

READING
EALRS AND THEIR COMPONENTS
GRADE 2

1. THE STUDENT UNDERSTANDS AND USES DIFFERENT SKILLS AND STRATEGIES TO READ.

1.1. Use word recognition skills and strategies to read and comprehend text.

1.1.1. ---

1.1.2. ---

1.1.3. ---

1.1.4. Apply understanding of phonics.

*Use knowledge of phonics to read unfamiliar words in grade-level text.

*Read words in isolation and in context containing complex letter patterns/word families (e.g., -ought, -aught).

*Use multi-syllabic decoding when reading two and three syllable words in isolation and in context (e.g., *super* follows v/cv pattern; *supper* follows vc/vc pattern).

1.2. Use vocabulary (word meaning) strategies to comprehend text.

1.2.1. Apply reference skills to determine word meanings.

*Use glossaries and dictionaries to find word meanings.

1.2.2. Apply vocabulary strategies in grade-level text.

*Use prefixes, suffixes, inflectional endings, and abbreviated words to determine the meaning of unknown words in grade-level text.

*Re-read to clarify, read on, ask for help, adjust reading rate, and/or attempt alternative pronunciation for unknown words to determine meaning of unknown words; substitute familiar words for unknown.

*Use prior knowledge and context to predict and confirm meanings of unknown words.

*Use pictures, illustrations, and diagrams to clarify/expand word meaning.

1.3. Build vocabulary through wide reading.

1.3.1. Understand and apply new vocabulary.

*Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.

1.3.2. Understand and apply content/academic vocabulary.

*Identify and define unfamiliar words that would be important to know in order to read a new text with teacher guidance.

*Use new vocabulary in oral and written communication.

1.4. Apply word recognition skills and strategies to read fluently.

1.4.1. Know common sight words appropriate to grade-level.

*Read with automaticity an increasing number of common sight words.

1.4.2. Apply fluency to enhance comprehension.

*Read grade-level text aloud fluently with expression.

*Read aloud unpracticed grade-level text with fluency in a range of 90-100+ words correct per minute.

1.4.3. Apply different reading rates to match text.

*Adjust reading rate to match purpose (e.g., speed up for pleasure reading, slow down to practice new skills or read unfamiliar text).

2. THE STUDENT UNDERSTANDS THE MEANING OF WHAT IS READ.

2.1. Demonstrate evidence of reading comprehension.

2.1.1. ---

2.1.2. ---

- 2.1.3. Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text.
*Identify the main idea of an informational/expository passage and support with text-based evidence with teacher guidance.
*Identify the theme/message in culturally relevant literary/narrative text and support with text-based evidence with teacher guidance.
*Complete graphic organizers with teacher guidance to organize main ideas and supporting details.
- 2.1.4. Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema.
*Explain connections between self and characters and events encountered in culturally relevant text.
*Activate prior knowledge about a topic and organize information into a graphic organizer to aid in comprehension of text.
- 2.1.5. Apply comprehension monitoring strategies before, during, and after reading: predict and infer.
*Predict text content using prior knowledge and text features.
*Use text and prior knowledge to make inferences about characters and/or predict events; confirm or reject predictions.
*Organize information that supports a prediction or inference in a graphic organizer to enhance comprehension of text.
- 2.1.6. Apply comprehension monitoring strategies before, during, and after reading: monitor for meaning, create mental images.
*Use monitoring strategies to increase comprehension, including word recognition strategies, re-reading, and looking forward in the text.
- 2.1.7. Apply comprehension monitoring strategies before, during, and after reading: summarize informational/expository text and literary/narrative text.
*Summarize the events or information in informational/expository text with teacher guidance (e.g., the important characteristics of certain animals or plants presented in text).
*Summarize the plot/message in culturally relevant literary/narrative text with teacher guidance.
*Organize summary information from informational/expository text and/or literary/narrative text into a teacher-provided graphic organizer to enhance text comprehension.
- 2.2. Understand and apply knowledge of text components to comprehend text.
- 2.2.1. Understand story sequence.
*Retell text focusing on the problem or events in the sequence (Note: differences in story telling order exist between cultures. For example, some cultures tell the end of the story first).
- 2.2.2. Understand and apply features of printed and electronic text to locate and comprehend text.
*Identify and use grade-level-appropriate text features with teacher guidance.
*Interpret information from graphs and charts with teacher guidance.
*Identify and use icons and pull-down menus.
- 2.2.3. Understand story elements.
*Describe physical traits of characters and tell how they act.
*Retell the important events of a story.
*Describe the setting of a story.
*Identify the speaker/narrator in a story.
- 2.2.4. Understand text organizational structures.
*Recognize and use sentences, paragraphs, and chapter structure to understand the organization in both informational/expository text and literary/narrative text.
*Identify text written in the text organizational structures of *simple listing* and *sequential order*.

