

**Grade Two**  
**Gourmet Curriculum Press, Inc.©**  
**Correlations with Oklahoma**  
**Instructional Reading Goals and Objectives**

- I. READING PROCESS: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.**
- A. Phonics: Ability to apply sound-symbol relationships  
Word Recognition: Process of determining pronunciation and some degree of meaning.  
The student will:
1. Apply phonics knowledge to decode multi-syllable words.
    - \*a. Use consonant sounds in beginning, medial, and final positions
    - \*b. Use short (e.g., CVC, rob), long (e.g., VC final e, robe), and **r-controlled** (e.g., er=berth, ir=bird, ur=turn, ar=car, or=port) vowel sounds
    - \*c. Use **blends** (e.g., cr, sk, fw, squ, thr), **diagraphs** (e.g., ch, sh, th, wh, ph), and **diphthongs** (oi, oy, ou, ow)
  2. Apply knowledge of **structural analysis** to decode words.
    - \*a. Build and understand words using **prefixes, suffixes, and base words** (e.g., un + happy = unhappy; care + ful = careful)
    - \*b. Build and understand **compound words** (e.g., straw + berry = strawberry)
    - \*c. Build and understand **contractions** (e.g., I am = I'm; he will = he'll)
    - \*d. Apply knowledge of basic **syllabication** rules to decode words in text (e.g., VC-CV, rab-bit=rabbit, V-CV, pi-lot=pilot, or VC-V, cab-in=cabin)
  - \*3. Accurately read 100-200 **high-frequency/irregularly** spelled words in text.
- B. Vocabulary: Knowledge of words and word meanings.  
The student will:
- \*1. Expand personal vocabulary by reading a variety of texts.
  - \*2. Extend the use of new vocabulary and language in own speech and writing.
  3. Understand and explain common **antonyms** (e.g., small/large) and **synonyms** (e.g., big/large).
- C. Comprehension: Ability to interact with words and concepts in the text to understand what the writer has said.  
The student will:
1. Read and comprehend both **fiction** and **nonfiction** that is appropriately designed for the second half of Grade 2.
  2. Continue to use reading strategies (teacher-assisted).
    - a. Preview (e.g., use illustrations)
    - b. Activate **prior knowledge**
    - c. Predict (e.g., use illustrations, title, **prior knowledge**, story

- details)
- d. Establish the purpose for reading
  - \*3. Integrate the use of **semantic cues** (does it make sense?), **syntax cues** (does it sound right?), and **graphophonic cues** (does it look right?).
  - \*4. Self-monitor own difficulties when decoding and comprehending text.
  - 5. Make, confirm, and revise predictions during reading
  - 6. Read on and reread to check predictions and clarify meaning.
  - 7. Create mental images from pictures and print (e.g., person, places, things, events).
- D. Fluency: Ability to identify words rapidly so that attention is directed at the meaning of the text.
- The student will:
- \*1. Independently read aloud level 2 books that have been previewed by the teacher, using intonation, pauses, and emphasis that signal the structure of the sentence and meaning of the text.
  - \*2. Use punctuation cues (e.g., commas, periods, question marks, quotation marks and exclamation marks) as a guide in getting meaning.
  - \*3. Continue to reread familiar text daily (e.g., 5-10 minutes).
  - \*4. Read silently for increased periods of time.

**II. RESPONDING TO TEXT: Students read, construct meaning, and respond to a wide variety of literary forms.**

The student will:

- \*A. Retell narrative text by identifying story elements (e.g., character, setting, plot).
- B. Identify stated and implicit **main idea** and details in **fiction** and **nonfiction** text.
- C. Identify cause-effect relationships in **fiction** and **nonfiction**.
- D. Recognize and explain the sequence of events.
- E. Draw conclusions, make predictions and comparisons based on what is read.
- F. Discuss and explain responses to how, why, and what-if questions about what is read.
- \*G. Connect and compare information across reading selections to own experience and knowledge.
- H. Infer lesson or moral in a variety of text (e.g., **fairy tales, tall tales, fables, legends, and myths**).
- I. Summarize main points of text in own words.
- J. Discuss cultural diversity in multicultural tales.

**III. INFORMATION AND RESEARCH: Students read widely to acquire knowledge, conduct research, and organize information.**

The student will:

- A. Alphabetize words to the second letter.
- B. Read and follow a simple set of multiple directions.

- C. Use guide words to locate words in dictionaries and topics in encyclopedias.
- D. Use the title page, table of contents, glossary, and index to locate information.
- E. Use and interpret charts , maps, graphs, schedules, and directions.
- F. Read nonfiction text for answers to specific questions.
- G. Generate questions about topics.
- H. Begin to use a variety of media and technology resources for directed and independent learning activities (e.g., dictionaries, reference books, atlases, magazines, informational text, thesaurus, technology).
- I. Use graphic organizers, such as webbing and mapping, to organize and summarize information (with teacher guidance).

