

*New Jersey
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>
A	Concepts About Print/Text			
1	• <i>Use titles, tables of contents, and chapter headings to locate information.</i>	Library Skills		
2	• <i>Recognize the purpose of a paragraph.</i>	Library Skills		
B	Phonological Awareness			
1	• <i>Add, delete, or change middle sounds to change words (e.g., pat to put).</i>	N/A		
2	• <i>Use knowledge of print-sound mappings to sound out unknown words.</i>	N/A		
C	Decoding and Word Recognition			
1	• <i>Look for known chunks or small words to attempt to decode an unknown word.</i>	Appetizers 1 A; Main Dish Objective 1 A (Prefixes/Suffixes); Desserts		
2	• <i>Reread inserting the beginning sound of the unknown word.</i>	Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts		
3	• <i>Decode regular multisyllable words and parts of words (e.g., capital, Kalamazoo).</i>			
4	• <i>Read many irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings, and common endings.</i>	Appetizers 1 A; Main Dish Objective 1 A (Prefixes/Suffixes); Desserts		

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D	Fluency			
1	• <i>Pause at appropriate end points (e.g., comma, period).</i>	All Appetizers; All Main Dish Objective Testing Passages		
2	• <i>Use appropriate pace; “not choppy” or word-by-word.</i>	All Appetizers; All Main Dish Objective Testing Passages		
3	• <i>Use appropriate inflection for dialogue, exclamations, etc.</i>	All Appetizers; All Main Dish Objective Testing Passages		
4	• <i>Read silently without finger or lip movement.</i>	All Appetizers; All Main Dish Objective Testing Passages		
5	• <i>Self-monitor when text does not make sense.</i>	All Appetizers; All Main Dish Objective Testing Passages		
6	• <i>Employed learned strategies to determine if text makes sense without being prompted.</i>			
E	Reading Strategies (before, during, and after reading)			
1	• <i>Skip over difficult words in an effort to read on and determine meaning.</i>	Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts		
2	• <i>Return to the beginning of a sentence and try again.</i>	Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts		
F	Vocabulary and Concept Development			
1	• <i>Develop a vocabulary of 500-800 regular and irregular sight words.</i>			
2	• <i>Know and relate meanings of simple prefixes and suffixes.</i>	Appetizers 1 A; Main Dish Objective 1 A (Prefixes/Suffixes); Desserts		
3	• <i>Demonstrate evidence of expanding language repertory.</i>	Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts		
4	• <i>Understand concept of antonyms and synonyms.</i>	Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts		

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5	• <i>Begin to use a grade-appropriate dictionary with assistance from teacher.</i>	Library Skills		
G	Comprehension Skills and Response to Text			
1	• <i>Demonstrate ability to recall facts and details of text</i>	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts		
2	• <i>Recognize cause and effect in texts.</i>	Appetizers 4 A; Main Dish Objective 4 A (Cause/Effect); Desserts		
3	• <i>Make inferences and support them with textual information.</i>	Appetizers 4 B; Main Dish Objective 4 B (Predicting Outcomes); Desserts		
4	• <i>Continue to identify story elements in texts.</i>	Appetizers 5 A; Main Dish Objective 5 A (Feelings/Emotions); Desserts		
5	• <i>Respond to text by using how, why, and what-if questions.</i>	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts		
H	Inquiry and Research			
1	• <i>Locate information using alphabetical order.</i>	Appetizers 2 B; Main Dish Objective 2 B (Sequential Order); Desserts; Library Skills		
2	• <i>Read a variety of nonfiction and fiction books and produce evidence of reading.</i>			