

<p align="center"><b>Early Reading Strategies (ERS:1)</b>  <b>Phonemic Awareness and Phonological Knowledge</b></p>					
<p><b>R:ERS:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by...</b></p>					
<p align="center"><b>Grade K (Local)</b></p>	<p align="center"><b>Student Friendly Language</b></p>	<p align="center"><b>Grade 1 (Local)</b></p>	<p align="center"><b>Student Friendly Language</b></p>	<p align="center"><b>Grade 2 (Local)</b></p>	<p align="center"><b>Student Friendly Language</b></p>
R:ERS:K:1.1: Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at)	I will break apart and put together parts of words.	R:ERS:1:1.1: Blending and segmenting syllables and onset-rimes (e.g., cup-cake, s-at)	I will break apart and put together parts of words.	R:ERS:2:1.1: Blending and segmenting phonemes <u>in more complex one-syllable words</u> (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh)	I will break apart and put together parts of <u>words that have more than one syllable</u> .
R:ERS:K:1.2: No stem at this grade level		R:ERS:1:1.2: Blending and segmenting <u>phonemes in one syllable words</u> (e.g., f-i-sh, r-u-n)	I will break apart and put together <u>sounds in words</u> .	R:ERS:2:1.2: No stem at this grade level	
R:ERS:K:1.3: Isolating phonemes in single syllable words (e.g., “tell me the first sound in ‘mop’;” “tell me the last sound in ‘mop’)	I will say the beginning and ending sounds in words.	R:ERS:1:1.3: Isolating phonemes in single syllable words (e.g., “tell me the first sound in ‘mop’;” “tell me the last sound in ‘mop,’” “ <u>tell me the middle sound in ‘mop.’</u> ”)	I will <u>say</u> the beginning, <u>middle</u> , and ending <u>sounds</u> of words.	R:ERS:2:1.3: No stem at this grade level	
R:ERS:K:1.4: No stem at this grade level		R:ERS:1:1.4: <u>Deleting phonemes in one-syllable words</u> (“what is “crust” without the ‘c’?”)	I will <u>take away</u> the <u>beginning sound</u> and tell you a new word.	R:ERS:2:1.4: No stem at this grade level	
R:ERS:K:1.5: Recognizing pairs of rhyming words	I will say two words that rhyme.	R:ERS:1:1.5: <u>Producing pairs of rhyming words</u>	I will <u>say two words that rhyme</u> .	R:ERS:2:1.5: No stem at this grade level	
		R:ERS:1:1.6: <u>Counting syllables in 1 to 4-syllable words</u>	I will <u>tell how many syllables are in a word</u> .	R:ERS:2:1.6: No stem at this grade level	

Early Reading Strategies (ERS:2) Concepts of Print					
R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by...					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:ERS:K:2.1: Distinguishing between printed letters and words	I will tell the difference between a letter and a word.	R:ERS:1:2.1: No stem at this grade level		R:ERS:2:2.1: No stem at this grade level	
R:ERS:K:2.2: Following text with finger-pointing (e.g., charts, simple books), demonstrating left-to right and top-to bottom directionality	I will use my finger to follow the words in stories.	R:ERS:1:2.2: No stem at this grade level		R:ERS:2:2.2: No stem at this grade level	
R:ERS:K:2.3: Identifying the first and last parts of a word (beginning/end of the word)	I will find the beginning and end of a word.	R:ERS:1:2.3: No stem at this grade level		R:ERS:2:2.3: No stem at this grade level	
R:ERS:K:2.4: Identifying key parts of a book: front and back, print, illustrations	I will find all the _____ of a book. <ul style="list-style-type: none"> <li>• Front</li> <li>• Back</li> <li>• Words</li> <li>• Pictures</li> </ul>	R:ERS:1:2.4: <u>Identifying title, author, illustrator</u>	I will <u>find (identify) the title, the author, and the illustrator</u> of a story.	R:ERS:2:2.4: No stem at this grade level	
R:ERS:K:2.5: No stem at this grade level		R:ERS:1:2.5: <u>Identifying basic punctuation marks and their usage (e.g., question marks, periods, quotation marks)</u>	I will <u>find (identify) a period, question mark, quotation marks, and exclamation point and tell how to use each one means.</u>	R:ERS:2:2.5: No stem at this grade level	
R:ERS:K:2.6: No stem at this grade level		R:ERS:1:2.6: <u>Demonstrating 1-1 matching of words spoken to words in print</u>	I will <u>use my finger to point to each word as I read.</u>	R:ERS:2:2.6: No stem at this grade level	

