

## Second Grade Reading

### Standard 1: Students construct meaning as they comprehend, interpret and respond to what they read

1. Make predictions and connections between new material and previous information/experiences
  - Expand prior knowledge to print
2. Incorporate new print/non-print information into existing knowledge to draw conclusions and make applications.
  - Practice drawing conclusions
  - Identify cause/effect relationships
3. Provide oral, written and/or artistic responses to ideas and feelings generated by reading materials.
  - Continue to produce many and varied responses to print
4. Demonstrate basic understanding of main ideas and some supporting details.
  - Practice identifying main idea and supporting details
5. Accurately retell key elements of appropriate reading material.
  - Practice identifying sequence of events
  - Practice summarizing

### Standard 2: Students apply a range of skills and strategies to read.

1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts and context to understand reading material.
  - Begin to recognize and use consonant variants
  - Regular plurals
  - Irregular plurals
  - Irregular vowels
  - Diphthongs
  - R-controlled vowels
  - Short and long vowels
  - Vowel digraphs
  - Semantic and syntactic cues
  - Sentence structure
2. Demonstrate understanding of literary elements (e.g. plot, character, setting, problem and solution).
  - Apply and practice understanding character and setting
  - Begin to identify plot, problem/solution
3. Identify literary devices (e.g. figurative language and exaggeration).
  - Recognize descriptive language and exaggeration
4. Use features and organization of fiction and nonfiction material to comprehend complex material (e.g. paragraphs, chapters, titles, index, tables of contents, charts, visuals)
  - Use headings and tables of contents to gain meaning
5. Adjust fluency, rate and style of reading to the purpose of the material with guidance.
  - Continue to practice towards fluency
  - Adjust reading rate to match purpose
6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues and reference sources (e.g. dictionary, thesaurus, glossary).
  - Read high frequency words
  - Begin to identify prefixes and suffixes
  - Identify multi-meaning words
  - Use picture dictionary
  - Identify synonyms and antonyms
  - Acquire grade level vocabulary
7. Identify and apply reading strategies, including decoding words, self correcting, and rereading to comprehend.
  - Apply and practice a variety of strategies: self correction, skip and read ahead, ask, "Does it make sense?", reread for meaning, use sight words, guess and check
8. Ask questions and check predictions prior to, during and after reading.
  - Predict reasonable outcomes prior to, during and after reading

### Standard 3: Students set goals, monitor and evaluate their progress in reading.

1. Articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from teacher.
  - Identify strengths
  - Make "I can" statements in various formats
  - Make "I will" do to improve statements in various formats
2. Describe reading successes and set goals.
  - Initiate goal setting strategies with teacher guidance
3. Select authors, subjects, and print and non-print materials to share with others.
  - Begin to self select authors/illustrators/subjects

### Standard 4: Students select, read and respond to print and non-print material for a variety of purposes.

1. Identify a variety of purposes of reading (e.g. personal satisfaction, lifelong reading habits).
  - Read for meaning
  - Read to learn new information
  - Read for enjoyment
2. Solve a problem or answer a question through reading (e.g. signs, labels, instruction).
  - Read to solve a problem or answer a question through teacher guidance
3. Perform tasks for a variety of purposes by reading (e.g. recipes, directions, schedules, maps, tables, charts).
  - Experience a variety of informational formats through teacher guidance
4. Read and provide oral, written and/or artistic responses to diverse perspectives, cultures and issues in traditional and contemporary literature.
  - Respond to a variety of diverse perspectives in literature
5. Read a variety of sources to demonstrate and understanding of current events (e.g. newspapers, magazines)
  - Begin to understand current events
  - Use newspapers, maps, globes and magazines
6. Read and interpret information from a variety of document and sources (e.g. memos, directions, maps, tables, schedules, as well as other technological material).
  - Interpret information from a variety of sources

### Standard 5: Students gather, analyze, synthesize and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

1. Identify and summarize similarities and differences using a single element such as character within a text and between sources of information.
  - Practice comparing and contrasting
2. Make connections, integrate and organize information from multiple sources.
  - Make inferences from multiple sources
3. Recognize authors point of view.
  - Begin to explore author's opinion and intentions
4. Distinguish fact from opinion in various print and non-print material.
  - Identify facts and opinions with teacher modeling