

**Indiana**  
**Curricular Standards**  
**Reading - Grade 2**  
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<b>Benchmark Number</b>	<b>Benchmark</b> • <b>Teaching Targets</b>	<b>Gourmet Resource</b>	<b>Tested</b>	<b>Taught</b>
	<b>Domain: Reading Comprehension</b>			
	<b>Structural Features of Informational and Technical Materials</b>			
2.2.1	• Use titles, tables of contents, and chapter headings to locate information in text.	Library Skills		
	<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>			
2.2.2	• State the purpose for reading.	Appetizers		
2.2.3	• Use knowledge of the author's purpose(s) to comprehend informational text.			
2.2.4	• Ask and respond to questions to aid comprehension about important elements of informational texts.	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts		
2.2.5	• Restate facts and details in the text to clarify and organize ideas.	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts		
2.2.6	• Recognize cause-and-effect relationships in a text.	Appetizers 4 A; Main Dish Objective 4 A (Cause/Effect); Desserts		
2.2.7	• Interpret information from diagrams, charts, and graphs.			
2.2.8	• Follow two-step written instructions.	Appetizers 2 B & C; Main Dish Objectives 2 B (Sequential Order); 2 C (Written Directions); Desserts		

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	<b>Domain: Literary Response and Analysis</b>			
	<b>Narrative Analysis of Grade-Level-Appropriate Text</b>			
<b>2.3.1</b>	<ul style="list-style-type: none"> <li>• Compare plots, settings, or characters presented by different authors.</li> </ul>	<b>Appetizers 5 A; Main Dish Objective 5 A (Feelings/Emotions); Desserts</b>		
<b>2.3.2</b>	<ul style="list-style-type: none"> <li>• Create different endings to stories and identify the reason and the impact of the different ending.</li> </ul>	<b>Appetizers 4 B; Main Dish Objective 4 B (Predicting Outcomes); Desserts</b>		
<b>2.3.3</b>	<ul style="list-style-type: none"> <li>• Compare versions of same stories from different cultures.</li> </ul>			
<b>2.3.4</b>	<ul style="list-style-type: none"> <li>• Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry.</li> </ul>	<b>All Main Dish Objectives - Test 1</b>		