

Grade 2  
Student Friendly

<b>EARLY READING STRATEGIES (ERS:1)</b> <b>Phonemic Awareness and Phonological Knowledge</b>	<b><u>Student Friendly</u></b>
<b>R:ERS:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by...</b>	
R:ERS:2:1.1: Blending and segmenting phonemes in more complex one-syllable words (which may include combinations of blends and digraphs, as in th-i-ck, t-r-a-sh)	I will break apart and put together parts of words that have more than one syllable.
R:ERS:2:1.2: No stem at this grade level	
R:ERS:2:1.3: No stem at this grade level	
R:ERS:2:1.4: No stem at this grade level	
R:ERS:2:1.5: No stem at this grade level	
R:ERS:2:1.6: No stem at this grade level	
<b>EARLY READING STRATEGIES (ERS:2)</b> <b>Concepts of Print</b>	<b><u>Student Friendly</u></b>
<b>R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by...</b>	
R:ERS:2:2.1: No stem at this grade level	
R:ERS:2:2.2: No stem at this grade level	
R:ERS:2:2.3: No stem at this grade level	
R:ERS:2:2.4: No stem at this grade level	
R:ERS:2:2.5: No stem at this grade level	
R:ERS:2:2.6: No stem at this grade level	
<b>READING FLUENCY and ACCURACY (F&amp;A)</b>	<b><u>Student Friendly</u></b>
<b>(R:F&amp;A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)</b>	
R:F&A:2:1.1: <b>Accuracy:</b> reading material appropriate for the end of grade 2 with at least 90- 94% accuracy (See Appendix F for sample titles.)	Everyday, I will practice reading carefully, to become a better reader.
R:F&A:2:1.2: <b>Fluency:</b> reading grade-appropriate text with oral fluency rates of at least 80-100 words correct per minute (See Appendix C for suggested rates.)	I will make my reading sound like talking (fluent).
R:F&A:2:1.3: <b>Fluency:</b> reading grade-appropriate text in a way that makes meaning clear, demonstrating phrasing, expression, and with attention to punctuation (including commas and quotation marks)	I will use _____ to help my reading make sense. <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Expression</li> <li>• Phrasing</li> </ul>

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<b>WORD IDENTIFICATION SKILLS and STRATEGIES (WID)</b>	<b><u>Student Friendly</u></b>
<b>R:WID:K: Applies word identification and decoding strategies (leading to automaticity) by ...</b> <b>R:WID:1: Applies word identification and decoding strategies (leading to automaticity) by ...</b> <b>R:WID:2: Applies word identification and decoding strategies by ...</b>	
R:WID:2:1.1: Identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., <u>kn</u> ot, <u>cat</u> ch, <u>fl</u> oat, <u>fi</u> ght; or common suffixes ) (State) EXAMPLES: Students might be asked to match words to pictures or to match words to words with similar sounds (e.g., flower and shower) EXAMPLES (multi-syllabic words): happiness, shower, sunshine	I will use _____ to figure out words with more than one syllable (multi-syllabic). <ul style="list-style-type: none"> <li>• Letter sounds</li> <li>• Word Patterns</li> </ul> Word Endings (Suffixes)
R:WID:2:1.2: Reading regularly spelled one or two-syllable words using knowledge of sounds and letter patterns	I will use _____ to read words. <ul style="list-style-type: none"> <li>• Letter Sounds</li> <li>1. Word Patterns</li> </ul>
R:WID:2:1.3: Reading grade-level appropriate words (in connected text) <u>with automaticity</u>	I will read second grade words <u>quickly</u> in text.
R:WID:2:1.4: Reading grade- appropriate, high-frequency words (including irregularly spelled words)	I will read second grade high-frequency words.
R:WID:2:1.5: No stem at this grade level	
R:WID:2:1.6: No stem at this grade level	
<b>VOCABULARY STRATEGIES (V:1)</b>	<b><u>Student Friendly</u></b>
<b>(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b> <b>R:V:1: Students identify the meaning of unfamiliar vocabulary by...</b>	
R:V:2:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as “thick-est,” “hope-ful;” or context clues, including illustrations and diagrams; or prior knowledge) (State)	I will use _____ to help me understand the meaning of new words. <ul style="list-style-type: none"> <li>• Base words</li> <li>• Suffixes</li> <li>• Context clues (clues from the book)</li> <li>• Illustrations</li> <li>• Diagrams</li> </ul> Prior knowledge (what I know)
<b>BREADTH of VOCABULARY (V:2)</b>	<b><u>Student Friendly</u></b>
<b>R:V:2: Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...</b>	
R:V:2:2.1: Identifying synonyms or antonyms; or <u>categorizing words</u> (State) EXAMPLES (of categorizing): Given a T-chart with two “categories” of words listed (e.g., shapes and sizes), students would identify another word to add to the chart that describes shapes or sizes; or in a multiple choice item, select the best category title for the words listed	I will name words that mean the _____. <ul style="list-style-type: none"> <li>• Same (synonyms)</li> <li>• Opposite (antonyms)</li> <li>• I will <u>put words in groups</u> based on what they mean or how they belong together (<u>place words in categories</u>).</li> </ul>
R:V:2:2.2: Selecting appropriate words to use in context, <u>including words specific to the content of the text</u> (State) EXAMPLE: In a short passage about Native American homes, students might encounter the words longhouse and igloo, and then be asked to show that they know the difference between them.	I will choose the <u>best word to fit the meaning</u> of a sentence in the story I am reading.
R:V:2:2.3: Subsumed under R:V:2:2.1	

