

Reading - Second Grade

Content Standard 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

Learning Expectations:

- 1.01 Develop oral language.
- 1.02 Develop listening skills.
- 1.03 Demonstrate knowledge of concepts of print.
- 1.04 Develop and maintain phonemic awareness.
- 1.05 Develop and use decoding strategies to read unfamiliar words.
- 1.06 Read to develop fluency, expression, accuracy and confidence.
- 1.07 Develop and extend reading vocabulary.
- 1.08 Develop and use pre-reading strategies.
- 1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.
- 1.10 Introduce informational skills to facilitate learning.
- 1.11 Develop skills to facilitate reading to learn in a variety of content areas.
- 1.12 Read independently for a variety of purposes.
- 1.13 Experience various literary genres.
- 1.14 Develop and maintain a motivation to read.

Accomplishments:

- 2.1.01 Develop oral language.
 - a. Show evidence of expanding oral language through vocabulary growth.
 - b. Continue to implement rules for conversation.
 - c. Understand, follow, and give oral directions.
 - d. Participate in group discussion.
 - e. Participate in creative responses to text (e.g., choral reading, discussion, and dramatization).
 - f. Respond to questions from teachers and other group members.
 - g. Narrate a personal story.
 - h. Summarize lesson content.
- 2.1.02 Develop listening skills.
 - a. Listen attentively to speaker for specific information.
 - b. Use appropriate listening skills (e.g., does not interrupt, faces speaker, asks questions).
 - c. Listens and responds to a variety of media (e.g., books, audio tapes, videos).
 - d. Recognize the difference between formal and informal languages.
 - e. Follow oral directions.
- 2.1.03 Demonstrate knowledge of concepts of print.
 - a. Read and explain own writings.

- b. Recognize that groups of sentences make a paragraph and paragraphs make a story.
- c. Recognize and use parts of a book (e.g., title, author, illustrator, table of contents and glossary).
- d. Understand punctuation (e.g., period, question mark, exclamation mark).

2.1.04 Develop and maintain phonemic awareness.

- a. Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).
- b. Add, delete, and change targeted sounds to modify or change words.
- c. Identify and produce rhyming words.

2.1.05 Develop and use decoding strategies.

- a. Use knowledge of letter-sound correspondence and structural analysis to decode words.
- b. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).
- c. Use known words to decode unknown words.
- d. Apply knowledge of basic syllabication rules.

2.1.06 Read to develop fluency, expression, accuracy and confidence.

- a. Read orally to develop fluency, expression, accuracy, and confidence.
- b. Reflect punctuation within written text while reading orally.
- c. Participate in guided, oral readings.
- d. Demonstrate the automatic recognition of high frequency words.
- e. Read a variety of texts with fluency, expression, accuracy and confidence.
- f. Read independently daily.

2.1.07 Develop and extend reading vocabulary.

- a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
- b. Recognize common abbreviations and contractions.
- c. Participate in shared reading.
- d. Manipulate word families, word wall and word sorts.
- e. Match oral words to print words.
- f. Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues and structural analysis).
- g. Add endings to base words to make new words (e.g., -ed, -ing, and -es).
- h. Identify simple multiple-meaning words based on the appropriate meaning for the context.
- i. Build vocabulary through frequent read-alouds.

2.1.08 Develop and use pre-reading strategies.

- a. Identify a purpose for reading.

- b. Participate in activities to build background knowledge to make meaning from text.
- c. Make predictions about text.
- d. Use illustrations to preview text.
- e. Create graphic organizers (e.g., KWL, webs, lists, story maps, charts).
- f. Connect life experience to information and events in texts.

2.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

- a. Derive meaning while reading
 - 1. employing self-correction strategies (e.g., rereading, asking for help).
 - 2. participating in discussion about text and relating selection to personal experience.
 - 3. predicting and adjusting outcomes during reading.
- b. Check for understanding after reading by
 - 1. recalling the sequence of events in a story.
 - 2. drawing conclusions based on evidence gained while reading.
 - 3. restating story events in order to clarify and organize ideas.
 - 4. recognizing cause and effect.
 - 5. recognizing the main idea in picture books and texts.

2.1.10 Introduce informational skills to facilitate learning.

- a. Recognize outside resources (e.g., family and community).
- b. Recognize a variety of print sources (e.g., books, magazines, maps, charts, and graphs).
- c. Understand the purpose of various reference materials (e.g., dictionary, encyclopedia).
- d. Use graphic organizers to aid in understanding material from informational texts.
- e. Visit libraries and check out appropriate materials.

2.1.11 Develop skills to facilitate reading to learn in a variety of content areas.

- a. Develop content specific vocabulary.
- b. Use text features to locate information (e.g., charts, maps and illustrations).

2.1.12 Read independently for a variety of purposes.

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

2.1.13 Experience various literary and media genres.

- a. Read and view various literary (e.g., picture books, storybooks, fairy tales, nonfiction texts, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres.
- b. Understand the main idea in a visual message (e.g., pictures, cartoons, posters).
- c. Explore folktales and fables.
- d. Identify characters, plot, and setting in print and non-print text.
- e. Recognize how the main character and other characters interact with each other.
- f. Identify types of stories (e.g., folktales, fables, fairy tales).
- g. Determine whether the events in the reading selection are real or fantasy.
- h. Compare and contrast different stories.
- i. Determine the problem in a story and discover its solution.

2.1.14 Develop and maintain a motivation to read.

- a. Visit libraries/media centers and regularly check out materials.
- b. Share storybooks, poems, environmental print, and own writing.
- c. Explore a wide variety of literature through read alouds, tapes, and independent reading.
- d. Identify favorite stories, informational text, authors and illustrators.
- e. Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).
- f. Relate literary experiences to others (e.g., book reports, sharing favorite stories).
- g. Experience daily opportunities to read.
- h. Choose to read as a leisure activity.