

Comparison for ELA Curriculum & AK Standards - READING (K-2)

Use color coding to indicate if -

Objectives **Match AKSS** **Not Found in AKSS** **Found in Different Gr Level** **In AKSS, not in current curriculum**

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	printed word Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings (e.g., ed, es, ing) Recognize and produce the names of the upper and lowercase letters. Differentiate between consonants and vowels Make connections between words that have similar letters, letter clusters, and letter sequences Read long and short vowel sounds. Recognize and use beginning consonant sounds and the letters that represent them to read words. Word recognition: Self-monitor and correct for accuracy using 3 cueing	grade-appropriate irregularly spelled words. [Grade 1, Reading Standards: Foundational Skills K-5, p. 25.]				
	Word recognition: Self-monitor and correct for accuracy using 3 cueing		Word recognition: Self-monitor and			

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	systems (meaning, structural and visual.) Recognize and read grade-appropriate irregularly spelled words. Recognize and use a large number of phonograms (vc, cvc, cvce, vcc) Read 150 instant recognition words. Read to the end of the sentence to understand unknown words.		correct for accuracy using 3 cueing systems (meaning, structural and Recognize and use a large number of phonograms (vc, cvc, cvce, vcc) Read 150 instant recognition words			
grade 1	Vocabulary: Recognize and use concept words (e.g., color names, number words, days of the week, months		Vocabulary: Recognize and use concept words (e.g., color names, number words,			

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	of the year). Develop an increasing bank of sight words including content specific words (e.g., science, social studies, holiday)		days of the week, months of the year). Develop an increasing bank of sight words including content specific words (e.g., science, social studies, holiday)			
		Fluency				
Gr. 1	Read with sufficient accuracy and fluency to support comprehension. Read grade level text at a fluency rate based on the district's currently adopted R-CBM instrument. Read on-level text orally with accuracy, appropriate rate and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading	4. Read with sufficient accuracy and fluency to support comprehension. a. read on-level text with purpose and understanding. b. Read on-level text 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. [Grade 1, Reading Standards: Foundational Skills K-5, p. 25.]				

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	as necessary. Reflect language syntax by putting words together in phrases Read with attention to punctuation and appropriate expression Notice and use quotation marks and reflect dialogue with the voice Demonstrate appropriate stress on words in a sentence Slow down to problem-solve words and resume reading with momentum Use before, during and after reading strategies to understand text. FNSBSD, Reading, p. 29					
Grade 1	Sequence three events Identify the main idea and retell key details infer cause and effect as implied in the text					
Grade 1	identify and choose					

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	just-right books. FNSBSD Reading, Comprehension, p. 29					
Grade 1	Motivation, Engagement, and Stamina: Enjoy listening to stories Participate in self-selected reading of appropriate level extending to 20 min. Read independently for up to 20 min.		Motivation, Engagement, and Stamina: Enjoy listening to Participate in self-selected reading of appropriate level extending to 20 min. Read independently for up to 20 min.			The new standards are totally missing this important part of reading. Progressive Skills table. We need to point out this table to our teachers.
2nd Grade	Current Curriculum	Found in AKSS	Not Found in AKSS	In AKSS, different grade level	Essential Vocabulary	Notes
		Reading Standards for Literature K-5				
		Key Ideas and Details				
2nd	" Ask and answer such questions as <i>who, what, where, when, why, and</i>	1. " Ask and answer such questions as <i>who, what, where, when, why and</i>				

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	<i>how to demonstrate understanding of key details in a text."</i> [pg. 39, FNSBSD Com prehension]	<i>how to demonstrate understanding of a literary text using key details from the text."</i> [pg. 16, Grade 2 Rdg. Lit. Std. 1, Key Ideas and Details]				
2nd	-Understand realistic fiction as stories that could be real and fantasy as stories that could not be real. -Identify genres: biography, realistic, (sic) fiction, fantasy, etc. [pg. 40, FNSBSD Integration of Knowledge and Ideas]		-Understand realistic fiction as stories that could be real and fantasy as stories that could not be real. -Identify genres: biography, realistic, (sic) fiction, fantasy, etc.			Cannot find specific mention of genres in AKSS.
2nd	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral" [pg. 40,	2. "Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose, (e.g., teach a lesson,				

