

## READING

### Reading Grade 2

#### R.2.A Word Work

##### A.1. Students will:

- a) Quickly and automatically read 96% or more of the 200 Second Grade sight words.
- b) Use and understand the following to read unknown words.
  - 1) Digraphs (i.e. tch, sh, ch)
  - 2) Contractions (i.e. can't)
  - 3) Plurals (i.e. cats, boxes)
  - 4) Blends (i.e. br, pl, st, -nd, -nt)
  - 5) Long and short vowel patterns/pairs
  - 6) Word ending (i.e. er, -ing, -ed)
  - 7) Compound words (i.e. cowgirl)
  - 8) Multiple sounds for consonants (i.e. gym, gum, city/cat)
  - 9) Double final consonants (i.e. ss, -ck, -ll, -ff..)
  - 10) Recognize parts of speech (i.e. nouns and verbs).
- c) Use and understand semantics: synonyms & antonyms, homophones, multiple meaning words, regular & irregular plurals, base words, and figurative language.

#### R.2.B Reading Strategies

##### B.1. Students will:

- a) Read at grade level and use a balance of information (meaning, structure, and visual).
- b) Use multiple strategies.
  - 1) Rereading
  - 2) Cross-checking cues
  - 3) Word chunks
  - 4) Letters and sound combinations
  - 5) Context clues
- c) Self correct errors.

## R.2.C Response to Literature

### C.1. Students will:

- a) Demonstrate clear understanding through sequential, detailed retellings (summarizing), both in written form and orally.
- b) Demonstrate comprehension of reading by using strategies such as:
  - 1) Prior knowledge
  - 2) Making predictions
  - 3) Author's purpose/interpretation
  - 4) Developing visual images
  - 5) Inferencing (literary and informational text)
- c) Listen attentively.
- d) Demonstrate clear understanding by their responses.
- e) Actively participate in literature discussions.

## R.2.D Independent Reading (Orally and Silently)

### D.1. Students will:

- a) Read for 30 minutes to develop reading stamina and skill.
- b) Choose books by genre, author, topic or information.
- c) Choose appropriately leveled (Guided Reading Level M) material for independent reading.

