



3. categorizes *onsets* and *rimes* in spoken syllables.  
(*Phonological Awareness*)

with the vowel combinations (e.g., for the long “e” sound make two different cards: 1 card with “ee” and 1 other card with “ea”). Students read the cards as the teacher model the sounds. The teacher must caution students that some vowel combinations may have multiple sounds (e.g., “ea” has the long and short “e” sound).

(c) introduces and teaches strategies for learning new letter combination, *prefix*, or word ending by modeling each of the fundamental stages of blending the word and then reading the whole word.

(d) uses examples when the roots are familiar words to students (e.g., remake, and prepay, as opposed to record and recode) and separates *prefixes* that appear in initial instruction sequences (e.g., re-and pre-).

(e) incorporates meaningful and content-focused spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters into print.

3. (a) creates a game by dividing the students into groups of four. Each group should have one person designated to be the "passer". Each group is given a consonant cluster and six word families. Students make as many words as they can until they hear the buzzer. If they think they have made a real word, they need to write the word down. The teacher gives the students 2 minutes per round. Each "passer" then passes his/her group's consonant cluster to the group sitting to his/her group's right. When each group has had every cluster, the words are read and can be challenged by other groups, but the dictionary settles any challenges.

(b) selects several grade-appropriate words which rhyme. The teacher has the students listen to a song which contains rhyming words. Using the teacher selected rhyming words, the teacher and students create their own rhyming word song.

(c) uses a wheel to reinforce the letter patterns. The teacher makes sure that have worked in whole and small groups to sort the words

from the various word families.

(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

**Teacher Notes:**

**Standard 1: Reading**

**SECOND GRADE**

**Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 2: The student reads fluently.**

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes) to read fluently at <i>instructional or independent reading levels</i>.</p> <p>2. reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i>.</p>	<p>The teacher...</p> <p>1. (a) has students make note cards with ending punctuation. The teacher writes sentences on the board omitting the ending punctuation. The students must hold up the card with the correct punctuation as the teacher reads the sentence from the board.</p> <p>(b) reads selected text using voice inflection for students to identify the correct punctuation represented by the inflection.</p> <p>(c) models phrased and fluent reading.</p> <p>(d) collaborates with another teacher from an upper grade to have the students from that grade partner and read to the younger students, thus, showing a demonstration of phrased and fluent reading.</p> <p>(e) works with sign language interpreter to demonstrate the inflectional patterns of sign language.</p> <p>(f) has the students participate in a paired reading experience. The listener evaluates the reader's use of inflection or pauses based on the punctuation marks used in the reading.</p> <p>2. (a) has students practice reading aloud with expression by reading text to younger students.</p> <p>(b) allows students ample time to listen to recorded books.</p> <p>(c) models echo reading. The teacher reads a picture book story to the students. The second time the teacher reads the story, the teacher reads a page from the book and has the students echo the teachers' modeling by reading the same page using the same intonation and phrasing as the teacher.</p>

<p>3. uses knowledge of sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i>.</p> <p>4. uses a variety of <i>word-recognition</i> strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.</p> <p>5. begins to adjust reading rate to support comprehension when reading <i>narrative</i> and <i>expository</i> texts.</p>	<p>(d) uses <i>Paired Reading</i> or cross-age reading opportunities to provide practice in oral reading. This can be a reading pair between a student with an adult or a student with another student. One person in the pair must be able to model good reading fluency.</p> <p>(e) uses the <i>choral reading</i> and <i>Reader's Theater</i> for students to practice fluent reading.</p> <p>3. (a) gives opportunity for partner reading or <i>shared reading</i>.</p> <p>(b) allows time for Sustained Silent Reading (SSR).</p> <p>4. (a) uses <i>choral reading</i>. Copy a short story or poem onto a poster or large sheet of paper or project with the overhead. Have the students read the text repeatedly over several days. Once students can read with few errors, invite older students or adults to witness the success.</p> <p>(b) encourages the student to read into a tape recorder and to listen to himself/herself read orally using words comprised of phonemic elements and word types that have been previously introduced.</p> <p>(c) provides assisted reading of high-frequency irregular words commonly used. Then, encourages independent reading.</p> <p>(d) encourages repeated oral reading using irregular words that have been previously taught.</p> <p>5. (a) has each student put his/her name, book, title, and four signature lines on a 4x6 note card. The students collect signatures for each time he/she reads the story to anyone who would listen.</p> <p>(b) encourages students to monitor his/her own comprehension and to act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help.</p> <p>(c) selects a story (at times several with the same theme and at different readability levels) for the students to read through guided reading. The teacher first selects unfamiliar words tailored to the needs of the students. Before reading of the text, the teacher initially</p>
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introduces and often guides the students through the text. During and after reading the text, the teacher encourages discussion and questioning of the text. After discussions have taken place, the teacher may expand comprehension through a writing activity about the text.