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	FNSBSD Integration of Knowledge and Ideas} "Provide an oral summary of a text" [pg. 38, FNSBSD Comprehension, After Reading Strategies] "Summarize or paraphrase a conversation or story" Listen for meaning in conversations, discussions, and stories by: retelling in own words information that has been shared orally by others, using story elements to retell a narrative text, restating facts from informational text" [pg. 36, FNSBSD Speaking and Listening Core Learner Objectives, Presentation of Knowledge and Ideas,] "Retell the story using pictures, writing, or dramatization" [pg. 38,	make you laugh, tell a scary story, describe an imaginary place), lesson or moral." [pg. 16, Grade 2 Rdg. Lit. Std. 2, Key Ideas and Details]				

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	FNSBSD Rdg. Std. Comprehension, After-Reading Strategies]					
2nd	"Describe how characters in a story respond to major events and challenges" [pg. 39, FNSBSD Comprehension]	3. "Describe how characters in a story, play or poem respond to major events, problems, and challenges." [pg. 16, Grade 2 Rdg. Lit. Std. 3, Key Ideas and Details]				
2nd	"Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song" [pg. 39, FNSBSD Craft and Structure (Fiction)]	4. "Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind." [pg. 16, Grade 2 Rdg. Lit. Std. 4, Craft and Structure]				
2nd	"Describe the overall structure of a story,	5. "Describe the overall structure of a story,				

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	including describing how the beginning introduces the story and the ending concludes the action" [pg. 39, FNSBSD Craft and Structure (Fiction)]	including describing how the beginning introduces the story (who, what why, where), the middle describes the problem (how characters react or feel and what they do) and the ending concludes the action or tells how the problem was solved." [pg. 16, Grade 2 Rdg. Lit. Std. 5, Craft and Structure]				
2nd	"Identify story elements (character, plot, setting) [pg. 39, FNSBSD Craft and Structure, Fiction]	"Describe (gr 1, 3.) "Describe characters, settings, major events, and problem-solution in a story, play or poem, using key details." [pg. 16, Grade 1, Rdg. Lit. Key Ideas]		"Describe characters, settings, major events, and problem-solution in a story, play or poem, using key details." [pg. 16, Grade 1, Rdg. Lit. Key Ideas]		This standard is introduced in 1st Grade in both FNSBSD & AKSS but has been reinforced in 2nd Grade in FNSBSD.

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2nd	"Identify point of view" [pg. 39, FNSBSD Craft and Structure, Fiction]	6. "Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud." [pg. 16, Grade 2 Rdg. Lit. Std. 6, Craft and Structure]				
		Integration of Knowledge and Ideas				
2nd	"Notice and remember facts, concepts, or ideas from a text." "Notice and remember the events of a story in sequence and to understand the plot." "Notice and understand the problem of a story and how it is solved." "Notice and derive information from pictures." "Use picture clues to help	7. "Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology)." [pg. 16, Grade 2 Rdg. Lit. Std. 7, Integration of Knowledge and Ideas]				

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	understand words and stories" [pg. 39, FNSBSD Rdg. Std., Comprehension] Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot. [pg. 40, FNSBSD Rdg. Std. Integration of Knowledge and Ideas (fiction)]					
		8. (not applicable to literature)				
2nd	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. [pg. 40, FNSBSD Rdg. Std. Integration of Knowledge and Ideas]	9. Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures. [pg. 17, Grade 2 Rdg. Lit. Std. 9, Integration of Knowledge and Ideas]				
		Range of reading and				

