

**Bethlehem Lutheran School**  
**Reading/Literature Second Grade (revised 6/11)**

The philosophy of the reading program is to involve each student in a learning program which blends good reading strategies, phonics skills, and a balanced variety of literacy form that capitalizes on reading interests in recognition of the needs for fluent reading and comprehension in our daily lives. Further, the curriculum will provide the child with meaningful and effective communication skills for use in a God-pleasing lifestyle.

**State Standard 1**

*Oral Expression and Listening:*

**State Sub Standard 1**

*Discussions contribute and expand on the ideas of self and others.*

**Classroom Objectives**

- 1.1.1 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- 1.1.2 Contribute knowledge to a small group or class discussion to develop a topic.
- 1.1.3 Maintain focus on the topic.
- 1.1.4 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- 1.1.5 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 1.1.6 Use content-specific vocabulary to ask questions and provide information.

**State Sub Standard 2**

*New information can be learned and better dialogue created by listening actively.*

**Classroom Objectives**

- 1.2.1 Participate in collaborative conversations with diverse partners about grade two topics and texts with peers and adults in small and larger groups.
  - 1.2.1-a Follow agreed upon rules for discussions.
  - 1.2.1-b Build on others' talk in conversations by linking their comments to the remarks of others.
  - 1.2.1-c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 1.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 1.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**State Standard 2**

*Reading for All Purposes*

**State Sub Standard 1**

*Fluent reading depends on specific skill and approaches to understanding strategies when reading literary text.*

**Classroom Objectives**

2.1.1 Use key ideas and details to:

- 2.1.1-a Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.
- 2.1.1-b Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- 2.1.1-c Recount stories, including fables and folktale from diverse cultures, and determine their central message, lesson or moral.
- 2.1.1-d Describe how characters in a story respond to major events and challenges.
- 2.1.1-e Recognize character, plot development, setting and theme.\*
- 2.1.1-f Recognize cause and effect, fact and opinion, and fantasy and reality.\*
- 2.1.1-g Arrange events in chronological order.\*

2.1.2 Use craft and structure to:

- 2.1.2-a Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

2.1.2-b Read high frequency words with accuracy and speed.

2.1.2-c Describe the over-all structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2.1.2-d Acknowledge differences in points of view of characters, including by speaking in different voice for each character when reading dialogue aloud.

2.1.2-e Identify how word choice enhances meaning in poetry.

2.1.2-f Use punctuation clues in reading.\*

2.1.3 Use integration of knowledge and ideas to:

2.1.3-a Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

2.1.3-b Compare and contrast two or more versions of the same story by different authors or from different cultures.

2.1.4 Use range of reading level of text complexity to read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2.1.5 Compare formal and informal uses of English.

**State Sub Standard 2**

*Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text.*

### **Classroom Objectives**

- 2.2.1 Use key ideas and details to:
  - 2.2.1-a Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
  - 2.2.1-b Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
  - 2.2.1-c Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
  - 2.2.1-d Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud.
- 2.2.2 Use craft and structure to:
  - 2.2.2-a Determine the meaning of words and phrases in a text relevant to a grade two topic or subject area.
  - 2.2.2-b Know and use various text features to locate key facts or information in a text efficiently.
  - 2.2.2-c Identify the main purpose of a text, including what the author wants to answer, describe or explain.
  - 2.2.2-d Read the text to perform a specific task.
- 2.2.3 Use integration of knowledge and ideas to:
  - 2.2.3-a Explain how specific images contribute to and clarify a text.

2.2.3-b *Describe how reasons support specific points the author makes in a text.*

2.2.3-c Compare and contrast the most important points presented by two texts on the same topic.

2.2.4 Use range of reading and level of text complexity to:

2.2.4-a Adjust reading rate according to type of text and purpose for reading.

2.2.4-b By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in grade 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range.

2.2.5 Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

### **State Sub Standard 3**

*knowledge of complex spelling patterns and morphology.  
Decoding words with accuracy depends on*

### **Classroom Objectives**

- 2.3.1 Know and apply grade-level phonics and word analysis skills in decoding words.
  - 2.3.1-a Recognize sound/letter correspondence.\*
  - 2.3.1-b Blend sounds into words and blend common word families.\*
  - 2.3.1-c Decode initial and final consonant blends, and initial, medial and final consonant digraphs.
  - 2.3.1-d Identify vowel diphthongs, r-controlled vowels, phonemes, silent letters and triple consonant clusters.\*

- 2.3.1-e Recognize contractions, compound words, root or base words, comparatives, and superlatives.\*
- 2.3.1-f Distinguish long and short vowels when reading regularly spelled one-syllable words.
- 2.3.1-g Know spelling-sound correspondences for additional common vowel teams.
- 2.3.1-h Read multisyllabic words accurately and fluently.\*
- 2.3.1-i Decode regularly spelled two-syllable words with long vowels.\*
- 2.3.1-j Decode words with common prefixes and suffixes.
- 2.3.1-k Identify words with inconsistent but common spelling-sound correspondences.
- 2.3.1-l Recognize and read grade-appropriate irregularly spelled words.
- 2.3.2 Read with sufficient accuracy and fluency to support comprehension.
  - 2.3.2-a Read grade-level text with purpose and understanding.
  - 2.3.2-b Read grade-level text orally with accuracy, appropriate rate and expression.
  - 2.3.1-c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 2.3.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - 2.3.3-a Use sentence level-context as a clue to the meaning of a word or phrase.
  - 2.3.3-b Determine the meaning of the new word formed when a known prefix is added to a known word.