**IV. EFFECTIVE READING HABITS: Students demonstrate the behaviors, habits, and attitudes of an effective reader.**

The student will:

- \*A. Continue to participate in daily, independent reading of self-selected literature (e.g., **Sustained Silent Reading/Drop Everything and Read**; 10-20 minutes daily).
- \*B. Continue to respond to daily oral reading led by teacher through discussion, art, drama, and writing.
- \*C. Share and discuss books and authors daily in pairs, in small groups and in large groups.
- \*D. Recommend and discuss favorite reading selections (fiction and nonfiction) with others.
- \*E. Demonstrate an interest in a variety of text (e.g., **poems, informational text, plays, folk tales, fables, predictable books, legends, fairy tales**).
- \*F. Read for the purpose of communication (e.g., journals, letters, invitations, messages).
- \*G. Select reading material at appropriate levels of difficulty for independent reading (e.g., **"rule of thumb"**).

**V. WRITING**

The student will:

- A. Use a process approach to write coherently, using developmentally appropriate steps of the writing process: prewriting, drafting, revising, editing or proofreading, publishing or sharing.
  1. Use prewriting activities such as brainstorming, discussion, drawing, reading, or **webbing**.
  2. Write first drafts.
  3. Revise selected drafts with a teacher, partner, or group.
  4. Use basic rules of spelling, grammar usage, and mechanics to proofread and correct their work.
  5. Share writings with peers and adults.
- B. Recognize that language has many uses such as informing, persuading, entertaining, celebrating, and rhyming.
- C. Write for a variety of purposes and audiences.
  1. Descriptive and narrative paragraphs and compositions.
  2. Friendly letters, identifying the five parts of the letter.

3. "Thank you" notes and invitations.
  4. Creative stories and poems.
- D. Organize ideas into a chronological and logical sequence such as 1st, 2nd, 3rd; sequence of events; or beginning, middle, and end.
- E. Use handwriting/penmanship to copy and/or compose text using correct spacing and formation of letters.

## VI. GRAMMAR/USAGE AND MECHANICS

The student will:

- A. Write and speak using standard English conventions appropriate to the grade level.
1. Grammar/Usage: Students are expected to recognize and use nouns, verbs, and adjectives in their writing.
    - a. Singular and plural nouns
    - b. Common and proper nouns
    - c. Subjects (naming part and Predicates (action part)
    - d. Complete sentences
    - e. Pronouns
    - f. Present and past tense verbs
    - g. Helping verbs (is, are, was, were) with singular and plural nouns (subject-verb agreement)
    - h. Avoid use of double negatives
  2. Capitalization.
    - a. Proper nouns such as names of people, places, abbreviations, days of the week, months, holidays, streets, cities, states, and titles of respect
    - b. First word in sentence
    - c. The pronoun "I"
  3. Punctuation.
    - a. End punctuation (periods, question marks, exclamation points)
    - b. Commas
    - c. Apostrophes
    - d. Quotation marks in a direct quotation
  4. Spelling.
    - a. Use **onset** and **rime** to accurately spell word families (e.g., paw, draw, straw / right, night, light).
    - b. Spell basic short vowel, long vowel, **r-controlled**, and consonant-blend patterns correctly.
    - c. Spell frequently used, irregular words correctly (e.g., was, were, says, said, who).
    - d. Apply phonics to write independently, moving from **temporary** to **conventional** spelling.
    - e. Continue to spell **prefixes** and **suffixes** correctly.
    - f. Recognize and use basic **homonyms/homophones**.
- B. Recognize that words represent ideas, experiences, objects, events, and actions.
- C. Alphabetize words to the second letter

## VII. LISTENING/SPEAKING

The student will:

- A. Listen courteously and attentively and engage actively in a variety of oral language activities.
  - 1. Listen for and apply information or respond to teacher-read materials.
  - 2. Respond appropriately to directions and questions.
  - 3. Participate in rhymes, songs, conversations, and discussions.
- B. Speak articulately and audibly, using appropriate language, correct usage, enunciation, and volume.
  - 1. Gain increasing control of grammar such as subject-verb agreement, complete sentences, and correct tense.
  - 2. Express ideas and opinion in class discussions and simple report such as in "show and tell."
  - 3. Use simple literary practices in talking and writing such as "once upon a time" or "what is the moral of the story."
  - 4. Read aloud their own writings or published works.
- C. Ask and answer relative questions and make contributions in small or large groups discussions.
- D. Show consideration for others.
- E. Express identification with a character or the idea or situation of a character in literature.
- F. Use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions.

## VII. VISUAL LITERACY/LITERARY RESPONSE

The student will:

- A. Use electronic media (television, videos, computers) to help him/her in developing one's own stories and to access information.
- B. Distinguish between selling and telling messages in such things as commercials, advertisements, and safety and drug public service announcements.
- C. Listen to, view, or read literature which tells of characters in American and other cultures.
- D. Understand the purpose of various reference materials such as dictionary, thesaurus, and atlas.
- E. Recognize differences in types of writing such as **fiction**, nonfiction, and poetry.
- F. Respond to stories and poems in ways that reflect understand and interpretation in discussion, in writing, and through movement, music, art, and drama.
- G. Demonstrate understanding of informational texts in various ways such as through writing, illustrating, developing demonstrates, and using available technology.
- H. Connect ideas and themes across texts.
- I. Interpret information from diagrams, charts, and graphs.