

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 2

**Reading Skills and Strategies** (GEs 1-8; Power Standards 1 and 2; Power Indicators 1a, 1b, 1c, 2a, 2b)

**Fluency and Accuracy** (GE 9; Power Standard 3; Power Indicators 3a, 3b, 3c)

**Literary Texts** (GEs 10-11 and 13-15; Power Standard 4; Power Indicators 4a, 4b, 4c, 4d, 4e, 4f, 4g)

**Informational Texts** (GEs 12 and 16; Power Standard 5; Power Indicators 5a, 5b, 5c)

**Reading Habits** (GEs 17-19; Power Standard 6; Power Indicators 6a, 6b)

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## Grade Level 2: Reading Skills and Strategies

### CCSU Power Standards:

**Power Standard #1:** Students read grade appropriate print/text. (Aligns with Vermont Standard: 1.2)

**Power Standard #2:** Students use vocabulary and reading strategies to unlock meaning. (Aligns with Vermont Standard: 1.1)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.1, 1.2	<b>R2: 1 Applies phonological knowledge and skills by...</b> <ul style="list-style-type: none"> <li>Blending and segmenting phonemes <u>in more complex one syllable words</u> (which may include combinations of blends and digraphs, as in “th-i-ck,” “t-r-a-sh”)</li> <li><u>Deleting phonemes in one-syllable words</u> (“what is ‘crust’ without the ‘c’?”)</li> </ul>	<b>Phonological Awareness</b> <b>Phonemic Awareness</b> <b>Phonics</b>	Blend and segment phonemes in more complex one-syllable words. (1a)
1.1, 1.2	<b>R2: 2 Demonstrates understanding of concepts of print during shared or individual reading by...</b> <ul style="list-style-type: none"> <li>No GLE at this grade level</li> </ul>	<b>Concepts of Print</b>	
1.1, 1.2	<b>R2: 3 Applies word identification and decoding skills and strategies by...</b> <ul style="list-style-type: none"> <li><u>Reading grade-level-appropriate words with automaticity</u></li> <li>Reading grade-appropriate, high-frequency words (including irregularly spelled words)</li> <li>Identifying regularly spelled multisyllabic words (e.g., “happiness,” “shower,” “sunshine”), by using knowledge of sounds, <u>syllable types</u>, or <u>word</u></li> </ul>	<b>Word Identification Skills and Strategies</b> <b>Phonics</b> <b>Fluency/Accuracy</b>	Identify regularly spelled, multi-syllabic words by using knowledge of sounds, syllable types, or word patterns. (1c)

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	<p><u>patterns</u> (including common spellings for consonants and vowel sounds, e.g., “<u>knot</u>,” “<u>catch</u>,” “<u>float</u>,” “<u>fight</u>”; or common suffixes)            EXAMPLES: Students might be asked to match words to pictures or to match words to words with similar sounds (e.g., “flower” and “shower”)</p> <p>R–2–1.1</p>		
1.1, 1.2	<p><b>R2: 4 Applies context and self-correction strategies by...</b></p> <ul style="list-style-type: none"> <li>• <u>Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues (e.g., pictures)</u></li> </ul>	<b>Context and Self-Correction Strategies</b>	
1.1, 1.2	<p><b>R2: 5 Identifies the meaning of unfamiliar words by...</b></p> <ul style="list-style-type: none"> <li>• Using strategies to unlock meaning (e.g., <u>using knowledge of word structure</u>, including common base words and suffixes, such as “thick-est,” “hope-ful”; or context clues, <u>including illustrations and diagrams</u>; or prior knowledge)</li> </ul> <p>R–2–2.1</p>	<b>Vocabulary Strategies</b>	Identify word parts (syllable, base word, suffix). (1b)
1.1, 1.2	<p><b>R2: 6 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...</b></p> <ul style="list-style-type: none"> <li>• Identifying synonyms, antonyms; or <u>categorizing words</u>            EXAMPLES (of categorizing): Given a T-chart with two “categories” of words listed (e.g., shapes and sizes), students would identify another word to add to the chart that describes either shapes or sizes; or in a multiple choice item, select the best category title for the words listed</li> </ul> <p>R–2–3.1</p>	<b>Breadth of Vocabulary</b>	Identify synonyms (same) and antonyms (opposite). (2b)

