

Masterclass Educator Guide

Objectives

This Masterclass collection is designed for educators and afterschool professionals working with emergent and developing readers. By engaging in this series, you will:

- deepen your understanding of key literacy concepts in phonological awareness, phonics, fluency, vocabulary, and comprehension.
- learn practical strategies that foster foundational literacy skills.
- build confidence in implementing effective literacy techniques in classroom or program settings.

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Overview

Welcome to the **Discover Literacy Masterclass**, a video series designed to give educators and afterschool professionals practical, research-based strategies to support young readers in kindergarten through second grade. This series, filmed in real classrooms, provides an authentic look at literacy instruction in action. It empowers you to bring these techniques into your own teaching practice.

The collection is composed of five videos, each focusing on a key literacy area: phonological awareness, phonics, fluency, vocabulary, and reading comprehension. Each video highlights two strategies demonstrated using small groups of kindergarten students. These real-time classroom examples showcase best practices in literacy instruction while providing clear and actionable ways to improve literacy outcomes.

Featured Educators and Filming Location

The Masterclass was filmed at Jackson Early Childhood Center in Allentown, Pennsylvania, a school that is dedicated to a data-driven approach to literacy instruction. By applying the Science of Reading—an evidence-based framework grounded in research on how children learn to read—the educators at Jackson Early Childhood Center use student performance

data to inform their teaching practices. This commitment to research-based strategies has produced significant gains in student reading abilities.

The educators featured in this video collection bring extensive experience and innovative approaches to literacy instruction:

- **Sheena Guellnitz** is a passionate and experienced educator with a deep commitment to fostering literacy skills in young learners. Her dynamic teaching style and engaging activities create a vibrant learning environment where students thrive.
- **Bethany George** brings energy and enthusiasm to her classroom, inspiring students to develop a love of reading and writing. Her creative approach to literacy instruction helps students build confidence and achieve success.
- **Doreen Gill** is a dedicated educator who provides individualized support and guidance to help each student reach their full potential. Her expertise in early literacy development ensures that students receive a strong foundation for future academic success.

How to Use This Guide

This guide is your companion to the Masterclass, providing the following benefits:

- **Background information:** An overview of key literacy concepts and their importance
- **Step-by-step strategy breakdowns:** Practical instructions for implementing the strategies modeled in the videos
- **Reflection prompts:** Thought-provoking questions to deepen your understanding
- **Extension activities:** Ideas for reinforcing and adapting strategies to meet diverse learner needs
- **Connections to Task Cards:** Suggestions for using the Discover Literacy Task Cards to expand upon the strategies demonstrated in the videos

To maximize your learning experience, we recommend

1. watching each video with this guide in hand to take notes and reflect
2. using the implementation tips and task card connections to bring these strategies to life in your classroom
3. revisiting the reflection prompts and extension activities to deepen your practice

These resources will prepare you to create meaningful, engaging literacy experiences that set your students up for success.

Educators in Action

Video 1: Building Phonological Awareness

Phonological awareness is the ability to recognize and manipulate the sounds of spoken language. This foundational skill includes rhyming, identifying syllables, and breaking words into individual sounds (phonemes). Mastering phonological awareness is critical for reading and spelling success; it lays the groundwork for understanding the relationship between sounds and letters.

Strategy 1: Phoneme Segmenting

In this strategy, the teacher uses picture cards to guide students through segmenting words into individual sounds. Students tap out each sound as they say it aloud and then blend the sounds to form the complete word. This hands-on activity helps students build phonemic awareness by connecting sounds to visual and tactile cues.



Implementation Tips

- Begin with simple CVC (consonant-vowel-consonant) words like “cat,” “dog,” or “sun.”
- Use manipulatives such as counters, blocks, or fingers to represent individual sounds.
- Provide immediate feedback and model correct segmentation for students who need additional support.

Want to see Phoneme Segmenting in action?

Click [here](#) to watch an educator demonstrate this strategy with a small group of kindergarten students.

Modifications for K-2

- **Kindergarten:** Focus on identifying and segmenting initial and final sounds. Use picture cards with clear, familiar objects, such as a cat or a ball.
- **First grade:** Add medial sounds to the activity and incorporate blending and segmenting CVC words (e.g., “hop,” “red”).
- **Second grade:** Increase complexity by using CCVC (e.g., “stop”) and CVCC (e.g., “milk”) words, as well as multisyllabic words for advanced learners.

Reflection Questions

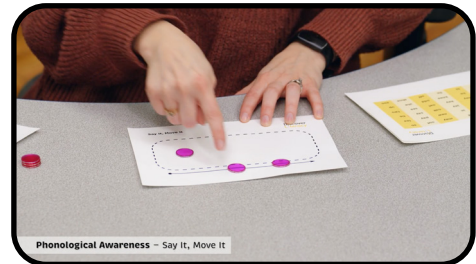
1. How does this strategy support the development of phonemic awareness?
2. What challenges might students encounter during this activity, and how can you address them?
3. How can you adapt this strategy for students at different levels of phonological awareness?

Extension Activities

- Play rhyming games and sing songs that emphasize rhyming patterns.
- Have students sort pictures based on beginning or ending sounds.
- Read books that incorporate sound play, such as *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault or *Sheep in a Jeep* by Nancy Shaw.