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2nd	"Read with sufficient accuracy and fluency to support comprehension" and "Read grade-level text with purpose and understanding" [pg. 38, FNSBSD Rdg. Std. Fluency] "Listen to, identify, and explore a variety of children's literature and genres" -Participate in self-selected reading of appropriate level extending to 25 minutes" [pg. 40, FNSBSD Rdg. Std. Motivation, Engagement and Stamina]	level of complexity 10. "By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range. [pg. 17, Grade 2 Rdg. Lit. Std. 10, Range of Reading and Level of Complexity]	"Listen to, identify" not in AKSS Duration not prescribed in AKSS -Participate in self-selected reading of appropriate level extending to 25 minutes"			
2nd	"Choose a good fit book for independent reading." [pg. 40, FNSBSD Rdg. Std. Motivation, Engagement and Stamina]		"Choose a good fit book for independent reading."			Found no mention of self-selection in AKSS
		Reading Standards for				

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		Informational Text K-5				
		Key Ideas and Details				
2nd	"Check for understanding through re-reading, pictures, and "W" questions." [pg. 30, Grade 1, Reading Foundation Skills, After Reading Strategies]	1. "Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> and <i>how</i> to demonstrate understanding of informational texts using key details from the text." [pg. 20, Grade 2 Rdg. Informational Text, Std. 1, Key Ideas and Details]				
2nd	"Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text." [pg. 39, FNSBSD Rdg. Std. Comprehension, Non-Fiction] "Identify main idea by selecting an appropriate title for text" "Distinguish between	2 "Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text." [pg. 20, Grade 2 Rdg. Informational Text, Std. 2, Key Ideas and Details]				
		"Distinguish between main idea and supporting detail" [pg. 39, FNSBSD Rdg. Comprehension, After-Reading Strategies]				
		This is present in FNSBSD curriculum for Fiction, but not non-fiction				

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	main idea and supporting detail" [pg. 39, FNSBSD Rdg. Comprehension, After-Reading Strategies]					
2nd	"Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text." [pg. 39, FNSBSD Rdg. Std. Comprehension, Non-Fiction]	3. "Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text." [pg. 20, Rdg. Informational Text, Std. 3, Key Ideas and Details]				
		Craft and Structure				
2nd	"Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area." [pg. 39, FNSBSD Rdg. Std. Craft and Structure, Non-Fiction]	4. "Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area." [pg. 20, Rdg. Informational Text, Std. 4, Craft and Structure]				
2nd	"Know and use various text features (e.g.,	5. "Know and use various text features (e.g.,				

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	captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently." [pg. 39, FNSBSD Rdg. Std. Craft and Structure, Non-Fiction]	captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently." [pg. 20, Rdg. Informational Text, Std. 5 Craft and Structure]				
2nd	"Identify the main purpose of a text, including what the author wants to answer, explain, or describe." [pg. 39, FNSBSD Rdg. Std. Craft and Structure, Non-Fiction]	6. "Identify the main purpose of a text, including what the author wants to answer, explain, or describe." [pg. 20, Rdg. Informational Text, Std. 6 Craft and Structure]				
		Integration of Knowledge and Ideas				
2nd	"Understand the differences between fact/opinion and fiction/non-fiction" [pg.	(Gr 1, 8.) "Identify the opinions an author states to support points in a text." [pg. 20, Grade 1 ,		"Understand the differences between		

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	40, FNSBSD Rdg. Std. Integration of Knowledge and Ideas]	Rdg. Informational Text, Std. 8]		fact/opinion and fiction/non-fiction" [pg. 40, FNSBSD Rdg. Std. Integration of Knowledge and Ideas]		
2nd	"Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text." [pg. 40, FNSBSD Rdg. Std. Integration of Knowledge and Ideas, Non-Fiction]	7. "Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text." [pg. 20, Rdg. Informational Text, Std. 7 Integration of Knowledge and Ideas]				
2nd	"Describe reasons that support specific points the author makes in a text." [pg. 40, FNSBSD Rdg. Std. Integration of Knowledge and Ideas, Non-Fiction]	8. "Describe how reasons given support specific opinions the author states in a text." [pg. 20, Rdg. Informational Text, Std. 8 Integration of Knowledge and Ideas]				AKSS wording has more clarity

