

Archdiocese of Washington Reading Foundations Standards

Suggested Learning Objectives

Scaled Score values of 1350 or smaller

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
	<ul style="list-style-type: none"> The learner will be able to identify uppercase letters. (CCSS.ELA-Literacy.RF.K.1.d/LA.K.WRFV.6) The learner will be able to identify lowercase letters. (CCSS.ELA-Literacy.RF.K.1.d/LA.K.WRFV.6) 	<ul style="list-style-type: none"> The learner will be able to use information from pictures to understand print. (CCSS.ELA-Literacy.RL.K.7/LA.K.RC.2) 	<ul style="list-style-type: none"> The learner will identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS.ELA-Literacy.L.K.5.c)

Scaled Score values from 1351 to 1450

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
<ul style="list-style-type: none"> The learner will be able to identify the initial phoneme in a spoken, three-phoneme (CVC) word. (CCSS.ELA-Literacy.RF.K.2.d/LA.K.WRFV.11/LA.K.WRFV.12) The learner will be able to blend phonemes to form a word. (LA.K.WRFV.9) 	<ul style="list-style-type: none"> The learner will be able to match a consonant letter to a spoken sound. (CCSS.ELA-Literacy.RF.K.3/CCSS.ELA-Literacy.L.K.2.c/LA.K.WRFV.14) 	<ul style="list-style-type: none"> The learner will be able to distinguish letters from words. (CCSS.ELA-Literacy.RF.K.1.b/LA.K.WRFV.5) 	<ul style="list-style-type: none"> The learner will be able to choose a picture or word that belongs to a category. (CCSS.ELA-Literacy.L.K.5.a/LA.K.WRFV.20) The learner will identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS.ELA-Literacy.L.1.5.c)

Scaled Score values from 1451 to 1550

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
<ul style="list-style-type: none"> The learner will be able to identify the middle phoneme in a spoken, three-phoneme (CVC) word. (CCSS.ELA-Literacy.RF.K.2.d/LA.K.WRFV.12) 	<ul style="list-style-type: none"> The learner will be able to decode regularly spelled one-syllable words. (CCSS.ELA-Literacy.RF.K.3) The learner will be able to identify short vowel sounds. (CCSS.ELA-Literacy.RF.K.3) The learner will be able to decode words with common vowel patterns, vowel digraphs, and diphthongs. (*) The learner will be able to match uppercase and lowercase letters. (*) The learner will be able to identify long vowel sounds. (CCSS.ELA-Literacy.RF.K.3) 	<ul style="list-style-type: none"> The learner will be able to spell simple words phonetically. (CCSS.ELA-Literacy.L.K.2.d/LA.K.ELC.2) The learner will be able to follow simple one-step directions. (LA.K.LS.1) The learner will be able to infer character feelings or emotions from a fictional text read independently. (*) The learner will be able to identify details in fables, folktales, or myths read aloud. (CCSS.ELA-Literacy.SL.K.2) 	<ul style="list-style-type: none"> The learner will be able to read high frequency words. (CCSS.ELA-Literacy.RF.K.3.c/LA.K.WRFV.15) The learner will be able to read high frequency words. (LA.1.WRFV.1/LA.1.WRFV.11) The learner will use frequently occurring verbs. (CCSS.ELA-Literacy.L.K.1.b) The learner will be able to recognize easy spelling patterns in words. (*) The learner will use frequently occurring nouns. (CCSS.ELA-Literacy.L.K.1.b) The learner will be able to identify synonyms. (*) The learner will use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS.ELA-Literacy.L.K.6)