Strategy 2: Say It, Move It

This strategy engages students by having them physically manipulate chips to represent and blend sounds in words. The teacher says a word, and students push up a chip for each sound they hear. Students then slide their finger under the chips to blend the sounds and say the complete word. This multisensory approach strengthens sound segmentation and blending skills.



Implementation Tips

- Model the process step by step, emphasizing the clear articulation of sounds.
- Use a variety of words, starting with simple CVC words and gradually increasing complexity.
- Encourage students to check their work by repeating the sounds and blending them.

Want to see Say It, Move It in action?

Click [here](#) to watch an educator demonstrate this strategy with a small group of kindergarten students.

Modifications for K-2

- **Kindergarten:** Focus on CVC words and provide picture cards to represent the target words. Use larger chips or physical objects for easier manipulation.
- **First grade:** Introduce sound deletion (e.g., say “cat” without the /c/ sound) and word families (e.g., “-at” or “-ig”).
- **Second grade:** Challenge students to manipulate sounds within words to create new words (e.g., change “mat” to “bat” or “mat” to “mate”).

Reflection Questions

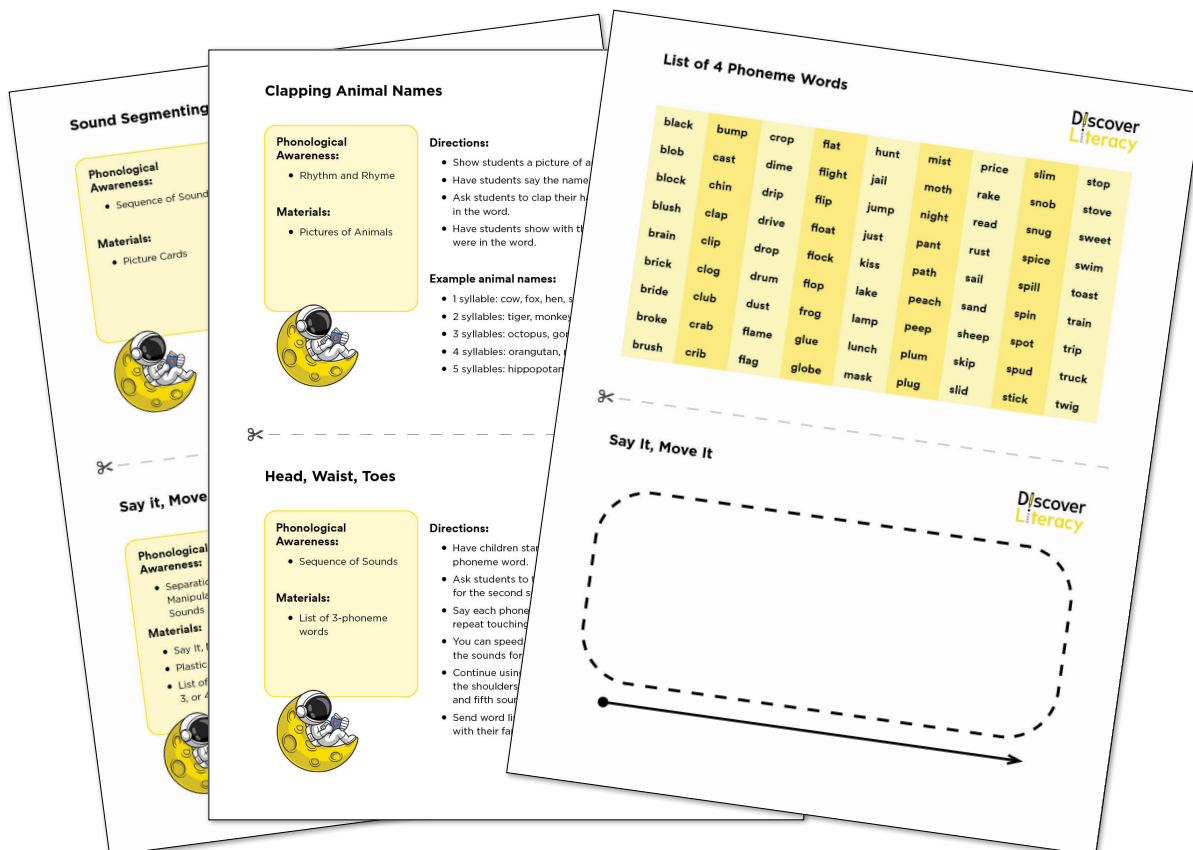
1. How does using physical manipulatives, such as chips, enhance students’ phonological awareness?
2. In what ways can this strategy double as an assessment tool for phonemic understanding?
3. What other materials besides chips could you use for this activity?

Extension Activities

- Have students create their own “Say It, Move It” boards using different objects like coins, buttons, or pictures.
- Use the strategy during shared reading sessions to break down unfamiliar words.
- Incorporate sound-manipulation games into centers, such as creating word chains or swapping sounds in silly words.

Related Task Cards

Ready to put these phonological awareness strategies into practice? Check out the Discover Literacy Task Cards, which offer hands-on, interactive activities to support the strategies featured in this video. These task cards include activities that help students isolate, blend, and manipulate sounds in words. Rhythm and rhyme activities, such as Clapping Animal Names, also foster syllable awareness and early sound play. These activities align seamlessly with the Masterclass strategies, providing practical tools to deepen students’ phonological skills and making them perfect for small groups or centers.