READING FLUENCY and ACCURACY (F&A)					
(R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)					
R:F&A: Reads grade-level appropriate material with...					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:F&A:K:1.1: No stem at this grade level		R:F&A:1:1.1: <b>Accuracy:</b> reading material appropriate for the end of grade 1 with at least 90-94% accuracy (See Appendix F for sample titles.)	Everyday, I will practice reading carefully, to become a better reader.	R:F&A:2:1.1: <b>Accuracy:</b> reading material appropriate <u>for the end of grade 2</u> with at least 90- 94% accuracy (See Appendix F for sample titles.)	Everyday, I will practice reading carefully, to become a better reader.
R:F&A:K:1.2: No stem at this grade level		R:F&A:1:1.2: <b>Fluency:</b> reading previously – introduced or previously read grade-appropriate text with oral fluency rates of at least 50-80 words correct per minute (See Appendix C for suggested rates.)	I will make my reading sound like talking (fluent).	R:F&A:2:1.2: <b>Fluency:</b> reading <u>grade-appropriate text</u> with oral fluency rates of <u>at least 80-100</u> words correct per minute (See Appendix C for suggested rates.)	I will make my reading sound <u>like talking</u> (fluent).
R:F&A:K:1.3: No stem at this grade level		R:F&A:1:1.3: <b>Fluency:</b> reading grade-appropriate text in a way that makes meaning clear, and demonstrates phrasing, expression, and attention to end punctuation	I will use _____ to help my reading make sense. <ul style="list-style-type: none"> <li>• End punctuation</li> <li>• Expression</li> <li>• Phrasing</li> </ul>	R:F&A:2:1.3: <b>Fluency:</b> reading grade-appropriate text in a way that makes meaning clear, demonstrating phrasing, expression, and with attention to <u>punctuation (including commas and quotation marks)</u>	I will use _____ to help my reading make sense. <ul style="list-style-type: none"> <li>• <u>Punctuation</u></li> <li>• Expression</li> <li>• Phrasing</li> </ul>

WORD IDENTIFICATION SKILLS and STRATEGIES (WID)					
R:WID:K: Applies word identification and decoding strategies (leading to automaticity) by ...					
R:WID:1: Applies word identification and decoding strategies (leading to automaticity) by ...					
R:WID:2: Applies word identification and decoding strategies by ...					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:WID:K:1.1: Demonstrating a basic understanding of how the letters of phonetically regular words (going from left to right), represent their sounds	I will tell the sound of letter in words.	R:WID:1:1.1: <u>Sounding out regularly spelled (decodable) one-syllable or two-syllable words using letter-sound correspondence knowledge</u> EXAMPLES (regularly spelled one and two syllable words): <u>bat, kitten, classroom</u>	I will <u>sound out words.</u>	R:WID:2:1.1: Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., <u>knot, catch, float, fight</u> ; or common suffixes ) (State) EXAMPLES: Students might be asked to match words to pictures or to match words to words with similar sounds (e.g., flower and shower) EXAMPLES (multi-syllabic words): happiness, shower, sunshine	I will use _____ to figure out words with more than one syllable (multi-syllabic). <ul style="list-style-type: none"> <li>• Letter sounds</li> <li>• Word Patterns</li> <li>• Word Endings (Suffixes)</li> </ul>

WORD IDENTIFICATION SKILLS and STRATEGIES (WID) <b>CONTINUED</b>					
<b>R:WID:K: Applies word identification and decoding strategies (leading to automaticity) by ...</b> <b>R:WID:1: Applies word identification and decoding strategies (leading to automaticity) by ...</b> <b>R:WID:2: Applies word identification and decoding strategies by ...</b>					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:WID:K:1.2: No stem at this grade level		R:WID:1:1.2: <u>Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns (including common endings (s, ed, ly, ing))</u>	I will use ____ to read words. <ul style="list-style-type: none"> <li>• <u>Letter Sounds</u></li> <li>• <u>Word Patterns</u></li> <li>• <u>Endings (Suffixes)</u></li> </ul>	R:WID:2:1.2: Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns	I will use ____ to read words. <ul style="list-style-type: none"> <li>• Letter Sounds</li> <li>• Word Patterns</li> </ul>
R:WID:K:1.3: No stem at this grade level		R:WID:1:1.3: <u>Reading grade-level appropriate words (in connected text)</u>	I will <u>read first grade words in text.</u>	R:WID:2:1.3: Reading grade-level appropriate words (in connected text) <u>with automaticity</u>	I will read second grade words <u>quickly</u> in text.
R:WID:K:1.4: Reading high frequency words, including names, environmental print, sight words (as appropriate to the child’s personal and classroom experiences)	I will read words by sight.	R:WID:1:1.4: <u>Reading grade- appropriate, high-frequency words (that include irregularly spelled words – said; contractions – I’m)</u>	I will read <u>first grade high frequency words and contractions.</u>	R:WID:2:1.4: Reading grade- appropriate, high-frequency words (including irregularly spelled words)	I will read second grade high-frequency words.
R:WID:K:1.5: Recognizing and naming all upper and lower case letters	I will name upper and lower case letters.	R:WID:1:1.5: No stem at this grade level		R:WID:2:1.5: No stem at this grade level	
R:WID:K:1.6: Identifying the primary sounds represented by most letters (sound-symbol correspondence)	I will tell the sounds of letters.	R:WID:1:1.6: No stem at this grade level		R:WID:2:1.6: No stem at this grade level	

