

**South Carolina
Curricular Standards
Reading - Grade 2
Correlations with Gourmet Curriculum Press, Inc.©
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Benchmark Number	Benchmark • Instructional Targets	Gourmet Resource	Taught	Tested
	Reading Process and Comprehension			
	2-R1 The student will integrate various cues and strategies to comprehend what he or she reads.			
2-R1.1	<ul style="list-style-type: none"> Demonstrate the ability to use a variety of strategies to derive meaning from texts; begin reading texts <i>fluently</i>. 	Appetizers 1 A, B, & C; Main Dish Objectives 1 A (Prefixes/Suffixes); 1 B (Context Clues); 1 C (Specialized/Technical Terms); Desserts		
2-R1.2	<ul style="list-style-type: none"> Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information. 	Main Dish Objectives - Testing Passages		
2-R1.3	<ul style="list-style-type: none"> Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world. 	Main Dish Objectives - Testing Passages		
2-R1.4	<ul style="list-style-type: none"> Demonstrate the ability to identify the title, author, and illustrator of a selection. 	Library Skills		
2-R1.5	<ul style="list-style-type: none"> Demonstrate the ability to retell stories. 	Appetizers 2 A & B; Main Dish Objectives 2 A (Facts/Details); 2 B (Sequential Order); Desserts		
2-R1.6	<ul style="list-style-type: none"> Demonstrate the ability to recall details in texts. 	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts		
2-R1.7	<ul style="list-style-type: none"> Demonstrate the ability to ask and answer questions about texts. 	Appetizers 2 A; Main Dish Objective 2 A (Facts/Details); Desserts		
2-R1.8	<ul style="list-style-type: none"> Demonstrate the ability to make predictions about stories. 	Appetizers 4 B; Main Dish Objective 4 B (Predicting Outcomes); Desserts		

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2-R1.9	• <i>Demonstrate the ability to summarize the main idea of a particular text.</i>	Appetizers 3 A & B; Main Dish Objective 3 A (Stated Main Idea); Desserts		
2-R1.10	• <i>Demonstrate the ability to draw conclusions and make inferences.</i>	Appetizers 5 A; Main Dish Objective 5 A (Feelings/Emotions); Desserts		
2-R1.11	• <i>Demonstrate the ability to categorize and classify ideas.</i>	Desserts - The Great List Caper		
2-R1.12	• <i>Demonstrate the ability to determine cause and effect.</i>	Appetizers 4 A; Main Dish Objective 4 A (Cause/Effect); Desserts		
2-R1.13	• <i>Continue distinguishing between fact and opinion.</i>	Appetizers 6 A; Main Dish Objective 6 A (Fact/Opinion); Desserts		
2-R1.14	• <i>Demonstrate the ability to follow one-step written directions to complete a task.</i>	Appetizers 2 C; Main Dish Objective 2 C (Written Directions); Desserts		
2-R1.15	• <i>Begin following two-step written directions.</i>	Appetizers 2 C; Main Dish Objective 2 C (Written Directions); Desserts		
2-R1.16	• <i>Continue using graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.</i>	Desserts		
2-R1.17	• <i>Demonstrate the ability to respond to texts through a variety of methods, such as creative dramatics, writing, and graphic art.</i>	All Main Dish Objectives - Selected Lessons		

