

## Grade 2

Reading: Foundational Skills	Assessment	Instruction
<p><b>Phonics and Word Recognition</b></p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>Know spelling-sound correspondences for additional common vowel teams.</li> <li>Decode regularly spelled two-syllable words with long vowels.</li> <li>Decode words with common prefixes and suffixes.</li> <li>Identify words with inconsistent but common spelling-sound correspondences.</li> <li>Recognize and read grade-appropriate irregularly spelled words.</li> </ol>	<p>Developmental Word Knowledge Inventory (TG pp. 32–37; AFB pp. 17–23)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Fluency</b></p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
Reading: Informational Text	Assessment	Instruction
<p><b>Key Ideas and Details</b></p> <p>RI.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Craft and Structure</b></p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8. Describe how reasons support specific points the author makes in a text.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>

<p><b>Range of Reading and Level of Text Complexity</b></p> <p>RL.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Reading: Literature</b></p>	<p><b>Assessment</b></p>	<p><b>Instruction</b></p>
<p><b>Key Ideas and Details</b></p> <p>RL.2.1. Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p>	<p>Listening Comprehension Assessment (TG pp. 40–43; AFB pp. 24–53)</p> <p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Craft and Structure</b></p> <p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Integration of Knowledge and Ideas</b></p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Early (TG pp. 146–150; p. 190) Transitional (TG pp. 158–165; p. 194)</p>
<p><b>Range of Reading and Level of Text Complexity</b></p> <p>RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Reading Assessment Conference (TG pp. 57–71)</p>	<p>Guided Reading Lesson Plans: Transitional (TG pp. 158–165; p. 194)</p>