

GUSD Second Grade Reading

- R.L.- Reading Literature Standards
- R.F.S.-Reading Foundational Skill Standards
- R.I.-Reading Informational Text Standards

Reading Sequence	Standards (Priority)	I can statements...	Examples
R.L. 2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>I can answer who, what, when, and where questions about a text.</p> <p>I can ask who, what, when, and where questions about a text.</p> <p>I can answer how and why questions about a text.</p> <p>I can show that I understand important parts of a text by including facts from the text in my own writing.</p> <p>I can show that I understand important parts of a text by writing a summary of the text.</p>	<p>Students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details.</p> <p>Students are required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables. Students begin to understand that characters are people who are involved in a story. Character development is discussed in terms of the characters' reactions to what is taking place in the story.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Who are the characters in the story? What are the most important events that happened in the story? What in the text leads you to that answer? • What lesson is this story teaching you? • How did the characters solve the problem in this story?

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<p>R.F.S. 2.3</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> A. Distinguish long and short vowels when reading regularly spelled one-syllable words. B. Know spelling-sound correspondences for additional common vowel teams. C. Decode regularly spelled two-syllable words with long vowels. D. Decode words with common prefixes and suffixes. E. Identify words with inconsistent but common spelling-sound correspondences. F. Recognize and read grade-appropriate irregularly spelled words. 	<p>I can sound out to read, spell, and write regular one syllable words with long and short vowels. (i.e. cut, cute) I can sound out to read, spell, and write words with regular vowel pairs. (i.e. boat, seat) I can read, spell, and write words with inflectional endings. (i.e. foxes, hoped, biking)</p> <p>I can sound out to read, spell, and write regular two syllable words with open and closed syllables. (i.e. pilot, silent, napkin, cactus) I can read, spell, and write words with regular prefixes and suffixes. (i.e. unfair, redo, quickly) I can read irregularly spelled words. (i.e. come, great, through) (1st 200 sight words by end of year)</p>	<p>Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does that sound right? • Does that look right? • Does that make sense? • Look for chunks you know and say them. • Look at the beginning of the word and try it again. • Look at the end of the word and try it again.
<p>R.F.S. 2.4</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>I can understand what I read and know why I am reading it. I can read grade level text aloud correctly, at a good speed, with expression, after reading the same text many times. I can reread and read ahead to help me understand unfamiliar text. I can use other familiar words in the text to help me read unknown words correctly. I can correct myself if I make a mistake when I read.</p>	<p>Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level. Use prompts such as:</p> <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Make your voice go up when you see the question mark at the end. • Make your voice go down when you see the period at the end. • Go back and reread when it doesn't sound or look like you think it should.

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R.I. 2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<p>I can answer who, what, when, and where questions about a text.</p> <p>I can ask who, what, when, and where questions about a text.</p> <p>I can answer how and why questions about a text.</p> <p>I can ask how and why questions about a text.</p> <p>I can show that I understand important parts of a text by including facts from the text in my own writing.</p> <p>I can show that I understand important parts of a text by writing a summary of the text.</p>	<p>Students are required to use textual evidence to ask and answer general questions about key details using who, what, when, where, why, and how. They are required to be able to read several paragraphs and identify the main idea. Along with recognizing main idea, students need to be able to understand the overall focus of a text with several paragraphs. Students at this level are required to describe how historical events, scientific ideas or “how to” procedures are linked together in a text. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Think about what you read and create your own questions (using who, what, when, where, why, and/or how) about an important idea in this text. • What is the main idea of this text? • What are the important ideas in this text? • What in the text leads you to that answer? • Which step comes first? After that? • What happened first? After that? • Can you tell me how these ideas are the same? Can you tell me how they are different?
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Reading Sequence	Standards (Supporting)	I can statements...	Examples
R.L. 2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	I can retell a story.	<p>Students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details.</p> <p>Students are required to retell stories and determine the central message using literature from diverse cultures,</p>