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	<ul style="list-style-type: none"> <li>Describing words in terms of categories, functions, or features</li> <li>Selecting appropriate words to use in context, including words specific to the content of the text EXAMPLE: In a short passage about Native American homes, students might encounter the words “longhouse” and “igloo,” and then be asked to show that they know the difference between them.</li> </ul> <p style="text-align: right;">R–2–3.2</p>		
1.1, 1.2	<p><b>R2: 7 Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.</b></p> <p>EXAMPLES of reading-comprehension strategies might include: using prior knowledge; predicting and making text-based inferences; <u>determining importance</u>; generating <u>literal</u> and clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); or <u>locating and using text features (e.g., headings, parts of the book)</u></p>	<b>Comprehension Strategies</b>	Use strategies to monitor own reading (activating prior knowledge, predicting, using context clues, decoding, self-correcting, rereading, adjusting reading rate, asking questions during read aloud or text reading, and applying knowledge of word structure). (2a)
1.1, 1.2, 1.3	<p><b>R2: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...</b></p> <ul style="list-style-type: none"> <li><u>Sampling a page of text for readability and interest</u></li> <li>Recognizing problems with understanding, and rereading <u>or adjusting pace</u> as needed</li> </ul>	<b>Monitoring and Adjusting strategies</b>	

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## Grade Level 2: Fluency and Accuracy

CCSU Power Standards:

**Power Standard #3:** Students read grade level text with fluency and accuracy. (Aligns with Vermont Standard: 1.2)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.2	<p><b>R2: 9 Reads grade-level-appropriate material with:</b></p> <ul style="list-style-type: none"> <li>• <b>Accuracy:</b> reading material appropriate <u>for the end of grade 2</u> with at least 90–94% accuracy (See Appendix for sample titles.)</li> </ul> <p style="text-align: right;">VT DRA</p> <ul style="list-style-type: none"> <li>• <b>Fluency:</b> reading <u>grade-appropriate text</u> with oral fluency rates <u>of at least 80–100</u> words correct per minute</li> <li>• <b>Fluency:</b> reading grade-appropriate text in a way that makes meaning clear, demonstrating phrasing, expression, and with attention to <u>punctuation (including commas and quotation marks)</u></li> </ul>	<b>Accuracy and Fluency</b>	<p>Read material appropriate for the end of second grade with 94-100% accuracy (DRA Level 24). (3a)</p> <p>Read grade level text correctly at 80-100 words per minute. (3b)</p> <p>Read grade level text in a way that makes meaning clear, demonstrating phrasing, expression and attention to punctuation (including commas and quotation marks). (3c)</p>

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## Grade Level 2: Literary Texts

CCSU Power Standards:

**Power Standard #4:** Students understand, interpret, and analyze literary text. (Aligns with Vermont Standards: 1.3, 5.11, 5.13)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.3, 5.13	<p><b>R2: 10 Demonstrate initial understanding of elements of literary texts by...</b></p> <ul style="list-style-type: none"> <li>Identifying or <u>describing character(s), setting, problem, solution, or major events, as appropriate to text</u> R-2-4.1</li> <li>Retelling <u>the key elements of a story</u> VT DRA</li> <li><u>Sequencing key events in order</u></li> <li><u>Distinguishing among a variety of types of text (e.g., <b>literary texts</b>: poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy)</u></li> </ul>	<b>Initial Understanding of Literary Text Comprehension</b>	<p>Identify characters, setting, problem/ solution, cause/ effect, and major events. (4a)</p> <p>Retell key elements in sequence. (4d)</p>
1.3, 5.13	<p><b>R2: 11 Demonstrate initial understanding of author’s craft used in literary texts by...</b></p> <ul style="list-style-type: none"> <li>Identifying literary devices as appropriate to genre: rhyme, repeated language (e.g., “When I was young in the mountains...”), <u>or dialogue</u></li> </ul>	<b>Initial Understanding of Literary Text Comprehension</b>	Identify dialogue. (4f)

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<p><b>1.3, 5.13, 5.11</b></p>	<p><b>R2: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b></p> <ul style="list-style-type: none"> <li>• <u>Making logical predictions</u> EXAMPLE: "What might happen next?" R-2-5.1</li> <li>• Identifying relevant physical characteristics or personality traits of main characters R-2-5.2</li> <li>• <u>Making basic inferences about problem or solution</u> EXAMPLES: "What helped Luke to solve his problem in the story? What was Jane's problem?" R-2-5.3</li> <li>• Identifying possible motives of characters</li> <li>• <u>Recognizing explicitly stated causes or effects</u></li> </ul>	<p><b><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></b></p>	<p>Make basic inferences by using evidence (details) from text (passage). (4b)</p> <p>Identify character's motive. (4c)</p>
<p><b>1.3, 5.13, 5.11</b></p>	<p><b>R2: 14 Analyze and interpret author's craft (citing evidence where appropriate) by...</b></p> <ul style="list-style-type: none"> <li>• No GLE at this grade level</li> </ul>	<p><b><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></b></p>	<p>Interpret and analyze grade-appropriate poetry. (4g)</p>
<p><b>1.3, 5.13, 5.11</b></p>	<p><b>R2: 15 Generates a personal response to what is read through a variety of means by...</b></p> <ul style="list-style-type: none"> <li>• Comparing stories or other texts to related personal experience, prior knowledge, or other books</li> </ul>	<p><b><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></b></p>	<p>Make connections to stories (text to self; text to text). (4e)</p>