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2nd	"Compare and contrast the most important points presented by two texts on the same topic." [pg. 40, FNSBSD Rdg. Std. Integration of Knowledge and Ideas, Non-Fiction]	9. "Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears)." [pg. 20, Rdg. Informational Text, Std. 9 Integration of Knowledge and Ideas]				
		Range of Reading and Level of Text Complexity				
2nd	"Read with sufficient accuracy and fluency to support comprehension" and "Read grade-level text with purpose and understanding" [pg. 38, FNSBSD Rdg. Std. Fluency] "Listen to, identify, and explore a variety of children's literature and genres -Participate in self-selected reading of	10. "By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range." [pg. 17, Grade 2	AKSS does not give a duration for reading -Participate in self-selected reading of appropriate level extending to 25 minutes"			

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	appropriate level extending to 25 minutes" [pg. 40, FNSBSD Rdg. Std. Motivation, Engagement and Stamina]	Rdg. Informational Text. Std. 10, Range of Reading and Level of Complexity]				
2nd	"Phonics -Use known words and word parts to help decode new words -Use letters and relationships to sounds to read words * -Break words into syllables to read them -Use 3 cueing system (meaning, structural, visual) and correct for accuracy. -Recognize base words and remove prefixes and suffixes to break them down and read them. -Read regularly spelled words with long and short	*corresponds to "demonstrates basic knowledge of one-to-one letter-sound correspondence" [pg. 25, AKSS K Std. 3, Phonics and Word Recognition] -Decode two-syllable words following basic patterns by breaking the words into syllables [pg. 25, Grade 1, Std. 3e] -Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [pg. 25, Grade 2, Fluency, Std. 4] -Decode regularly	"Phonics -Use known words and word parts to help decode new words	decode new words -Use letters and relationships to sounds to read words * Kindergarten -Break words into syllables to read them 1st Grade		
	Items in FNSBSD Not Found in AKSS					

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	vowels -Use word chunks/families to decode multi-syllabic words -Develop a bank of instantly recognizable sight words -Read 300 Instant Recognition Words - Use parts of compound words to solve a word and derive the meaning -Use context clues to develop an increasing bank of sight words, including content-specific words (e.g., science, social studies, holiday) [pg. 37, Rdg. Foundation Skills, Word Study: Phonics, Word Recognition, and Vocabulary]	spelled one-syllable words [pg. 25, Rdg. Std. 3b, Phonics and Word Recognition, 1st grade]	-Use word chunks/families to decode multi-syllabic words -Develop a bank of instantly recognizable sight words -Read 300 Instant Recognition Words - Use parts of compound words to solve a word and derive the meaning -Use context clues to develop an increasing bank of sight words, including content-specific words (e.g., science, social studies, holiday)	with long and short vowels 1st Grade		
2nd	"hear and identify long	"Know and apply				

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	and short vowels (sic) sounds and the letters that represent them" (1st grade, pg. 27, Reading Foundation Skills) "Know spelling-sound correspondences for additional common vowel teams. -Decode regularly spelled two-syllable words with long vowels. -Decode words with common prefixes and suffixes. -Identify words with inconsistent but common spelling-sound correspondences. -Recognize and read grade-appropriate irregularly spelled words" [pg. 37, FNSBSD Rdg. Foundation Skills, Word Study: Phonics, Word Recognition, and Vocabulary]	grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. (1st grade, pg. 27, Reading Foundation Skills) b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.[pg. 25, Grade 2 Rdg. Foundational Skills.				