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2-R1.18	<ul style="list-style-type: none"> Demonstrate the ability to compare and contrast the information, idea, and elements within a single text; begin comparing and contrasting his or her finding on a particular topic after having extracted that information from two or more pieces of graphic or written material. 	Desserts		
Analysis of Texts				
2-R2 The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.				
2-R2.1	<ul style="list-style-type: none"> Demonstrate the ability to identify and describe <i>characters</i>, <i>setting</i>, and <i>plot</i> in a literary work. 	Appetizers 2 D; 5 A; Main Dish Objectives 2 D (Setting of a Story); 5 A (Feelings/Emotions); Desserts		
2-R2.2	<ul style="list-style-type: none"> Continue identifying problem and solution in a work of <i>fiction</i> or <i>drama</i>. 	Library Skills		
2-R2.3	<ul style="list-style-type: none"> Continue identifying the narrator's <i>point of view</i> in a work of <i>fiction</i>. 	Appetizers 6 A; Main Dish Objective 6 A (Fact/Opinion); Desserts		
2-R2.4	<ul style="list-style-type: none"> Begin summarizing the <i>theme</i> of a particular text. 	Appetizers 3 B; Desserts		
2-R2.5	<ul style="list-style-type: none"> Begin identifying elements of style such as <i>word choice</i> and sentence <i>structure (syntax)</i>. 			
2-R2.6	<ul style="list-style-type: none"> Continue identifying devices of <i>figurative language</i> such as <i>similes</i> and <i>metaphors</i> and sound devices such as <i>alliteration</i>. 	Appetizers 1 E; Main Dish Objective 1 E (Figurative Language); Desserts		

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2-R2.7	• <i>Demonstrate the ability to differentiate between fiction and nonfiction.</i>	Library Skills		
2-R2.8	• <i>Continue identifying the characteristics of genres such as fiction, poetry, drama, and informational texts.</i>	Main Dish Objectives - Testing Passages; Library Skills		
2-R2.9	• <i>Begin comparing and contrasting settings, characters, events, or ideas in a variety of texts.</i>	Appetizers 2 D; 5 A; Main Dish Objectives 2 D (Setting of a Story); 5 A (Feelings/Emotions); Desserts		
2-R2.10	• <i>Begin identifying the author's purpose in a variety of texts.</i>	Appetizers 6 A; Main Dish Objective 6 A (Fact/Opinion); Desserts		
Phonics and Word Study				
2-R3 The student will use a knowledge of <i>graphophonics</i> and <i>word analysis</i> to read and determine the meaning of unfamiliar words.				
2-R3.1	• <i>Demonstrate the ability to use a dictionary and a thesaurus to determine the meanings of unfamiliar words and to find alternate word choices.</i>	Library Skills		
2-R3.2	• <i>Demonstrate the ability to identify beginning, middle, and ending letters/sounds in polysyllabic words.</i>	N/A		
2-R3.3	• <i>Continue applying a knowledge of onsets, rimes, and word families to decode polysyllabic words.</i>	N/A		
2-R3.4	• <i>Demonstrate the ability to identify base words and their inflectional endings.</i>	Appetizers 1 A; Main Dish Objective 1 A (Prefixes/Suffixes); Desserts		

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2-R3.5	• <i>Demonstrate the ability to alphabetize words by the first and second letters.</i>	Library Skills		
2-R3.6	• <i>Demonstrate the ability to read and recognize compound words.</i>	N/A		
2-R3.7	• <i>Demonstrate the ability to read and recognize contractions.</i>	N/A		
2-R3.8	• <i>Demonstrate the ability to identify synonyms, antonyms, and homonyms.</i>	Appetizers 1 B; Main Dish Objective 1 B (Context Clues); Desserts		
2-R3.9	• <i>Begin identifying common prefixes such as un-, re-, pre-, bi-, mis-, dis-, and suffixes such as -er, -est, -ful to determine the meanings of words.</i>	Appetizers 1 A; Main Dish Objective 1 A (Prefixes/Suffixes); Desserts		
2-R3.10	• <i>Demonstrate the ability to use sentence structure (syntax) and context to determine the meaning of unfamiliar words.</i>	Appetizers 1 B & C; Main Dish Objectives 1 B (Context Clues); 1 C (Specialized/Technical Terms); Desserts		
2-R3.11	• <i>Begin recognizing and using common idioms.</i>	Appetizers 1 E; Main Dish Objective 1 E (Figurative Language); Desserts		
2-R3.12	• <i>Begin recognizing simple analogies.</i>			