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INITIAL UNDERSTANDING of LITERARY TEXTS (LT:1)	Student Friendly
<p><b>(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>  <b>R:LT:K:1: Demonstrate initial understanding of elements of literary texts read aloud by...</b>  <b>R:LT:1:1: Demonstrate initial understanding of elements of literary texts (including text read aloud, reading <u>independently</u>, or in a guided manner) by...</b>  <b>R:LT:2:1: Demonstrate initial understanding of elements of literary texts by...</b></p>	
R:LT:2:1.1: Identifying <u>or describing</u> character(s), setting, problem, solution, or major events, as <u>appropriate to text</u> (State)	<p>I will identify and <u>describe</u> _____ <u>in a story</u>.</p> <ul style="list-style-type: none"> <li>• <u>Characters</u></li> <li>• <u>Where and when the story takes place (setting)</u></li> <li>• <u>Problem/Solution</u></li> </ul> <p><u>Major Events</u></p>
R:LT:2:1.2a: <u>Sequencing key events in order, as appropriate to text</u>  R:LT:2:1.2b: Retelling <u>the key elements of a story</u>	<p>I will <u>put the main events of a story in the order they happen</u>.</p> <p>I will retell the <u>important part of a story</u>.</p>
R:LT:2:1.3: Generating questions before, during, and after reading <u>to enhance recall, expand understanding and/or gain new information</u> .	I will ask myself questions before, during, and after reading to help me <u>remember, understand, and learn new information</u> .
R:LT:2:1.4: <u>Distinguishing among a variety of types of text (e.g., literary texts: poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy)</u>	<p>I will <u>know the difference between kinds of literary texts (fiction)</u>.</p> <ul style="list-style-type: none"> <li>• <u>Poetry</u></li> <li>• <u>Plays</u></li> <li>• <u>Realistic Fiction</u></li> <li>• <u>Fairy Tales</u></li> <li>• <u>Fables</u></li> <li>• <u>Tall Tales</u></li> <li>• <u>Fantasy</u></li> </ul>
R:LT:2:1.5: Identifying literary devices as appropriate to genre: rhyme, repeated language <u>or dialogue</u> (e.g., “When I was young in the mountains...” )	<p>I will find (identify) ___ in text (books).</p> <ol style="list-style-type: none"> <li>1. Rhyme</li> <li>2. When words repeat (Repeated Language)</li> <li>3. <u>When a Character is Talking (Dialogue)</u></li> </ol>

