

## Course/Grade Level: Second Grade Reading Curriculum

**Focus:** Students will utilize longer reading passages to develop fluency, vocabulary, comprehension, and literary concepts. They will demonstrate independent reading ability in both reading texts and self-selected books. Students will continue developing decoding skills, with an emphasis on multi-syllabic words.

### R.2.1 Students will demonstrate alphabetic decoding skills.

Students will...

R.2.1.1 use knowledge of vowel variants to decode unfamiliar words:

ee (jeep, feet), aw (saw, straw), ai (nail, hair), igh (light, tight), oa (boat, soap), au (haul, Paul), alk (chalk, talk), ay (clay, play), oe (toe, hoe), ui (fruit, juice), \_ey (key, turkey)

ea (bean, bread), ie (chief, pie), oo (food, hook) ue, (glue, fuel), al (ball, pal), ew (screw, few), ol (gold, doll), \_y (puppy, fly)

R.2.1.2 ▲ use knowledge of developmentally appropriate decoding skills (e.g., ▲ consonant-vowel combinations, ▲ *blends, digraphs, word families*) when reading unknown words. (2.1.1.2)

Instructional Example: create a game by dividing the students into groups of four. Each group should have one person designated to be the "passer". Each group is given a consonant cluster and six word families. Students make as many words as they can until they hear the buzzer. If they think they have made a real word, they write the word down. Give the students 2 minutes per round. Each "passer" then passes his/her group's consonant cluster to the group sitting to his/her group's right. When each group has had every cluster, the words are read and can be challenged by other groups, but the dictionary settles any challenges.

R.2.1.3 use knowledge of variant r-controlled vowels (e.g., are, ore, ire, ure, ear) to decode words.

R.2.1.4 use knowledge of silent letters (e.g., l, b, k, w, g, h, gh) when reading unknown words.

### R.2.2 Students will demonstrate text and sentence structure decoding skills.

Students will...

R.2.2.1 use knowledge of syllabication (word chunks) to decode words.

R.2.2.2 decode compound words by identifying the smaller words.

R.2.2.3 apply syntax clues (sentence sense), pictures and story text (what makes sense) to decoding using meaning. (2.1.3.2)

### R.2.3 Students will demonstrate fluency in reading grade level text.

Students will...

- R.2.3.1 read with expression, demonstrating the following skills:
- reading in phrases
  - appropriate intonation
  - rhythm of speech
  - conversational pace (2.1.2.2)
- R.2.3.2 ▲ use knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes) to read fluently. (2.1.2.1)
- R.2.3.3 begin to adjust reading rate to support comprehension when reading *narrative* and *expository* texts. (2.1.2.5)

### R.2.4 Students will expand vocabulary.

Students will...

- R.2.4.1 recognize and read the first 200 Instant Words. (see appendix)
- R.2.4.2 alphabetize to the second letter.
- R.2.4.3 ▲ determine the meaning of unknown words or phrases using picture clues and *context clues* from sentences and paragraphs. (2.1.3.2)

Instructional Example: during social studies class, have the students use the picture or context clues in the text to determine the meaning of an unfamiliar word (e.g., barter). Discuss with the students whether or not there are services or goods they barter for at home. Then, have the students brainstorm a list of five goods they desire and describe ways of obtaining these goods and services without using money. Explain why using money makes it easier to get the same five items.

- R.2.4.4 ▲ determine meanings of words through knowledge of word structure (e.g., ▲ base words, ▲ *compound nouns*, ▲ contractions, inflectional endings s, ed, ing). (2.1.3.5)

## R.2.5 Students will read and comprehend narrative and expository grade level text, including poetry and drama.

Students will...

- R.2.5.1 use pictures, content, and prior knowledge to make predictions. (2.1.4.3)
- R.2.5.2 identify cause-effect relationships in narrative and expository text. (2.1.4.6)
- R.2.5.3 ▲ use ▲ illustrations, ▲ text, and prior knowledge to make inferences and draw conclusions. (2.1.4.5)
- R.2.5.4 ▲ sequence events according to basic story structure of beginning, middle, and end. (2.1.4.7)
- R.2.5.5 ▲ retell or determine important events and main ideas from narrative and expository texts (include terms "problem-solution" when appropriate). (2.1.4.10)
- R.2.5.6 ▲ identify the topic, main idea, and supporting details in appropriate-level texts (include term "description" when appropriate). (2.1.4.11)
- R.2.5.7 locate and discuss text features (e.g., title, chapter, picture/illustration, caption, graphs and charts, table of contents, glossary, guide word, index) to understand information. (2.1.4.2)

## R.2.6 Students will use literary concepts to interpret and respond to text.

Students will...

- R.2.6.1 ▲ identify and describe *character(s)* in literature (include terms "compare-contrast" when appropriate). (2.2.1.1)

Instructional Example: ask the student to answer the following questions concerning a character from the selected text:

1. What is the name of the character?
2. Is the character a boy or a girl?
3. How old is the character?
4. What else do you know about the character?

Now, direct the students to pretend that the character has turned into the student's next-door neighbor. Again, direct the students to use their imagination to answer the following questions:

1. Where does the character live?
2. Where does the character go to school?
3. Is the character in your classroom?
4. Who is the character's best friend?

Finally, remind the students that the character has turned into a real person. Direct the students to think about what the character might do, and include the character's favorite things, such as a favorite book, animal, color, or game.

- R.2.6.2 ▲ identify and describe *setting* (time and place). (2.2.1.2)