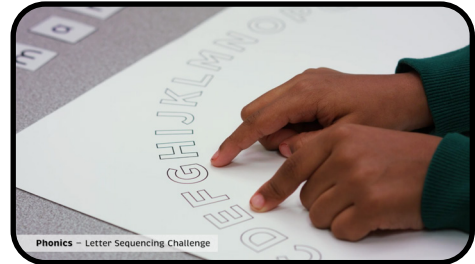


Video 2: Building Early Phonics Skills

Phonics is the relationship between letters and sounds, enabling students to decode words and build reading fluency. Early phonics instruction focuses on recognizing letters, understanding their sounds, and blending sounds to form words. Mastery of these skills is crucial for students as they progress from emergent to fluent readers.

Strategy 1: Letter Sequencing Challenge

In this activity, students use an alphabet arc and letter cards to practice placing letters in their correct sequence while saying the sound associated with each letter. This hands-on strategy reinforces letter recognition, alphabetic order, and letter-sound correspondence.



Phonics – Letter Sequencing Challenge

Implementation Tips

- Start with a limited number of letters that students are currently learning and gradually increasing the set as students gain confidence.
- Use visual prompts, such as an alphabet chart, to support students who are still mastering letter order.
- Emphasize saying the letter sound aloud—not just its name—to strengthen letter-sound connections.

Want to see Letter Sequencing Challenge in action?

Click [here](#) to watch an educator demonstrate this strategy with a small group of kindergarten students.

Modifications for K-2

- **Kindergarten:** Begin with a small subset of letters, focusing on those in students' names or the first few introduced in your curriculum.
- **First grade:** Use the full alphabet arc and add prompts for identifying letters that come before or after a given letter.
- **Second grade:** Incorporate additional challenges, such as asking students to name a word that starts with or contains the letter they place.

Reflection Questions

1. How does this activity support the development of the alphabetic principle?
2. What scaffolds can you provide for students who struggle with letter sequencing?
3. How might you adapt this strategy for students who have already mastered the alphabet?

Extension Activities

- Play an “Alphabet Race” game where students place letters as quickly as possible while saying their sounds.
- Use magnetic letters on a whiteboard to extend the activity into building simple words.
- Incorporate the alphabet arc with letter-sound matching games during learning stations.

Strategy 2: Word Chain

In this strategy, students practice manipulating letters to create a “chain” of words. Starting with a simple word, students sound it out and write it on a whiteboard. The teacher then changes one letter to form a new word, guiding students to identify the changed letter and write the new word.



Implementation Tips

- Begin with CVC words that have easily identifiable sound changes (e.g., “cat” to “bat”).
- Model each step clearly, demonstrating how to identify the sound and corresponding letter to change.
- Use clear and consistent routines, such as tapping out sounds, to help students connect the written and spoken components.

Want to see Word Chain in action?

Click [here](#) to watch an educator demonstrate this strategy with a small group of kindergarten students.

Modifications for K-2

- **Kindergarten:** Focus on simpler word chains with one consistent vowel sound (e.g., “cat,” “bat,” “rat”). Use visual cues such as pictures of the words being formed.
- **First grade:** Introduce word chains that involve vowels or blends (e.g., “ship” to “slip” to “slap”).
- **Second grade:** Challenge students to create their own word chains using more complex patterns, such as digraphs or silent letters (e.g., “white” to “write”).

Reflection Questions

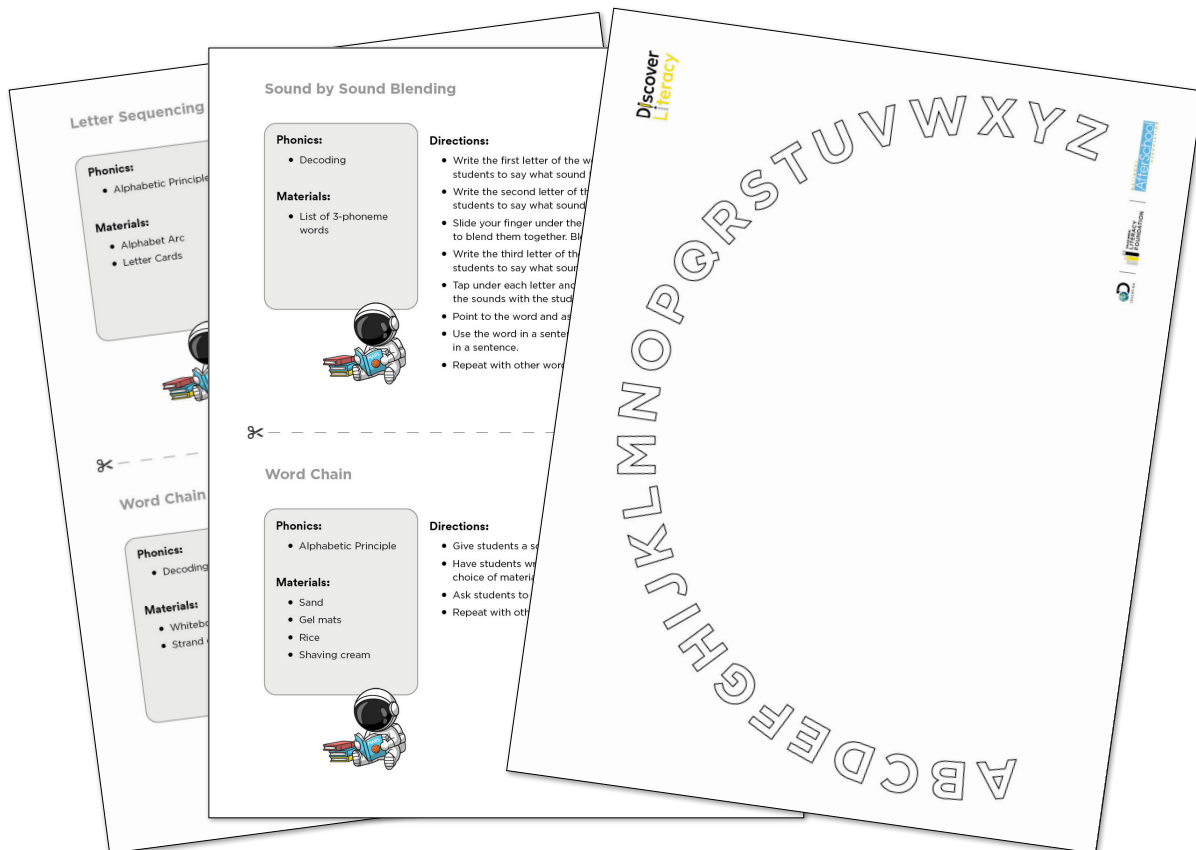
1. How does this activity strengthen students’ understanding of sound-letter correspondence?
2. What additional support could you provide for students who struggle with blending or sound manipulation?
3. How could you integrate this strategy into a writing lesson or literacy center?

