Reading Standards & Skill Statements
Specific Comprehension Focus: Predicting/Inferring/Visualizing

Kindergarten	1st Grade	2nd Grade
See attached document for lesson plan ideas.	**See attached document for lesson plan ideas.**	**See attached document for lesson plan ideas.**
Standard: **0.1.7.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). **0.2.4.4** Ask and answer questions about unknown words in a text. **0.2.7.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts**).** **0.8.5.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.	**Standard:** **1.1.4.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **1.1.7.7** Use illustrations and details in a story to describe its characters, setting, or events. **1.2.4.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **1.2.7.7** Use the illustrations and details in a text to describe its key ideas. **1.10.4.4a** Use sentence-level context as a clue to the meaning of a word or phrase. **1.8.5.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**Standard:** **2.1.4.4** Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **2.1.7.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **2.2.4.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **2.2.7.7** Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text. **2.10.4.4a** Use sentence-level context as a clue to the meaning of a word or phrase. **2.8.5.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Skill Statements: - I can identify the connection between the illustrations in a text and the meaning of the words. - I can visualize by getting a picture of what I'm listening to or reading about in my mind. - I can explain what infer means. - I can use clues from the text to infer meaning. - I can explain what predict means. - I can use clues from the text to predict what is going to happen. - I can use clues from the text to infer what words mean. - I think about my background knowledge and the clues in the text to make meaning.	**Skill Statements:** - I can identify the connection between the illustrations in a text and the meaning of the words. - I can visualize by getting a picture of what I'm listening to or reading about in my mind. - I visualize to help me better understand and communicate my thinking. - I can explain what infer means. - I can use clues from the text to infer meaning. - I can explain what predict means. - I can use clues from the text to predict what is going to happen. - I can use clues from the text to infer what words and concepts mean. - I think about my background knowledge and the clues in the text to make meaning.	**Skill Statements:** - I can identify the connection between the illustrations in a text and the meaning of the words. - I can visualize by getting a picture of what I'm listening to or reading about in my mind. - I visualize to help me better understand and communicate my thinking. - I can explain what infer means. - I can use clues from the text to infer meaning. - I can explain what predict means. - I can use clues from the text to predict what is going to happen. - I can use clues from the text to infer what words and concepts mean. - I think about my background knowledge and the clues in the text to make meaning.