

**Bethlehem Lutheran School
Reading/Literature Second Grade**

The philosophy of the reading program is to involve each student in a learning program which blends good reading strategies, phonics skills, and a balanced variety of literacy form that capitalizes on reading interests in recognition of the needs for fluent reading and comprehension in our daily lives. Further, the curriculum will provide the child with meaningful and effective communication skills for use in a God-pleasing lifestyle.

State Standard 1

Students read and understand a variety of materials.

Classroom objectives

- 1.1 Read orally with comprehension and expression.
- 1.2 Continue to use the listening and reading SRA Lab which will meet individual needs.
- 1.3 Express her or his understanding of a story in written form.
- 1.4 Comprehend the difference between reality and fantasy in literature.
- 1.5 Enjoy reading a variety of literature, including poetry, by many different authors.
- 1.6 Enhance his or her comprehension: how to clarify unfamiliar words and phrases; how to sum up as they read; and how to check back on their expectations.
- 1.7 Begin to understand the topic and the structure of a story.
- 1.8 Continue to build on foundation of phonic skills as they listen, speak, write, and read.
- 1.9 Identify irregular words, analyze word parts, and become skilled independent decoders by the end of second grade.
- 1.10 Incorporate correct vocabulary in daily use which would entail an understanding of the dictionary.
- 1.11 Gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository text.
- 1.12 Use a variety of comprehension strategies before, during, and after reading.
- 1.13 Use word attack skills to read new and unfamiliar words (graphophonics).

- 1.14 Use sentence structure, paragraph structure, and word order to predict meaning (syntax).
- 1.15 Use and integrate background knowledge, experience, and context to construct meaning (semantics).

State Standard 2

Students write and speak for a variety of purposes and audiences.

Classroom objectives

- 2.1 Express her or his understanding of a story in written form.
- 2.2 Enhance her or his ability to give or follow directions or instructions by developing logical ordering of information, by giving attention to details and by answering questions specifically.
- 2.3 Generate topics through prewriting activities (for example; brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion).
- 2.4 Align purpose (for example; to entertain, to inform, to communicate) with audience.
- 2.5 Write a first draft with the necessary components for a specific genre.
- 2.6 Revise draft content (for example; organization, relevant details, clarity).
- 2.7 Edit revised draft using resources (for example; dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference).
- 2.8 Proofread revised draft.
- 2.9 Present final copy according to purpose (for example; read aloud, display, publish, mail, send, and perform).

State Standard 3

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.

Classroom objectives

- 3.1 Incorporate correct vocabulary and spelling usage in her or his language arts projects and in daily use which would entail an understanding of the dictionary.
- 3.2 Begin to build a foundation in the mechanics of sentence structure which includes proper capitalization, punctuation and correct usage of verb forms.
- 3.3 Identify a sentence and state whether it asks or tells, will identify nouns and verbs, and begin each sentence with a capital letter.
- 3.4 Demonstrate an understanding of writing a simple friendly letter and addressing an envelope correctly.
- 3.5 Give both oral and written book reviews and will demonstrate an understanding of what should be included in a simple report, or story.
- 3.6 Enhance his or her ability to give or follow directions or instructions by developing logical ordering of information by giving attention to details and by answering questions specifically.
- 3.7 Learn to take part effectively and courteously in conversations, both as a listener and as a speaker.
- 3.8 Incorporate correct vocabulary and spelling usage in her or his language arts projects and in daily use which would entail an understanding of the dictionary.
- 3.9 Know and use standard, age-appropriate spelling, grammar, word usage (for example; basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals).
- 3.10 Write legibly.

State Standard 4

Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Classroom objectives

- 4.1 Read orally with comprehension and expression.

- 4.2 Continue to use the listening and reading SRA Lab which will meet individual needs.
- 4.3 Express her or his understanding of a story in written form.
- 4.4 Comprehend the difference between reality and fantasy in literature.
- 4.5 Enjoy reading a variety of literature, including poetry, by many different authors.
- 4.6 Enhance his or her comprehension: how to clarify unfamiliar words and phrases; how to sum up as they read; and how to check back on their expectations.
- 4.7 Begin to understand the topic and the structure of a story.
- 4.8 Continue to build on foundation of phonic skills as they listen, speak, write, and read.
- 4.9 Identify irregular words, analyze word parts, and become skilled independent decoders by the end of second grade.
- 4.10 Incorporate correct vocabulary in daily use which would entail an understanding of the dictionary.
- 4.11 Enhance her or his ability to give or follow directions or instructions by developing logical ordering of information, by giving attention to details, and by answering questions specifically.
- 4.12 Begin to build a foundation in the mechanics of sentence structure which includes proper capitalization, punctuation and correct usage of verb forms.
- 4.13 Identify a sentence and state whether it asks or tells, will identify nouns and verbs, and begin each sentence with a capital letter.
- 4.14 Demonstrate an understanding of writing a simple friendly letter and addressing an envelope correctly.
- 4.15 Incorporate correct vocabulary and spelling usage in her or his language arts projects and in daily use which would entail an understanding of the dictionary.
- 4.16 Learn to take part effectively and courteously in conversations, both as a listener and as a speaker.
- 4.17 Enhance his or her ability to give or follow directions or instructions by developing logical ordering of information by giving attention to details and by answering questions specifically.

- 4.18 Give both oral and written book reviews and will demonstrate an understanding of what should be included in a simple report, or story.

State Standard 5

Students read to locate, select and make use of relevant information from a variety of media reference, and technological sources.

Classroom objectives

- 5.1 Enhance his or her comprehension: how to clarify unfamiliar words and phrases; how to sum up as they read; and how to check back on their expectations.
- 5.2 Incorporate correct vocabulary in daily use which would entail an understanding of the dictionary.
- 5.3 Identify irregular words, analyze word parts, and become skilled independent decoders by the end of second grade.
- 5.4 Collect, sort, and organize information to display as a graph or chart.
- 5.5 Interpret data on charts/graphs and make predictions.
- 5.6 Use technology in the community.
- 5.7 Use electronic database to locate information.
- 5.8 Building word processing skills.
- 5.9 Collect, sort, and display data.
- 5.10 Exploring multimedia (graphics, sound, text).
- 5.11 Use drawing tools.
- 5.12 Gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors.
- 5.13 Record observations (for example, logs, lists, graphs, charts, tables, illustrations).
- 5.14 Report events sequentially.
- 5.15 Write a concluding statement.
- 5.16 Use resources (for example; video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words.
- 5.17 List resources used by title.

State Standard 6

Students read and recognize literature as a record of human experience.

Classroom objectives

- 6.1 Read orally with comprehension and expression.
- 6.2 Continue to use the listening and reading SRA Lab which will meet individual needs.
- 6.3 Comprehend the difference between reality and fantasy in literature.
- 6.4 Enjoy reading a variety of literature, including poetry, by many different authors.
- 6.5 Give both oral and written book reviews and will demonstrate an understanding of what should be included in a simple report, or story.
- 6.6 Identify the elements of plot, character, and setting in a favorite story.
- 6.7 Identify a regular beat and similarities of sound in words in responding to rhythm, rhyme in poetry.
- 6.8 Identify words appealing to the senses or involving direct or indirect comparisons in literature.
- 6.9 Compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors.
- 6.10 Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.