(d) guides student's comprehension of text by asking questions before reading. In a guided reading session, directs fluent readers to read parts of the text silently.

(e) uses *graphic organizers* to express word structure, for example, an organizer that asks the students to identify the word in context, from a dictionary or from content text.

(f) uses *Directed Reading and Thinking Activity (DRTA)* with student breaking a passage into smaller parts to slow reading rate in order to comprehend a passage. The teacher records what the students know, what they think they know, and what they think they'll learn. Finally, teacher writes students' predictions onto chart paper for discussion.

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**Teacher Notes:**

Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.

**\*\*NOTE: Students should not be asked to participate in whole class or small group student-by-student, "round-robin" oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**



<p>3. identifies and uses <i>synonyms</i>, <i>antonyms</i>, and <i>homophones</i> to determine the meaning of words.</p> <p>4. uses a picture dictionary, dictionary, or glossary to understand word meaning.</p>	<p>(b) during social studies class, has the students use the picture or context clues in the text to determine the meaning of an unfamiliar word (e.g., barter). The teacher discusses with the students whether or not there are services or goods they barter for at home. Then, teacher has students brainstorm a list of five goods they desire and describe ways of obtaining these goods and services without using money. Then, the teacher explains why using money makes it easier to get the same five items.</p> <p>(c) covers one word in a sentence with colored tape. The student uses the rest of the sentence, picture, or paragraph to determine what the word could be and/or means. The teacher also asked the student to explain how he/she knew, what clues did the author give in the text, and what did students really know.</p> <p>(d) selects a passage from a story and covers or deletes selected words utilizing the <i>CLOZE method</i>. Students provide the missing word.</p> <p>(e) reads aloud and pauses periodically to allow students to predict the missing word.</p> <p>(f) provides repeated and multiple exposures to critical vocabulary.</p> <p>(g) models the concept of searching for context clues by writing sentences from the text which relate to the unfamiliar word onto flip chart paper, on the overhead, or on the board and highlights the words (context clues) during the modeling.</p> <p>3. (a) conducts word search activities and word sorts. <i>Word walls</i> should be updated frequently and made a living part of the classroom.</p> <p>(b) prepares a list of 52 pairs of homophones. Once the teacher has discussed the list with the students, the students write a homophone onto an index card or another type of prepared card. The students play Go Fish with the cards.</p> <p>4. (a) has students use a dictionary to locate and substitute a <i>synonym</i></p>
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5. ▲ determines meaning of words through knowledge of word structure (e.g., ▲base words, ▲*compound nouns*, ▲contractions, inflectional endings).

for underlined words in a sentence.

5. (a) uses *word ladders* to express word structure.

(b) has students review contractions. On index cards, clip art, or die cut figures, the students write the two words which form a particular contraction on a card and the contraction to the two words on another card. After the students have a collection of cards, they play race to see who can match the corrected words cards with the contraction or play memory with another classmate.

(c) chooses an unfamiliar word or words of the week. While introducing the unfamiliar word(s), the teacher has the students pantomime, draw pictures or play word detective with the word(s). Motivate students to use the word(s) regularly by using the unfamiliar word(s) throughout the day in conversation or writings.

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**Teacher Notes:**

**Standard 1: Reading**

**SECOND GRADE**

**Reading: The student reads and comprehends text across the curriculum.**

**Benchmark 4: The student comprehends a variety of texts (*narrative, expository, technical, and persuasive*).**

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. recognizes the differences between <i>narrative, expository, and technical texts</i>.</li>   <li>2. locates and discusses text features (e.g., title, graphs and charts, table of contents, boldface type, italics, glossary, index) to understand information.</li>   <li>3. uses pictures, content, and prior knowledge to make predictions.</li> </ol>	<p>The teacher...</p> <ol style="list-style-type: none"> <li>1. (a) cumulatively builds a repertoire of skills and strategies that are introduced, applied, and integrated with appropriate texts and the authentic purposes over the course of the year.                        (b) connects prior knowledge skills and strategies with new context and text.                        (c) will ask the students to write fiction stories, write non-fiction stories, <b>create recipes</b>, <b>explain timelines</b>, or create <b>how-to instructions</b>. Once completed, these products are shared with the class. This could be a cross-curricular activity relating to <b>science</b> and <b>social studies</b>, or <b>mathematics</b>.</li> <li>2. (a) uses a <i>guided reading</i> strategy to introduce parts of a book.                        (b) teaches explicit strategies to interpret information from graphs, diagrams, and charts.                        (c) uses <b>science</b>, <b>mathematic</b>, and <b>social studies</b> text to discuss the many charts and graphs. Students then create their own graph based on information relevant to them.                        (d) encourages students to use <b>science</b>, <b>mathematic</b>, and <b>social studies</b> texts to identify the table of contents, boldface type, italics, glossary, and index.                        (e) <b>explains to students that chapters in science class contain many text features, such as boldface type, pictures/illustrations, etc.</b></li> <li>3. (a) has the student study the book's cover for clues about the story and encourages the student to use what he/she knows about the cover's subject to predict the story <i>plot</i> and what problems the</li> </ol>

