

TUCSON UNIFIED SCHOOL DISTRICT READING EXCEPTIONAL EDUCATION STANDARDS

Second Grade
(Approved May 2006)

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

These skills establish an awareness of the organization of our written language as students learn to access print in the early stages of reading development. Specific skills include demonstrating correct directional behavior, from opening a book to following the text, recognizing distinguishing features of a sentence, such as end punctuation and alphabetizing a list of words.

- Demonstrate understanding of print concepts. (R02-S1C1)
 - PO 1. Alphabetize a series of words to the second letter.
 - PO 2. *Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).*

Concept 2: Phonemic Awareness

Phonemic Awareness is the knowledge of the individual speech sounds in spoken words and the ability to manipulate those sounds. Instructional time spent isolating the sounds in spoken language, and then putting them back together into a complete word, enables students to work from the familiar, (sounds) to the unknown, (letters).

- Identify and manipulate the sounds of speech. (R02-S1C2)
 - PO 1. *Orally segment a multi-syllable word into its syllables.*
 - PO 2. Blend isolated phonemes to form two-syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t.../i.../g.../er/ makes tiger).
 - PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme (e.g., tiger makes /t.../i.../g.../er/ while student moves one block for each phoneme).

Concept 3: Phonics

Phonics is the understanding of the symbol-sound relationship in written language. Students learn that there are predictable connections between the sounds or phonemes that are spoken, and the letters or graphemes that are written. This knowledge is important as students begin to decode unfamiliar words in text.

- Decode words, using knowledge of phonics, syllabication, and word parts. (R02-S1C3)
 - PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.
 - PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).
 - PO 3. Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.
 - PO 4. Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading.
 - PO 5. Read common abbreviations (e.g., Oct., Mr., Ave.) fluently.
 - PO 6. *Recognize high frequency words and irregular sight words.*
 - PO 7. *Read common contractions fluently (e.g., haven't, it's, aren't).*
 - PO 8. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
 - PO 9. *Use knowledge of word order (syntax) and context to confirm decoding.*

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Strand 1: Reading Process (contd.)

Concept 4: Vocabulary

Readers who develop a rich and varied repertoire of word meanings have a greater capacity for understanding the text they read. Reading vocabulary refers specifically to words readers recognize or use in print. Students learn vocabulary by direct instruction, and also indirectly through experiences in listening to read alouds and in reading on their own.

- Acquire and use new vocabulary in relevant contexts. (R02-S1C4)
 - PO 1. Identify simple prefixes (e.g., un-, re-) to determine the meaning of words.
 - PO 2. Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words.
 - PO 3. Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.
 - PO 4. Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.
 - PO 5. Recognize words represented by common abbreviations (e.g., Mr., Ave., Oct.).
 - Alternate:** 1. Recognize ten common abbreviations for calendar-related words.
 - 2. Match five common abbreviations for calendar-related words.
 - 3. Recognize an object or partial object associated with daily activities.
 - PO 6. *Identify the words that comprise contractions* (e.g., can't = can not, it's = it is, aren't = are not).
 - PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).

Concept 5: Fluency

Fluency is the ability to read a text with automaticity, accuracy, and expression to support comprehension. Fluency is a critical bridge between decoding and comprehension. Once a reader is able to access the printed words with confidence, he or she can better concentrate on reading for understanding.

- Read fluently. (R02-S1C5)
 - PO 1. *Consistently read grade level text with at least 90 percent accuracy.*
 - PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.
 - PO 3. Use punctuation, including commas, periods, and question marks to guide reading for fluency.

Concept 6: Comprehension Strategies

Understanding the meaning embedded in text is the fundamental reason for reading. Good readers establish a purpose for reading and actively monitor their comprehension to accomplish their goal. They adjust the speed of their reading to accommodate challenging text, resolve comprehension problems while they're reading, and check for understanding when they are finished. Good readers consciously use comprehension strategies to make sense of what they have read.

- Employ strategies to comprehend text. (R02-S1C6)
 - PO 1. *Predict what might happen next in a reading selection.*
 - PO 2. Compare a prediction about an action or event to what actually occurred within a text.
 - PO 3. Ask relevant questions in order to comprehend text.
 - PO 4. *Relate information and events in a reading selection to life experiences and life experiences to the text.*

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Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Comprehension elements in this concept address higher level thinking skills. This concept addresses the structure and elements of text such as plot, characters and theme, but also analyze, interpret, conclude and draw inferences. In this strand, students are expected to identify, analyze and interpret a variety of genres, relating them to their own experience and knowledge.

