

California
Curricular Standards
Reading - Grade 2
Correlations with Gourmet Curriculum Press, Inc.®
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Benchmark Number	Benchmark • Teaching Targets	Gourmet Resource	Taught	Tested
1.0	Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.			
	Vocabulary and Concept Development			
1.7	• <i>Understand and explain common antonyms and synonyms.</i>	Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts		
1.8	• <i>Use knowledge of individual words in unknown compound words to predict their meaning.</i>	Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts		
1.9	• <i>Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).</i>	Appetizers 1 A; Main Dish Objective 1 A (Prefixes/Suffixes); Desserts		
1.10	• <i>Identify simple multiple-meaning words.</i>	Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts		
2.0	Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential question, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.			
	Structural Features of Informational Materials			
2.1	• <i>Use titles, tables of contents, and chapter headings to locate information in expository text.</i>	Library Skills		

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Comprehension and Analysis of Grade-Level-Appropriate Text				
2.2	<ul style="list-style-type: none"> State the purpose in reading (i. e., tell what information is sought). 	Appetizers 2 A; 4 B; Main Dish Objectives 2 A (Facts/Details); 4 B (Predicting Outcomes); Desserts		
2.3	<ul style="list-style-type: none"> Use knowledge of the author's purpose(s) to comprehend informational text. 			
2.4	<ul style="list-style-type: none"> Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how). 	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts		
2.5	<ul style="list-style-type: none"> Restate facts and details in the text to clarify and organize ideas. 	Appetizers 2 B; Main Dish Objective 2 B (Sequential Order); Desserts		
2.6	<ul style="list-style-type: none"> Recognize cause-and-effect relationships in a text. 	Appetizers 4 A; Main Dish Objective 4 A (Cause/Effect); Desserts		
2.7	<ul style="list-style-type: none"> Interpret information from diagrams, charts, and graphs. 			
2.8	<ul style="list-style-type: none"> Follow two-step written instructions. 	Appetizers 2 C; Main Dish Objective 2 C (Written Directions); Desserts		
3.0	<p>Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</p>			
Narrative Analysis of Grade-Level-Appropriate Text				
3.1	<ul style="list-style-type: none"> Compare and contrast plots, settings, and characters presented by different authors. 	Appetizers 2 D; 5 A; Main Dish Objectives 2 D (Setting of a Story); 5 A (Feelings/Emotions); Desserts		
3.2	<ul style="list-style-type: none"> Generate alternative endings to plots and identify the reason or reasons for, and the impact of the alternatives. 	Appetizers 4 B; Main Dish Objective 4 B (Predicting Outcomes); Desserts		

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3.3	• <i>Compare and contrast different versions of the same stories that reflect different cultures.</i>			
3.4	• <i>Identify the use of rhythm, rhyme, and alliteration in poetry.</i>	Poetry Selections in Testing Passages		