



2 Grade Reading

Quarter 1

Unit 1: Second Grade Reading Growth Spurt

Reading

1. Develop and apply skills to the reading process

A. **Comprehension.** Develop and demonstrate reading skills in response to text by:

- using text features to make and confirm predictions, explain why not confirmed [2.R.1.A.a]
- asking and responding to relevant questions [2.R.1.A.b]

B. **Vocabulary.** Develop an understanding of vocabulary by:

- using knowledge of the meaning of individual words to determine the meaning of compound words [2.R.1.B.b]
- using context to determine the meaning of a new word or multiple-meaning word in text [2.R.1.B.c]

C. **Independent Text.** Read independently for multiple purposes over sustained periods of time by:

- reading text that is developmentally appropriate [2.R.1.C.a]

2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

A. **Fiction.** Read, infer, analyze, and draw conclusions to:

- describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lessons [2.R.2.A.a]
- describe the main characters in works of fiction, including their traits, motivations, and feelings [2.R.2.A.b]
- compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events [2.R.2.A.c]

- describe cause-and-effect relationships [2.R.2.A.d]
- explain how the story changes based on who is telling the story [2.R.2.A.e]
- compare and contrast the differences in points of view of characters and how stories are narrated [2.R.2.A.f]

3. *Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.*

A. Text Features. Read, infer, and draw conclusions to:

- follow written multi-step directions [2.R.3.A.e]
- describe connections between and state the order of the events or ideas [2.R.3.A.f]

B. Literary Techniques. Read, infer, and draw conclusions to:

- ask and answer questions to clarify meaning [2.R.3.B.b]
- explain examples of sensory details [2.R.3.B.c]

C. Text Structures. Read, infer, and draw conclusions to:

- explain main ideas and supporting details [2.R.3.C.a]
- describe the connection between events and retell the sequence of events. [2.R.3.C.b]
- identify the author’s purpose [2.R.3.C.d]

4. *Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.*

A. Digital and Media Literacy. Read to develop an understanding of media and its components by:

- explaining purposes of media [2.R.4.A.a]
- describing techniques used to create media messages [2.R.4.A.b]
- identifying various written conventions for using digital media [2.R.4.A.c]

Reading Foundations

1. *Understand how English is written and read (Start of Reading Foundations).*

A. Print Awareness. Develop print awareness in the reading process by:

- understanding that sentences are organized into paragraphs to convey meaning [2.RF.1.A.a]

3. Understand how English is written and read.

A. **Phonics.** Develop phonics in the reading process by:

- decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs [2.RF.3.A.a]
- distinguishing long and short vowels when reading regularly spelled one-syllable words [2.RF.3.A.b]
- demonstrating decoding skills when reading new words in a text [2.RF.3.A.j]

4. Understand how English is written and read.

A. **Fluency.** Read, appropriate texts with fluency (rate, accuracy) with purpose, and for comprehension

- use context to confirm or self-correct word recognition and understanding, rereading as necessary [2.RF.4.A.a]

Speaking/Listening

1. Listen for a purpose

A. **Purpose.** Develop and apply effective listening skills and strategies in formal and informal settings by:

- following classroom listening rules [2.SL.1.A.a]
- following three-step instructions, according to classroom expectations [2.SL.1.A.b]

2. Listen for entertainment

A. **Entertainment** Develop and apply effective listening skills and strategies in formal and informal setting by:

- demonstrating active listening according to classroom expectations.[2.SL.2.A.a]