

*Florida*  
*Sunshine State Standards*  
*Reading - Grade 2*  
*Correlations with Gourmet Curriculum Press, Inc.®*  
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<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
	<b>Phonics/Word Analysis</b>			
	<b>The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.</b>			
L.A.2.1.4.1	<ul style="list-style-type: none"> <li>use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.2.1.4.2	<ul style="list-style-type: none"> <li>apply knowledge of spelling patterns to identify syllables;</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.2.1.4.3	<ul style="list-style-type: none"> <li>decode phonetically regular one-syllable and multi-syllable words in isolation and in context;</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.2.1.4.4	<ul style="list-style-type: none"> <li>identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.2.1.4.5	<ul style="list-style-type: none"> <li>recognize high frequency words;</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.2.1.4.6	<ul style="list-style-type: none"> <li>recognize common abbreviations;</li> </ul>	N/A		
L.A.2.1.4.7	<ul style="list-style-type: none"> <li>recognize and correctly use regular and irregular plurals; and</li> </ul>	N/A		
L.A.2.1.4.8	<ul style="list-style-type: none"> <li>use self-correction when subsequent reading indicates an earlier misreading.</li> </ul>	Teacher observations using <i>Appetizers</i> (see page iv in the cover of <i>Appetizers</i> ); <i>Main Dish</i> assessment passages; <i>Main Dish</i> L.A.2.1.4.8 (Literary Forms and Genres - New <i>Main Dish</i> objective in progress to be completed August of 2007. See samples of this objective in grade 1 and grade 4.)		

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<b>Fluency</b>				
<b>The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.</b>				
L.A.2.1.5.1	<ul style="list-style-type: none"> <li>apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.2.1.5.2	<ul style="list-style-type: none"> <li>identify high frequency phonetically irregular words in context; and</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.2.1.5.3	<ul style="list-style-type: none"> <li>adjust reading rate based on purpose, text difficulty, form, and style.</li> </ul>	Teacher observations using <i>Appetizers</i> (see page iv in the cover of <i>Appetizers</i> ); <i>Main Dish</i> assessment passages		
<b>Vocabulary Development</b>				
<b>The student uses multiple strategies to develop grade appropriate vocabulary.</b>				
L.A.2.1.6.1	<ul style="list-style-type: none"> <li>use new vocabulary that is introduced and taught directly;</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.2.1.6.2	<ul style="list-style-type: none"> <li>listen to, read, and discuss familiar and conceptually challenging text;</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.2.1.6.3	<ul style="list-style-type: none"> <li>use context clues to determine meanings of unfamiliar words;</li> </ul>	1st/2nd <i>Appetizers</i> p. 3, 5, 8, 9, 16, 27, 62; 2nd <i>Appetizers</i> p. 1, 2, 3, 5, 7, 8, 9, 11, 12, 14, 16, 18, 23, 24, 25, 27, 28, 32, 33, 34, 41, 42; <i>Main Dish</i> L.A.2.1.6.3 (Context Clues); <i>Desserts</i>		
L.A.2.1.6.4	<ul style="list-style-type: none"> <li>categorize key vocabulary and identify salient features;</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		
L.A.2.1.6.5	<ul style="list-style-type: none"> <li>relate new vocabulary to familiar words;</li> </ul>	All <i>Appetizers</i> ; All <i>Main Dish</i> assessment passages (especially but not limited to Context Clues)		

