

**Brookings School District 5-1**  
**2<sup>nd</sup> Grade Reading Curriculum**

Standard:	Learning Target: ● = mastered ○ = introduced	Assessment: ● = required ○ = optional	Resources:	Report Card Terminology:	Q 1	Q 2	Q 3	Q 4
<b>Indicator 1: Students can recognize and analyze words.</b>								
<b>2.R.1.1 Students can decode to read and recognize words. – (Analysis)</b>	● I can read words with long vowel sounds. (2.R.1.1)	<ul style="list-style-type: none"> <li>● F&amp;P Benchmark Assessment</li> <li>● Word Features Test</li> <li>● HF Word Test</li> <li>● DIBELS (NWF)</li> <li>○ Running Record</li> <li>○ Small Group Formal Observation</li> <li>○ Spelling Tests</li> <li>○ Benchmark Phonic Test (Journeys)</li> </ul> <p><u>Fountas &amp; Pinnell</u></p> <p>Letter/Sound Recognition</p> <ul style="list-style-type: none"> <li>○ Early Literacy Behaviors</li> <li>○ Phonological Awareness                             <ul style="list-style-type: none"> <li>○ Initial Sounds</li> <li>○ Blending Words</li> <li>○ Segmenting Words</li> <li>○ Rhyming</li> </ul> </li> </ul>	Book Room  Journeys  Month By Month Phonics for Second Grade by: Cunningham and Hall  Making Words by: Cunningham and Hall  Big Books Poetry by Jill Eggleton  Phonics Workbook  Phonics Lessons, Letters, and how they work. By Pinnell & Fountas  Guiding Readers by Jan Richardson  F&P Continuum of Literacy Learning					
	● I can read words with special vowel sounds (diphthongs) – (ow, ou, oy, oi, aw). (2.R.1.1)							
	● I can use three-letter blends (shr, spl, squ, spr, str, thr, scr). (2.R.1.1)							
	● I can use digraphs (ch, sh, th, wh, ph,). (2.R.1.1)							
	● I can read words with silent letters (kn, wr, alk, ould, gh) (2.R.1.1)							
	● I can identify compound words and the two words that make it up. (2.R.1.1)							
	● I can use abbreviations for days, months and titles (Mr., Mrs., Ms., Dr.,). (2.R.1.1)							
	● I can identify regular inflectional endings (-s, -es, -ed, -ing). (2.R.1.1)							

	<ul style="list-style-type: none"> <li>I can identify base words/root words I know. (2.R.1.1)</li> </ul>							
	<ul style="list-style-type: none"> <li>I can read words with prefixes (re, pre, un) (2.R.1.1)</li> </ul>							
	<ul style="list-style-type: none"> <li>I can use known words to read new words (could... would, car... dark). (2.R.1.1)</li> </ul>							
<b>2.R.1.2 Students can read simple contractions and identify the two words which are combined in text. – (Knowledge)</b>	<ul style="list-style-type: none"> <li>I can identify a contraction and the two words that make that contraction. (2.R.1.2)</li> </ul>							
	<ul style="list-style-type: none"> <li>I can tell the letter(s) the apostrophe replaces in a contraction. (2.R.1.2 extended)</li> </ul>							
<b>Indicator 2: Students can comprehend and fluently read text.</b>								
<b>2.R.2.1 Students can apply strategies to read and comprehend text. – (Application)</b>	<ul style="list-style-type: none"> <li>I can ask myself “Does it look right?” to help me read a word (reading strategy). (2.R.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>F&amp;P Benchmark Assessment</li> <li>DIBELS (ORF)</li> </ul>	Journeys					
	<ul style="list-style-type: none"> <li>I can ask myself “Does it sound right?” to help me read a word in text (reading strategy). (2.R.2.1)</li> </ul>	<ul style="list-style-type: none"> <li>Running Record</li> <li>Small Group Formal Observation</li> </ul>	Reading with Meaning by Debbie Miller					
	<ul style="list-style-type: none"> <li>I can ask myself “Does it make sense?” to help me read a word in text (reading strategy). (2.R.2.1)</li> </ul>		Reading with Intention by Debbie Miller					
	<ul style="list-style-type: none"> <li>I can use the meaning of the words to help me understand text (reading strategy). (2.R.2.1)</li> </ul>		Guided Comprehension in the Primary Grades by McLaughlin					