Extension Activities

- Have students build word chains with physical letter tiles or cards for a tactile experience.
- Create a competitive game where students work in teams to form the longest word chain.
- Use a theme (e.g., animals, colors) to make word chains more engaging and contextually relevant.

Related Task Cards

Ready to bring phonics instruction to life? The Discover Literacy Task Cards offer engaging, hands-on activities that align perfectly with the strategies in this video. Explore strategies that strengthen letter recognition, letter-sound correspondence, and word construction skills. These activities provide structured opportunities for students to practice sequencing letters, creating word chains, and connecting sounds to print, making them an excellent complement to the phonics strategies demonstrated in the Masterclass.



Video 3: Building Fluency in Young Readers

Reading fluency encompasses accuracy, rate, and prosody (expression). Fluent readers can read smoothly and expressively, reflecting comprehension of the text. Developing fluency is essential for transitioning from decoding individual words to understanding connected text, making it a critical step in becoming a proficient reader.

Strategy 1: Repeated Reading for Prosody and Expression

In this activity, students practice reading a text multiple times, focusing on expression and prosody. The teacher highlights key punctuation marks (e.g., exclamation points, question marks) and text features (e.g., speech bubbles) to guide students in how to adjust their voice, tone, and pacing while reading aloud.



Implementation Tips

- Choose engaging, grade-appropriate texts with clear dialogue or dramatic elements to emphasize expression.
- Model reading with varied intonation and ask students to mimic your example.
- Provide immediate feedback on areas such as pausing at punctuation or adjusting tone for dialogue.

Want to see Repeated Reading for Prosody in action?

Click [here](#) to watch an educator demonstrate this strategy with a small group of kindergarten students.

Modifications for K-2

- **Kindergarten:** Use short sentences or phrases with repetitive patterns. Focus on simple punctuation like periods and question marks.
- **First grade:** Incorporate dialogue-heavy texts or poems that lend themselves to expressive reading.
- **Second grade:** Challenge students with longer passages and introduce text with varied sentence structures or mood shifts.

Reflection Questions

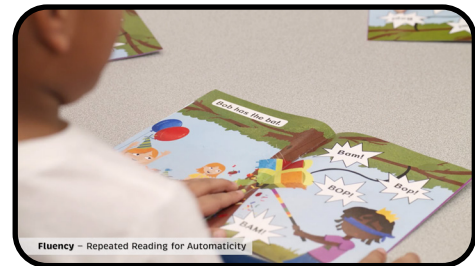
1. How does reading with expression enhance students' comprehension?
2. What strategies can you use to help students who read in a monotone?
3. How can you make repeated readings engaging and not monotonous?

Extension Activities

- Use readers' theater scripts to practice fluency in an interactive, collaborative way.
- Have students record themselves reading aloud and reflect on their progress over multiple readings.
- Pair students for peer feedback on their expression and pacing.

Strategy 2: Repeated Reading for Automaticity

In this strategy, students practice reading a passage multiple times to improve their accuracy and speed. The teacher models fluent reading, emphasizing natural phrasing and avoiding word-by-word reading. Students take turns reading aloud while the teacher listens and provides individualized feedback.



Implementation Tips

- Select a slightly challenging but not frustrating passage for the students.
- Time students during their readings and track the number of correct words per minute to measure progress.
- Celebrate incremental improvements to build confidence and motivation.

Want to see Repeated Reading for Automaticity in action?

Click [here](#) to watch an educator demonstrate this strategy with a small group of kindergarten students.

Modifications for K-2

- **Kindergarten:** Use shorter texts with predictable patterns and high-frequency words. Avoid timing but emphasize smooth reading.
- **First grade:** Focus on improving reading within decodable texts or simple narratives. Introduce timing as a motivational tool.
- **Second grade:** Use passages from engaging stories or nonfiction texts, encouraging students to aim for both speed and accuracy.

