



Standards for Reading		
	Literature & Fiction	Informational & Nonfiction
Key Ideas & Details	Second grade readers ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of a text. They retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Second grade readers describe how characters in stories respond to events and challenges.	Second grade readers ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of a text. They identify the main topic of a text as well as the focus of specific paragraphs within it. Second grade readers describe the connection between a series of historical events, scientific/mathematical ideas or concepts, or steps in technical procedures in a text.
Craft & Structure	Second grade readers describe how words and phrases supply rhythm and meaning in a story, poem, or song. They describe the overall structure of a story and can define dialogue and how it can reveal characters' thoughts and perspectives.	Second grade readers determine the meaning of words and phrases in a relevant, appropriate text. They know and use a variety of text features including headings, captions, bold type, and indexes. Second grade readers identify a text's main purpose, including what the author wants the reader to know.
Integration of Knowledge & Ideas	Second grade readers use illustrations and words in a text to show their understanding of its characters, setting, or plot. They compare and contrast two or more versions of the same story.	Second grade readers can explain how specific images and graphics contribute to and clarify a text. They describe how reasons support specific points the author makes and compare and contrast the most important points presented by two texts on the same topic.
Range of Reading & Text Complexity	Second grade readers self-select appropriate texts for independent reading across a variety of genres, cultures, and perspectives. They read appropriate texts with accuracy, fluency, and comprehension.	Second grade readers independently read appropriate informational texts with accuracy, fluency, and comprehension including history/social studies, science, mathematical, and technical texts.

Foundational Literacy Skills	
Print Concepts	Applicable only from PreK to grade 1.
Phonological Awareness	Second graders continue to work daily with more advanced phoneme manipulations and substitution to develop greater phonemic awareness.
Phonics and Word Recognition	Second grade readers know and apply grade-level phonics and word analysis skills. They decode regularly spelled two syllable words and recognize grade-appropriate high frequency words. They distinguish long and short vowels when reading regularly spelled one-syllable words. They know spelling-sound correspondences for common vowel teams and decode regularly spelled two-syllable words with long vowels. Second graders also decode words with prefixes and suffixes and can identify words with inconsistent but common spelling-sound correspondences
Fluency	Second grade readers read appropriate texts with sufficient accuracy to support comprehension. They apply text-appropriate rate, phrasing, and expression when reading orally. Second grade readers self-correct when their reading doesn't make sense.



Structures for Learning

During reading instructional time, students and teachers may be engaged in...

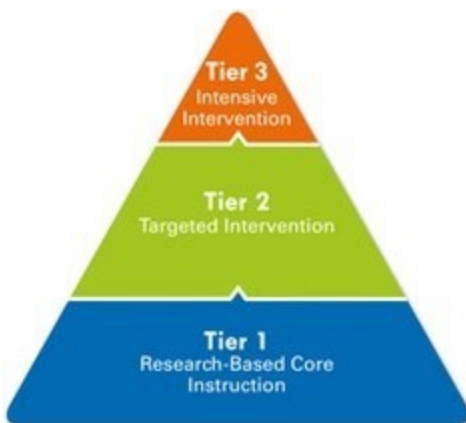
- Whole class direct & explicit instruction
- Small group direct & explicit instruction
- Flexible grouping
- Skill and Strategy Grouping
- Interactive read-aloud for oral language
- Shared and performance reading.
- Reader's Response writing
- Independent work, including centers/stations
- Partner reading & Independent reading
- Teacher or peer conferencing



Florida Center for Reading Research

A Multi-Tiered System of Support for Literacy (MTSS)

Pentucket's MTSS for Literacy is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.



Tier 1 Instruction is the general education curriculum that is delivered to all students. This instruction uses the structures for learning listed above using the district approved curriculum resources. Literacy Instruction for 2nd Grade occurs in a 90 minute block with a combination of whole class and flexible small group instruction on the 5 Components of Reading.

Tier 2 and Tier 3 Instruction occurs in the 90 minutes of classroom time with focused flexible groups taught by the general education teachers, special education teachers, and Reading or Title I teachers but also may occur in additional time, beyond the 90 minutes in small group pull-out sessions. This instruction focuses on specific skills and needs of students that are behind and likely to hinder progress without focused intervention.

Benchmark assessments are given 3 times per year to help make decisions on which students need which type and level of intervention. Progress Monitoring data is regularly collected on students receiving interventions so school staff can measure its effectiveness and adjust as needed.

Pentucket Regional School District

Reading & Literacy Curriculum Guide

Grade 2



PRSD Curriculum Tools and Resources

Grade 2

Component of Reading	Tool or Resource	Methodology
Phonics	Foundations	<ul style="list-style-type: none"> • Whole class explicit skill instruction. • Small group direct and explicit skill reteaching and guided practice • Independent and collaborative practice
Phonological Awareness	Heggerty Curriculum & Foundations	<ul style="list-style-type: none"> • Whole class explicit skill instruction. • Small group direct and explicit skill reteaching and guided practice • Independent and collaborative practice
Vocabulary	Wit + Wisdom, Oral Language Work, Read Aloud	<ul style="list-style-type: none"> • Direct Oral Language instruction • Read Alouds • Independent and collaborative practice • Explicit vocabulary and content knowledge instruction • Vocabulary “deep dives” • Engagement with complex texts
Comprehension	Wit & Wisdom	<ul style="list-style-type: none"> • Shared core texts with whole class • Direct and explicit whole class instruction • Knowledge building content instruction • Small group Targeted Instruction • Independent reading and collaborative practice • Listening Stations • Written response to reading • End of Module Tasks
Fluency	Foundations & Decodable texts (including Geodes)	<ul style="list-style-type: none"> • Small Group direct instruction • Partner reading • Listening station • Repeated readings • Formal and informal fluency performances