Scaled Score values from 1551 to 1650

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
<ul style="list-style-type: none"> The learner will be able to add or substitute individual spoken phonemes in simple, one-syllable words to make new words. (CCSS.ELA-Literacy.RF.K.2.e) The learner will be able to identify the final phoneme in a spoken, three-phoneme (CVC) word. (CCSS.ELA-Literacy.RF.K.2.d/LA.K.WRFV.11/LA.K.WRFV.12) The learner will be able to blend spoken onsets and rimes to form words. (CCSS.ELA-Literacy.RF.K.2.c) The learner will be able to identify the initial sound (phoneme) in a spoken single-syllable word. (CCSS.ELA-Literacy.RF.1.2.c/LA.1.WRFV.4) The learner will be able to identify the medial sound (phoneme) in a spoken single-syllable word. (CCSS.ELA-Literacy.RF.1.2.c) 	<ul style="list-style-type: none"> The learner will associate the short sounds with common spellings (graphemes) for the five major vowels. (CCSS.ELA-Literacy.RF.K.3.b) The learner will be able to spell simple high frequency words. (LA.1.ELC.8) The learner will associate the long sounds with common spellings (graphemes) for the five major vowels. (CCSS.ELA-Literacy.RF.K.3.b) The learner will be able to match uppercase and lowercase letters. (CCSS.ELA-Literacy.RF.K.1.d/LA.K.WRFV.6) The learner will be able to decode words with common consonant digraphs. (*) The learner will be able to decode regularly spelled one-syllable words. (*) The learner will be able to decode words with final -e and common vowel combinations. (CCSS.ELA-Literacy.RF.1.3.c/LA.1.WRFV.10) 	<ul style="list-style-type: none"> The learner will be able to use illustrations to construct meaning about characters, setting, or events in a first grade fictional passage. (CCSS.ELA-Literacy.RL.1.7/LA.1.LRA.1) The learner will be able to identify illustrations that clarify ideas, thoughts, and feelings in a first grade fictional passage. (CCSS.ELA-Literacy.RL.1.7) The learner will be able to identify first letter and last letter in a written word. (*) The learner will be able to predict what a passage is about based on its title and illustrations. (LA.K.RC.2) The learner will be able to construct meaning from simple signs or charts. (LA.K.WRFV.21/LA.K.WP.7) The learner will be able to identify the front cover, back cover, and title page of a book. (CCSS.ELA-Literacy.RI.K.5/LA.K.WRFV.1) The learner will be able to make predictions from fictional text read aloud. (CCSS.ELA-Literacy.SL.K.2) 	<ul style="list-style-type: none"> The learner will use the most frequently occurring inflections as a clue to the meaning of an unknown word. (CCSS.ELA-Literacy.L.K.4.b) The learner will be able to grade-level, common, high-frequency words. (*) The learner will form regular plural nouns by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (CCSS.ELA-Literacy.L.K.1.c) The learner will apply new meanings for familiar words accurately (e.g., knowing duck is a bird and learning the verb to duck). (CCSS.ELA-Literacy.L.K.4.a) The learner will be able to determine meaning of a compound. (LA.2.WRFV.8) The learner will use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (CCSS.ELA-Literacy.L.K.1.e) The learner will be able to determine the meaning of first grade vocabulary words using pictures or other context clues. (LA.1.RC.5)

*not in District of Columbia Archdiocese of Washington Standards 2017 (Reading-Language Arts) or Common Core State Standards 2010 (English Language Arts)

Copyright © 2018 SCANTRON Corporation. All Rights reserved.

4 of 24

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
		<ul style="list-style-type: none"> • The learner will follow words from left to right, top to bottom, and page by page. (CCSS.ELA-Literacy.RF.K.1.a/LA.K.WRFV.2) • The learner will be able to sequence events from a story using pictures. (CCSS.ELA-Literacy.SL.K.2) • The learner will be able to infer character feelings or emotions from a fictional text read aloud. (CCSS.ELA-Literacy.SL.K.2) • The learner will identify the number of words in a printed sentence that is read aloud. (*) • The learner will differentiate between a letter, a word, and a sentence in a first grade fictional passage. (LA.1.WRFV.2) • The learner will be able to identify character traits in a kindergarten fictional passage read aloud. (CCSS.ELA-Literacy.SL.K.2) • The learner will be able to locate information in grade-appropriate graphic organizers (diagrams, charts, graphs, etc.). (*) • The learner will be able to identify the problem or solution of a kindergarten passage read aloud. (CCSS.ELA-Literacy.SL.K.2/LA.K.LRA.3) 	<ul style="list-style-type: none"> • The learner will be able to identify descriptive words (adjectives). (*) • The learner will understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (CCSS.ELA-Literacy.L.K.1.d/LA.K.LRA.5/LA.K.WP.6)