<p>4. generates and responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after reading the text.</p>	<p><i>character(s)</i> could have. During the silent reading, the student identifies the <i>character's</i> problem and predicts how the <i>character</i> will resolve it. The teacher records the student's predictions on chart paper, asking students to justify his/her predictions. The teacher continues reading, stopping periodically to check initial predictions and allows the student to change his/her prediction based on the new information. After reading, the student completes a story map identifying the problem, main events, and resolution.</p> <p>(b) has the students make text-to-self connections.</p> <p>(c) asks the students to identify the <i>character's</i> problem and predict how the <i>character</i> will solve the problem. The teacher records the student's predictions. The teacher continues reading, stopping periodically to check initial predictions and allows the students to change his/her prediction based on new information.</p> <p>(d) models predicting the outcome of an event or action and asks the student to use the text to confirm or contradict the prediction.</p> <p>(e) encourages collaborative reading with the students. The teacher randomly selects a student to pick out a story book. The teacher asks the students to predict what will happen in the story based on the title. The teacher reads the story using proper intonation and rate. After a few pages, the students are encouraged to read out loud and follow along with the story. As the story progresses, the teacher encourages prediction by asking the students, "What do you think will happen next?" "Do you agree with what the character did?" The students read the story several times with the teacher. Once the students are familiar and comfortable with the story, the students are encouraged to read the story alone. At this time, the teacher prompts the students, if help is necessary.</p> <p>(f) leads the students in a discussion through a story about using the Directed Reading-Thinking Activity. The teacher discusses with the students what they predict the author will have happening in the story. The teacher and students discuss the responses.</p> <p>4. (a) provides instruction before, during, and after reading comprehension strategies.</p>
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<p>5. ▲ uses ▲ illustrations, ▲ text, and prior knowledge to make inferences and draw conclusions.</p> <p>6. identifies text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>).</p> <p>7. ▲ sequences events according to basic story structure of beginning, middle, and end.</p>	<p>(b) designs instruction to teach children to answer who, what, when, where, and how questions.</p> <p>(c) gives the students before reading, during reading, and after reading questions in order to provide opportunities for the students to respond to the text.</p> <p>(d) using informational text from science or social studies text, creates story mobiles using <i>topic, main ideas</i>, and supporting details from a book. The mobile begins at the top with the <i>main idea</i>, adds pieces to support the details of the story.</p> <p>(e) has the student use the <i>QAR Framework</i> and poses questions to assist students in their understanding of the text. This process can be used to activate prior knowledge, to make predictions based on illustrations, and to recall important events and details presented in the text.</p> <p>5. (a) uses <i>literature circle</i> to have the students tell the <i>main idea</i> of the story after an initial reading.</p> <p>(b) guides the student in completing a <i>fishbone graphic organizer</i> depicting <i>main idea</i> and supporting details after reading a text.</p> <p>(c) engages students in a <i>DRTA (Directed Reading Thinking Activity)</i>.</p> <p>6. (a) creates a two-column note form or <i>T-Chart</i> with pictures from text on the left side and inference about the pictures on the right side as a model for students to use.</p> <p>(b) in science, explains that there are many cause-effect relationships. For example, experiments are often performed to test the effects as a result of changing a single variable.</p> <p>7. (a) has the student use a <i>graphic organizer</i> (story maps, flip boards, sequence chains, and/or causal chains) to retell the main events of a story in the correct order.</p>
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<p>8. compares and contrasts information (e.g., <i>topics, characters</i>) between texts and within a single text.</p> <p>9. identifies cause-effect relationships in <i>narrative</i> and <i>expository</i> texts.</p> <p>10. ▲ <i>retells</i> or determines important events and <i>main ideas</i> from <i>narrative</i> and <i>expository</i> texts.</p>	<p>(b) has the student organize sentence strips or pictures depicting main events in the correct order after listening to or reading <i>narrative text</i>.</p> <p>8. (a) uses graphs, charts, signs or captions and other informational devices to assist in comprehension.</p> <p>(b) during social studies class, has the students describe the physical and human characteristics of the local community (e.g., location, land, weather, seasons, people, jobs, houses, food, recreation, customs) compared to another in the text.</p> <p>(c) during social studies class, assists the students in creating a timeline utilizing information from reading text and other content area.</p> <p>9. (a) has the student retell the basic message of the texts in their own reading.</p> <p>(b) has the student organize sentences, words, or pictures depicting the main events after listening to or reading <i>narrative text</i> and <i>expository text</i>.</p> <p>(c) asks the students to retell a familiar nursery rhyme, detailing the cause and effects of the main <i>characters</i> in the story. Students could also change the ending of the rhyme.</p> <p>(d) uses <i>graphic organizers</i> such as a <b>Web Chart</b> to link causes and effects in text.</p> <p>10. (a) provides a <i>graphic organizer</i> (e.g., <b>Venn Diagram</b>).</p> <p>(b) models retelling with the students by drawing pictures of the organized ideas from a story, thus, to promote students to create an imaged gestalt (visualization). Encourages students to visualize while reading.</p> <p>(c) uses text structure as a tool for promoting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus.</p>
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<p>11. ▲ identifies the <i>topic, main idea</i>, and supporting details in appropriate-level texts.</p> <p>12. distinguishes between fact and opinion in various texts.</p>	<p>(d) reads aloud a familiar fable. Then asks the students to state one detail from the story. The suggestions are listed on chart paper. The teacher helps the students to determine the <i>main idea</i> of the story. The teacher writes the <i>main idea</i> with a different color of ink, under all of the details. Then, rereads the story and asks the students to listen carefully to determine if the <i>main idea</i> is stated in the story. The teacher directs the students to see that the details support the <i>main idea</i>.</p> <p>(e) provides an assortment of magazines, newspapers, and etc. and has the students form small groups to read and discuss one article. The students are to list details and/or facts about their text and identify the <i>main idea</i>.</p> <p>11. (a) has the students organize sentences, word, or pictures depicting the main events after listening to or reading <i>narrative text</i> and <i>expository text</i>.</p> <p>12. (a) provides a <i>graphic organizer</i> to assist students in distinguishing facts and opinions.</p> <p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b>  Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.</p> <p><b>**NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.</b></p>	