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R.L. 2.3	Describe how characters in a story respond to major events and challenges.	I can tell how characters in a story respond to parts in a story.	including folktales and fables. Students begin to understand that characters are people who are involved in a story. Character development is discussed in terms of the characters' reactions to what is taking place in the story. Use questions and prompts such as: <ul style="list-style-type: none"> • Who are the characters in the story? What are the most important events that happened in the story? What in the text leads you to that answer? • What lesson is this story teaching you? • How did the characters solve the problem in this story?
R.L. 2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	I can understand how words in a story can sound like music.	Students are required to tell how words and phrases provide meaning to a story, poem, or song. They begin to understand story structure by explaining how the introduction is the beginning and the conclusion is where the action ends. Students at this level begin to understand how characters' points of view differ. As students read orally, they should read using different voices for different characters.
R.L. 2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	I can find and understand the beginning, middle, and end of a story.	
R.L. 2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	I can tell about the points of view of different characters.	Use questions and prompts such as: <ul style="list-style-type: none"> • Describe the parts of a story (beginning, middle and end). • Which parts of this poem rhyme? Can you find the part that shows the beat? Can you find a part that has alliteration? • How are the characters thinking/feeling about this event? Are the characters thinking the same way about...? • Think about this character. How would this character say this part?
R.L. 2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	I can use words and pictures to help me tell about the characters, setting, and plot.	Students are required to use information from pictures, print, or digital text to show they understand characters, setting and plot. They read different versions of the same story and find similarities and differences.

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<p>R.L. 2.9</p>	<p>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>I can compare and contrast ways of telling the same story.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do the illustrations tell you about the setting? • Can you find an illustration that tells you how a character is feeling? • What is the same about the characters in the two stories? What is different? • What happened to the characters that is the same? What happened that is different? • Look at these two stories, How did the authors solve the same problem in different ways?
<p>R.L. 2.10</p>	<p>By the end of the year, 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.</p>	<p>I can read and understand second grade literature.</p>	<p>With assistance as needed, students are required to read proficiently and understand various types of literature for the grade 2-3 text complexity band.</p> <p>Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p>

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<p>R.I. 2.2</p>	<p>Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>I can identify the main idea of text. I can explain what a paragraph is telling me.</p>	<p>Students are required to use textual evidence to ask and answer general questions about key details using who, what, when, where, why, and how. They are required to be able to read several paragraphs and identify the main idea. Along with recognizing main idea, students need to be able to understand the overall focus of a text with several paragraphs. Students at this level are required to describe how historical events, scientific ideas or “how to” procedures are linked together in a text.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Think about what you read and create your own questions (using who, what, when, where, why, and/or how) about an important idea in this text. • What is the main idea of this text? • What are the important ideas in this text? • What in the text leads you to that answer? • Which step comes first? After that? • What happened first? After that? • Can you tell me how these ideas are the same? Can you tell me how they are different?
<p>R.I. 2.3</p>	<p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>I can put events or ideas in order. I can explain how events or ideas go together.</p>	
<p>R.I. 2.4</p>	<p>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>I can use different strategies to figure out the meaning of words.</p>	<p>Students are required to find out word meanings and phrases that are specific to grade 2. As students continue to build the skill of using text features to find information with proficiency, they need to be able to use captions, bold print, subheadings, glossaries, electronic menus, icons, etc. to analyze the text information. Students are required to tell the main purpose of a text according to what the author wants the reader to know.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What features in the text help you find important information about what you are reading? • How do the subheadings help you understand what you are reading? • How does the glossary help you? • How does the bold print help you? • Why do you think the author wrote this text? • What does the author want you to learn from this text?
<p>R.I. 2.5</p>	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>I can use text features to find information quickly.</p>	
<p>R.I. 2.6</p>	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>I can tell why the author wrote the text.</p>	

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<p>R.I. 2.7</p>	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>I can tell how pictures help me understand what I read.</p>	<p>Students are required to integrate visual and print information to clarify understanding. At this level, students should also be able to describe the author’s reasoning by finding support within the text. Second grade students are required to identify the most important points in a text. Then, they should be able to find similarities and differences in the points they have identified when reading about two texts that share the same topic. Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How does the diagram/image help you understand what you are reading? • Can you tell ways the author uses specific information in a text to help you understand? • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? • Look at these two texts about the same topic. What is the same about the points presented in these two texts? What is different?
<p>R.I. 2.8</p>	<p>Describe how reasons support specific points the author makes in a text.</p>	<p>I can give reasons why the author includes certain details.</p>	
<p>R.I. 2.9</p>	<p>Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>I can compare and contrast two texts on the same subject.</p>	
<p>R.I. 2.10</p>	<p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>I can read and understand informational text at my grade level.</p>	<p>Students are required to read informational text in the grade 2-3 text complexity band proficiently with scaffolding as needed.</p> <p>Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.</p> <p>Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>