Scaled Score values from 1651 to 1750

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
<ul style="list-style-type: none"> The learner will be able to identify upper and lowercase letters in print. (*) The learner will segment onsets and rimes of single-syllable spoken words. (CCSS.ELA-Literacy.RF.K.2.c) The learner will be able to recognize spoken rhyming words. (CCSS.ELA-Literacy.RF.K.2.a) The learner will be able to identify the final sound (phoneme) in a spoken single-syllable word. (CCSS.ELA-Literacy.RF.1.2.c) The learner will be able to add individual phonemes to make new words /at/ →/sat/. (LA.1.WRFV.8) The learner will be able to identify the same final sound in two spoken words. (*) The learner will be able to identify the same initial sound in two spoken words. (LA.K.WRFV.7) 	<ul style="list-style-type: none"> The learner will be able to decode words with inconsistent but common spelling-sound correspondences. (CCSS.ELA-Literacy.RF.2.3.e/LA.2.WRFV.2) The learner will be able to spell one-syllable words phonetically. (*) The learner will be able to decode two-syllable words containing basic patterns. (*) The learner will decode regularly spelled one-syllable words. (CCSS.ELA-Literacy.RF.1.3.b) The learner recognize and read grade-appropriate irregularly spelled words. (CCSS.ELA-Literacy.RF.2.3.f) The learner will be able to decode regularly spelled two-syllable words. (CCSS.ELA-Literacy.RF.2.3/LA.2.WRFV.3) The learner will decode regularly spelled two-syllable words with long vowels. (CCSS.ELA-Literacy.RF.2.3.c/LA.2.WRFV.3) 	<ul style="list-style-type: none"> The learner will be able to identify a complete sentence. (*) The learner will be able to evaluate a character's motives in a first grade fictional passage. (*) The learner will be able to answer questions about details in a first grade fictional passage. (CCSS.ELA-Literacy.RL.1.1/LA.1.RC.3/LA.1.LR.A.5) The learner will be able to identify the setting of kindergarten passage read aloud. (CCSS.ELA-Literacy.RL.K.3/CCSS.ELA-Literacy.SL.K.2/LA.K.LRA.3) The learner will be able to identify details from fictional text read aloud. (CCSS.ELA-Literacy.RL.K.2/CCSS.ELA-Literacy.SL.K.2/LA.K.LRA.5) The learner will be able to identify the setting in a kindergarten fictional passage read independently. (LA.K.LRA.3) The learner will be able to identify events in a fictional text read aloud. (CCSS.ELA-Literacy.RL.K.3/LA.K.LRA.3) 	<ul style="list-style-type: none"> The learner will be able to determine the meaning of words containing frequently occurring prefixes and suffixes. (CCSS.ELA-Literacy.L.1.4.b) The learner will be able to identify grade-appropriate contractions (e.g., isn't, can't, don't). (LA.1.WRFV.16/LA.1.ELC.4) The learner will be able to locate information using a picture dictionary. (*) The learner will be able to use context to understand meaning of words. (CCSS.ELA-Literacy.RI.K.4/LA.K.RC.2) The learner will define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS.ELA-Literacy.L.1.5.b) The learner will identify the inflectional forms of frequently occurring root words (e.g., looks, looked, looking). (CCSS.ELA-Literacy.L.1.4.c/LA.1.WRFV.17)

*not in District of Columbia Archdiocese of Washington Standards 2017 (Reading-Language Arts) or Common Core State Standards 2010 (English Language Arts)

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
		<ul style="list-style-type: none"> The learner will be able to identify questions about a fictional passage read aloud. (CCSS.ELA-Literacy.RL.K.1/CCSS.ELA-Literacy.SL.K.2) The learner will be able to compare and contrast the traits and experiences of characters in a first grade fictional passage. (CCSS.ELA-Literacy.RL.1.9) 	<ul style="list-style-type: none"> The learner will demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS.ELA-Literacy.L.K.5.b) The learner will be able to use words appropriately in real-world situations (e.g., note places at home that are cozy). (*) The learner will distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them. (CCSS.ELA-Literacy.L.1.5.d) The learner will be able to identify grade-appropriate compound words. (LA.1.WRFV.16) The learner will be able to identify synonyms for a variety of first grade vocabulary words. (*) The learner will identify frequently occurring root words (e.g., look). (CCSS.ELA-Literacy.L.1.4.c/LA.1.WRFV.17)