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<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:2)</b>	<b><u>Student Friendly</u></b>
<p><b>(R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>  <b>R:LT:K:2: Analyze and interpret elements of literary texts READ ALOUD, citing evidence where appropriate by...</b>  <b>R:LT:1:2: Analyze and interpret elements of literary texts read aloud or read independently, citing evidence where appropriate by...</b>  <b>R:LT:2:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b></p>	
R:LT:2:2.1: Making logical predictions (State) EXAMPLE: What might happen next?	I will make predictions that make sense (logical).
R:LT:2:2.2: Identifying <u>relevant</u> physical characteristics or personality traits of main characters (State)	I will tell the <u>most important</u> information about how the main characters look (physical traits) and how the main characters act (personality traits).
R:LT:2:2.3: <u>Making basic inferences about problem or solution</u> (State) EXAMPLES: What helped Luke to solve his problem in the story? What was Jane's problem?	I will <u>use what I know and what I've read to tell what I think about the text's problem or solution (inference).</u>
R:LT:2:2.4: No stem at this grade level	
R:LT:2:2.5: <u>Identifying the author's basic message</u>	I will tell the <u>author's main reason for writing (message).</u>
R:LT:2:2.6: <u>Identifying possible motives of main characters</u> EXAMPLE: Why did the wolf want to blow the house down?	I will <u>tell why characters may do the things they do (motives).</u>
R:LT:2:2.7: <u>Recognizing explicitly stated causes or effects</u>	I will <u>tell what happened (effect) and why it happened (cause).</u>
<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:3)</b>	<b><u>Student Friendly</u></b>
<p><b>(R:LT:3: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>  <b>R:LT:3: Analyze and interpret author's craft, citing evidence where appropriate by ...</b></p>	
R:LT:2:3.1: No stem at this grade level	
<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:4)</b>	<b><u>Student Friendly</u></b>
<p><b>R:LT:K:4: Generates a personal response to what is read aloud through a variety of means by...</b>  <b>R:LT:1:4: Generates a personal response to what is read aloud <u>or read independently</u> through a variety of means by...</b>  <b>R:LT:2:4: Generates a personal response to <u>what is read</u> through a variety of means by...</b></p>	
R:LT:2:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other texts	I will make connections between a story and my own life, another story, or things I already know.
R:LT:2:4.2: No stem at this grade level	

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INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1)	<u>Student Friendly</u>
<p><b>(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>  <b>R:IT:K:1: Demonstrate initial understanding of informational texts read aloud (expository and practical texts) by...</b>  <b>R:IT:1:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>  <b>R:IT:2:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p>	
R:IT:2:1.1: Obtaining information, from text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, or illustrations) (State) EXAMPLE: On what page would you find information about snakes?	<p>I will use text features such as ___ to help me find information.</p> <ul style="list-style-type: none"> <li>• Table of contents</li> <li>• Glossary</li> <li>• Charts</li> <li>• Graphs</li> <li>• Diagrams</li> <li>• Illustrations</li> </ul>
R:IT:2:1.2: Using explicitly stated information to answer questions (State) EXAMPLE: According to this report, what do dolphins eat?	I will use information I hear and read to answer questions.
R:IT:2:1.3: <u>Locating and recording information to show understanding, when given an organizational format (e.g., T-chart or Venn diagram)</u>	I will <u>use graphic organizers to find (locate) or show (record) information.</u>
R:IT:2:1.4: Generating questions before, during, and after reading <u>to enhance recall</u> , expand understanding and/or gain new information.	I will think up questions before, during and after reading to <u>remember</u> and understand new information.
R:IT:2:1.5: <u>Distinguishing among a variety of types of text (e.g., <b>reference:</b> beginning dictionaries, glossaries, children’s magazines, content trade books, children’s newspapers; and <b>practical/functional/ texts:</b> procedures/instructions, announcements, book orders, invitations)</u>	<p>I will <u>know the difference between kinds of informational texts (fact).</u></p> <p><b><u>Reference</u></b></p> <ul style="list-style-type: none"> <li><u>Dictionaries</u></li> <li><u>Magazines</u></li> <li><u>Trade books</u></li> <li><u>Newspapers</u></li> <li><u>Glossaries</u></li> </ul> <p><b><u>Practical/Functional Texts</u></b></p> <ul style="list-style-type: none"> <li><u>Procedures/ Instructions</u></li> <li><u>Announcements</u></li> <li><u>Book Orders</u></li> <li><u>Invitations</u></li> </ul>