Reflection Questions

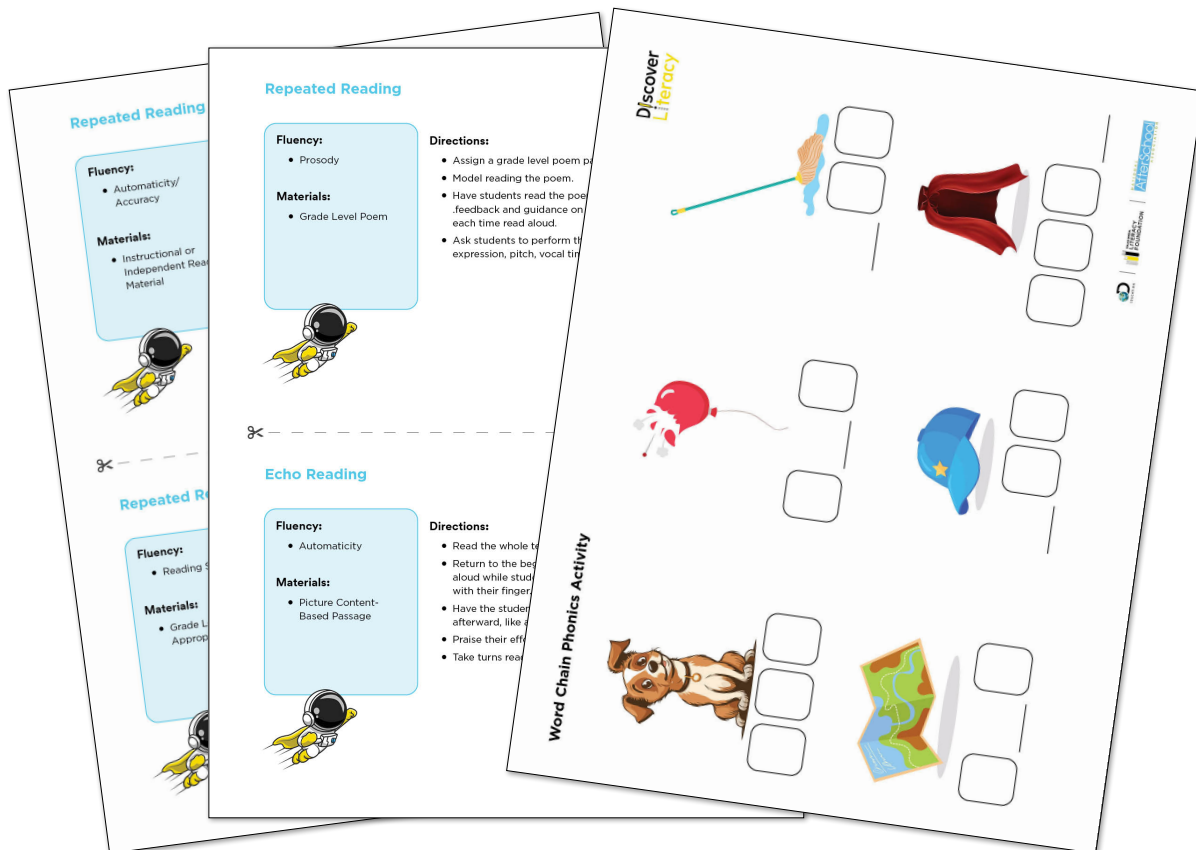
1. How does repeated reading improve both speed and comprehension?
2. What additional support might students with reading difficulties need during this activity?
3. How can you balance the focus on speed with maintaining comprehension?

Extension Activities

- Incorporate repeated reading into guided reading groups with individualized feedback.
- Use fluency practice during small-group time or as a literacy center activity.
- Allow students to perform their passage for peers, integrating an audience element for motivation.

Related Task Cards

Ready to help students develop confident and expressive reading? Support fluency development with the Discover Literacy Task Cards. These cards outline targeted strategies that build accuracy, expression, and reading pace. Engage students with a variety of repeated reading tasks which align seamlessly with the strategies in this video. These activities help students practice phrasing, improve automaticity, and develop prosody in fun and interactive ways. Perfect for small groups or whole-class instruction, the task cards provide practical tools to reinforce the foundational skills needed for fluent reading.



Video 4: Building Vocabulary

Vocabulary development is essential for reading comprehension and overall academic success. A robust vocabulary helps students make sense of the words they encounter in texts and express their ideas more effectively. Explicit instruction and engaging activities ensure students learn new words in meaningful, memorable ways.

Strategy 1: I'm Thinking Of...

This interactive guessing game uses picture prompts to build vocabulary and encourage descriptive language. The teacher introduces a series of pictures related to a current topic and guides students to generate descriptive words for each image. The teacher then thinks of a word and provides clues, prompting students to ask questions and use their newly learned vocabulary to guess the word.



Implementation Tips

- Select visually engaging pictures that are tied to a thematic unit (e.g., animals, community helpers, seasons).
- Model how to ask specific, descriptive questions to narrow the possibilities.
- Encourage students to use target vocabulary words during the activity.

Modifications for K-2

- **Kindergarten:** Focus on simpler words and provide direct prompts for generating descriptive language (e.g., “What color is it? What size is it?”).
- **First grade:** Incorporate a mix of Tier 1 (basic) and Tier 2 (high-utility) words, encouraging students to form more complex questions.
- **Second grade:** Introduce Tier 3 (content-specific) vocabulary, encouraging students to connect the words to subject areas like science or social studies.