- Identify, analyze, and apply knowledge of the structures and elements of literature. (R02-S2C1)
 - PO 1. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.
Alternate: 1. Identify the problem and solution in a story.
2. Identify the setting (when and where) in a story.
3. Identify two characters in a story.
 - PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.
 - PO 3. Sequence a series of events in a literary selection.
Alternate: 1. Sequence three events in order from a story, heard or read.
2. Sequence two events in order from a story, heard or read.
3. Put two pictures/icons from the story in order.
 - PO 4. Identify cause and effect of specific events in a literary selection.
Alternate: 1. Identify why something happened in the story.
2. Identify what happened in the story.
3. Given a choice of two pictures, point to the picture of what happened in the story.
 - PO 5. Identify words that the author selects in a literary selection to create a graphic visual experience.
 - PO 6. Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.
 - PO 7. Identify differences between fiction and nonfiction.

Concept 2: Historical and Cultural Aspects of Literature

This concept recognizes that comprehension of literary text is enhanced by an informed awareness of global issues and cultures. Literature that crosses cultural and national boundaries offers an excellent experience for students to broaden their horizons and understanding. Learning about the historical impact of an issue or incident allows today's students to make connections to the past and understand the present.

- Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature. (R02-S2C2)
 - PO 1. *Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.*

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day to day experiences.

Concept 1: Expository Text

Expository text, such as encyclopedias, articles, textbooks and reference sources, provides organized information and explanations. Students need to be able to use, interpret, and analyze expository text to locate information for school or personal use.

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Strand 3: Comprehending Informational Text (contd.)

Concept 1: Expository Text (contd.)

- Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text. (R02-S3C1)
 - PO 1. Identify the main idea in expository text.
 - PO 2. Locate facts in response to questions about expository text.
 - Alternate:** 1. Using targeted print vocabulary words, locate facts in response to grade-level content questions about expository text.
 - 2. Using targeted print vocabulary words supported with picture cues, locate facts in response to grade-level content questions about expository text.
 - 3. In response to questions, locate facts by using a consistent object/partial object, tactile symbol or picture system.
 - PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. (Connected to Research Strand in Writing)
 - Alternate:** 1. Locate specific information related to target print vocabulary by using organizational features found in expository text.
 - 2. Locate specific information related to target print vocabulary words supported with picture cues by using organizational features found in expository text.
 - 3. Locate specific information by using organizational features of a consistent object/partial object, tactile symbol or picture system.
 - PO 4. Identify a variety of sources (e.g., trade books, encyclopedias, magazines, electronic sources, textbooks) that may be used to answer specific questions and/or gather information. (Connected to Research Strand in Writing)
 - Alternate:** 1. Given three choices, select the source that may be used to answer specific questions and/or gather information related to grade-level content.
 - 2. Given two choices, select the source that may be used to answer specific questions and/or gather information related to grade-level content.
 - 3. Use at least one partial object to replace use of a known object symbol.
 - PO 5. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. (Connected to Research Strand in Writing)
 - Alternate:** 1. Locate specific information from charts, maps, diagrams, illustrations, or tables found in expository text.
 - 2. Locate specific information from charts, maps, or illustrations that are found in the school environment.
 - 3. Find a location in the school environment by associating an object/partial object, tactile symbol, or picture with an identical one.

Concept 2: Functional Text

Functional text, such as maps, schedules, forms and workplace manuals conveys information. Students need to be able to use, interpret, and analyze functional text in order to perform everyday practical tasks.

- Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text. (R02-S3C2)
 - PO 1. Follow a set of written multi-step directions.
 - Alternate:** 1. Sequentially follow a 4-step set of directions using picture cues.
 - 2. Sequentially follow a 3-step set of directions using picture cues.
 - 3. Use objects/partial objects, tactile symbols, or picture schedule to complete one familiar activity.

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Strand 3: Comprehending Informational Text (contd.)

Concept 2: Functional Text (contd.)

PO 2. Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order.

Alternate: 1. Indicate whether a specific 3-step activity is completed in order by referring to picture/symbol cues.

2. Indicate whether a specific 2-step activity is completed in order by referring to picture/symbol cues.

3. Indicate that an activity has been completed by putting the related object/partial object, tactile symbol, or picture in a location symbolizing “finished”.

PO 3. State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).

Alternate: 1. State the meaning of five specific signs, graphics, and symbols.

2. State the meaning of three specific signs, graphics, and symbols that are found in the school environment.

3. Identify at least two school locations by associating an object/partial object, tactile symbol, or picture with identical representations in those areas.

Concept 3: Persuasive Text

Persuasive text, such as in editorial essays, reviews or critiques is written to sway or impress the reader. Students need to carefully read and analyze persuasive text in order to determine that the information in the text is accurate and unbiased.

- Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies. (R02-S3C3)

No PO’s listed for this grade level.