Scaled Score values from 1751 to 1850

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
<ul style="list-style-type: none"> The learner will be able to identify words belonging to common word families. (LA.1.WRFV.8) The learner will be able to blend syllables in spoken words. (CCSS.ELA-Literacy.RF.K.2.b/CCSS.ELA-Literacy.RF.K.2.c) The learner will segment syllables in spoken words. (CCSS.ELA-Literacy.RF.K.2.b) The learner will be able to count individual words in spoken phrases or simple sentences. (CCSS.ELA-Literacy.RF.K.2) The learner will be able to blend two or more spoken syllables to form a word. (LA.1.WRFV.9/LA.1.WRFV.10) The learner will be able to identify pairs of rhyming words. (LA.1.WRFV.7) 	<ul style="list-style-type: none"> The learner will use conventional spelling for frequently occurring irregular words. (CCSS.ELA-Literacy.L.1.2.d) The learner will be able to correctly spell words with common spelling patterns. (CCSS.ELA-Literacy.L.1.2.d) 	<ul style="list-style-type: none"> The learner will be able to identify details from nonfiction text read independently. (CCSS.ELA-Literacy.RI.K.1) The learner will be able to identify details from a nonfiction passage read aloud. (CCSS.ELA-Literacy.RI.K.1/CCSS.ELA-Literacy.SL.K.2) The learner will be able to describe the setting of a first grade fictional passage. (CCSS.ELA-Literacy.RL.1.3/CCSS.ELA-Literacy.RL.1.7/LA.1.LRA.1) The learner will understand that words are separated by spaces in print. (CCSS.ELA-Literacy.RF.K.1.c/LA.K.WRFV.4) The learner will capitalize the first word in a sentence. (CCSS.ELA-Literacy.L.K.2.a) The learner will be able to identify the purpose for reading text. (LA.K.WRFV.3) The learner will be able to identify details from a kindergarten fictional passage read independently. (LA.K.LRA.5) 	<ul style="list-style-type: none"> The learner will be able to match one spoken word to one word in print. (*) The learner will be able to use conjunctions appropriately (e.g., and, but, or, so, because). (*) The learner will be able to recognize common abbreviations. (LA.2.WRFV.4) The learner will use verbs to convey a sense of future. (CCSS.ELA-Literacy.L.1.1.e) The learner will use indefinite pronouns. (CCSS.ELA-Literacy.L.1.1.d) The learner will produce and expand complete sentences. (CCSS.ELA-Literacy.L.K.1.f) The learner will use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.1.4.a/LA.1.RC.5) The learner will use frequently occurring prepositions (e.g., during, beyond, toward). (CCSS.ELA-Literacy.L.1.1.i) The learner will be able to identify antonyms of common verbs and adjectives. (*)

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
		<ul style="list-style-type: none"> The learner will be able to recognize and name end punctuation. (CCSS.ELA-Literacy.L.K.2.b) The learner will be able to identify the characters in a first grade fictional passage. (LA.1.LRA.1) The learner will be able to identify the main character in a kindergarten fictional passage read aloud. (CCSS.ELA-Literacy.RL.K.3/CCSS.ELA-Literacy.SL.K.2/LA.K.LRA.3) The learner will be able to identify a complete sentence in print. (LA.K.WRFV.4/LA.K.RC.3) The learner will be able to identify the main character in a kindergarten fictional passage read independently. (*) The learner will be able to compare and contrast characters in a fictional passage read aloud. (CCSS.ELA-Literacy.SL.K.2) The learner will be able to use descriptive words to describe characters in a first grade fictional passage. (CCSS.ELA-Literacy.RL.1.3/CCSS.ELA-Literacy.RL.1.7/LA.1.LRA.1) 	<ul style="list-style-type: none"> The learner will be able to use sensory details to describe common objects and events. (CCSS.ELA-Literacy.SL.K.4) The learner will be able to classify words into categories by one or two key attributes. (LA.1.WRFV.18) The learner will be able to determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (*) The learner will produce and expand complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS.ELA-Literacy.L.1.1.j) The learner will use verbs to convey a sense of present. (CCSS.ELA-Literacy.L.1.1.e) The learner will identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (CCSS.ELA-Literacy.L.2.5.a)

