

Second Grade Reading Curriculum

First Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
KPBSD	Student will 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.	Shared & Guided Reading *Science *Social Studies		
1.1.1	Student will read regularly spelled two syllable words using decoding skills including knowledge of letter-sound relationships (phonics).	Shared & Guided Reading		
KPBSD	Student will describe how characters in a story respond to major events and challenges.			
1.7.1	Student will distinguish between fiction and non-fiction, poetry and prose.	Guided Reading Genre Characteristic Chart		
KPBSD	Student will compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors of from different cultures.			
KPBSD	Student will describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.			
KPBSD 1.1.1	Student will determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy)			

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KPBSD	Student will use knowledge of the meaning of individual words to predict the meaning of compound words.			
KPBSD	Student will use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)			
1.1.4	Student will identify the meaning of new vocabulary.	*Math *Science *Social Studies		
1.2.1	Student will answer questions about information explicitly stated in the text.			
KPBSD	Student will use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Cuing & metacognition strategies		
KPBSD	Student will recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			
KPBSD	Student will in informational text, identify the main purpose of a text, including what the author wants to answer, explain, or describe.			
KPBSD	Student will in informational text, compare and contrast the most important points presented by two texts on the same topic.			

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Third Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
1.1.1	Student will read regularly spelled two-syllable words using decoding sounds including diphthongs	Shared & Guided Reading		
KPBSD	Student will use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Cuing & metacognition strategies		
1.1.5	Student will self-monitor and self-correct while reading (e.g. adjusting reading pace, rereading to check meaning, rereading a word and checking that the letter sounds match the word read).	Cuing & metacognition strategies		
1.2.3	Student will make simple inferences. (e.g. predicts logical outcomes)	Story clues and personal experience "I Can Use Clues" chart		
KPBSD	Student will in informational text, explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			
KPBSD	Student will identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>)			
KPBSD	Student will describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.			

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Fourth Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
KPBSD	Student will read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Shared & Guided reading		AIMSWEB probe
1.2.4	Student will draw conclusions based on information presented in the text (e.g. cause and effect, character motivation).	Use graphic organizer "What's Happening, When"		
1.6.2	Student will complete a simple (1-2 step) task by following written directions.	Model "First, Next, Last, Then"		
KPBSD	Student will distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>)			
KPBSD	Student will acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Shared Reading		
KPBSD	Student will describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.			
KPBSD	Student will in informational text identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.			