Reflection Questions

1. How does this activity encourage students to use descriptive language?
2. What strategies can you use to support students who struggle to ask questions?
3. How might you extend this activity to reinforce vocabulary outside the classroom?

Want to see I'm Thinking Of... in action?

Click [here](#) to watch an educator demonstrate this strategy with a small group of kindergarten students.

Extension Activities

- Create a class word wall where students add new words learned during the activity.
- Play a vocabulary charades game where students act out the words they generated.
- Incorporate the target words into a writing activity, such as describing a scene or creating a story.

Strategy 2: Placemat

In this collaborative activity, students explore a Tier 3 (content-specific) vocabulary word by drawing or writing on a shared “placemat.” Each student contributes their understanding of the word, including related concepts, examples, or illustrations, to build a collective definition.



Implementation Tips

- Provide a central word or concept that ties to the current unit of study (e.g., “community,” “habitat,” or “energy”).
- Guide students to discuss what they know about the word before contributing to the placemat.
- Use the final placemat as a reference tool or display it in the classroom for future lessons.

Want to see Placemat in action?

Click [here](#) to watch an educator demonstrate this strategy with a small group of kindergarten students.

Modifications for K-2

- **Kindergarten:** Use simple words and focus on drawing pictures to represent the concept.
- **First grade:** Combine drawings and simple sentences to explain the word’s meaning.
- **Second grade:** Encourage students to write detailed explanations or use the word in a sentence, linking it to prior knowledge or real-world examples.

Reflection Questions

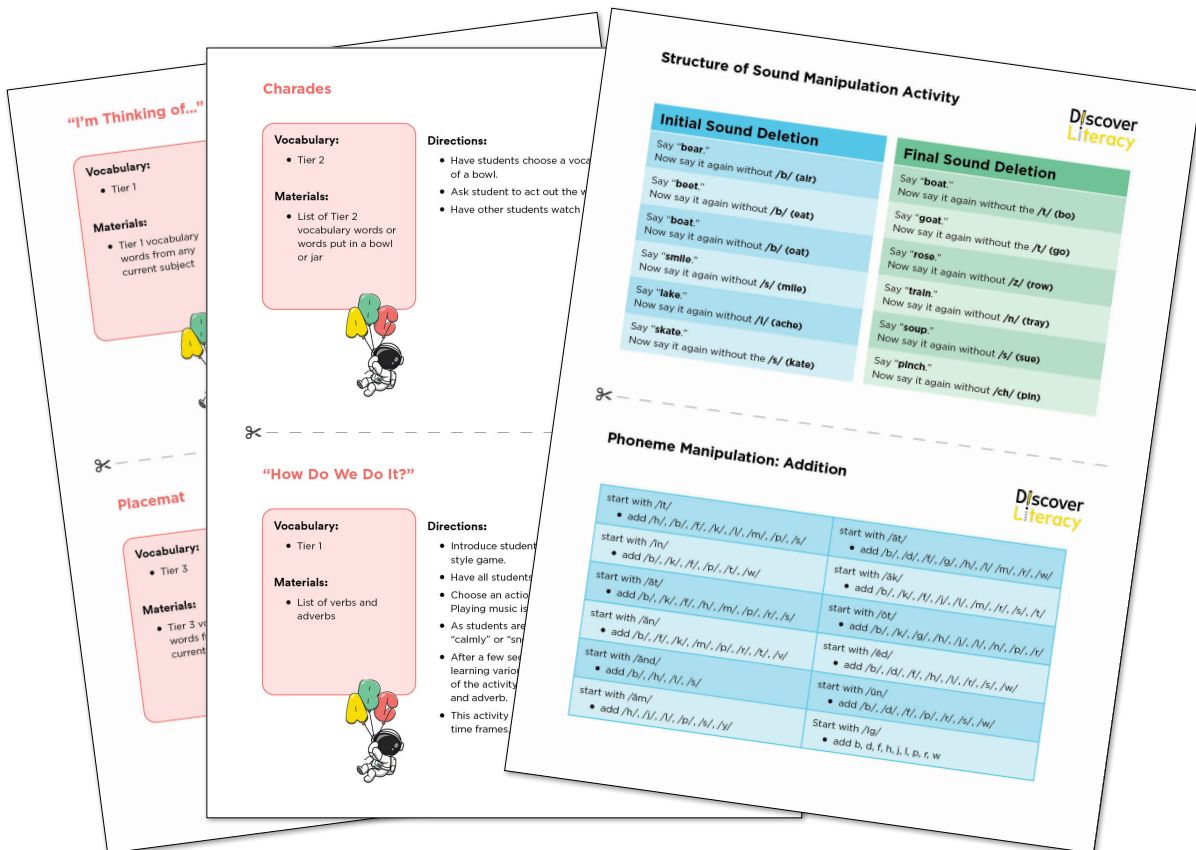
1. How does this activity promote collaboration and deepen vocabulary understanding?
2. What support can you provide for students who are hesitant to contribute?
3. How might you adapt this strategy for individual work or a virtual learning environment?

Extension Activities

- Have students create an individual placemat with words related to the central term (e.g., synonyms or antonyms).
- Use the placemat activity as a prewriting tool for essays or journal entries.
- Revisit the placemats at the end of a unit to assess growth in vocabulary knowledge.

