

APACHE JUNCTION UNIFIED SCHOOL DISTRICT

GRADE 2 READING STANDARDS

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

- Alphabetize a series of words to the second letter.
- *Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).*

Concept 2: Phonemic Awareness

Identify and manipulate the sounds of speech.

- *Orally segment a multi-syllable word into its syllables.*
- Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger).
- Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme (e.g., tiger makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and word parts.

- Read multi-syllabic words fluently, using letter-sound knowledge.
- Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).
- Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.
- Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.
- Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.
- *Recognize high frequency words and irregular sight words*
- *Read common contractions fluently (e.g., haven't, it's, aren't).*
- Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- *Use knowledge of word order (syntax) and context to confirm decoding.*

Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.

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Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

- Identify simple prefixes (e.g., un-, re-) to determine the meaning of words.
- Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.
- Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.
- Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.
- Recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).
- *Identify the words that comprise contractions* (e.g., can't = can not, it's = it is, aren't = are not).
- Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).

Concept 5: Fluency

Read fluently.

- *Consistently read grade level text with at least 90 percent accuracy.*
- Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.
- Use punctuation, including commas, periods, and question marks to guide reading for fluency.

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

- *Predict what might happen next in a reading selection.*
- Compare a prediction about an action or event to what actually occurred within a text.
- Ask relevant questions in order to comprehend text.
- *Relate information and events in a reading selection to life experiences and life experiences to the text.*

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

- Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.
- Describe characters (e.g., traits, roles, similarities) within a literary selection.
- Sequence a series of events in a literary selection.
- Identify cause and effect of specific events in a literary selection.
- Identify words that the author selects in a literary selection to create a graphic visual experience.
- Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.
- Identify differences between fiction and nonfiction.

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Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.

- *Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.*

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

- Identify the main idea in expository text.
- Locate facts in response to questions about expository text.
- Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. (Connected to Research Strand in Writing)
- Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information. (Connected to Research Strand in Writing)
- Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (Connected to Research Strand in Writing)

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

- Follow a set of written multi-step directions.
- Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order.
- State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).

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