Grade 2- Comprehension

Benchmark- Students will be able to utilize comprehension strategies and skills to demonstrate literal and inferential understanding when asking and answering questions about narrative and informational text.

➢ **Comprehending Narrative Text (Fiction)**
  - Identify or describe literary elements of text including character, plot (specific events, problem and solution), and setting.
  - Identify and understand character, plot, setting, problem and solution
  - Make and confirm predictions based on information in the story
  - Make basic inferences about the story problem(s) and outcome(s)
  - Sequence a series of events in a story
  - Distinguish main idea/details; fact/opinion; cause/effect.
  - Distinguish the differences among a variety of types of text (genre) poetry, plays, realistic fiction, fairy tales, fables, or fantasy.

➢ **Comprehending Informational Text (Non-fiction)**
  - Locate specific information by using organizational features: title, table of contents, chapter headings, captions, bold print, glossary, index, in informational text
  - Use and locate specific information from graphic features: charts, maps, diagrams, illustrations, tables, timelines of informational text to aid understanding
  - Identify the main idea
  - Make basic inferences or draw conclusions
  - Make inferences about cause or effects when signal words are present (then, next, finally)

➢ **Comprehension Monitoring**
  - Reread for understanding
  - Interact with narrative and informational text to clarify and extend meaning by using comprehension strategies: rereading, use of context, use of illustrations, questioning, visualizing
  - Self correct using a variety of reading strategies

➢ **Making Connections**
  - Connect events, characters, actions, and themes to specific life experiences- self-to-text
  - Make comparisons across reading selection- text-to-text
  - Use prior knowledge to clarify meaning- self-to-world

Grade 2- Fluency

> **Benchmark- Students will be able to read grade level text accurately with appropriate phrasing, pacing, and expression.**

> **Read grade level text in a manner that makes meaning clear, demonstrates phrasing and expression, with attention to punctuation (Periods, exclamation marks, question marks, commas, quotation marks).**

- **Accuracy**
  Consistently read grade level text with at least 95% accuracy

- **Rate**
  Read grade level text with oral fluency rate of at least 75-105 words per minute (WPM)

Grade 2- Phonemic Awareness

> **Benchmark-** Students will be able to orally blend and segment the phonemes in multi-syllable words by isolating each syllable and tapping each phoneme in the syllable.

➢ **Segment a spoken word into its phonemes with up to six sounds including blends, digraphs and glued sounds**
>   *Ex. swept = /s//w//e//p//t/, branch = /b//r//an//ch/*

➢ **Segment a multi-syllable word into its syllables**
>   *Ex. athlete = ath + lete*

➢ **Blend spoken syllables into a word**
>   *Ex. do + nate = donate*

➢ **Segment each syllable of a multi-syllable word into its phonemes**
>   *Ex. magnet = /m//a//g/ + /n//e//t/*

➢ **Blend isolated phonemes to form two syllable words**
>   *Ex. /l//o/ + /k//a//t/ = locate, /c//ar/ + /p//e//t/ = carpet*

➢ **Segment spoken phonemes in two syllable words**
>   *Ex. tiger = /t//i//g//er/*

Grade 2- Phonics/Word Study

> **Benchmark-** Students will be able to read and spell phonetically regular one, two, and three syllable words with all six syllable types.

➢ **Read and spell words with blends, digraphs, and glued sounds in words that have up to six sounds**
   Ex. quilt, string, chunk

➢ **Read and spell phonetically regular words with all six syllable types**
   Ex. closed syllable – shut   double vowel - stain
   open syllable – pro   consonant –le - tumble
   r-controlled – sharp   vowel-consonant-e - stove

➢ **Read and spell words with unexpected vowel sounds: old, ild, ind, ost, olt, ive**
   Ex. mild, jolt, give

➢ **Read and spell words with suffixes: s, es, ed, ing, er, est, ish, able, ive, y, ly, ty, ful, ment, less, ness**
   Ex. careful, kindness, active

➢ **Read and spell phonetically regular one, two, and three syllable words**
   Ex. fantastic, disruptive

➢ **Read and spell 96 high frequency word wall words**

Grade 2- Vocabulary

Benchmark- Students will be able to acquire and use new vocabulary in reading and responding to grade level contexts.

➢ **Identify simple prefixes and suffixes to determine the meaning of words**

➢ **Identify base words and their inflectional forms (ex. look, looks, looked, looking)**

➢ **Identify and correctly use synonyms and antonyms**

➢ **Identify and create a classification by category for a given group of words**

➢ **Identify the relevant meaning of words with multiple meanings by using context clues**

➢ **Determine the meaning of unknown compound words by using knowledge of individual words**

➢ **Identify and use words that comprise contractions**

➢ **Determine the meaning of unknown words by using a beginning dictionary**

➢ **Begin to identify words appealing to the senses in literature and spoken language**