Related Task Cards

Ready to take vocabulary learning to the next level? The Discover Literacy Task Cards offer engaging activities that complement the strategies demonstrated in this video, helping students explore new words and connect them to meaningful contexts. Try tasks like Picture Prompts and Word Webs to encourage critical thinking, discussion, and collaboration. These hands-on activities are perfect for fostering curiosity and building vocabulary knowledge in small groups or whole-class settings.



Video 5: Building Reading Comprehension

Reading comprehension is the ability to understand, interpret, and engage with a text. It goes beyond decoding words to include making connections, identifying key ideas, and analyzing story elements. Strong comprehension skills allow students to gain meaning from texts and apply their learning to new contexts.

Strategy 1: Talking Drawings

In this strategy, students create a drawing before reading to capture their initial ideas about the characters or topic of a story. After reading, they create a second drawing to reflect new information or deeper understanding gained from the text. Comparing the two drawings helps students make connections and extend their comprehension.



Want to see Talking Drawings in action?

Click [here](#) to watch an educator demonstrate this strategy with a small group of kindergarten students.

Implementation Tips

- Before reading, ask students to focus on specific elements like characters, setting, or events when creating their initial drawing.
- Encourage students to use labels or short phrases with their drawings to describe their ideas.
- Model how to compare the two drawings, discussing what changed and why.

Modifications for K-2

- **Kindergarten:** Use simple prompts like “Draw what you think the story is about.” Focus on one aspect, such as the main character.
- **First grade:** Include specific prompts about characters or setting. Encourage students to add labels or speech bubbles to their drawings.
- **Second grade:** Ask students to draw a scene before and after reading, including more details and connections between events.

Reflection Questions

1. How does creating drawings before and after reading help students connect to the text?
2. What challenges might students encounter when comparing their drawings, and how can you address them?
3. How can you encourage students to use this strategy independently?

Extension Activities

- Create a “Before and After” gallery where students display their drawings and discuss changes with peers.
- Pair students to compare and discuss their drawings, encouraging collaborative analysis.
- Use the drawings as a prewriting tool to help students summarize or retell the story.

Strategy 2: Story Stones

This activity uses visual prompts on stones to guide students in identifying key story elements: characters, setting, problem, and solution. Students touch or manipulate the stones as they recount details from the text, reinforcing their understanding of text structure and encouraging oral language development.



Implementation Tips

- Introduce each story element before reading, using the stones as visual aids to set a purpose for listening or reading.
- Encourage students to use complete sentences when retelling the story, focusing on key details.
- Use open-ended prompts like “Tell me about the problem in the story” to spark deeper responses.

Want to see Story Stones in action?

Click [here](#) to watch an educator demonstrate this strategy with a small group of kindergarten students.

Modifications for K-2

- **Kindergarten:** Focus on two or three story elements (e.g., character and setting). Use symbols or simple pictures on the stones for support.
- **First grade:** Include all four elements and encourage students to retell the story in sequence. Provide sentence starters for oral responses.
- **Second grade:** Add additional story elements like theme or author’s purpose. Encourage students to connect story elements to personal experiences or other texts.

Reflection Questions

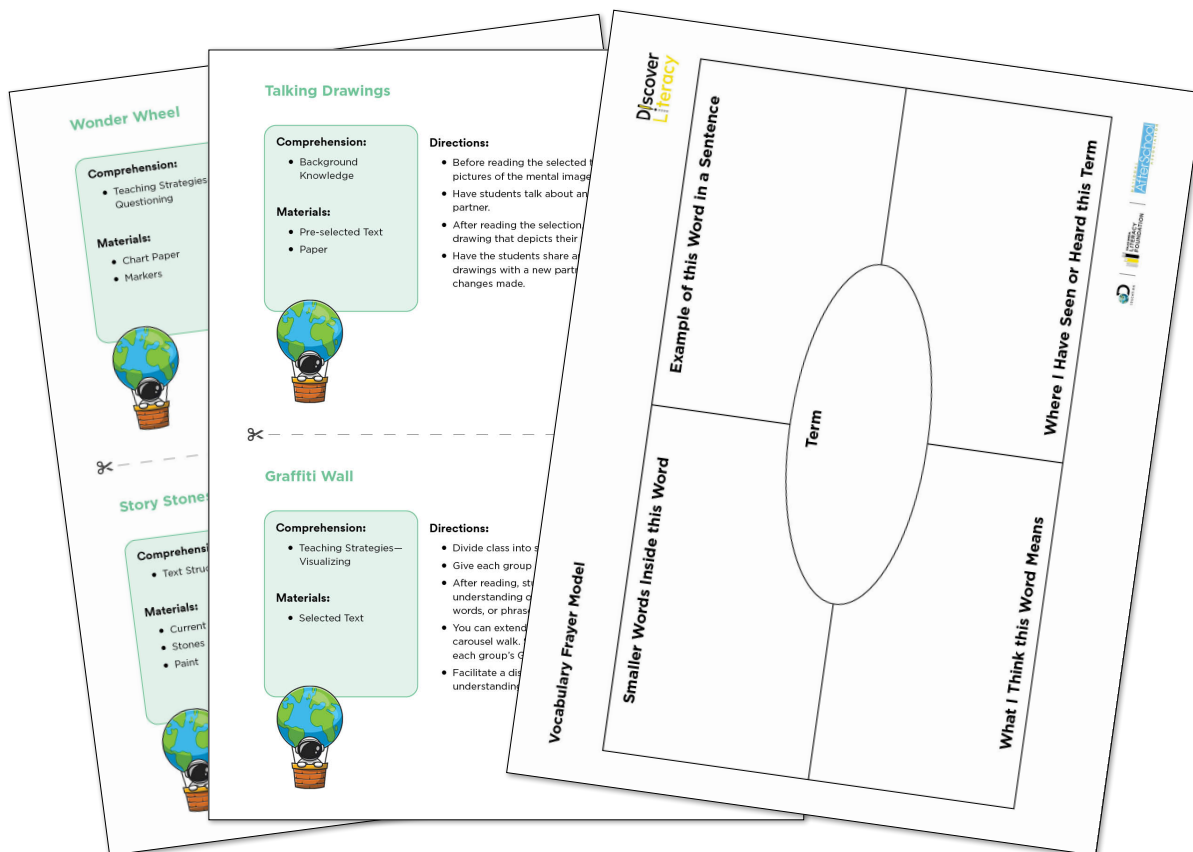
1. How does using visual prompts like story stones help students recall story details?
2. What additional support could you provide for students who struggle with retelling?
3. How might you adapt this strategy for use with informational texts?