2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.1. Understand and analyze the relationship between and among literary/narrative text and informational/expository text.

*Compare and contrast literary/narrative text elements in one story or between two stories.

*Compare and contrast facts in one text or between two informational/expository texts.

*Explain simple cause and effect relationships in literary/narrative text and informational/expository text.

2.3.2. Understand how to locate specific information.

*Use alphabetical and numerical systems to locate information in a dictionary or book.

2.3.3. Understand literary/narrative devices.

*Recognize similes, alliteration, and onomatopoeia in literary/narrative passages.

2.3.4. ---

2.4. Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.

2.4.1. Understand how to draw simple conclusions and give a response to text.

*Give a personal or text-based response to a passage using a teacher-generated prompt.

*Draw a simple conclusion from grade-level text with teacher guidance.

2.4.2. Understand that there are purposes for writing.

*Identify common types of informational/expository and literary/narrative text and explain why they are read.

2.4.3. Understand there are facts and opinions.

*Explain the difference between a fact and an opinion with teacher guidance.

2.4.4. ---

2.4.5. ---

2.4.6. ---

2.4.7. ---

3. THE STUDENT READS DIFFERENT MATERIALS FOR A VARIETY OF PURPOSES.

3.1. Read to learn new information.

3.1.1. Understand how to select and use appropriate resources.

*Identify print and non-print resource materials available to complete a task with teacher assistance, such as information text and/or illustrations and graphics.

*Identify one resource and use it to answer a question with teacher assistance.

3.2. Read to perform a task.

3.2.1. Understand information gained from reading to perform a specific task.

*Use signs, labels, and instructions to answer questions or complete a task using grade-level text.

*Identify and use important words in a text to perform a task (e.g., math problem solving, follow multi-step directions).

3.2.2. Understand a variety of functional documents.

*Read and explain the information in functional documents that are used in a home setting to communicate information (e.g., shopping lists, TV schedules, advertisements, telephone messages).

3.3. Read for career applications.

3.3.1. ---

3.4. Read for literary/narrative experience in a variety of genres.

3.4.1. Understand different perspectives of family, friendship, culture, and traditions found in literature.

*Listen to, read, and discuss a variety of literature representing different perspectives of family, friendship, culture, and tradition, generating a personal and/or text-based response.

- 3.4.2. Understand traditional and contemporary literature written in a variety of genres.
 - *Identify and explain the characteristics of a variety of genres.
 - *Read and respond to literature from multiple genres using teacher prompts appropriate to the text and content.
- 3.4.3. Understand a variety of literature representing different cultures and traditions.
 - *Identify and discuss the culture and/or traditions represented in a story with teacher guidance.
- 3.4.4. ---

4. THE STUDENT SETS GOALS AND EVALUATES PROGRESS TO IMPROVE READING.

4.1. Assess reading strengths and need for improvement.

- 4.1.1. Understand how to monitor own reading progress.
 - *Explain what good readers do and identify own good reader behaviors.
 - *Graph progress (e.g., keep a fluency chart of rate and accuracy).
- 4.1.2. Understand how to set grade-level appropriate reading goals.
 - *Set a reading goal and create a plan to meet that goal with teacher assistance.

4.2. Develop interests and share reading experiences.

- 4.2.1. Understand that reader have favorite books.
 - *Select favorite subjects, authors, and/or books to share with others.
 - *Self-select books at an instructional level and an independent level.