



Reading Standards & Skill Statements

Specific Focus: Reading Preferences

Kindergarten	1 st Grade	2 nd Grade
<p>See attached document for lesson plan ideas.</p>	<p>See attached document for lesson plan ideas.</p>	<p>See attached document for lesson plan ideas.</p>
<p>Standard</p> <p>0.1.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</p> <p>0.2.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.</p> <p>0.8.4.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>0.8.6.6 Speak audibly and express thoughts, feelings, and ideas clearly, and respond to poems, rhymes, and songs.</p> <p>0.8.7.7 Distinguish among different types of print and electronic media.</p> <ol style="list-style-type: none"> Recognize common signs and logos. Identify commercials or advertisements. 	<p>Standard:</p> <p>1.1.10.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment and interest, and academic tasks.</p> <p>1.2.10.10 With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.</p> <p>1.8.4.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>1.8.7.7 Distinguish among and understand purposes of different types of print, digital, and multimodal media.</p>	<p>Standard:</p> <p>2.1.10.10 By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest and academic tasks, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>2.2.10.10 By the end of the year, select, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range for personal interest, enjoyment, and academic tasks.</p> <p>2.8.7.7 Distinguish, understand, and use different types of print, digital, and multimodal media.</p>
<p>Skill Statements:</p> <ul style="list-style-type: none"> I can use what I know about an author/illustrator to help me choose texts to read. I think about my purpose when I choose books to read. I think about my interests when I choose books to read. I choose books that I can understand. I can read most of the words of the books I choose to read. I can explain how I choose a just-right book. I can express my thoughts and feelings clearly so others understand. I read different types of texts. I understand different types of texts tell us different things. 	<p>Skill Statements:</p> <ul style="list-style-type: none"> I can choose just-right books from a variety of genres. I think about my purpose when I choose books to read. I think about my interests when I choose books to read. I choose books that I can understand. I can read most of the words of the books I choose to read. I can explain how I choose a just-right book. I can express my thoughts and feelings clearly so others understand. I read different types of texts. I understand different types of texts tell us different things. 	<p>Skill Statements:</p> <ul style="list-style-type: none"> I can choose just-right books from a variety of genres. I think about my purpose when I choose books to read. I think about my interests when I choose books to read. I choose books that I can understand. I can read most of the words of the books I choose to read. I can explain how I choose a just-right book. I can express my thoughts and feelings clearly so others understand. I read different types of texts from different genres. I can explain the differences between different types of texts.