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2nd	"Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read aloud grade level text effortlessly and with expression. Read on-level text orally with accuracy, appropriate rate, expression and attention to punctuation. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [pg. 38, FNSBSD Rdg. Foundation Skills, Fluency]" "Self-monitor understanding and ask questions when meaning is lost" [pg. 38, FNSBSD	Std. 3, Phonics and Word Recognition] "Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text 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." [pg. 25, Grade 2 Rdg. Foundational Skills. Std. 4, Fluency]	Read on-level text orally with accuracy, appropriate rate, expression and attention to punctuation			
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	Rdg. Foundation Skills, Fluency]					
2nd	"Recognize and actively work to solve new words." [pg. 38, FNSBSD Rdg. Std. Comprehension, During-Reading Strategies]	"Know and apply grade-level phonics and word analysis skills in decoding words." [pg. 25, Rdg. Std. 3, Grade K , Phonics and Word Recognition]		"Recognize and actively work to solve new words." Grade K		
2nd	-Read grade level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument. -Read grade level text in three to four-word phrases using intonation, expression, and punctuation cues. [pg. 38, Rdg. Fluency]		-Read grade level text at a fluency rate based on the district's currently adopted Reading Curriculum Based Measure (R-CBM) instrument. -Read grade level text in three to four-word phrases using intonation, expression, and punctuation cues.			
2nd	"-Read and follow simple directions to complete a task." [pg. 38, Rdg.		"-Read and follow simple directions to complete a			

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	Comprehension]					
2nd	"-Use evidence from the text to support predictions (I think...because...)" [pg. 38, Rdg. Std. Comprehension] "-Use evidence from the text to support conclusions that the readers can draw" [pg. 38, Rdg. Std. Comprehension] "-Use cause/effect to draw simple conclusions" [pg.38, Rdg. Comprehension, After-Reading Strategies]	"Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers" [pg. 18, Grade 3 Rdg. Std 1, Key Ideas and Details]		"-Use evidence from the text to support predictions (I think...because e...)" [pg. 38, Rdg. Std. Comprehension] "-Use evidence from the text to support conclusions that the readers can draw" [pg. 38, Rdg. Std. Comprehension] "-Use cause/effect to draw simple		

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				conclusions" [pg.38, Rdg. Comprehension, After-Reading Strategies] Grade 3		
2nd	"Make connections (T-S, T-T, T-W) and use evidence to support" [pg.38, Rdg. Comprehension, During-Reading Strategies]		"Make connections (T-S, T-T, T-W) and use evidence to support"			
2nd	Self-monitor understanding and ask questions when meaning is lost FNSBSD, [pg.38, Rdg. Comprehension, During-Reading Strategies]		Self-monitor understanding and ask questions when meaning is lost			Meaning is represented here.
2nd	"Use a variety of strategies: predicting, questioning, rereading, inferring, creating mental images." [pg. 38, Rdg.		"Use a variety of strategies: predicting, questioning, rereading,			

Comparison for ELA Curriculum & AK Standards - READING (K-2)

Use color coding to indicate if -

Objectives **Match AKSS** **Not Found in AKSS** **Found in Different Gr Level** **In AKSS, not in current curriculum**

Grade Level	Current Curriculum	Found in AKSS	Not Found in AKSS	In AKSS, dif grade level	Essential Vocabulary	Notes
	Comprehension, During Reading Strategies]		inferring, creating mental images."			
2nd	"Identify informational texts and fiction, prose and poetry, and understand purpose for reading" [pg. 38, Rdg. Comprehension, Before Reading Strategies]	"Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types." [pg. 16, Grade 1 Rdg. Std. 5, Craft and Structure]		"Identify informational texts and fiction, prose and poetry, and understand purpose for reading" [pg. 38, Rdg. Comprehension, Before Reading Strategies] Grade 1		
2nd	"Recognize and identify some aspects of the text structure, such as beginning, events in sequential order, most exciting point in a story, and ending." [pg. 38, Rdg. Comprehension,	"Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text." [pg. 20, Grade 1 Rdg. Std. 5, Craft and		"Recognize and identify some aspects of the text structure, such as beginning, events in sequential		

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	After-Reading Strategies]	Structure]		order, most exciting point in a story, and ending." [pg. 38, [pg.38, Rdg. Comprehension, After-Reading Strategies] Grade 1		
2nd	Choose a good fit book for independent reading, FNSBSD Reading STD., Motivation, Engagement, and Stamina, pg. 40		Choose a good fit book for independent reading.			
2nd						
2nd						
2nd						
2nd						