

Second Grade Reader Development

Text Levels: D-I

Early Reader Skills (End of 1st Grade Goal)

Knows all letters and sounds:

- ___ single consonants ___ digraphs (*sh, th*)
- ___ blends (*bl, tr*) ___ hard & soft c
- ___ hard & soft g ___ short vowels
- ___ long vowels (*a—e, i—e, o--e*)
- ___ r-controlled vowels (*ar, er, ir, or, ur*)
- ___ regular vowel teams (*ai, ay, oa, ou, ow*)

___ Flexibly uses a variety of strategic actions to figure out unknown words without teacher prompts (*letter sounds/patterns, story content, sentence structure, picture clues*)

___ Reads and writes 60-80 sight words

___ Monitors for, and corrects, meaning errors (*words make sense in the story content*)

___ Monitors for, and corrects, structure errors (*words are grammatically correct*)

___ Monitors for, and corrects, visual errors (*letters and patterns match what is being read*)

___ Retells what they have read (*beginning, middle, end, most important events or details*)

___ Answers a variety of questions about a text (*key details, inferences, evaluative, vocabulary, character analysis/text features*)

___ Reads easy and familiar books with phrasing and expression

___ Rereads easy and familiar books silently

___ Reads accurately, with understanding, a later level early text (Text Level I)

Text Levels: J-M

Transitional Reader Skills (End of 2nd Grade Goal)

___ Reads with automaticity a large number of sight words, most single-syllable words with common vowel patterns, and familiar multi-syllabic words

___ Uses visual cues, sentence structure, and meaning as strategies to figure out unknown words with complex vowel patterns, inflected endings, prefixes & suffixes, and uncommon multisyllabic words independently

___ Monitors for, and corrects, meaning, structure, and visual errors independently to ensure text comprehension

___ Determines meaning of unknown vocabulary through context clues, prefixes & suffixes, root words, and compound words

___ Retells stories using story structure and main ideas with key details

___ Asks and answers a variety of questions (key details, inferences, evaluative, vocabulary, character analysis/text features) to demonstrate understanding of key details or story elements

___ Compares and contrasts details/elements and versions of literature or informational text

___ Reads with prosody, which includes phrasing, expression, intonation, rhythm, and attention to punctuation

___ Reads at the appropriate speed for comprehension and text interaction

___ Reads silently over a sustained time period with longer texts

___ Reads accurately, with understanding, a later level transitional text (Text Level M)

Text Levels: N-P

Fluent Reader Skills (End of 3rd Grade Goal)

___ Quickly self-corrects decoding errors using story meaning and parts of words

___ Uses phrasing, expression, intonation, and punctuation effectively and consistently during oral reading

___ Responds to texts more deeply in order to point out things that make a text unique, valuable, or surprising

___ Expands vocabulary and utilizes strategies (including word parts) to gain vocabulary knowledge while reading

___ Identifies the point-of-view of a text including those of characters and authors

___ Understands both literal and nonliteral (figurative) language as it is used in texts to enhance comprehension

___ Monitors comprehension in order to make inferences, summarize, draw conclusions, analyze relationships between characters & ideas, and evaluate author's purpose

___ Uses reading as a way to access new learning

___ Uses the text as a resource to support claims or answer questions that could include inferences, evaluation, key details, vocabulary, and character analysis/text features

___ Maintains stamina throughout the reading of chapter books and longer texts

___ Reads accurately, with understanding, an early level fluent text (Text Level P)

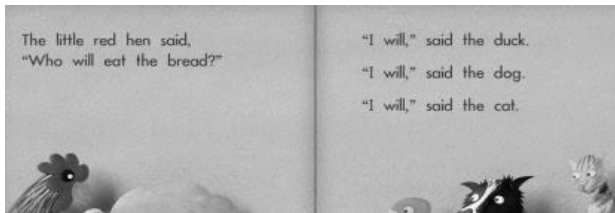
Comments: _____

Characteristics of Text at Early, Transitional, and Fluent Levels

Early Text Characteristics

Beginning EARLY example:

Familiar, easy content
Simple dialogue (some split dialogue)
Many sentences with prepositional phrases and adjectives
Some longer sentences (> 6 words)
Two to six lines of text on each page
Some sentences turn over to the next line
Fewer repetitive language patterns



Later EARLY example:

Longer sentences
Some unfamiliar or abstract content
8-16 pages long
3-8 lines of text per page
Some complex letter/sound patterns
Some multi-syllabic words
Narratives contain more elaborate episodes
Nonfiction has table of contents and glossary

Fox decided to speak to the wax man.
"Good evening, sir," she said. "Will you please give me a chicken?"

The wax man smiled, but it did not answer.

Fox was upset. She said loudly,
"Mister! I want a chicken now!"

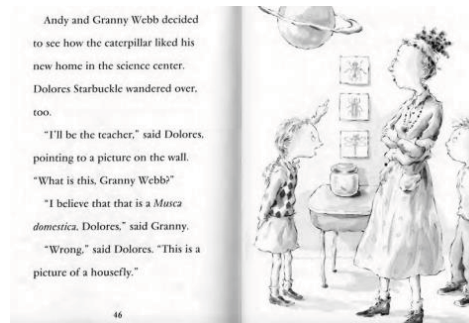
Again, the wax man did not answer.



Transitional Text Characteristics

Beginning TRANSITIONAL example:

60-100 pages of text
Multiple non-fiction text structures
Plots and characters that may be unfamiliar
Complex sentences
Long stretches of text with no picture support
Variety of words to assign dialogue
Some figurative language



Later TRANSITIONAL example:

Most content carried by print instead of pictures
Some abstract themes
Multiple points of view of characters
Multiple characters
New vocabulary and content-specific words

"Presidents' Day means you see flags."
"It means we don't have school on Monday," said Webster.
"It means you can buy stuff on sale, because presidents are on money," said Heather S.

"Let's not give away all our ideas," said Mrs. D. "I want everybody to write one page about what Presidents' Day means to you."
"Can we draw something, too?" asked Lucy.
"Can we write a poem?" asked Sophie of the Elves.
"Can we dress up?" asked Stink.

"Yes, yes, and yes," his teacher said.
"But I still want my one page."
Stink took out his Big Head book of presidents. He flipped to the best president ever. President number four, James Madison.



Fluent Text Characteristics

Multiple topics that represent larger topics or themes
Variety of ways the author shows character attributes
Complex plots with numerous events and time passing
Multiple characters
Words with prefixes and suffixes
More complex vocabulary explained in context early on and eventually not supported by text
Prior knowledge necessary to comprehend text
Descriptive and figurative language
Diverse characters and locations