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<b>ANALYSIS and INTERPRETATION of INFORMATIONAL TEXTS/CITING EVIDENCE (IT:2)</b>	<b><u>Student Friendly</u></b>
<p><b>(R:IT:2: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>  <b>R:IT:K:2: Analyze and interpret informational text read-aloud, citing evidence as appropriate by...</b>  <b>R:IT:1:2: Analyze and interpret informational text read aloud <u>or independently</u>, citing evidence as appropriate by...</b>  <b>R:IT:2:2: Analyze and interpret informational text, citing evidence as appropriate by...</b></p>	
R:IT:2:2.1: <u>Connecting information within a text</u> (State) EXAMPLE: Combining or comparing facts and details presented - What food is eaten by both kinds of fish?	I will find and compare information <u>in different parts of a text</u> .
R:IT:2:2.2: <u>Recognizing generalizations about text</u> (e.g., identifying appropriate titles or main/central ideas) (State)	I will <u>know the most important ideas in a book</u> .
R:IT:2:2.3: Making basic inferences or drawing basic conclusions (State) EXAMPLE: Based on this report, do turtles make good pets?	Based on what I know, I will tell you about what I think, and why.
R:IT:2:2.4: Identifying facts presented in text	I will tell facts from books.
R:IT:2:2.5: <u>Making inferences about causes or effects, when signal words are present</u> .(State) EXAMPLE: “The sun came out. <i>Then</i> the puddle dried up.” What made the puddle dry up?	I will <u>use signal words to help me understand cause and effect</u> .
<b>READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)</b>	<b><u>Student Friendly</u></b>
<p><b>(R:RS:1: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)</b>  <b>R:RS:K:1: Demonstrates ability to monitor comprehension and strategy use for different types of texts ...</b>  <b>R:RS:1:1: Demonstrates ability to monitor comprehension and strategy use for different types of texts ...</b>  <b>R:RS:2:1: Demonstrates ability to monitor comprehension for different types of texts <u>and purposes</u> by...</b></p>	
R:RS:2:1.1: Using a range of self-monitoring and self-correction approaches (e.g., <u>predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/ language structure, semantics/ meaning, or other context cues [e.g., pictures]</u> ), etc.)	I will <u>correct my reading when I know it doesn't make sense, sound right, or look right</u> .
R:RS:1:1.2: Subsumed in R:RS:2:1.1	
<b>READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)</b>	<b><u>Student Friendly</u></b>
<p><b>(R:RS:2: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)</b>  <b>R:RS:2: Uses comprehension strategies (with flexibility and as needed)...</b></p>	
R:RS:2:2.1: while reading or listening to literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making text- based inferences; <u>determining importance</u> ; generating <u>literal</u> and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); or <u>locating and using text features</u> (e.g. <u>headings, parts of the book</u> ) (See also Appendix D)	<p>While reading or listening to stories I will ___ to help me understand.</p> <ul style="list-style-type: none"> <li>• Use what I know (prior knowledge)</li> <li>• Think what might happen (predict)</li> <li>• Use what I know what I hear/read</li> <li>• Ask questions</li> <li>• Make pictures in my mind</li> <li>• Make connections</li> <li>• <u>Determine importance</u></li> <li>• <u>Ask literal questions (a right in the book answer)</u></li> </ul> <p><u>Locate and using text features (headings, parts of a book)</u></p>

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<b>BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:1)</b>	<b><u>Student Friendly</u></b>
<b>R:B:1: Demonstrates the habit of reading widely and extensively* by...</b>	
R:B:2:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	I will spend lots of time reading in-school, out-of-school, and during the summer.
R:B:2:1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local (See Appendix A)	I will read all kinds of books.
R:B:2:1.3: No stem at this grade level	
<b>BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:2)</b>	<b><u>Student Friendly</u></b>
<b>*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.</b>	
<b>R:B:2: Demonstrates participation in a literate community by...</b>	
R:B:2:2.1: Self-selecting reading materials aligned with reading ability and personal interests	I will choose interesting stories that are just right for me to read.
R:B:2:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	I will talk in a group about books I have read writing I have done. I will listen to others talk about books they have read and writing they have done.
<b>BREADTH OF READING: Reading for Research Across Content Areas (B:3)</b>	<b><u>Student Friendly</u></b>
<b>*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.</b>	
<b>R:B:3: Research* by reading multiple sources (including print and non-print texts) to report information by...</b>	
R:B:2:3.1: No stem at this grade level	
R:B:2:3.2: No stem at this grade level	
R:B:2:3.3: No stem at this grade level	
R:B:2:3.4: No stem at this grade level	