

Reading Grade Expectations: Grade 2

Standard 1.1: Reading Strategies

Early Reading Skills and Strategies: Phonological Awareness

R2: 1 Applies phonological knowledge and skills by...

- Blending and segmenting phonemes in more complex one syllable words (which may include combinations of blends and digraphs, as in “th-i-ck,” “t-r-a-sh”)
- Deleting phonemes in one-syllable words (“what is ‘crust’ without the ‘c’?”)

Early Reading Skills and Strategies: Concepts of Print

- R2: 2 Demonstrates understanding of concepts of print during shared or individual reading by...**
No GLE at this grade level

Word Identification Skills and Strategies

R2: 3 Applies word identification and decoding skills and strategies by...

- Reading grade-level-appropriate words with automaticity
- Reading grade-appropriate, high-frequency words (including irregularly spelled words)
- Identifying regularly spelled multisyllabic words (e.g., “happiness,” “shower,” “sunshine”), by using knowledge of sounds, syllable types, or word patterns (including common spellings for consonants and vowel sounds, e.g., “knot” “catch,” “float” “fight”; or common suffixes)

EXAMPLES: Students might be asked to match words to pictures or to match words to words with similar sounds (e.g., “flower” and “shower”)

R–2–1.1

Context and Self-Correction Strategies

R2: 4 Applies context and self-correction strategies by...

- Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues (e.g., pictures)

Vocabulary Strategies and Breadth of Vocabulary

R2: 5 Identifies the meaning of unfamiliar words by...

- Using strategies to unlock meaning (e.g., using knowledge of word structure, including common base words and suffixes, such as “thick-est,” “hope-ful”; or context clues, including illustrations and diagrams; or prior knowledge)

R–2–2.1

R2: 6 Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by...

- Identifying synonyms, antonyms; or categorizing words
EXAMPLES (of categorizing): Given a T-chart with two “categories” of words listed (e.g., shapes and sizes), students would identify another word to add to the chart that describes either shapes or sizes; or in a multiple choice item, select the best category title for the words listed

R–2–3.1

- Describing words in terms of categories, functions, or features
- Selecting appropriate words to use in context, including words specific to the content of the text
EXAMPLE: In a short passage about Native American homes, students might encounter the words “longhouse” and “igloo,” and then be asked to show that they know the difference between them.

R–2–3.2

Comprehension Strategies

R2: 7 Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.

EXAMPLES of reading-comprehension strategies might include: using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g., headings, parts of the book)

Monitoring and Adjusting Strategies

R2: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...

- Sampling a page of text for readability and interest
- Recognizing problems with understanding, and rereading or adjusting pace as needed

Standard 1.2: Reading Accuracy

Accuracy and Fluency

R2: 9 Reads grade-level-appropriate material with:

- **Accuracy:** reading material appropriate for the end of grade 2 with at least 90–94% accuracy (See Appendix for sample titles.)

VT DRA

- **Fluency:** reading grade-appropriate text with oral fluency rates of at least 80–100 words correct per minute
- **Fluency:** reading grade-appropriate text in a way that makes meaning clear, demonstrating phrasing, expression, and with attention to punctuation (including commas and quotation marks)

Standard 1.3: Reading Comprehension

Standard 5.13: Responding to Text

Initial Understanding of Literary Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R2: 10 Demonstrate initial understanding of elements of literary texts by...

- Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text

R–2–4.1

- Retelling the key elements of a story

VT DRA

- Sequencing key events in order
- Distinguishing among a variety of types of text (e.g., **literary texts:** poetry, plays, realistic fiction, fairy tales, fables, tall tales, or fantasy)

R2: 11 Demonstrate initial understanding of author's craft used in literary texts by...

- Identifying literary devices as appropriate to genre: rhyme, repeated language (e.g., "When I was young in the mountains..."), or dialogue

Initial Understanding of Informational Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

R2: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...

- Obtaining information from text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, or illustrations)

EXAMPLE: "On what page would you find information about snakes?"

R-2-7.1

- Using explicitly stated information to answer questions

EXAMPLE: "According to this report, what do dolphins eat?"

R-2-7.2

- Locating and recording information to show understanding when given an organizational format (e.g., a T-chart or Venn diagram)

- Distinguishing among a variety of types of text (e.g., **reference:** beginning dictionaries, glossaries, children's magazines, children's newspapers; and **practical/ functional/texts:** instructions, book orders, invitations)

**Standard 1.3: Reading Comprehension, Standard 5.13: Responding to Text,
Standard 5.11: Literary Elements and Devices**

**Analysis and Interpretation of
Literary Text/Citing Evidence**

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R2: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...

- Making logical predictions

EXAMPLE: "What might happen next?"

R-2-5.1

- Identifying relevant physical characteristics or personality traits of main characters

R-2-5.2

- Making basic inferences about problem or solution

EXAMPLES: "What helped Luke to solve his problem in the story? What was Jane's problem?"

R-2-5.3

- Identifying possible motives of characters

- Recognizing explicitly stated causes or effects

R2: 14 Analyze and interpret author's craft (citing evidence where appropriate) by...

No GLE at this grade level

R2: 15 Generates a personal response to what is read through a variety of means by...

- Comparing stories or other texts to related personal experience, prior knowledge, or other books

**Standard 1.3: Reading Comprehension
Standard 5.13: Responding to Text**

**Analysis and Interpretation of
Informational Text/Citing Evidence**

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

R2: 16 Analyze and interpret informational text, citing evidence as appropriate by...

- Connecting information within a text

EXAMPLE: Combining or comparing facts and details presented— “What food is eaten by both kinds of fish?”

R-2-8.1

- Recognizing generalizations about text (e.g., identifying appropriate titles or main/central ideas)

R-2-8.2

- Making basic inferences or drawing basic conclusions
EXAMPLE: “Based on this report, do turtles make good pets?”

R-2-8.3

- Making inferences about causes or effects, when signal words are present
EXAMPLE: “The sun came out. *Then* the puddle dried up. What made the puddle dry up?”

R-2-8.5

Standard 1.4: Reading Range of Text

Reading Extensively

R2: 17 Demonstrates the habit of reading extensively* by...

- Reading one or two books, medium-long chapters, or the equivalent every day

** Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.*

Reading Widely and In Depth

(Assumes increasing text complexity across grade levels; see Appendix for descriptions of increasing text complexity.)

R2: 18 Demonstrates the habit of reading widely and in depth by...

- Reading from at least three different genres/kinds of text and a variety of authors (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction; **informational:** beginning dictionaries, glossaries, children's magazines, content trade books, children's newspapers; and **practical /functional texts:** procedures, instructions, simple menus, labels, announcements, invitations, book orders)

Standard 1.4: Reading Range of Text

Standard 5.12: Literate Community

Literate Community

R2: 19 Demonstrates participation in a literate community by...

- Self-selecting reading materials in line with reading ability and personal interests
- Participating in appropriate discussions about text by offering comments and supporting evidence, and recommending books and other materials