Extension Activities

- Have students create their own story stones by drawing or painting symbols on pebbles, making the activity more personal and engaging.
- Use the stones to act out scenes from the story, adding a kinesthetic element to comprehension practice.
- Incorporate the stones into a collaborative storytelling activity where students use them to create their own narrative.

Related Task Cards

Ready to unlock deeper understanding in your students? The Discover Literacy Task Cards offer engaging activities that align with the strategies demonstrated in this video, providing tools to help students analyze story elements, make connections, and build a deeper understanding of texts. Try tasks like Story Mapping and Retelling Prompts to encourage students to identify key details, organize their thoughts, and share their understanding in creative ways. These activities are perfect for small groups or whole-class discussions, making comprehension lessons both meaningful and interactive.



Next Steps

This Masterclass series models a valuable toolkit of strategies to support young readers' development. By understanding the key components of literacy and observing effective teaching practices, you are well equipped to create a rich and engaging literacy environment for your students. But this series is just the beginning! The Masterclass videos are only one part of a comprehensive collection of resources designed to help you become a more confident and effective literacy educator.

- **Deepen your understanding:** Explore the [Discover Literacy website](#) for explainer videos that break down the core concepts of each literacy area. Dive into the self-paced microlearning modules to discover even more research-based strategies and activities.
- **Put your learning into practice:** Use the [Discover Literacy Task Cards](#) to reinforce the strategies from the Masterclass videos. These hands-on activities will keep your students engaged and motivated as they develop essential literacy skills.
- **Apply your skills in the classroom:** Access the ready-to-use slideshows to practice literacy skills with your students in an “I do, we do, you do” structure.
- **Share your knowledge:** Collaborate with colleagues to implement these strategies and share your experiences. Together, you can create a school or program culture that prioritizes literacy development.
- **Continue to grow:** Seek out additional professional development opportunities to expand your expertise and stay up-to-date on the latest research and best practices in literacy instruction.

Common Core State Standards (CCSS) for English Language Arts

Kindergarten (K)

Foundational Skills

- **RF.K.1:** Demonstrate understanding of the organization and basic features of print.
- **RF.K.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonological awareness).
 - Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rhymes of single-syllable spoken words.
 - Isolate and pronounce initial, medial vowel, and final sounds in three-phoneme words.
- **RF.K.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
 - Demonstrate basic knowledge of letter-sound correspondences.
- **RF.K.4:** Read emergent-reader texts with purpose and understanding.

Language Skills

- **L.K.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- **L.K.5:** Explore word relationships and nuances in word meanings (e.g., sort common objects into categories).

Reading Literature and Informational Texts

- **RL.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **RL.K.3:** With prompting and support, identify characters, settings, and major events in a story.
- **RL.K.7:** With prompting and support, describe the relationship between illustrations and the story.

Grade 1

Foundational Skills

- **RF.1.1:** Demonstrate understanding of the organization and basic features of print.
- **RF.1.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonological awareness).
 - Distinguish long from short vowel sounds in spoken single-syllable words.
 - Orally segment and blend sounds in spoken words, including consonant blends.
- **RF.1.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
 - Decode regularly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
- **RF.1.4:** Read with sufficient accuracy and fluency to support comprehension.

Language Skills

- **L.1.4:** Determine or clarify the meaning of unknown and multiple-meaning words based on grade 1 reading and content.
- **L.1.5:** With guidance, sort words into categories to understand their meanings.

Reading Literature and Informational Texts

- **RL.1.1:** Ask and answer questions about key details in a text.
- **RL.1.3:** Describe characters, settings, and major events in a story using key details.
- **RL.1.7:** Use illustrations and details in a story to describe its characters, setting, or events.

Grade 2

Foundational Skills

- **RF.2.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
 - Decode words with common prefixes and suffixes.
 - Recognize and read grade-appropriate irregularly spelled words.
- **RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Use context to confirm or self-correct word recognition and understanding.

Language Skills

- **L.2.4:** Determine or clarify the meaning of unknown and multiple-meaning words.
- **L.2.5:** Demonstrate understanding of word relationships (e.g., synonyms, antonyms, and homophones).

Reading Literature and Informational Texts

- **RL.2.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **RL.2.3:** Describe how characters in a story respond to major events and challenges.
- **RL.2.5:** Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes it.