Scaled Score values from 1851 to 1950

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
<ul style="list-style-type: none"> The learner will distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS.ELA-Literacy.RF.K.3.d) The learner will be able to count syllables in spoken words. (CCSS.ELA-Literacy.RF.K.2.b/LA.K.WRFV.13) The learner will be able to substitute individual phonemes in simple, one-syllable words to make new words. (LA.1.WRFV.8) The learner will be able to alphabetize a series of words to the first letter. (*) The learner will be able to break apart a single-syllable word into individual phonemes. (CCSS.ELA-Literacy.RF.1.2.d) 	<ul style="list-style-type: none"> The learner will be able to match consonant and vowel letters to spoken sounds. (LA.K.WRFV.18/LA.1.WRFV.10) The learner will be able to spell one-syllable words phonetically. (LA.1.WRFV.4/LA.1.WRFV.5/LA.1.ELC.8) The learner will be able to identify words with common spelling patterns. (LA.2.WRFV.2) The learner will be able to decode words with common prefixes and suffixes. (CCSS.ELA-Literacy.RF.2.3.d/LA.2.WRFV.9) 	<ul style="list-style-type: none"> The learner will be able to capitalize the months of the year and days of the week correctly. (*) The learner will be able to retell the key details of a first grade fictional passage. (LA.1.LRA.1) The learner will be able to answer questions about details in a first grade informational passage. (CCSS.ELA-Literacy.RI.1.1/LA.1.RC.3/LA.1.LRA.5) The learner will be able to draw conclusions from a short second grade fictional passage. (CCSS.ELA-Literacy.RL.2.1) The learner will be able to make simple inferences about characters and events in a first grade fictional passage. (CCSS.ELA-Literacy.RL.1.3) The learner will capitalize the pronoun I. (CCSS.ELA-Literacy.L.K.2.a) The learner will be able to identify the problem and solution in a first grade fictional passage. (*) 	<ul style="list-style-type: none"> The learner will be able to identify antonyms for a variety of first grade vocabulary words. (*) The learner will use reflexive pronouns (e.g., myself, ourselves). (CCSS.ELA-Literacy.L.2.1.c) The learner will use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS.ELA-Literacy.L.2.4.d) The learner will be able to add descriptive words (adjectives) to text. (CCSS.ELA-Literacy.L.1.1.f) The learner will be able to determine the meaning of frequently occurring root words (look) with inflectional forms (looked, looking). (LA.1.WRFV.17) The learner will use possessive nouns. (CCSS.ELA-Literacy.L.1.1.b) The learner will use determiners (e.g., articles, demonstratives). (CCSS.ELA-Literacy.L.1.1.h) The learner will be able to use prepositions correctly (e.g., during, beyond, toward). (*)

*not in District of Columbia Archdiocese of Washington Standards 2017 (Reading-Language Arts) or Common Core State Standards 2010 (English Language Arts)



Phonological Awareness	Phonics	Text Comprehension	Vocabulary
		<ul style="list-style-type: none"> • The learner will be able to identify the point of view from which a first grade passage is written. (CCSS.ELA-Literacy.RL.1.6) • The learner will be able to identify the parts of a book (e.g., title, author, illustrator, table of contents) in a first grade fictional passage. (LA.1.RC.1) • The learner will be able to use correct capitalization for the first word in a sentence. (LA.1.ELC.7) • The learner will be able to determine the correct punctuation (declarative, interrogative, imperative, and exclamatory) in a simple sentence. (CCSS.ELA-Literacy.L.1.2.b/LA.1.ELC.6) • The learner will be able to identify lesson or moral in folktale or myth read aloud. (CCSS.ELA-Literacy.SL.K.2) • The learner will be able to sequence the events in a first grade fictional passage using pictures and/or words. (*) • The learner will be able to interpret the moral or lesson of a first grade fictional passage. (CCSS.ELA-Literacy.RL.1.2) 	<ul style="list-style-type: none"> • The learner will be able to identify and use contractions (e.g., haven't, it's). (*) • The learner will be able to identify simple multiple-meaning words. (LA.2.WRFV.10) • The learner will be able to use a picture dictionary to find words. (*) • The learner will use verbs to convey a sense of past. (CCSS.ELA-Literacy.L.1.1.e) • The learner will use frequently occurring conjunctions (e.g., and, but, or, so, because). (CCSS.ELA-Literacy.L.1.1.g) • The learner will be able to use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.RI.1.4/CCSS.ELA-Literacy.RF.1.4.c/LA.1.RC.5) • The learner will be able to identify words that name persons, places, or things and words that name actions. (CCSS.ELA-Literacy.L.K.1.b) • The learner will use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS.ELA-Literacy.L.1.1.c/LA.1.ELC.3)

