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|  | **Essential Standard 1: R.F.4 Read with sufficient accuracy, and fluency to support comprehension.** | **Examples:** | **2nd Grade Standard** | **1st Grade Standard** |
| Prerequisite Skill 1: | Students can accurately read 3rd grade texts with 97% accuracy on DIBELs. 87wpm. | High frequency words    Word lists, fluency passages (grade level) | **Reading: Foundational Skills Standard 4**  Read with sufficient accuracy and fluency to support comprehension.    a. Read grade-level text with purpose and understanding    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.    **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.    87 wcpm at 97% accuracy |  |
| Prerequisite Skill 2: | Students can retell 27 words with 2 details. |  | **Reading: Literature Standard 1**  Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.  **Reading: Informational Text Standard 1**  Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |  |
| Prerequisite Skill 3: | Students can read 87words per minute. |  | **Reading: Foundational Skills Standard 4**  Read with sufficient accuracy and fluency to support comprehension.    a. Read grade-level text with purpose and understanding    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.    **c.**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.    87 wcpm at 97% accuracy |  |
| Prerequisite Skill 4: |  |  |  |  |
| Prerequisite Skill 5: |  |  |  |  |
|  | **Essential Standard 2: L.4  Determine or clarify the meaning of unknown and multiple—meaning words and phrases based on grade 2 reading and content, choosing flexibility from an array of strategies.** |  |  |  |
| Prerequisite Skill 1: | Context Clues | Knowing what a context clue is.    There is a 'brain pop' video about synonym and antonym and other tools.    When you come across a word you don't know or don't know the meaning - what do you do?    Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | **Language Standard 4**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. |  |
| Prerequisite Skill 2: | Affixes | Use common, grade-appropriate affixes as clues to the meaning of a word. |  |  |
| Prerequisite Skill 3: |  |  |  |  |
| Prerequisite Skill 4: |  |  |  |  |
| Prerequisite Skill 5: |  |  |  |  |
|  | **Essential Standard 3: R.L.1 Ask and answer questions to determine understanding of a text, referring explicitly to the text as the basis for the answers.** |  |  |  |
| Prerequisite Skill 1: | Be able to justify their answer using exact words from the text | Pointing, underlining, annotating | **Reading: Literature Standard 1**  Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. |  |
| Prerequisite Skill 2: | Know how to ask a question | Using question words: who, what, when, where, why, how | **Reading: Literature Standard 1**  Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. |  |
| Prerequisite Skill 3: | Use the question to answer the question in a complete sentence | If the question is "What color is the dog?", say "The color of the dog is" | **Reading: Literature Standard 1**  Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. |  |
| Prerequisite Skill 4: |  |  |  |  |
| Prerequisite Skill 5: |  |  |  |  |
|  | **Essential Standard 4: R.L.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)**. | \*District dropped essential standard due to lack of assessing on RISE |  |  |
| Prerequisite Skill 1: | What compare and contrast means |  |  |  |
| Prerequisite Skill 2: |  |  |  |  |
| Prerequisite Skill 3: |  |  |  |  |
| Prerequisite Skill 4: |  |  |  |  |
| Prerequisite Skill 5: |  |  |  |  |
|  | **Essential Standard 5: R.I.1 Ask and answer questions to determine understanding of a text, referring explicitly to the text as the basis for the answers.** |  |  |  |
| Prerequisite Skill 1: | Be able to justify their answer using exact words from the text | Pointing, underlining, annotating | **Reading: Informational Text Standard 1**  Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |  |
| Prerequisite Skill 2: | Use the question to answer the question using a complete sentence |  | **Reading: Informational Text Standard 1**  Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |  |
| Prerequisite Skill 3: |  |  |  |  |
| Prerequisite Skill 4: |  |  |  |  |
| Prerequisite Skill 5: |  |  |  |  |
|  | **Essential Standard 6: R.I.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.** |  |  |  |
| Prerequisite Skill 1: | Identify main topic of a passage/story |  | **Reading: Informational Text Standard 2**  Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |  |
| Prerequisite Skill 2: | Identify key details a passage/story |  | **Reading: Informational Text Standard 2**  Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |  |
| Prerequisite Skill 3: |  |  |  |  |
| Prerequisite Skill 4: |  |  |  |  |
| Prerequisite Skill 5: |  |  |  |  |
|  | **Essential Standard 7: R.I.9 Compare and contrast the most important points and key details presented in two texts on the same topic.** |  |  |  |
| Prerequisite Skill 1: | Know vocabulary |  | **Reading: Informational Text Standard 1**  Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |  |
| Prerequisite Skill 2: | Comparing key details |  | **Reading: Informational Text Standard 1**  Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |  |
| Prerequisite Skill 3: |  |  |  |  |
| Prerequisite Skill 4: |  |  |  |  |
| Prerequisite Skill 5: |  |  |  |  |
|  | **Essential Standard 8: W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.** |  |  |  |
| Prerequisite Skill 1: | Complete sentence | Capitalization, ending punctuation, makes sense | **Writing Standard 1**  Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. |  |
| Prerequisite Skill 2: | Noun/verb, Writing sight words, Know what a topic is |  | **Language Standard 1**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.    **Language Standard 2**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |
| Prerequisite Skill 3: | Fact vs opinion |  |  |  |
| Prerequisite Skill 4: |  |  |  |  |
| Prerequisite Skill 5: |  |  |  |  |
|  | **Essential Standard 9: W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** |  |  |  |
| Prerequisite Skill 1: | Complete sentence, Writing sight words | Capitalization, ending punctuation, makes sense | **Language Standard 1**  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.    **Language Standard 2**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |
| Prerequisite Skill 2: | Noun/verb |  |  |  |
| Prerequisite Skill 3: |  |  |  |  |
| Prerequisite Skill 4: |  |  |  |  |
| Prerequisite Skill 5: |  |  |  |  |
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