	<ul style="list-style-type: none"> <li>• I can notice mistakes in my reading (monitoring). (2.R.2.1)</li> </ul>	(continued from Indicator 2)	Book Room					
	<ul style="list-style-type: none"> <li>• I can reread to correct the mistakes in my reading (self-correcting). (2.R.2.1)</li> </ul>							
	<ul style="list-style-type: none"> <li>○ I can skip a word and come back to it to help me read a word (sentence structure) (reading strategy). (2.R.2.1 extended)</li> </ul>							
	<ul style="list-style-type: none"> <li>• I can follow written directions. (2.R.2.1)</li> </ul>							
	<ul style="list-style-type: none"> <li>• I can retell what happened in text (comprehension strategy). (2.R.2.1)</li> </ul>							
	<ul style="list-style-type: none"> <li>• I can tell the main idea (comprehension strategy). (2.R.2.1)</li> </ul>							
	<ul style="list-style-type: none"> <li>• I can find details which support the main idea (comprehension strategy). (2.R.2.1)</li> </ul>							
	<ul style="list-style-type: none"> <li>• I can draw conclusions (comprehension strategy). (2.R.2.1)</li> </ul>							
	<ul style="list-style-type: none"> <li>• I can determine author's purpose (to entertain or to inform) (comprehension strategy). (2.R.2.1)</li> </ul>							
	<ul style="list-style-type: none"> <li>• I can create a mental picture to understand the text (comprehension strategy). (2.R.2.1 extended)</li> </ul>							
			Strategies that Work by Harvey and Goudvis					
			Guided Reading by Fountas and Pinnell					

	<ul style="list-style-type: none"> <li>I can use prior knowledge to make connections from text-to-self (comprehension strategy). (2.R.2.1)</li> </ul>							
	<ul style="list-style-type: none"> <li>I can use prior knowledge to make connections from text-to-text (comprehension strategy). (2.R.2.1)</li> </ul>							
	<ul style="list-style-type: none"> <li>I can use prior knowledge to make connections between text-to-world (comprehension strategy). (2.R.2.2 extended)</li> </ul>							
	<ul style="list-style-type: none"> <li>I can ask questions to understand text (comprehension strategy). (2.R.2.1 extended)</li> </ul>							
	<ul style="list-style-type: none"> <li>I can make inferences by using prior knowledge/schema and clues from the story (comprehension strategy). (2.R.2.1 extended)</li> </ul>							
<b>2.R.2.2 Students can read aloud fluently to comprehend text. – (Comprehension)</b>	<ul style="list-style-type: none"> <li>I can correctly read high frequency words (from Fountas and Pinnell list). (2.R.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>F &amp; P</li> <li>HF Word Test</li> <li>Small Group Formal Observation</li> </ul>						
	<ul style="list-style-type: none"> <li>I can read with expression and phrasing (“like I talk”). (2.R.2.2)</li> </ul>							
	<ul style="list-style-type: none"> <li>I can slow down when the information is hard to understand. (2.R.2.2)</li> </ul>							

	<ul style="list-style-type: none"> <li>I can use the punctuation marks to help me understand what I read (quotes, commas, ending punctuation, ellipse). (2.R.2.2)</li> </ul>							
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**Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.**

<b>2.R.3.1 Students can recognize different genres of literature. – (Analysis)</b>	<ul style="list-style-type: none"> <li>I can identify a folktale (passed down orally). (2.R.3.1)</li> </ul>	<ul style="list-style-type: none"> <li>Genre Writing</li> <li>Writing Prompt</li> <li>Selection Test</li> </ul>	Journeys Book Room Read Aloud Big Books Poetry Samples Science/Social Studies Text				
	<ul style="list-style-type: none"> <li>I can identify a fantasy story. (2.R.3.1)</li> </ul>						
	<ul style="list-style-type: none"> <li>I can identify a fiction story (characters, setting, plot). (2.R.3.1)</li> </ul>						
	<ul style="list-style-type: none"> <li>I can identify a realistic fiction story (realistic characters, realistic settings). (2.R.3.1)</li> </ul>						
	<ul style="list-style-type: none"> <li>I can identify a nonfiction story (facts). (2.R.3.1)</li> </ul>						
	<ul style="list-style-type: none"> <li>I can identify a play. (2.R.3.1)</li> </ul>						
	<ul style="list-style-type: none"> <li>I can identify poetry. (2.R.3.1)</li> </ul>						
	<ul style="list-style-type: none"> <li>I can experience traditional literature (folk tales).</li> </ul>						
<b>2.R.3.2 Students can identify the literary elements of character, setting, plot, and theme in literature. – (Analysis)</b>	<ul style="list-style-type: none"> <li>I can identify characters in a story. (2.R.3.2)</li> </ul>			<ul style="list-style-type: none"> <li>Genre Writing</li> <li>Writing Prompt</li> <li>Selection Test</li> </ul>			
	<ul style="list-style-type: none"> <li>I can identify the setting of a story. (2.R.3.2)</li> </ul>						

