level:** • decode words using short vowels sounds; • read contractions; • use strategies to read and comprehend when prompted; • recognize characteristics of fairy tale/folktale; • identify character and setting in literature; • identify rhyme or rhythm in poetry; • compare different stories from various time periods or from different cultures; • use text features with assistance to comprehend information; • apply alphabetical order to the first letter when using dictionaries and encyclopedias.

Reading

Indicator 1: Students can recognize and analyze words.

Kindergarten	1st Grade	2nd Grade
K.R.1.1 (Application) Students can identify and manipulate phonemes and words in spoken language.	1.R.1.1 (Application) Students can decode words using short vowel sounds.	2.R.1.1 (Analysis) Students can decode to read and recognize words.
K.R.1.2 (Application) Students can match letters and sounds and use them in decoding and making C-V-C words.	1.R.1.2 (Application) Students can read text by decoding word parts.	2.R.1.2 (Knowledge) Students can read simple contractions and identify the two words which are combined in text.
K.R.1.3 (Application) Students can comprehend and use vocabulary from text read aloud.	1.R.1.3 (Synthesis) Students can blend sounds of words to read text.	
	1.R.1.4 (Analysis) Students can separate two part words orally and in text.	
	1.R.1.5 (Knowledge) Students can identify root words and their inflectional forms in text.	
	1.R.1.6 (Comprehension) Students can interpret vocabulary when reading independently.	
	1.R.1.7 (Application) Students can read high-frequency words in text.	

Indicator 2: Students can comprehend and fluently read text.

Kindergarten	1st Grade	2nd Grade
K.R.2.1 (Application) Students can comprehend and respond to text read aloud.	1.R.2.1 (Application) Students can comprehend text by applying reading strategies.	2.R.2.1 (Application) Students can apply strategies to read and comprehend text.
K.R.2.2 (Knowledge) Students can identify all upper-case and lower-case letters and matching sounds with automaticity.	1.R.2.2 (Application) Students can utilize comprehension strategies.	2.R.2.2 (Comprehension) Students can read aloud fluently to comprehend text.
K.R.2.3 (Knowledge) Students can read sight words and high-frequency words with automaticity.	1.R.2.3 (Comprehension) Students can read fluently to comprehend text.	

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

Kindergarten	1st Grade	2nd Grade
K.R.3.1 (Knowledge) Students can identify concepts of print in text.	1.R.3.1 (Knowledge) Students can identify major literary elements in text.	2.R.3.1 (Analysis) Students can recognize different genres of literature.
K.R.3.2 (Knowledge) Students can tell what authors and illustrators do.	1.R.3.2 (Analysis) Students can identify similarities and differences in text written by the same author.	2.R.3.2 (Analysis) Students can identify the literary elements of character, setting, plot, and theme in literature.
K.R.3.2 (Application) Students can distinguish fiction from nonfiction.	1.R.3.3.(Analysis) Students can identify the difference between genres including fiction, nonfiction, and poetry.	2.R.3.3 (Application) Students can identify rhyme, rhythm, alliteration, and a simple pattern in poetry.

Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.

Kindergarten	1st Grade	2nd Grade
K.R.4.1 (Comprehension) Students can recognize that literature from various cultures shows differences.	1.R.4.1 (Analysis) Students can compare text from different cultures as read aloud by teacher.	2.R.4.1 (Analysis) Students can compare and contrast different versions of literature from different cultures.
		2.R.4.2 (Analysis) Students can compare and contrast different stories from various time periods.

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.

Kindergarten	1st Grade	2nd Grade
K.R.5.1 (Knowledge) Students can locate informational text at school.	1.R.5.1 (Application) Students can locate and utilize a table of contents.	2.R.5.1 (Application) Students can identify and utilize text features to comprehend informational text.
K.R.5.2 (Knowledge) Students can alphabetize letters.	1.R.5.2 (Analysis) Students can apply alphabetize words to the first letter.	2.R.5.2 (Application) Students can apply alphabetical order to the second letter when using dictionaries and encyclopedias.