

# 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. 1.01 Develop oral language.
2. 1.02 Develop listening skills.
3. 1.03 Demonstrate knowledge of concepts of print.
4. 1.04 Develop and maintain phonemic awareness.
5. 1.05 Develop and use decoding strategies to read unfamiliar words.
6. 1.06 Read to develop fluency, expression, accuracy and confidence.
7. 1.07 Develop and extend reading vocabulary.
8. 1.08 Develop and use pre-reading strategies.
9. 1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.
- 10.1.10 Introduce informational skills to facilitate learning.
- 11.1.11 Develop skills to facilitate reading to learn in a variety of content areas.
- 12.1.12 Read independently for a variety of purposes.
- 13.1.13 Experience various literary genres.
- 14.1.14 Develop and maintain a motivation to read.

### Accomplishments:

1. 2.1.01 Develop oral language.
  1. Show evidence of expanding oral language through vocabulary growth.
  2. Continue to implement rules for conversation.
  3. Understand, follow, and give oral directions.
  4. Participate in group discussion.
  5. Participate in creative responses to text (e.g., choral reading, discussion, and dramatization).
  6. Respond to questions from teachers and other group members.
  7. Narrate a personal story.
  8. Summarize lesson content.
2. 2.1.02 Develop listening skills.
  1. Listen attentively to speaker for specific information.
  2. Use appropriate listening skills (e.g., does not interrupt, faces speaker, asks questions).
  3. Listens and responds to a variety of media (e.g., books, audio tapes, videos).
  4. Recognize the difference between formal and informal languages.
  5. Follow oral directions.
3. 2.1.03 Demonstrate knowledge of concepts of print.
  1. Read and explain own writings.
  2. Recognize that groups of sentences make a paragraph and paragraphs make a story.
  3. Recognize and use parts of a book (e.g., title, author, illustrator, table of contents and

- glossary).
4. Understand punctuation (e.g., period, question mark, exclamation mark).
  4. 2.1.04 Develop and maintain phonemic awareness.
    1. 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).
    2. Add, delete, and change targeted sounds to modify or change words.
    3. Identify and produce rhyming words.
  5. 2.1.05 Develop and use decoding strategies.
    1. Use knowledge of letter-sound correspondence and structural analysis to decode words.
    2. 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).
    3. Use known words to decode unknown words.
    4. Apply knowledge of basic syllabication rules.
  6. 2.1.06 Read to develop fluency, expression, accuracy and confidence.
    1. Read orally to develop fluency, expression, accuracy, and confidence.
    2. Reflect punctuation within written text while reading orally.
    3. Participate in guided, oral readings.
    4. Demonstrate the automatic recognition of high frequency words.
    5. Read a variety of texts with fluency, expression, accuracy and confidence.
    6. Read independently daily.
  7. 2.1.07 Develop and extend reading vocabulary.
    1. Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.
    2. Recognize common abbreviations and contractions.
    3. Participate in shared reading.
    4. Manipulate word families, word wall and word sorts.
    5. Match oral words to print words.
    6. Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues and structural analysis).
    7. Add endings to base words to make new words (e.g., -ed, -ing, and -es).
    8. Identify simple multiple-meaning words based on the appropriate meaning for the context.
    9. Build vocabulary through frequent read-alouds.
  8. 2.1.08 Develop and use pre-reading strategies.
    1. Identify a purpose for reading.
    2. Participate in activities to build background knowledge to make meaning from text.
    3. Make predictions about text.
    4. Use illustrations to preview text.
    5. Create graphic organizers (e.g., KWL, webs, lists, story maps, charts).
    6. Connect life experience to information and events in texts.
  9. 2.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.
    1. 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.

2. 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.
- 10.2.1.10 Introduce informational skills to facilitate learning.
  1. Recognize outside resources (e.g., family and community).
  2. Recognize a variety of print sources (e.g., books, magazines, maps, charts, and graphs).
  3. Understand the purpose of various reference materials (e.g., dictionary, encyclopedia).
  4. Use graphic organizers to aid in understanding material from informational texts.
  5. Visit libraries and check out appropriate materials.
- 11.2.1.11 Develop skills to facilitate reading to learn in a variety of content areas.
  1. Develop content specific vocabulary.
  2. Use text features to locate information (e.g., charts, maps and illustrations).
- 12.2.1.12 Read independently for a variety of purposes.
  1. Read for literary experience.
  2. Read to gain information.
  3. Read to perform a task.
  4. Read for enjoyment.
  5. Read to expand vocabulary.
  6. Read to build fluency.
- 13.2.1.13 Experience various literary and media genres.
  1. 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.
  2. Understand the main idea in a visual message (e.g., pictures, cartoons, posters).
  3. Explore folktales and fables.
  4. Identify characters, plot, and setting in print and non-print text.
  5. Recognize how the main character and other characters interact with each other.
  6. Identify types of stories (e.g., folktales, fables, fairy tales).
  7. Determine whether the events in the reading selection are real or fantasy.
  8. Compare and contrast different stories.
  9. Determine the problem in a story and discover its solution.
- 14.2.1.14 Develop and maintain a motivation to read.
  1. Visit libraries/media centers and regularly check out materials.
  2. Share storybooks, poems, environmental print, and own writing.
  3. Explore a wide variety of literature through read alouds, tapes, and independent reading.
  4. Identify favorite stories, informational text, authors and illustrators.
  5. Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).
  6. Relate literary experiences to others (e.g., book reports, sharing favorite stories).
  7. Experience daily opportunities to read.
  8. Choose to read as a leisure activity.