*not in District of Columbia Archdiocese of Washington Standards 2017 (Reading-Language Arts) or Common Core State Standards 2010 (English Language Arts)

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
		<ul style="list-style-type: none"> The learner will be able to compare and contrast individuals, events, ideas, or information in a text. (*) The learner will be able to identify and describe the role of an author and an illustrator. (CCSS.ELA-Literacy.RL.K.6/CCSS.ELA-Literacy.RI.K.6) The learner will be able to locate the title, table of contents, name of author, and name of illustrator. (CCSS.ELA-Literacy.RI.K.6/LA.K.RC.1) The learner will be able to use possessive nouns correctly in a sentence. (LA.1.ELC.5) The learner will be able to identify the author's purpose in a first grade fictional passage. (*) 	<ul style="list-style-type: none"> The learner will be able to recognize compound words. (*) The learner will distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CCSS.ELA-Literacy.L.2.5.b)

Scaled Score values from 1951 to 2050

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
	<ul style="list-style-type: none"> The learner will be able to identify short vowel sounds in single-syllable words. (CCSS.ELA-Literacy.RF.1.2.a/LA.1.WRFV.4/LA.1.WRFV.5/LA.1.WRFV.10) The learner will distinguish long from short vowel sounds in spoken single-syllable words. (CCSS.ELA-Literacy.RF.1.2.a/LA.1.WRFV.5) The learner will be able to identify long and short vowel sounds when reading regularly spelled one-syllable words. (CCSS.ELA-Literacy.RF.2.3.a/LA.2.WRFV.1) 	<ul style="list-style-type: none"> The learner will be able to describe the main idea of a first grade fictional passage. (CCSS.ELA-Literacy.RL.1.2/LA.1.RC.3) The learner will be able to identify the main topic of a passage read aloud. (CCSS.ELA-Literacy.RI.K.2/CCSS.ELA-Literacy.SL.K.2/LA.K.RC.5) The learner will be able to identify cause and effect in a second grade fictional passage. (CCSS.ELA-Literacy.RL.2.1/LA.2.RC.6/LA.2.RC.10) The learner will be able to alphabetize one-syllable words by the first letter. (*) The learner will interpret information from a graphic organizer at a second grade level. (LA.2.RC.7) The learner will be able follow directions in a first grade informational passage. (LA.1.RC.4) The learner will identify the main character in a second grade fictional passage. (CCSS.ELA-Literacy.RL.2.1) 	<ul style="list-style-type: none"> The learner will be able to determine the meaning of multiple-meaning words. (*) The learner will be able to use determiners (e.g., articles, demonstratives) correctly in a simple sentence. (*) The learner will capitalize names of people. (CCSS.ELA-Literacy.L.1.2.a/LA.1.ELC.7) The learner will be able to identify and understand common synonyms. (LA.2.WRFV.7) The learner will sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS.ELA-Literacy.L.1.5.a) The learner will use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (CCSS.ELA-Literacy.L.1.6) The learner will use personal pronouns. (CCSS.ELA-Literacy.L.1.1.d)

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
		<ul style="list-style-type: none"> • The learner will be able to retell the key details of a first grade informational passage using illustrations and text. (CCSS.ELA-Literacy.RI.1.2/LA.1.LRA.1) • The learner will evaluate a character's motives in a second grade fictional passage. (*) • The learner will be able to use correct capitalization for proper nouns in a sentence. (*) 	<ul style="list-style-type: none"> • The learner will be able to use the common affixes to determine the meaning of a word. (CCSS.ELA-Literacy.L.K.4.b)

*not in District of Columbia Archdiocese of Washington Standards 2017 (Reading-Language Arts) or Common Core State Standards 2010 (English Language Arts)

