

Colorado
Curricular Standards
Reading - Grade 2
Correlations with Gourmet Curriculum Press, Inc.®
1.800.900.2290

Reading - Grade Two

By the end of second grade, students will be early/fluent readers with strategies used independently to gain meaning from print at the second grade level. These strategies will prepare them for reading at higher levels. This requires:

<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Instructional Targets</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
	Standard 1: Students read and understand a variety of materials.			
2.1	<i>an understanding of texts that shall include, but not necessarily limited to, students being able to do the following:</i>			
	• <i>gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository text</i>	Selected Appetizers; Main Dish Objectives - Selected Testing Passages		
	• <i>use a variety of comprehension strategies before, during, and after reading</i>	Use of all Appetizers; Main Dish Objectives; Desserts		
2.2	<i>an integration of cueing systems while reading a wider variety of increasingly difficult text that shall include, but not necessarily limited to, students being able to do the following:</i>			
	• <i>use word attack skills to read new and unfamiliar words (graphophonics)</i>	Appetizers 1 A & B; Main Dish Objectives 1 A (Prefixes/Suffixes); 1 B (Context Clues); Desserts		
	• <i>use sentence structure, paragraph structure, and word order to predict meaning (syntax)</i>	Appetizers 1 B & C; Main Dish Objectives 1 B (Context Clues); 1 C (Specialized/Technical Terms); Desserts		
	• <i>use and integrate background knowledge, experience, and context to construct meanings (semantics)</i>	Appetizers 1 B & C; Main Dish Objectives 1 B (Context Clues); 1 C (Specialized/Technical Terms); Desserts		

Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
Standard 6: Students read and recognize literature as a record of human experience.				
2.3	<ul style="list-style-type: none"> identify the elements of plot, character, and setting in a favorite story 	Appetizers 2 D; Main Dish Objective 2 D (Setting of a Story); Desserts		
2.4	<ul style="list-style-type: none"> identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry 	Selected Testing Passages; Desserts		
2.5	<ul style="list-style-type: none"> identify words appealing to the senses or involving direct or indirect comparisons in literature 	Appetizers 5 A; Main Dish Objective 5 A (Feelings/Emotions); Selected Testing Passages; Desserts		
2.6	<ul style="list-style-type: none"> compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 	Appetizers 2 D; 5 A; Main Dish Objectives 2 D (Setting of a Story); 5 A (Feelings/Emotions); Selected Testing Passages; Desserts		
2.7	<ul style="list-style-type: none"> read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading 	Selected Appetizers; Main Dish Objectives - Selected Testing Passages		