

Northwestern School Corporation
Reading Curriculum

Second Grade

I. Reading Appreciation

The students will:

- Demonstrate a sense of identification and emotional involvement with a story.
- Use a variety of print resources to fulfill needs and interests.
- Engage in reading, listening, and writing activities.
- Share personal experiences and ideas through language arts activities.

II. Reading Readiness

The students will:

- Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; and clearly pronouncing blends and vowel sounds.

III. Decoding

A. Phonics

The students will:

- Recognize and use knowledge of spelling patterns, such as cut/cutting, slide/sliding, when reading.
- Decode multi-syllable words.
- Select and /or state words that rhyme with a given word.
- Identify and correctly use regular plural words and irregular plural words.
- Read aloud fluently and accurately with appropriate changes in voice and expression.
- Given a word family, create new words by changing initial consonants or blend substitutions.
- Differentiate between vowels and consonants.
- Identify vowel sounds, as long or short, in given words.
- Name and write blends when given a word (bl, cl, fl, gl,pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sl, sm, sn, sp, st, sw, scr, spr, str, spl, squ, dw, tw, chl, chr, sch, shr, thr, phl, and phr).
- Name and write consonant digraphs when given a word. (ch, sh, wh, th, ph, gn, gh, kn, ck, and wr).
- Recognize and pronounce one-syllable words with vowel digraphs.
- Apply consonant digraphs to decode unfamiliar words.
- Recognize the different vowel patterns that create long and short vowel sounds.
- Decode words with r-controlled vowels (ar, er, ir, or, and ur).
- Decode words with special vowel sounds (all, ell, ill, oll, ull, au, aw, ou, ow, oi, oy, and oo).
- Decode words with irregular vowel patterns (ei as long a, igh, ough).
- Decode words with a schwa sound (above, about).

- Recognize that words have syllables.
- Divide words into syllables.
- Decode and pronounce the variant sounds for hard and soft “c” and “g” (1. When ‘c’ is followed by ‘i’ or ‘e’ it says /s/ 2. When ‘g’ is followed by ‘i’ or ‘e’ it says /j/ 3. K takes ‘i’ and ‘e’, C takes the other three ‘a’, ‘o’, ‘u’).
- Recognize and decode prefixes, suffixes, and base words to construct word meaning.
- Apply phonetic clues to decoding unfamiliar words.

B. Word Recognition and Fluency

The students will:

- Read grade-level high frequency word lists.
- Exhibit an understanding of vocabulary used by the teacher or in a story.
- Read aloud grade-level appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.
- Use context clues to determine a missing word in a sentence.
- Use context clues to determine the meaning of an unknown word in a sentence.
- Recognize and use punctuation marks when reading orally, using appropriate voice inflection and pauses.
- Recognize common abbreviations (Jan., Fri.).
- Identify words as antonyms (words that have opposite meanings).
- Identify words as synonyms (words with the same meaning).
- Recognize and use homonyms (words that are spelled and pronounced the same but with multiple meanings such as row-of corn, and row-like a boat and bank-a place of commerce and bank-of the river) homophones (words that sound the same but have different meanings such as: red and read or knight and night), homographs (words that have the same spelling but different pronunciation such as; read and read or wind and wind).

C. Word Analysis / Structure

The students will:

- Identify the parts of compound words.
- Develop contractions and distinguish the components of contractions.
- Develop the appropriate singular or plural possessive noun as required by context.
- Add a suffix to give the correct meaning to the sentence when given a word.
- Add a prefix to a root word to give the correct meaning to the word.

IV. Vocabulary

A. Experiential Background

The students will:

- Describe common objects and events in general and specific age appropriate language.
- Identify and classify words into categories.
- Elaborate on word meanings.

B. Vocabulary Development

The students will:

- Use surrounding words and sentences to determine the meaning of unknown words.

- Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- Understand and explain the figurative and metaphorical use of words in context.
- Understand that a dictionary/glossary/ and thesaurus are tools to be used to determine the meaning and other features of unknown words.
- Understand two similar relationships stated in the form of an analogy
- Use knowledge of individual words to predict the meaning of unknown compound words
- Correctly use vocabulary specific to all content areas.

V. Comprehension strategies

The students will:

- Use titles, tables of contents, and chapter headings to locate information in text.
- State the purpose for reading.
- Use knowledge of the author's purpose to comprehend informational text.
- Comprehend a wide variety of genres including predictable books, poetry, fairy tales, folktales, textbooks, mysteries, humor, fiction, non-fiction, and personal choice.
- Locate the sentence that answers specific questions.
- Demonstrate the ability to identify details by recognizing facts from the text.
- Retell the events in sequence when given a group of scrambled pictures or sentences depicting a familiar series of events.
- Retell / rewrite the given phrases in correct sequence after reading a story.
- Identify or write the main idea of a section and give supporting details.
- Ask and respond to who, what, when, where, and why questions and discuss the main idea of what is read.
- Recognize relationships by identifying the corresponding cause and effect statements.
- Identify the characteristics and/or feelings of each character as implied by the content of the story.
- Identify the similarities and differences among the characters in a story.
- Predict a character's response when a character demonstrates certain reactions to events or other characters.
- Predict an outcome of a story when given a picture, a title, or the first part of the story.
- Form a generalization when given a selection containing ideas about a certain topic.
- Develop and state a conclusion based on the facts of a problem when there is no solution stated.
- retell the beginning, middle and end of a given story
- Restate facts and details in the text to clarify and organize ideas.
- Describe the roles of authors and illustrators.
- Differentiate between reality and fantasy, fact and opinion and fiction and nonfiction.
- Relate a personal experience to a story character that has had a similar experience.
- Identify the important statements used to develop a specific topic or story.
- Read daily in independent-level and instructional-level materials to demonstrate characteristics of fluent and effective reading.
- Read aloud in selected texts, demonstrating understanding of text and engaging a listener.
- Interpret information from diagrams, charts, and graphs.
- Follow two-step written instructions.

VI. Literature

The students will:

- Listen to and memorize rhymes.
- Participate in role-play related to literature.
- Recognize a biography.
- Identify use of sound devices (onomatopoeia), repetition, rhyme, rhythm, alliteration.
- Compare main idea, settings, and characters among different stories.
- Create different endings to stories and identify the reason and the impact of the different ending.
- Compare and contrast different elements within stories, poems, or songs from different cultures.
- Compare versions of the same stories from different cultures.