Scaled Score values from 2051 to 2150

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
<ul style="list-style-type: none"> The learner will be able to break apart a multi-syllabic word and count individual syllables. (CCSS.ELA-Literacy.RF.1.3.e) The learner will be able to read a word and count the number of syllables in it. (CCSS.ELA-Literacy.RF.1.3.d) 	<ul style="list-style-type: none"> The learner will know spelling-sound correspondences for additional common vowel teams. (CCSS.ELA-Literacy.RF.2.3.b/LA.2.WRFV.1) 	<ul style="list-style-type: none"> The learner will recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS.ELA-Literacy.RF.1.1.a/LA.1.WRFV.3) The learner will be able to predict what might happen next in a first grade fictional passage. (LA.1.RC.6/LA.1.LRA.3) The learner will be able to compare and contrast passage elements in a second grade fictional passage. (*) The learner will be able to identify the genre (fiction, non-fiction, or poetry) of a first grade passage. (*) The learner will be able to identify types of text. (CCSS.ELA-Literacy.RL.K.5/LA.K.LRA.2) The learner will be able to compare and contrast two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS.ELA-Literacy.RI.1.9) The learner will predict outcomes in a second grade nonfiction passage. (CCSS.ELA-Literacy.RI.2.1/LA.2.RC.10) 	<ul style="list-style-type: none"> The learner will capitalize dates. (CCSS.ELA-Literacy.L.1.2.a) The learner will be able to determine the correct verb tense (past, present, and future) in a simple sentence. (*) The learner will be able to use knowledge of prefixes and suffixes to determine meaning of words. (LA.2.WRFV.9) The learner will use commas in dates. (CCSS.ELA-Literacy.L.1.2.c/LA.2.ELC.5) The learner will use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (CCSS.ELA-Literacy.L.2.6/LA.2.LS.12)

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
		<ul style="list-style-type: none"> • The learner will be able to determine how characters respond to major events and challenges in a second grade fictional passage. (CCSS.ELA-Literacy.RL.2.3) • The learner will be able to describe the main idea of a first grade informational passage. (CCSS.ELA-Literacy.RI.1.2/LA.1.RC.3) • The learner will be able to evaluate an individual's motives in a second grade nonfiction passage. (*) • The learner will be able to identify the meaning of a second grade vocabulary word presented in isolation. (*) • The learner will predict outcomes in a second grade fictional passage. (CCSS.ELA-Literacy.RL.2.1) • The learner will be able to identify the lesson or moral of fables and folktales from diverse cultures. (CCSS.ELA-Literacy.RL.2.2) • The learner will identify the correct genre for a passage. (*) 	

Scaled Score values from 2151 to 2250

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
	<ul style="list-style-type: none"> The learner will be able to divide words into syllables using basic syllabication rules. (LA.2.WRFV.3) 	<ul style="list-style-type: none"> The learner will be able to compare and contrast details in a second grade nonfiction passage. (CCSS.ELA-Literacy.RI.2.1) The learner will interpret figurative language in a second grade fictional passage. (*) The learner will identify the problem and solution in a second grade fictional passage. (CCSS.ELA-Literacy.RL.2.1) The learner will comprehend the components of instructions, directions, or tasks presented within a second grade passage. (LA.2.RC.8) The learner will be able to use information from illustrations, other visual elements, and text to demonstrate understanding of the characters, setting, or plot. (CCSS.ELA-Literacy.RL.2.7) The learner will be able to use titles, tables of contents, and chapter headings to locate information in expository text. (CCSS.ELA-Literacy.RI.2.5/LA.2.RC.1) 	<ul style="list-style-type: none"> The learner will use possessive pronouns. (CCSS.ELA-Literacy.L.1.1.d) The learner will be able to identify and understand common homonyms. (*) The learner will use common nouns. (CCSS.ELA-Literacy.L.1.1.b) The learner will be able to identify and correctly use regular plurals and irregular plurals. (LA.2.WRFV.5) The learner will use commas to separate single words in a series. (CCSS.ELA-Literacy.L.1.2.c/LA.2.ELC.5) The learner will use proper nouns. (CCSS.ELA-Literacy.L.1.1.b)

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
		<ul style="list-style-type: none"> • The learner will determine the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS.ELA-Literacy.RI.2.3) • The learner will identify the purpose of a second grade passage. (LA.2.RC.2/LA.2.RC.3) • The learner will be able to identify the basic features of a poem (text structure, rhyming words). (*) • The learner will be able to use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text. (CCSS.ELA-Literacy.RI.2.5) • The learner will be able to interpret the moral lesson of a second grade passage. (CCSS.ELA-Literacy.RL.2.2/LA.2.LRA.7) • The learner will be able to summarize a second grade nonfiction passage. (*) • The learner will determine an appropriate question for a second grade fictional passage. (CCSS.ELA-Literacy.RL.2.1) 	

*not in District of Columbia Archdiocese of Washington Standards 2017 (Reading-Language Arts) or Common Core State Standards 2010 (English Language Arts)