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## Grade Level 2: Informational Texts

CCSU Power Standards:

**Power Standard #5:** Students understand, interpret, and analyze informational text. (Aligns with Vermont Standards: 1.3, 5.13)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.3, 5.13	<p><b>R2: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p> <ul style="list-style-type: none"> <li>Obtaining information from text features (e.g., <u>simple table of contents, glossary, charts, graphs, diagrams</u>, or illustrations) EXAMPLE: "On what page would you find information about snakes?" R-2-7.1</li> <li>Using explicitly stated information to answer questions EXAMPLE: "According to this report, what do dolphins eat?" R-2-7.2</li> <li><u>Locating and recording information to show understanding when given an organizational format (e.g., a T-chart or Venn diagram)</u></li> <li><u>Distinguishing among a variety of types of text (e.g., <b>reference</b>: beginning dictionaries, glossaries, children's magazines, children's newspapers; and <b>practical/ functional/texts</b>: instructions, book orders, invitations)</u></li> </ul>	<p><b>Initial Understanding of Informational Text Comprehension</b></p>	<p>Gather information and vocabulary from text and text features, (chart, glossary, diagrams, illustrations, table of contents). (5b)</p> <p>Retell facts and answer questions (in sequence when appropriate). (5a)</p> <p>Record information to show understanding when given a graphic organizer. (5c)</p>

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<p>1.3, 5.13</p>	<p><b>R2: 16 Analyze and interpret informational text, citing evidence as appropriate by...</b></p> <ul style="list-style-type: none"> <li>• <u>Connecting information <i>within</i> a text</u>            EXAMPLE: Combining or comparing facts and details presented— “What food is eaten by both kinds of fish?”            R–2–8.1</li> <li>• Recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas)            R–2–8.2</li> <li>• Making basic inferences or drawing basic conclusions            EXAMPLE: “Based on this report, do turtles make good pets?”            R–2–8.3</li> <li>• <u>Making inferences about causes or effects, when signal words are present</u>            EXAMPLE: “The sun came out. <i>Then</i> the puddle dried up. What made the puddle dry up?”            R–2–8.5</li> </ul>	<p><b><i>Analysis and Interpretation of Informational Text/ Citing Evidence</i></b></p>	
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## Grade Level 2: Reading Habits

### CCSU Power Standards:

**Power Standard #6:** Students participate as members of a literate community, talking about books, ideas, and writing. (Aligns with Vermont Standards: 1.4, 5.12)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.4	<p><b>R2: 17 Demonstrates the habit of reading extensively* by...</b></p> <ul style="list-style-type: none"> <li>Reading <u>one or two books, medium-long chapters</u>, or the equivalent every day</li> </ul> <p><i>* Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.</i></p>	<b>Reading Extensively</b>	
1.4	<p><b>R2: 18 Demonstrates the habit of reading widely and in depth by...</b></p> <ul style="list-style-type: none"> <li>Reading from at least three different genres/kinds of text and a variety of authors (e.g., <b>literary texts:</b> poetry, plays, fairy tales, fantasy, fables, realistic fiction; <b>informational:</b> <u>beginning dictionaries, glossaries</u>, children's magazines, content trade books, <u>children's newspapers</u>; and <b>practical /functional texts:</b> <u>procedures, instructions, simple menus, labels, announcements, invitations, book orders</u>)</li> </ul>	<b>Reading Widely and In Depth</b>	

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<p>1.4, 5.12</p>	<p><b>R2: 19 Demonstrates participation in a literate community by...</b></p> <ul style="list-style-type: none"> <li>• Self-selecting reading materials in line with reading ability and personal interests</li> <li>• Participating in appropriate discussions about text by offering comments and supporting evidence, and recommending books and other materials</li> </ul>	<p><i>Literate Community</i></p>	<p>Choose “just right” books (at appropriate level and interest) representative of 2 or more genres. (6a)</p> <p>Participate in discussions about books during read-aloud, and guided and independent reading (related to the text/topic). (6b)</p>
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