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L.A.2.1.6.6	<ul style="list-style-type: none"> <li>identify base (root) words and common prefixes to determine the meanings of prefixed words;</li> </ul>	1st/2nd <i>Appetizers</i> p. 2, 13, 20, 34; 2nd <i>Appetizers</i> p. 2, 3, 10, 11, 13, 14, 17, 18, 20, 26; <i>Main Dish</i> L.A.2.1.6.6 (Context Clues); <i>Desserts</i>		
L.A.2.1.6.7	<ul style="list-style-type: none"> <li>identify antonyms, synonyms, and homophones;</li> </ul>	1st/2nd <i>Appetizers</i> p. 4, 9, 14, 25, 34, 62; 2nd <i>Appetizers</i> p. 48, 49, 50; <i>Main Dish</i> L.A.2.1.6.7 (Context Clues); <i>Desserts</i>		
L.A.2.1.6.8	<ul style="list-style-type: none"> <li>determine the correct meaning of words with multiple meanings (e.g., mine) in context; and</li> </ul>	1st/2nd <i>Appetizers</i> p. 14, 40, 77, 80; 2nd <i>Appetizers</i> p. 47, 48, 49; <i>Main Dish</i> L.A.2.1.6.8 (Context Clues)		
L.A.2.1.6.9	<ul style="list-style-type: none"> <li>determine meanings of unfamiliar words by using a dictionary and digital tools.</li> </ul>	1st/2nd <i>Appetizers</i> p. 75, 76, 77; 2nd <i>Appetizers</i> p. 47, 48, 50; <i>Main Dish</i> L.A.2.1.6.9 (Context Clues)		
<b>Reading Comprehension</b>				
<b>The student uses a variety of strategies to comprehend grade level text.</b>				
L.A.2.1.7.1	<ul style="list-style-type: none"> <li>identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;</li> </ul>	1st/2nd <i>Appetizers</i> p. 5, 7, 24, 31, 37, 47, 52, 59; 2nd <i>Appetizers</i> p. 1, 4, 7, 9, 13, 38, 45; <i>Main Dish</i> L.A.2.1.7.1 (Predicting Outcomes); (Literary Forms and Genres - New <i>Main Dish</i> objective in progress to be completed August of 2007. See samples of this objective in grade 1 and grade 4.); <i>Desserts</i>		
L.A.2.1.7.2	<ul style="list-style-type: none"> <li>determines the author's purpose in text and asks clarifying questions (e.g., why, how) if meaning is unclear;</li> </ul>	1st/2nd <i>Appetizers</i> p. 1, 15, 19, 22, 26, 30, 36, 42, 43, 51, 58; 2nd <i>Appetizers</i> p. 17, 21, 27, 31, 32, 37; <i>Main Dish</i> L.A.2.1.7.2 (Facts/Details); <i>Desserts</i>		
L.A.2.1.7.3	<ul style="list-style-type: none"> <li>summarize information in text, including but not limited to main idea, supporting details, and connections between texts;</li> </ul>	1st/2nd <i>Appetizers</i> p. 1, 6, 14, 15, 19, 22, 26, 30, 36, 42, 43, 50, 51, 53, 58; 2nd <i>Appetizers</i> p. 9, 10, 11, 16, 17, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 33, 34, 35, 37; <i>Main Dish</i> L.A.2.1.7.3 (Facts/Details); (Stated Main Idea); (Summarization); <i>Desserts</i>		

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L.A.2.1.7.4	<ul style="list-style-type: none"> <li>identify cause-and-effect relationships in text;</li> </ul>	<b>1st/2nd Appetizers p. 8, 9, 11, 24, 31, 46, 48, 61;</b> <b>2nd Appetizers p. 1, 2, 3, 5, 8, 18, 20, 38, 41, 45;</b> <b>Main Dish L.A.2.1.7.4 (Cause/Effect); Desserts</b>		
L.A.2.1.7.5	<ul style="list-style-type: none"> <li>identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;</li> </ul>	<b>1st/2nd Appetizers p. 8, 9, 11, 18, 23, 24, 31, 32, 39, 44, 46, 48, 61;</b> <b>2nd Appetizers p. 1, 2, 3, 5, 6, 15, 20, 38, 39, 40, 41, 43, 45;</b> <b>Main Dish L.A.2.1.7.5 (Sequential Order); (Cause/Effect); Desserts</b>		
L.A.2.1.7.6	<ul style="list-style-type: none"> <li>identify themes or topics across a variety of fiction and non-fiction selections;</li> </ul>	<b>1st/2nd Appetizers p. 6, 26, 36, 50, 58;</b> <b>2nd Appetizers p. 10, 16, 19, 22, 23, 24, 25, 26, 28, 29, 33, 34, 35, 37;</b> <b>Main Dish L.A.2.1.7.6 (Stated Main Idea); Desserts</b>		
L.A.2.1.7.7	<ul style="list-style-type: none"> <li>compare and contrast characters and settings in one text; and</li> </ul>	<b>2nd Appetizers p. 47, 48, 49;</b> <b>Main Dish L.A.2.1.7.7 (Setting of a Story); (Feelings/Emotions); Desserts</b>		
L.A.2.1.7.8	<ul style="list-style-type: none"> <li>use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.</li> </ul>	<b>1st/2nd Appetizers p. 2, 3, 4, 5, 7, 8, 9, 12, 13, 14, 16, 20, 24, 25, 27, 31, 34, 37, 40, 47, 52, 59, 62;</b> <b>2nd Appetizers p. 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 20, 23, 24, 25, 26, 27, 28, 32, 33, 34, 35, 38, 41, 42, 45;</b> <b>Main Dish L.A.2.1.7.8 (Context Clues); (Summarization); (Predicting Outcomes); Desserts</b>		