VOCABULARY STRATEGIES (V:1)					
(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:V:1: Students identify the meaning of unfamiliar vocabulary by...					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:V:K:1.1: Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions)	I will _____ to help me understand the meaning of words. <ul style="list-style-type: none"> <li>• Use what I know</li> <li>• Use clues from the book</li> <li>• Ask questions</li> </ul>	R:V:1:1.1: Using strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions <u>during read-alouds or text reading</u> )	I will _____ to help me understand the meaning of words <u>during read-alouds or when I read</u> . <ul style="list-style-type: none"> <li>• Use what I know (Prior Knowledge)</li> <li>• Use clues from the book (Context Clues)</li> <li>• Ask questions</li> </ul>	<b>R:V:2:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as “thick-est,” “hope-ful;” or context clues, including illustrations and diagrams; or prior knowledge) (State)</b>	I will use _____ to help me understand the meaning of new words. <ul style="list-style-type: none"> <li>• Base words</li> <li>• Suffixes</li> <li>• Context clues (clues from the book)</li> <li>• Illustrations</li> <li>• Diagrams</li> <li>• Prior knowledge (what I know)</li> </ul>

BREADTH of VOCABULARY (V:2)					
R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:V:K:2.1: Identifying synonyms and antonyms (e.g., big/large; hot/ cold) to connect new words to known words EXAMPLE: What word means the same as ____?	I will name words that mean the ____. <ul style="list-style-type: none"> <li>• Same</li> <li>• Opposite</li> </ul>	R:V:1:2.1: Identifying synonyms and antonyms to connect new words to known words	I will name words that mean the ____. <ul style="list-style-type: none"> <li>• Same (synonyms)</li> <li>• Opposite (antonyms)</li> </ul>	R:V:2:2.1: Identifying synonyms or antonyms; or <u>categorizing words</u> (State) EXAMPLES (of categorizing): Given a T-chart with two “categories” of words listed (e.g., shapes and sizes), students would identify another word to add to the chart that describes shapes or sizes; or in a multiple choice item, select the best category title for the words listed	I will name words that mean the ____. <ul style="list-style-type: none"> <li>• Same (synonyms)</li> <li>• Opposite (antonyms)</li> </ul> I will <u>put words in groups</u> based on what they mean or how they belong together ( <u>place words in categories</u> ).

<b>BREADTH of VOCABULARY (V:2) <u>CONTINUED</u></b>					
<b>R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...</b>					
<b>Grade K (Local)</b>	<b>Student Friendly Language</b>	<b>Grade 1 (Local)</b>	<b>Student Friendly Language</b>	<b>Grade 2 (Local)</b>	<b>Student Friendly Language</b>
R:V:K:2.2: Demonstrating knowledge of basic concepts (i.e.: common words that describe position in space and time, such as: over, between, after, behind)	I will use words to tell where things are.	R:V:1:2.2: Selecting appropriate words to use in context	I will choose words that make sense in a sentence.	R:V:2:2.2: Selecting appropriate words to use in context, <u>including words specific to the content of the text</u> (State) EXAMPLE: In a short passage about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them.	I will choose the <u>best word to fit the meaning</u> of a sentence in the story I am reading.
R:V:K:2.3: Organizing words by category (e.g., sorting pictures or objects into groups)	I will sort things into groups.	R:V:1:2.3: <u>Describing words in terms of categories, (e.g., A mallard is a kind of duck.), functions (e.g., Scissors are used for cutting.), or features (e.g., A rectangle has four sides.)</u>	I will <u>describe words in groups (categories) to tell what things are, what they are used for and what they look like.</u>	R:V:2:2.3: Subsumed under R:V:2:2.1	