	<ul style="list-style-type: none"> <li>I can identify the plot of a story (problem... solution). (2.R.3.2)</li> </ul>							
	<ul style="list-style-type: none"> <li>I can identify the theme of a story (the lesson the story could teach you). (2.R.3.2)</li> </ul>							
<b>2.R.3.3 Students can identify rhyme, rhythm, alliteration, and a simple pattern in poetry. – (Application)</b>	<ul style="list-style-type: none"> <li>I can find rhyming words in a poem. (2.R.3.3)</li> </ul>	○ Observation						
	<ul style="list-style-type: none"> <li>I can identify the rhythm of a poem. (2.R.3.3)</li> </ul>							
	<ul style="list-style-type: none"> <li>I can identify patterns in poetry. (2.R.3.3)</li> </ul>							
	<ul style="list-style-type: none"> <li>I can find alliteration in a poem. (2.R.3.3)</li> </ul>							
<b>Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.</b>								
<b>2.R.4.1 Students can compare and contrast different versions of literature from different cultures. – (Analysis)</b>	<ul style="list-style-type: none"> <li>I can listen to, talk about, compare, and contrast how stories, poems, and songs from other cultures are different from our culture. (1.R.4.1)</li> </ul>	○ Observation	Cinderella books from school/public library					
<b>2.R.4.2 Students can compare and contrast different stories from various time periods. – (Analysis)</b>	<ul style="list-style-type: none"> <li>I can listen to, talk about, compare, and contrast how stories, poems, and songs from other time periods are different from our time period. (1.R.4.2)</li> </ul>		Read Aloud					
<b>Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.</b>								
<b>2.R.5.1 Students can identify and utilize text features to comprehend informational texts. – (Application)</b>	<ul style="list-style-type: none"> <li>I can find the table of contents and use it to find information. (2.R.5.1)</li> </ul>	<ul style="list-style-type: none"> <li>○ Small Group Formal Observation</li> <li>○ Whole Group Discussion</li> </ul>	Journeys					
			Book Room					

	<ul style="list-style-type: none"> <li>I can find the glossary and use it to find information. (2.R.5.1)</li> </ul>		F&P Nonfiction Level N				
	<ul style="list-style-type: none"> <li>I can find the index and use it to find information. (2.R.5.1 extended)</li> </ul>						
	<ul style="list-style-type: none"> <li>I can use bold/italic print to help me find information. (2.R.5.1)</li> </ul>						
	<ul style="list-style-type: none"> <li>I can use headings to help me find information. (2.R.5.1 extended)</li> </ul>						
	<ul style="list-style-type: none"> <li>I can use captions to help me find information. (2.R.5.1 extended)</li> </ul>						
	<ul style="list-style-type: none"> <li>I can use maps to help me find information. (2.R.5.1 extended)</li> </ul>						
	<ul style="list-style-type: none"> <li>I can use graphics to help me find information. (2.R.5.1 extended)</li> </ul>						
<b>2.R.5.2 Students can apply alphabetical order to the second letter when using dictionaries and encyclopedias. – (Application)</b>	<ul style="list-style-type: none"> <li>I can alphabetize to the second letter. (2.R.5.2)</li> </ul>	○ Observation					
	<ul style="list-style-type: none"> <li>I can use a dictionary and/or encyclopedia to find information. (2.R.5.2)</li> </ul>						
	<ul style="list-style-type: none"> <li>I can use guide words to locate information. (2.R.5.2 extended)</li> </ul>						