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
		<ul style="list-style-type: none"> • The learner will understand the relationship between cause and effect in a second grade nonfiction passage. (CCSS.ELA-Literacy.RI.2.1/LA.2.RC.10) • The learner will complete a graphic organizer at a second grade level. (*) • The learner will be able to identify the main idea of a short second grade fictional passage. (CCSS.ELA-Literacy.RL.2.2) • The learner will be able to identify differences in the points of view of characters in a second grade fictional passage. (CCSS.ELA-Literacy.RL.2.6) • The learner will be able to identify the meaning of a second grade vocabulary word presented in context. (CCSS.ELA-Literacy.RF.2.4.c/LA.2.RC.9) • The learner will be able to make inferences a second grade fictional passage. (CCSS.ELA-Literacy.RL.2.1) • The learner will be able to evaluate how the author's point of view influences a second grade nonfiction passage. (*) 	

Scaled Score values from 2251 to 2350

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
		<ul style="list-style-type: none"> The learner will be able to identify details from a second grade fictional passage. (CCSS.ELA-Literacy.RL.2.1) The learner will follow directions in a passage at a second grade level. (LA.2.RC.8) The learner will be able to identify story setting, characters, problem/solution, and events in a second grade fictional passage. (CCSS.ELA-Literacy.RL.2.1) The learner will identify the intended audience in a second grade passage. (*) The learner will be able to identify the sequence of events in a second grade passage. (CCSS.ELA-Literacy.RL.2.1) The learner will be able to determine their central message, lesson, or moral. (CCSS.ELA-Literacy.RL.2.2/LA.2.LRA.7) The learner will be able to distinguish between fact and opinion in a second grade fictional passage. (*) The learner will be able to explain how specific images and other illustrations contribute to and clarify a nonfictional text. (CCSS.ELA-Literacy.RI.2.7) 	<ul style="list-style-type: none"> The learner will be able to use a root word to determine the meaning of a word. (*) The learner will produce and expand complete compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS.ELA-Literacy.L.1.1.j)

*not in District of Columbia Archdiocese of Washington Standards 2017 (Reading-Language Arts) or Common Core State Standards 2010 (English Language Arts)

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
		<ul style="list-style-type: none"> The learner will be able to distinguish between fact and opinion in a second grade nonfiction passage. (*) The learner will be able to identify the headings, table of contents, diagrams/illustrations, and index in a first grade informational passage. (CCSS.ELA-Literacy.RI.1.5) The learner will determine how text features in text affect the readers' perception at a second grade level. (*) The learner will be able to compare and contrast two or more versions of the same story. (CCSS.ELA-Literacy.RL.2.9/LA.2.LRA.3) 	

Scaled Score values from 2351 to 2450

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
		<ul style="list-style-type: none"> The learner will determine the various ways a historical time influences a second grade fictional passage. (*) The learner will be able to identify details from a second grade nonfiction passage. (CCSS.ELA-Literacy.RI.2.1) The learner will restate ideas presented in a second grade nonfiction passage. (LA.2.RC.5) The learner will be able to identify a sentence that contains irrelevant information in a second grade nonfiction passage. (*) The learner will be able to identify the main idea for a second grade nonfiction passage. (CCSS.ELA-Literacy.RI.2.2) The learner will be able to draw conclusions from a second grade nonfiction passage. (CCSS.ELA-Literacy.RI.2.1/LA.2.RC.10) 	<ul style="list-style-type: none"> The learner will be able to identify and understand common antonyms. (LA.2.WRFV.7)

*not in District of Columbia Archdiocese of Washington Standards 2017 (Reading-Language Arts) or Common Core State Standards 2010 (English Language Arts)

Scaled Score values from 2451 to 2550

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
		<ul style="list-style-type: none"> • The learner will restate ideas presented in a second grade fictional passage. (*) • The learner will determine the meaning of a literary device within a second grade poem. (*) 	

*not in District of Columbia Archdiocese of Washington Standards 2017 (Reading-Language Arts) or Common Core State Standards 2010 (English Language Arts)

Scaled Score values of 2551 or larger

Phonological Awareness	Phonics	Text Comprehension	Vocabulary
		<ul style="list-style-type: none"> The learner will determine an appropriate question for a second grade nonfiction passage. (LA.2.RC.4) 	