**Standard 2: Literature**

**SECOND GRADE**

**Literature: The student reads and responds to a variety of text.**

**Benchmark 1: The student uses literary concepts to interpret and respond to text.**

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ identifies and describes <i>character(s)</i> in literature.</p>	<p>The teacher...</p> <p>1. (a) has the student retell the basic message in his/her own words.</p> <p>(b) will provide the students with heavy paper and instructs them to fold the paper in half, horizontally. Next, the students draw a picture of one or more <i>characters</i> from the book and the <i>setting</i> where the story took place.</p> <p>(c) asks the students to answer the following questions concerning a <i>character</i> from the selected text:</p> <ol style="list-style-type: none"> <li>1. What is the name of the <i>character</i>?</li> <li>2. Is the character a boy or a girl?</li> <li>3. How old is the <i>character</i>?</li> <li>4. What else do you know about the <i>character</i>?</li> </ol> <p>Now, the teacher directs the students to pretend that the <i>character</i> has turned into the student's next-door neighbor. Again, the teacher directs the students to use their imagination to answer the following questions"</p> <ol style="list-style-type: none"> <li>1. Where does the <i>character</i> live?</li> <li>2. Where does the <i>character</i> go to school?</li> <li>3. Is the <i>character</i> in your classroom?</li> <li>4. Who is the <i>character's</i> best friend?</li> </ol> <p>Finally, the teacher reminds the students that the <i>character</i> has turned into a real person. Students are directed to think about what the <i>character</i> might do, and include the <i>character's</i> favorite things, such as a favorite book, animal, color, or game.</p> <p>(d) gains the assistance of the art and/or music teacher(s) to assist the students in creating a play emphasizing the <i>characters</i> and <i>setting</i> of a story.</p> <p>(e) models story mapping.</p>



**Teacher Notes:**

**Standard 2: Literature**

**SECOND GRADE**

**Literature: The student responds to a variety of text.**

**Benchmark 2: The student understands the significance of literature and its contributions to various cultures.**

Second Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> <li>1. reads to connect personal experiences and ideas with those of other cultures in literature.</li>   <li>2. identifies various languages, traditions, and cultures found in literature.</li>   <li>3. makes connections between specific aspects of literature from a variety of cultures and personal experiences.</li> </ol>	<p>The teacher...</p> <ol style="list-style-type: none"> <li>1. (a) enlists the assistance of the school librarian in locating read-aloud materials from a variety of cultures.  (b) during social studies, uses a story map to map out the story of a historically significant person's life.</li>   <li>2. (a) leads students to compare and contrast different versions of the same fairy tale, similar stories, and/or text covering the same topic.</li>   <li>3. (a) has the student use the <i>QAR Framework</i> and poses questions to assist students in their understanding of the text. This process can be used to activate prior knowledge, to make predictions based on illustrations, and to recall important events and details presented in the text.</li> </ol> <p>(The instructional examples provided in this document are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p><b>Teacher Notes:</b></p>	