- 2.3.3-c Use a known root word as a clue to the meaning of an unknown word with the same root.
- 2.3.3-d Use knowledge of the meaning of individual words to predict the meaning of compound words.
- 2.3.4 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - 2.3.4-a Identify real-life connections between words and their use.
  - 2.3.4-b Distinguish shades of meaning among closely related verbs and closely related adjectives.

### **State Standard 3**

#### *Writing and Composition*

#### **State Sub Standard 1**

*Explore the writing process helps to plan and draft a variety of simple informational texts.*

#### **Classroom Objectives**

- 3.1.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- 3.1.2 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal the event order, and provide a sense of closure.
- 3.1.3 Organize ideas using pictures, graphic organizers, or story maps.

- 3.1.4 Write simple, descriptive poems.
- 3.1.5 Write with precise nouns, active verbs, and descriptive adjectives.
- 3.1.6 Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts.
- 3.1.7 Develop characters both internally and externally.
- 3.1.8 Write a descriptive paragraph.\*
- 3.1.9 Write a complete summary.\*

### **State Sub Standard 2**

*Explore the writing process helps to plan and draft a variety of simple informational texts.*

### **Classroom Objectives**

- 3.2.1 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- 3.2.2 Write letters and procedures that follow a logical order and appropriate format.
- 3.2.3 Organize informational texts using main ideas and specific supporting details.
- 3.2.4 Organize ideas using a variety of pictures, graphic organizers or bulleted lists.
- 3.2.5 Use relevant details when responding in writing to questions about texts.
- 3.2.6 State a focus when responding to a given question, and use details from text to support a given focus.

- 3.2.7 Apply appropriate transition words to writing.

### **State Sub Standard 3**

*Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing.*

### **Classroom Objective**

- 3.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - 3.3.1-a Use collective nouns and verbs.
  - 3.3.1-b Form and use frequently occurring irregular plural nouns.
  - 3.3.1-c Use reflexive pronouns.
  - 3.3.1-d Form and use the past tense of frequently occurring irregular verbs.
  - 3.3.1-e Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - 3.3.1-f Apply accurate subject-verb agreement while writing.
  - 3.3.1-g Produce expand, and rearrange complete simple and compound sentences.
  - 3.3.1-h Vary sentence beginning.
  - 3.3.1-i Spell high frequency words correctly.
  - 3.3.1-j Recognition of synonyms and antonyms.\*
  - 3.3.1-k Identify metaphors, similes and idioms.\*
  - 3.3.1-l Identify and write statements, questions, exclamations and commands.\*

- 3.3.1-m Begin combining sentences.
- 3.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - 3.3.2-a Capitalize holidays, product names, and geographic names.
  - 3.3.2-b Use commas in greetings and closings of letters.
  - 3.3.2-c Use an apostrophe to form contractions and frequently occurring possessives.
  - 3.3.2-d Generalized learned spelling patterns when writing words.
  - 3.3.2-e Consult reference materials, including beginning dictionaries and thesauruses, as needed to check and correct spellings.
- 3.3.3 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 3.3.4 With guidance and support from adults, using a variety of digital tools to produce and publish writing, including in collaboration with peers.
- 3.3.5 Write upper and lowercase letters (manuscript) using correct formation and spacing, and use appropriate spacing between letters, words and sentences.\*
- 3.3.6 Begin to write upper and lower case cursive letters using correct formation and spacing.\*
- 3.3.7 Demonstrate basic keyboarding skills.\*

**State Standard 4**

*Research and Reasoning*

**State Sub Standard 1**

*Reference materials help us locate information and answer questions.*

**Classroom Objectives**

- 4.1.1 Identify a variety of resources and the information they might contain.
- 4.1.2 Identify a specific question and gather information for purposeful investigation and inquiry.
- 4.1.3 Use text features to locate, interpret, and use information.
- 4.1.4 Use a variety of multimedia sources to answer questions of interest.
- 4.1.4 Recall information from experiences or gather information from provided sources to answer a question.

**State Sub Standard 2**

*Questions are essential to analyze and evaluate the quality of thinking*

**Classroom Objectives**

- 4.2.1 Participate in shared research and writing projects.
  - 4.2.1-a Ask primary questions of depth and breadth.
  - 4.2.1-b Acknowledge the need to treat all viewpoints fairly-mindedly.