

Grade Two

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= *su/ per*]; vowel-consonant/consonant-vowel [= *sup/ per*]).
- 1.3 Decode two-syllable nonsense words and regular multisyllable words.
- 1.4 Recognize common abbreviations [e.g., *Jan., Sun., Mr., St.*].
- 1.5 Identify and correctly use regular plurals [e.g., -s, -es, -ies] and irregular plurals [e.g., *fly/ flies, wife/ wives*].
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

Vocabulary and Concept Development

- 1.7 Understand and explain common antonyms and synonyms.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
- 1.9 Know the meaning of simple prefixes and suffixes [e.g., *over-, un-, -ing, -ly*].
- 1.10 Identify simple multiple-meaning words.

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 State the purpose in reading (i. e., tell what information is sought).
- 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
- 2.4 Ask clarifying questions about essential textual elements of exposition [e.g., *why, what if, how*].
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.
- 2.7 Interpret information from diagrams, charts, and graphs.
- 2.8 Follow two-step written instructions.

3.0. Literary Response and Analysis

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.1 Compare and contrast plots, settings, and characters presented by different authors.

- 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
- 3.3 Compare and contrast different versions of the same stories that reflect different cultures.
- 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.