INITIAL UNDERSTANDING of LITERARY TEXTS (LT:1)					
(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:LT:K:1: Demonstrate initial understanding of elements of literary texts read aloud by...					
R:LT:1:1: Demonstrate initial understanding of elements of literary texts (including text read aloud, reading <u>independently, or in a guided manner</u> ) by...					
R:LT:2:1: <u>Demonstrate initial understanding of elements of literary texts by...</u>					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:LT:K:1.1: Identifying characters in a story	I will name the characters in a story.	R:LT:1:1.1: Identifying characters <u>or setting</u> in a story	I will name the characters in a story. I will tell <u>where the story takes place (setting)</u> .	R:LT:2:1.1: Identifying <u>or describing</u> character(s), setting, <u>problem, solution, or major events, as appropriate to text (State)</u>	I will identify and <u>describe _____ in a story.</u> <ul style="list-style-type: none"> <li>• <u>Characters</u></li> <li>• <u>Where and when the story takes place (setting)</u></li> <li>• <u>Problem/Solution</u></li> <li>• <u>Major Events</u></li> </ul>
R:LT:K:1.2: Responding to simple questions about a book’s content (e.g., What did that hungry caterpillar eat?) EXAMPLES (of responses): drawing, reenacting parts of a story, etc.	I will show or tell answers to questions about a story.	R:LT:1:1.2a: <u>Responding to simple questions about a book’s content</u> (e.g., Where did Sylvester go?)  R:LT:1:1.2b: <u>Retelling the beginning, middle, and end of a story</u>	I will answer questions about a story.  I will <u>retell the beginning, the middle, and end of a story.</u>	R:LT:2:1.2a: <u>Sequencing key events in order, as appropriate to text</u>  R:LT:2:1.2b: <u>Retelling the key elements of a story</u>	I will <u>put the main events of a story in the order they happen.</u>  I will retell the <u>important part of a story.</u>
R:LT:K:1.3: Generating questions during read alouds	I will think of questions while listening to a story.	R:LT:1:1.3: Generating questions before, during, and after reading	I will <u>think of questions _____ reading.</u> <ul style="list-style-type: none"> <li>• <u>Before</u></li> <li>• <u>During</u></li> <li>• <u>After</u></li> </ul>	R:LT:2:1.3: Generating questions before, during, and after reading <u>to enhance recall, expand understanding and/or gain new information.</u>	I will ask myself questions before, during, and after reading <u>to help me remember, understand, and learn new information.</u>

INITIAL UNDERSTANDING of LITERARY TEXTS (LT:1)					
(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:LT:K:1: Demonstrate initial understanding of elements of literary texts read aloud by...					
R:LT:1:1: Demonstrate initial understanding of elements of literary texts (including text read aloud, reading <u>independently, or in a guided manner</u> ) by...					
R:LT:2:1: Demonstrate initial understanding of elements of literary texts by...					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:LT:K:1.4: No stem at this grade level		R:LT:1:1.4: Distinguishing between literary and informational texts	I will know the difference between fact (informational texts) and fiction (literary texts).	R:LT:2:1.4: <u>Distinguishing among a variety of types of text (e.g., literary texts: poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy)</u>	I will <u>know the difference between kinds of literary texts (fiction).</u> <ul style="list-style-type: none"> <li>• <u>Poetry</u></li> <li>• <u>Plays</u></li> <li>• <u>Realistic Fiction</u></li> <li>• <u>Fairy Tales</u></li> <li>• <u>Fables</u></li> <li>• <u>Tall Tales</u></li> <li>• <u>Fantasy</u></li> </ul>
R:LT:K:1.5: No stem at this grade level		R:LT:1:1.5: Identifying literary devices as appropriate to genre: rhyme, repeated language (e.g., “teeny-tiny”) EXAMPLE: In <i>Brown Bear, Brown Bear</i> , what words are repeated in the story?	I will tell when a story rhymes. I will tell when a story has words repeated.	R:LT:2:1.5: Identifying literary devices as appropriate to genre: rhyme, repeated language or dialogue (e.g., “When I was young in the mountains...” )	I will find (identify) ___ in text (books). <ul style="list-style-type: none"> <li>• Rhyme</li> <li>• When words repeat (Repeated Language)</li> <li>• <u>When a Character is Talking (Dialogue)</u></li> </ul>

ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:2)					
(R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:LT:K:2: Analyze and interpret elements of literary texts READ ALOUD, citing evidence where appropriate by...					
R:LT:1:2: Analyze and interpret elements of literary texts read aloud or <u>read independently</u> , citing evidence where appropriate by...					
R:LT:2:2: <u>Analyze and interpret elements of literary texts, citing evidence where appropriate by...</u>					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:LT:K:2.1: Making predictions about what might happen next	I will tell what I think (predict) might happen next in the story.	R:LT:1:2.1: Making predictions about what might happen next, <u>and telling why the prediction was made</u>	I will predict (tell what I think) might happen next in the story and <u>tell why I made my prediction.</u>	<b>R:LT:2:2.1: Making logical predictions (State) EXAMPLE: What might happen next?</b>	I will make predictions that make sense (logical).
R:LT:K:2.2: Identifying characteristics of main characters	I will tell about a main character.	R:LT:1:2.2: Identifying <u>physical characteristics, personality traits, or possible motives</u> of main characters	I will <u>tell what the main characters look like. I will tell how the main characters act and why they may act that way.</u>	<b>R:LT:2:2.2: Identifying <u>relevant</u> physical characteristics or personality traits of main characters (State)</b>	I will tell the <u>most important</u> information about how the main characters look (physical traits) and how the main characters act (personality traits).
R:LT:K:2.3: No stem at this grade level		R:LT:1:2.3: Making basic inferences about the text EXAMPLE: Why did the wolf want to blow down each pig's house?	I will use what I know and what I've read to tell what I think.	<b>R:LT:2:2.3: <u>Making basic inferences about problem or solution</u> (State) EXAMPLES: What helped Luke to solve his problem in the story? What was Jane's problem?</b>	I will <u>use what I know and what I've read to tell what I think about the text's problem or solution (inference).</u>
R:LT:K:2.4: No stem at this grade level		R:LT:1:2.4: No stem at this grade level		R:LT:2:2.4: No stem at this grade level	
R:LT:K:2.5: No stem at this grade level		R:LT:1:2.5: No stem at this grade level		R:LT:2:2.5: <u>Identifying the author's basic message</u>	I will tell the <u>author's main reason for writing (message).</u>

ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:2) <b>CONTINUED</b>					
<b>(R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>					
<b>R:LT:K:2: Analyze and interpret elements of literary texts READ ALOUD, citing evidence where appropriate by...</b>					
<b>R:LT:1:2: Analyze and interpret elements of literary texts read aloud or read <u>independently</u>, citing evidence where appropriate by...</b>					
<b>R:LT:2:2: <u>Analyze and interpret elements of literary texts, citing evidence where appropriate by...</u></b>					
<b>Grade K (Local)</b>	<b>Student Friendly Language</b>	<b>Grade 1 (Local)</b>	<b>Student Friendly Language</b>	<b>Grade 2 (Local)</b>	<b>Student Friendly Language</b>
R:LT:K:2.6: No stem at this grade level		R:LT:1:2.6: No stem at this grade level		R:LT:2:2.6: <u>Identifying possible motives of main characters</u> EXAMPLE: Why did the wolf want to blow the house down?	I will <u>tell why characters may do the things they do (motives).</u>
R:LT:K:2.7: No stem at this grade level		R:LT:1:2.7: No stem at this grade level		R:LT:2:2.7: <u>Recognizing explicitly stated causes or effects</u>	I will <u>tell what happened (effect) and why it happened (cause).</u>

<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:3)</b>					
<b>(R:LT:3: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>					
<b>R:LT:3: Analyze and interpret author’s craft, citing evidence where appropriate by ...</b>					
<b>Grade K (Local)</b>	<b>Student Friendly Language</b>	<b>Grade 1 (Local)</b>	<b>Student Friendly Language</b>	<b>Grade 2 (Local)</b>	<b>Student Friendly Language</b>
R:LT:K:3.1: No stem at this grade level		R:LT:1:3.1: No stem at this grade level		R:LT:2:3.1: No stem at this grade level	

ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:4)					
R:LT:K:4: Generates a personal response to what is read aloud through a variety of means by...					
R:LT:1:4: Generates a personal response to what is read aloud <u>or read independently</u> through a variety of means by...					
R:LT:2:4: Generates a personal response to <u>what is read</u> through a variety of means by...					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:LT:K:4.1: Comparing stories or other texts to personal experience, prior knowledge, which might include other texts	I will make connections between a story and my own life, another story, or things I already know.	R:LT:1:4.1: Comparing stories or other texts to personal experience, prior knowledge or <u>to other texts</u>	I will make connections between a story and my own life, <u>another story</u> , or things I already know.	R:LT:2:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other texts	I will make connections between a story and my own life, another story, or things I already know.
R:LT:K:4.2: No stem at this grade level		R:LT:1:4.2: No stem at this grade level		R:LT:2:4.2: No stem at this grade level	

INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1)					
<b>(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>					
<b>R:IT:K:1: Demonstrate initial understanding of informational texts read aloud (expository and practical texts) by...</b>					
<b>R:IT:1:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>					
<b>R:IT:2:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:IT:K:1.1: Obtaining information, using text features (e.g., title and illustrations) EXAMPLE: From the picture on the cover, what do we think this book will tell us?	I will use the title and pictures (illustrations) to help me find out about the story.	R:IT:1:1.1: Obtaining information, using text features (e.g., title and illustration) EXAMPLE: From the title, what do we think this book will tell us?	I will use the title and pictures (illustrations) to help me find out about the story.	R:IT:2:1.1: Obtaining information, from text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, or illustrations) (State) EXAMPLE: On what page would you find information about snakes?	I will use text features such as ___ to help me find information. <ul style="list-style-type: none"> <li>• Table of contents</li> <li>• Glossary</li> <li>• Charts</li> <li>• Graphs</li> <li>• Diagrams</li> <li>• Illustrations</li> </ul>
R:IT:K:1.2: Using explicitly stated information to answer questions EXAMPLE: So, what did we learn about what owls eat?	I will answer questions on information given to me.	R:IT:1:1.2: Using explicitly stated information to answer questions EXAMPLE: Where do penguins live?	I will use information I hear and read to answer questions.	R:IT:2:1.2: Using explicitly stated information to answer questions (State) EXAMPLE: According to this report, what do dolphins eat?	I will use information I hear and read to answer questions.
R:IT:K:1.3: No stem at this grade level		R:IT:1:1.3: No stem at this grade level		R:IT:2:1.3: <u>Locating and recording information to show understanding, when given an organizational format (e.g., T-chart or Venn diagram)</u>	I will use <u>graphic organizers to find (locate) or show (record) information.</u>

INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1) <b>CONTINUED</b>					
(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:IT:K:1: Demonstrate initial understanding of informational texts read aloud (expository and practical texts) by...					
R:IT:1:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...					
R:IT:2:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:IT:K:1.4: Generating questions during read alouds	I will think of questions as my teacher reads to me.	R:IT:1:1.4: <u>Generating questions before, during, and after reading</u>	I will <u>think up questions before, during and after reading.</u>	R:IT:2:1.4: Generating questions before, during, and after reading <u>to enhance recall</u> , expand understanding and/or gain new information.	I will think up questions before, during and after reading to <u>remember</u> and understand new information.
R:IT:K:1.5: No stem at this grade level		R:IT:1:1.5: <u>Distinguishing between literary and informational texts</u>	I will know the difference between fact (informational texts) and fiction (literary texts).	R:IT:2:1.5: <u>Distinguishing among a variety of types of text (e.g., <b>reference:</b> <u>beginning dictionaries, glossaries, children’s magazines, content trade books, children’s newspapers; and <b>practical/functional/ texts:</b> <u>procedures/instructions, announcements, book orders, invitations</u>)</u></u>	I will <u>know the difference between kinds of informational texts (fact).</u> <b>Reference</b> <ul style="list-style-type: none"> <li>• <u>Dictionaries</u></li> <li>• <u>Magazines</u></li> <li>• <u>Trade books</u></li> <li>• <u>Newspapers</u></li> <li>• <u>Glossaries</u></li> </ul> <b>Practical/Functional Texts</b> <ul style="list-style-type: none"> <li>• <u>Procedures/Instructions</u></li> <li>• <u>Announcements</u></li> <li>• <u>Book Orders</u></li> <li>• <u>Invitations</u></li> </ul>

