

Nevada
Curricular Standards
Reading - Grade 2
Correlations with Gourmet Curriculum Press, Inc.®
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| <i>Benchmark Number</i> | <i>Benchmark • Instructional Target</i> | <i>Gourmet Resource</i> | <i>Taught</i> | <i>Tested</i> |
|-------------------------|---|--|---------------|---------------|
| | Reading | | | |
| 1.0 | Students know and use word analysis skills and strategies to comprehend new words encountered in text. | | | |
| 1.2.1 | <ul style="list-style-type: none"> Use knowledge of high-frequency words to read texts aloud with fluency, accuracy, and expression. | N/A | | |
| 1.2.2 | <ul style="list-style-type: none"> Use knowledge of phonics and structural elements (e.g., syllables, basic prefixes, roots, and suffixes) to decode unfamiliar words of one or more syllables in context. | Appetizers 1 A; Main Dish Objective 1 A (Prefixes/Suffixes); Desserts | | |
| 1.2.3 | <ul style="list-style-type: none"> Identify the meanings of common prefixes, suffixes, and abbreviated words in context. | Appetizers 1 A; Main Dish Objective 1 A (Prefixes/Suffixes); Desserts | | |
| 1.2.4 | <ul style="list-style-type: none"> Identify and use knowledge of spelling patterns such as special vowel spellings when reading; apply knowledge of basic syllabication rules when reading (e.g., V/CV=su/per, VC/CV=sup/per). | N/A | | |
| 1.2.5 | <ul style="list-style-type: none"> Identify and use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary and understand text. | Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts | | |

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| 2.0 | Students use reading process skills and strategies to build comprehension. | | | |
| 2.2.1 | <ul style="list-style-type: none"> Identify pre-reading strategies that aid comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose. | Appetizers 4 B; Main Dish Objective 4 B (Predicting Outcomes); Desserts | | |
| 2.2.2 | <ul style="list-style-type: none"> Identify self-correcting strategies, such as self-questioning and rereading. | Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts | | |
| 2.2.3 | <ul style="list-style-type: none"> Formulate the main idea of the text while reading. | Appetizers 3 A; Main Dish Objective 3 A (Stated Main Idea); Desserts | | |
| 2.2.4 | <ul style="list-style-type: none"> Retell the main idea of text. | Appetizers 3 A; Main Dish Objective 3 A (Stated Main Idea); Desserts | | |
| 3.0 | Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times. | | | |
| 3.2.1 | <ul style="list-style-type: none"> Analyze simple elements of a story such as settings, characters, and plot (e.g., restate the logical and sequential development of a story and generate alternative endings to stories). | Appetizers 2 B & D; 5 A; Main Dish Objectives 2 B (Sequential Order); 2 D (Setting of a Story); 5 A (Feelings/Emotions); Desserts | | |
| 3.2.2 | <ul style="list-style-type: none"> Make basic inferences about character traits and predict story outcomes. | Appetizers 4 B; 5 A; Main Dish Objectives 4 B (Predicting Outcomes); 5 A (Feelings/Emotions); Desserts | | |
| 3.2.3 | <ul style="list-style-type: none"> Compare and contrast different versions of same stories from different cultures and eras. | N/A | | |
| 3.2.5 | <ul style="list-style-type: none"> Compare rhythm, rhyme, and alliteration in poetry. | N/A | | |
| 3.2.7 | <ul style="list-style-type: none"> Distinguish between poetry and prose. | Main Dish Objectives - Selected Testing Passages | | |

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| 4.0 | Students read to comprehend, interpret, and evaluate informational texts for specific purposes. | | | |
| 4.2.1 | • <i>Locate table of contents and chapter headings and interpret information from diagrams, charts, and graphs.</i> | Library Skills | | |
| 4.2.2 | • <i>Identify and explain cause and effect and determine the main idea of a passage.</i> | Appetizers 3 A; 4 A; Main Dish Objectives 3 A (Stated Main Idea); 4 A (Cause/Effect); Desserts | | |
| 4.2.3 | • <i>Ask questions to gain understanding of important information in a text.</i> | Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts | | |
| 4.2.6 | • <i>Read and follow simple directions to perform a task.</i> | Appetizers 2 C; Main Dish Objective 2 C (Written Directions); Desserts | | |