

## Grade 2 - E1 Reading

**Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.**

### **E1a: Print-Sound Code**

By the end of the year, second-grade students have a firm grasp of the print-sound code and should be able to read the full range of English spelling patterns by the end of second grade.

By the end of the year, we expect second-grade students to:

- read regularly spelled one- and two-syllable words automatically; and
- recognize or figure out most irregularly spelled words and such spelling patterns as diphthongs, special vowel spellings and common word endings.

### **E1b: Getting the Meaning**

Second-graders read books that require higher-level conceptual thinking to understand the subtleties of plot and character development. Students must sustain their reading over several days to finish the book. Most of the reading is done silently and independently, but some parts of the book may be read aloud for emphasis or interest.

#### **E1b.1: Accuracy**

By the end of the year, we expect second-grade students to be able to:

- independently read aloud unfamiliar Level L books with 90 percent or better accuracy of word recognition allowing for self-correction.

#### **E1b.2: Fluency**

By the end of the year, we expect second-grade students to be able to:

- independently read aloud unfamiliar Level L books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text; and
- use the cues of punctuation – including commas, periods, question marks and quotation marks – to guide them in getting meaning and fluently reading aloud.

#### **E1b.3: Self-Monitoring and Self-Correcting Strategies**

At second grade, self-monitoring should be a well-established habit, and all the strategies developed earlier should be used regularly and almost automatically.

In addition, second graders' strategies should be more focused than before on comprehension and meaning of extended sequences of text. Readers' fluency continues to drop when harder texts require them to monitor overtly for accuracy and sense and to use strategies for solving reading problems and self-correcting.

By the end of the year, we expect second-grade students to:

- know when they don't understand a paragraph and search for clarification clues within the text; and
- examine the relationship between earlier and later parts of a text and figure out how they make sense together.

#### **E1b.4: Comprehension**

By the end of second grade, we expect children to demonstrate their comprehension of a variety of narrative, literary, functional and informational texts that they read independently or with a partner, as well as texts that adults read to them.

For books that they read independently, including functional and informational texts, we expect children at the end of second grade to be able to do all of the things we expected of them in first grade, both orally and in writing. In addition, by the end of the year, we expect them to:

- recognize and be able to talk about organizing structures;
- combine information from two different parts of the text;
- infer cause-and-effect relations that are not stated explicitly;
- compare the observations of the author to their own observations when reading nonfiction texts; and
- discuss how, why and what-if questions about nonfiction texts.

The texts that adults read to second graders usually have more complex conceptual and syntactic features than the texts the children read independently, and this permits greater depth in the kinds of comprehension children can display.

For texts that are read to them, we expect children at the end of second grade to be able to do all of the things they can do for independently read texts. In addition, we expect them to:

- discuss or write about the themes of a book-what the “messages” of the book might be;
- trace characters and plots across multiple episodes, perhaps ones that are read on successive days; and
- relate later parts of a story to earlier parts, in terms of themes, cause and effect, etc.

### **E1c: Reading Habits**

Through Grade 2, expectations for independent and assisted reading are elaborated separately from those expectations for students who are being read to.

Children in second grade read more complex books that are considerably longer than books read in first grade and that often have chapters. They also should be reading to learn throughout the school day in all areas of the curriculum.

By second grade, students should recognize and be able to discuss literary qualities of the children’s literature they read. They should identify and talk (or write) about similarities in different books by the same author; differences in similar books by different authors; genre features; and the effects of author’s craft, including word choice, plot, beginnings, endings and character development.

#### **E1c.1: Independent and Assisted Reading**

By the end of the year, we expect second-grade students to:

- read one or two short books or long chapters every day and discuss what they read with another student or a group;
- read good children’s literature every day;
- read multiple books by the same author and be able to discuss differences and similarities among these books;
- reread some favorite books or parts of longer books, gaining deeper comprehension and knowledge of author’s craft;
- read narrative accounts, responses to literature, informational writing, reports, narrative procedures, recounting, memoirs, poetry, plays and other genre;
- read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display;
- read the functional and instructional messages they see in the classroom environment and some of those encountered outside school; and

- voluntarily read to each other, signaling their sense of themselves as readers.

#### **E1c.2: Being Read To**

By the end of the year, we expect second-grade students to:

- have worthwhile literature read to them to model the language and craft of good writing; and
- listen to and discuss at least one text that is longer and more difficult than what they can read independently or with assistance.

Additionally, we expect students to:

- hear texts read aloud from a variety of genres; and
- use reading strategies explicitly modeled by adults in read-aloud and assisted reading.

#### **E1c.3: Discussing Books**

In classroom and small-group discussions of their reading and of books read to them, we expect students finishing second grade to:

- demonstrate the skills we look for in the comprehension component of E1b: Getting the Meaning;
- recognize genre features and compare works by different authors in the same genre;
- discuss recurring themes across works;
- paraphrase or summarize what another speaker has said and check whether the original speaker accepts the paraphrase;
- sometimes challenge another speaker on whether facts are accurate, including reference to the text;
- sometimes challenge another speaker on logic or inference; ask other speakers to provide supporting information or details; and
- politely correct someone who paraphrases or interprets their ideas incorrectly.

#### **E1c.4: Vocabulary**

By the end of the year, we expect second-grade students to:

- recognize when they don’t know what a word means and use a variety of strategies for making sense of how it is used in the passage they are reading;
- talk about the meaning of some new words encountered in reading after they have finished reading and discussing a text;
- notice and show interest in understanding unfamiliar words in texts that are read to them;
- know how to talk about what nouns mean in terms of function, features and category; and
- learn new words everyday from their reading and talk.