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	<b>Fiction</b>			
	<b>The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.</b>			
<b>L.A.2.2.1.1</b>	<ul style="list-style-type: none"> <li>identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different;</li> </ul>	<b>1st/2nd Appetizers</b> p. 66, 68, 70; <b>Main Dish L.A.2.2.1.1 (Context Clues) Test 2; (Sequential Order) Enrichment; Test 1; (Written Directions) Test 1; (Setting of a Story) Test 1; (Stated Main Idea) Test 1; (Predicting Outcomes) Test 2; Final Test; (Fact/Opinion) Test 1, Final Test; (Literary Forms and Genres - New Main Dish</b> objective in progress to be completed August of 2007. See samples of this objective in grade 1 and grade 4.); <b>Desserts</b>		
<b>L.A.2.2.1.2</b>	<ul style="list-style-type: none"> <li>identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;</li> </ul>	<b>1st/2nd Appetizers</b> p. 1, 4, 15, 19, 21, 22, 25, 29, 30, 33, 38, 41, 42, 43, 45, 48, 51, 55, 63; <b>2nd Appetizers</b> p. 3, 4, 5, 7, 8, 12, 14, 15, 17, 19, 21, 22, 27, 30, 31, 32, 37, 38, 42, 44; <b>Main Dish L.A.2.2.1.2 (Facts/Details); (Setting of a Story); (Feelings/Emotions); Desserts</b>		
<b>L.A.2.2.1.3</b>	<ul style="list-style-type: none"> <li>identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;</li> </ul>	<b>Main Dish L.A.2.2.1.3 (Literary Forms and Genres - Lesson 1 - New Main Dish</b> objective in progress to be completed August of 2007. See samples of this objective in grade 1 and grade 4.)		
<b>L.A.2.2.1.4</b>	<ul style="list-style-type: none"> <li>identify an author's theme, and use details from the text to explain how the author developed that theme;</li> </ul>	<b>1st/2nd Appetizers</b> p. 6, 26, 36, 50, 58; <b>2nd Appetizers</b> p. 23, 24, 25, 26, 29, 33, 34, 35, 37; <b>Main Dish L.A.2.2.1.4 (Stated Main Idea); Desserts</b>		
<b>L.A.2.2.1.5</b>	<ul style="list-style-type: none"> <li>respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</li> </ul>	<b>Main Dish L.A.2.2.1.5 (Literary Forms and Genres - New Main Dish</b> objective in progress to be completed August of 2007. See samples of this objective in grade 1 and grade 4.); <b>(Stated Main Idea) Reteach; (Feelings/Emotions) Lesson 1</b>		

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L.A.2.2.1.6	<ul style="list-style-type: none"> <li>write a book report identifying character(s), setting, and sequence of events;</li> </ul>	Main Dish L.A.2.2.1.6 (Sequential Order) Enrichment; (Stated Main Idea); (Feelings/Emotions) Enrichment		
L.A.2.2.1.7	<ul style="list-style-type: none"> <li>identify and explain an author's use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and</li> </ul>	Main Dish L.A.2.2.1.7 (Context Clues) Lesson 1		
L.A.2.2.1.8	<ul style="list-style-type: none"> <li>select a balance of age- and ability-appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.</li> </ul>	Refer to Literature List		
<b>Non-Fiction</b>				
<b>The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.</b>				
L.A.2.2.2.1	<ul style="list-style-type: none"> <li>recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations)</li> </ul>	Main Dish L.A.2.2.2.1 (Setting of a Story); (Stated Main Idea)		
L.A.2.2.2.2	<ul style="list-style-type: none"> <li>use explicitly stated information to answer a question;</li> </ul>	1st/2nd Appetizers p. 1, 15, 19, 22, 30, 42, 43, 51; 2nd Appetizers p. 17, 21, 27, 31, 32, 37; Main Dish L.A.2.2.2.2 (Facts/Details)		
L.A.2.2.2.3	<ul style="list-style-type: none"> <li>distinguish among a variety of text (e.g., reference, practical/functional); and</li> </ul>	Main Dish L.A.2.2.2.3 (Literary Forms and Genres - New Main Dish objective in progress to be completed August of 2007. See samples of this objective in grade 1 and grade 4.)		

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<b>L.A.2.2.2.4</b>	<ul style="list-style-type: none"> <li><i>select a balance of age- and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.</i></li> </ul>	<p>See excerpts in <i>Main Dish</i> objectives;  <b>Refer to Literature List, pages xvii-xviii</b></p>		