

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

Second grade students use the listening, speaking, and reading foundational skills they have developed to extend their understanding of written language and their skills in using written language. They need to read a wider variety of texts that require strategies and skills with more complex vocabulary ideas. These students need to be able to write sentences to express multiple ideas about a topic. Second grade students will:

- Use acquired concepts and metacognitive skills to read and write more independently.
- Comprehend and respond to texts using multiple skills and strategies.
- Extend vocabulary skills to use oral and written communication effectively.
- Use reading and listening, speaking, and writing, and media and technology resources to accomplish a purpose.

<b>Benchmark Number</b>	<b>Benchmark</b> • <b>Instructional Targets</b>	<b>Gourmet Resource</b>	<b>Taught</b>	<b>Tested</b>
	<b>Goal 1: The learner will develop and apply enabling strategies and skills to read and write.</b>			
1.01	• Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.	Appetizers 1 A, B, & C; Main Dish Objective 1 (Context Clues)		
1.02	• Read most high frequency and many irregularly spelled words accurately in text.	Gourmet Curriculum Press, Inc.® has incorporated into 2nd Grade Main Dish words from the Dolch List		
1.03	• Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.	Decoding skills are used throughout Appetizers and Main Dish Lessons and provide teachers with informal monitoring of students' skills.		
1.04	• Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.	Appetizers 1 B & C; Main Dish Objective 1 (Context Clues); Desserts		

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1.05	<ul style="list-style-type: none"> <li>Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the students independent reading level.</li> </ul>	Appetizers 1 A through 6 C		
<b>Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</b>				
2.01	<ul style="list-style-type: none"> <li>Read and comprehend both narrative and expository text appropriate for grade two.</li> </ul>	Appetizers 1 A through 6 C; Main Dish Testing passages Objectives 1 through 6		
2.02	<ul style="list-style-type: none"> <li>Use text for a variety of functions, including literary, informational, and practical.</li> </ul>	All Appetizers and Main Dish Lessons use text for a variety of functions.		
2.03	<ul style="list-style-type: none"> <li>Read expository materials for answers to specific questions.</li> </ul>	Appetizers 1 A through 6 C; Main Dish Testing passages Objectives 1 through 6		
2.04	<ul style="list-style-type: none"> <li>Pose possible how, why, and what if questions to understand and/or interpret text.</li> </ul>	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details)		
2.05	<ul style="list-style-type: none"> <li>Self-monitor own difficulties in comprehending independently using several strategies.</li> </ul>			
2.06	<ul style="list-style-type: none"> <li>Recall facts and details from a text.</li> </ul>	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details)		
2.07	<ul style="list-style-type: none"> <li>Discuss similarities and differences in events and characters across stories.</li> </ul>			
2.08	<ul style="list-style-type: none"> <li>Interpret information from diagrams, charts, and maps.</li> </ul>			
<b>Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.</b>				
3.01	<ul style="list-style-type: none"> <li>Use personal experiences and knowledge to interpret written and oral messages.</li> </ul>	Appetizers 3 A; 5 A; Main Dish Objective 3 A (Main Idea); 5 A (Feelings/Emotions)		
3.02	<ul style="list-style-type: none"> <li>Connect and compare information across expository selections to experience and knowledge.</li> </ul>			

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3.03	<ul style="list-style-type: none"> <li>• Explain and describe new concepts and information in own words.</li> </ul>	Appetizers 2 A, B, & C; Main Dish Objectives 2 A (Facts/Details); 2 B (Sequential Order); 2 C (Written Directions); All Appetizers and Main Dish Closure Lessons		
3.04	<ul style="list-style-type: none"> <li>• Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard (e.g., read aloud by teacher, literature circles, interest groups, books clubs).</li> </ul>	Appetizers 1 A through 6 C; Main Dish Objectives 1 A through 6 C; Specifically Appetizers 1 A, B, & C; Main Dish Objective 1 (Context Clues)		
3.05	<ul style="list-style-type: none"> <li>• Locate and discuss examples of an author's use of: <ul style="list-style-type: none"> <li>- kinds of sentences (declarative, interrogative, exclamatory).</li> <li>- capitalization (titles, dates and days, names of countries).</li> <li>- punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations).</li> <li>- use of paragraphs in texts and their effects on the reader.</li> </ul> </li> </ul>	Appetizers 3 A; 5 A; Main Dish Objectives 3 A (Main Idea); 5 A (Feelings/Emotions)		
3.06	<ul style="list-style-type: none"> <li>• Discuss the effect of an author's choices for nouns, verbs, and modifiers which help the reader comprehend a narrative or expository text.</li> </ul>	Appetizers 5 A; Main Dish Objective 5 A (Feelings/Emotions)		
<b>Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.</b>				
4.01	<ul style="list-style-type: none"> <li>• Begin to use formal language and/or literary language in place of language patterns, as appropriate.</li> </ul>	Appetizers 1 A; 3 A; 4 A; 5 A; Main Dish Objectives 1 A (Context Clues); 3 A (Main Idea); 4 A (Cause/Effect); 5 A (Feelings/Emotions)		
4.02	<ul style="list-style-type: none"> <li>• Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication.</li> </ul>	Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts		

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4.03	• <i>Read aloud with fluency and expression any text appropriate for early independent readers.</i>	Appetizers 1 A through 6 C; Main Dish Testing passages Objectives 1 through 6		
4.04	• <i>Use oral communication to identify, organize, and analyze information.</i>	Appetizers 2 A, B, & C; 3 A; Main Dish Objectives 2 A (Facts/Details); 2 B (Sequential Order); 2 C (Written Directions); 3 A (Main Idea)		
4.05	• <i>Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.</i>	Appetizers 1 A through 6 C; All Main Dish Objectives Lesson 3s - Cooperative Learning; Desserts		
4.06	• <i>Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories, and/or experiences).</i>	Appetizers 2 A & D; 3 A; 4 A; 6 A; Main Dish Objectives 2 A (Facts/Details); 2 D (Setting of a Story); 3 A (Main Idea); 4 A (Cause/Effect); 6 A (Fact/Opinion)		
4.07	• <i>Compose first drafts using an appropriate writing process:</i> - <i>planning and drafting.</i> - <i>rereading for meaning.</i> - <i>revising to clarify and refine writing with guided discussion.</i>	Appetizers 3 A; Main Dish Objective 3 A (Main Idea)		
4.08	• <i>Write structured, informative presentations and narratives when given help with organization.</i>	Appetizers 2 A; 3 A; Main Dish Objective 2 A (Facts/Details); 3 A (Main Idea)		
4.09	• <i>Use media and technology to enhance the presentation of information to an audience for a specific purpose.</i>			