ANALYSIS and INTERPRETATION of INFORMATIONAL TEXTS/CITING EVIDENCE (IT:2)					
(R:IT:2: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:IT:K:2: Analyze and interpret informational text read-aloud, citing evidence as appropriate by...					
R:IT:1:2: Analyze and interpret informational text read aloud <u>or independently</u> , citing evidence as appropriate by...					
R:IT:2:2: Analyze and interpret informational text, citing evidence as appropriate by...					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:IT:K:2.1: Telling what was learned EXAMPLE: Draw a picture of something you've learned from this story about dogs.	I will tell what I learned.	R:IT:1:2.1: Telling what was learned EXAMPLE: What do penguins eat? Show me where you found that information?	I will tell what I learned and show where I found it.	R:IT:2:2.1: <u>Connecting information within a text</u> (State) EXAMPLE: Combining or comparing facts and details presented - What food is eaten by both kinds of fish?	I will find and compare information <u>in different parts of a text</u> .
R:IT:K:2.2: No stem at this grade level		R:IT:1:2.2: <u>Identifying the topic of the text or explaining the title</u> EXAMPLE: What is this about?	I will <u>use the title to help e figure out what the story will be about (topic)</u> .	R:IT:2:2.2: <u>Recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas)</u> (State)	I will <u>know the most important ideas in a book</u> .
R:IT:K:2.3: Making basic inferences EXAMPLE: From what we just read, what kinds of foods will help you stay healthy?	Based on what I know, I will tell you what I think.	R:IT:1:2.3: Making basic inferences or <u>drawing basic conclusions</u> EXAMPLE: From what we just read, why do you think firefighters wear special uniforms? Explain your reasons.	Based on what I know, I will tell you about what I think, and <u>why</u> .	R:IT:2:2.3: Making basic inferences or drawing basic conclusions (State) EXAMPLE: Based on this report, do turtles make good pets?	Based on what I know, I will tell you about what I think, and why.

ANALYSIS and INTERPRETATION of INFORMATIONAL TEXTS/CITING EVIDENCE (IT:2) <b>CONTINUED</b>					
(R:IT:2: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)					
R:IT:K:2: Analyze and interpret informational text read-aloud,, citing evidence as appropriate by...					
R:IT:1:2: Analyze and interpret informational text read aloud <u>or independently</u> , citing evidence as appropriate by...					
R:IT:2:2: Analyze and interpret informational text, citing evidence as appropriate by...					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:IT:K:2.4: No stem at this grade level		R:IT:1:2.4: <u>Identifying facts presented in text</u>	<u>I will tell facts from books.</u>	R:IT:2:2.4: Identifying facts presented in text	I will tell facts from books.
R:IT:K:2.5: is addressed in R:IT:K:2.3		R:IT:1:2.5: is addressed in R:IT:1:2.3		R:IT:2:2.5: <u>Making inferences about causes or effects, when signal words are present (State)</u> EXAMPLE: “The sun came out. <i>Then</i> the puddle dried up.” What made the puddle dry up?	I will <u>use signal words to help me understand cause and effect.</u>

<b>READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)</b>					
<b>(R:RS:1: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)</b>					
<b>R:RS:K:1: Demonstrates ability to monitor comprehension and strategy use for different types of texts ...</b>					
<b>R:RS:1:1: Demonstrates ability to monitor comprehension and strategy use for different types of texts ...</b>					
<b>R:RS:2:1: Demonstrates ability to monitor comprehension for different types of texts <u>and purposes</u> by...</b>					
<b>Grade K (Local)</b>	<b>Student Friendly Language</b>	<b>Grade 1 (Local)</b>	<b>Student Friendly Language</b>	<b>Grade 2 (Local)</b>	<b>Student Friendly Language</b>
R:RS:K:1.1: Noticing when simple sentences fail to make sense (while listening to a read aloud or reading a simple text)	When listening to a story I will know when it doesn't make sense.	R:RS:1:1.1: <u>Monitoring own reading for meaning and self-correcting when attempt to identify or predict words does not fit with cues provided by the print or the context (e.g., syntax/ language structure, semantics/ meaning, picture)</u>	I will <u>correct my reading when I know it doesn't make sense, sound right, or look right.</u>	R:RS:2:1.1: Using a range of self-monitoring and self-correction approaches (e.g., <u>predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/ meaning, or other context cues [e.g., pictures]</u> ), etc.)	I will <u>correct my reading when I know it doesn't make sense, sound right, or look right.</u>
R:RS:K:1.2: Using pictures, syntax or repetitive language patterns to help predict upcoming words	I will use pictures and what sounds right to think when the next word might be.	R:RS:1:1.2: Subsumed in R:RS:1:1.1		R:RS:1:1.2: Subsumed in R:RS:2:1.1	

READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)					
(R:RS:2: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)					
R:RS:2: Uses comprehension strategies (with flexibility and as needed)...					
Grade K (Local)	Student Friendly Language	Grade 1 (Local)	Student Friendly Language	Grade 2 (Local)	Student Friendly Language
R:RS:K:2.1: While listening to literary or informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text-bases inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); or making connections (text to self, text to text, and text to world (See also Appendix D)	While listening to stories I will ___ to help me understand. <ul style="list-style-type: none"> <li>• Use what I know (prior knowledge)</li> <li>• Think what might happen (predict)</li> <li>• Use what I know what I hear</li> <li>• Ask questions</li> <li>• Make pictures in my mind</li> <li>• Make connections</li> </ul>	R:RS:1:2.1: while <u>reading</u> or listening to literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making simple text- based inferences; generating clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); or making connections (text to self, text to text, and text to world (See also Appendix D)	While <u>reading</u> or listening to stories I will ___ to help me understand. <ul style="list-style-type: none"> <li>• Use what I know (prior knowledge)</li> <li>• Think what might happen (predict)</li> <li>• Use what I know what I hear/read</li> <li>• Ask questions</li> <li>• Make pictures in my mind</li> <li>• Make connections</li> </ul>	R:RS:2:2.1: while reading or listening to literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making text- based inferences; <u>determining importance</u> ; generating <u>literal</u> and clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); or <u>locating and using text features (e.g. headings, parts of the book)</u> (See also Appendix D)	While reading or listening to stories I will ___ to help me understand. <ul style="list-style-type: none"> <li>• Use what I know (prior knowledge)</li> <li>• Think what might happen (predict)</li> <li>• Use what I know what I hear/read</li> <li>• Ask questions</li> <li>• Make pictures in my mind</li> <li>• Make connections</li> <li>• <u>Determine importance</u></li> <li>• <u>Ask literal questions (a right in the book answer)</u></li> <li>• <u>Locate and using text features (headings, parts of a book)</u></li> </ul>

<b>BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:1)</b>					
<b>R:B:1: Demonstrates the habit of reading widely and extensively* by...</b>					
<b>Grade K (Local)</b>	<b>Student Friendly Language</b>	<b>Grade 1 (Local)</b>	<b>Student Friendly Language</b>	<b>Grade 2 (Local)</b>	<b>Student Friendly Language</b>
R:B:K:1.1: No stem at this grade level		R:B:1:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	I will spend lots of time reading in-school, out-of school, and during the summer.	R:B:2:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	I will spend lots of time reading in-school, out-of school, and during the summer.
R:B:K:1.2: No stem at this grade level		R:B:1:1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (See Appendix A)	I will read all kinds of books.	R:B:2:1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local (See Appendix A)	I will read all kinds of books.
R:B:K:1.3: No stem at this grade level		R:B:1:1.3: No stem at this grade level		R:B:2:1.3: No stem at this grade level	

<b>BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:2)</b>					
*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.					
<b>R:B:2: Demonstrates participation in a literate community by...</b>					
<b>Grade K (Local)</b>	<b>Student Friendly Language</b>	<b>Grade 1 (Local)</b>	<b>Student Friendly Language</b>	<b>Grade 2 (Local)</b>	<b>Student Friendly Language</b>
R:B:K:2.1: Self-selecting reading materials aligned with reading ability and personal interests	I will choose interesting stories that are just right for me to read.	R:B:1:2.1: Self-selecting reading materials aligned with reading ability and personal interests	I will choose interesting stories that are just right for me to read.	R:B:2:2.1: Self-selecting reading materials aligned with reading ability and personal interests	I will choose interesting stories that are just right for me to read.
R:B:K:2.2: Participating in discussions about text, ideas, and student “writing” by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	I will talk in a group about books I have read writing I have done. I will listen to others talk about books they have read and writing they have done.	R:B:1:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	I will talk in a group about books I have read writing I have done. I will listen to others talk about books they have read and writing they have done.	R:B:2:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	I will talk in a group about books I have read writing I have done. I will listen to others talk about books they have read and writing they have done.

<b>BREADTH OF READING: Reading for Research Across Content Areas (B:3)</b>					
<b>*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.</b>					
<b>R:B:3: Research* by reading multiple sources (including print and non-print texts) to report information by...</b>					
<b>Grade K (Local)</b>	<b>Student Friendly Language</b>	<b>Grade 1 (Local)</b>	<b>Student Friendly Language</b>	<b>Grade 2 (Local)</b>	<b>Student Friendly Language</b>
R:B:K:3.1: No stem at this grade level		R:B:1:3.1: No stem at this grade level		R:B:2:3.1: No stem at this grade level	
R:B:K:3.2: No stem at this grade level		R:B:1:3.2: No stem at this grade level		R:B:2:3.2: No stem at this grade level	
R:B:K:3.3: No stem at this grade level		R:B:1:3.3: No stem at this grade level		R:B:2:3.3: No stem at this grade level	
R:B:K:3.4: No stem at this grade level		R:B:1:3.4: No stem at this grade level		R:B:2:3.4: No stem at this grade level	