

Comprehension Strategies	Elements of Literature	Expository Text	Fluency	Functional Text	Historical and Cultural Aspects of Literature	Persuasive Text	Phonemic Awareness	Phonics	Print Concepts	Vocabulary
___ I can predict what might happen next in a story.	___ I can describe characters, the plot, and the setting in a story.	___ I can identify the main idea in informational text.	___ I can correctly read 9 out of 10 words in a second grade story most of the time.	___ I can follow a set of three written directions.	___ I can compare events, characters, and conflicts in three cultural stories to my experiences.		___ I can identify consonant blends rhymes (i.e. cost and lost) and digraph rhymes (i.e. blush and rush).	___ I can read a word when the sounds are spelled with single letters.	___ I can put words into alphabetical order to the second letter.	___ I can tell what words mean from how they are used in a sentence.
I can summarize what might happen in a story.	___ I can describe the traits and roles of characters.	___ I can locate facts in response to questions about informational text.	___ I can read poetry in a way that sounds like talking with appropriate rhythm and pacing.	___ I can decide if I finished a task by checking to make sure the three steps were followed in the right order.			___ I can draw a line to separate a word into two-syllables.	___ I can read a word when the sounds are spelled with two consonants together.	___ I can recognize parts of a sentence (e.g. capitalization of the first word and or pronouns, ending punctuation, and quotation marks).	___ I can identify the prefixes <i>re</i> and <i>pre</i> in a word.
___ I can compare a prediction to what actually happened in a story.	___ I can describe similarities between characters.	___ I can locate specific information using a title, table of contents, headings, captions, bold print, glossary, in an informational text.	___ I can read in a way that sounds like talking.	___ I can explain the meaning of signs and symbols on a map, chart, or graph.			___ I can blend beginning sounds (including consonant blends) and rimes to form words.	___ I can read a word when the sounds are spelled with two vowels together.		___ I can use the prefixes <i>re</i> and <i>un</i> to determine the meaning of words.
___ I can ask questions to help me understand a story.	___ I can put in order a series of events from a story.	___ I can identify informational sources (e.g., books, encyclopedias, magazines, electronic sources, textbooks) to answer specific questions and/or gather information.	___ I can use commas, periods, exclamations points, and questions marks to guide reading fluency.				___ I can identify the vowels sounds in spoken word.	___ I can read words ending with -s, -ed, and -ing that follow regular spelling patterns.		___ I can identify the suffixes <i>ful</i> and <i>ly</i> in a word.
___ I can relate my personal experiences to events/happenings in a story.	___ I can identify cause and effect of events in a story.	___ I can locate specific facts in informational text using charts, maps, diagrams, illustrations, tables, and timelines.					___ I can recognize a new word when a specific sound is changed. (i.e. change cow to how)	___ I can draw a line to break apart two- or three-syllable written words.		___ I can use the suffixes <i>ful</i> and <i>ly</i> to determine the meaning of words.
	___ I can identify words the author used that help me create a visual picture of the story.						___ I can use what I know about beginning, middle, and ending sounds to separate a word into two-syllables.	___ I can break apart a compound word.		___ I can recognize the meanings of common abbreviations.
	___ I can identify words the author used to give me a better listening experience.						___ I can recognize two-syllable words by combining sounds from letters and letter patterns (i.e. consonant blends and long-and short-vowel patterns).	___ I can identify regular and irregular plural nouns in a sentence.		___ I can identify the two words that make up a contraction.

