

Essential Skills for Readers in Grade Two

Oral Language

Syntax

- using complex sentences that begin to incorporate rich vocabulary and transition words to connect phrases
- presenting information in different ways

Morphology

- prefix and suffix use to change word meaning
- plurals, possessives, verb tenses, conjunctions, compound words, contractions, irregular plurals, possessives, inflectional endings
- how to infer the meaning of new words by knowledge of word part

Vocabulary

- See vocabulary section

Discourse

- recounting stories and detailed personal experience
- expressing and explaining ideas/opinions using details or examples
- clarifying ideas and thoughts in response to the audience
- generating a two or three step process in sequence with more detail
- asking and responding to questions to seek clarification of others' ideas or to gather further information

Pragmatics

- participating in partner, small- and whole-group discussion
- listening to infer meaning
- initiating, maintaining, and extending conversations in various groups of different sizes
- matching language and style to audience, situation, and purpose
- turn-taking as a speaker and listener in conversations
- sharing physical and emotional feelings and needs
- using language to indicate agreement or disagreement
- listening and responding to oral stories/read alouds
- following multi-step directions and giving directions with two or more steps

Phonics

Phonological and phonemic awareness instruction supports word reading accuracy. Instruction beyond grade 1 focuses on phonics and word recognition and the transfer of these skills to continuous text.

Alphabetic Knowledge

- letter symbol and sound (consonants, short vowels, long vowels, blends, digraphs, diphthongs)
- letter symbol and sound relationships to read words in connected text
- consonant sounds represented by different letters, letter clusters
- vowel sounds represented by various letters and letter clusters

Application of Alphabetic Knowledge

- using consonant clusters that blend two or three sounds
- using consonant letters that represent two or more different sounds
- using various consonant clusters (blends, digraphs) letters or letter clusters
- using letter combinations that represent long vowel sounds, unique vowel sounds, two different vowel sounds
- using "r" controlled vowel sounds

Word Recognition

- identifying words and word parts
- reading high frequency words with automaticity (phonetically regular and irregular spellings)

Vocabulary

Vocabulary Development

- using new vocabulary flexibly
- using new words that are linked to a specific genre or content area
- defining grade-appropriate vocabulary words by correct function and category
- synonyms and antonyms
- how to group words by categories (e.g., functions, attributes, academic domain)
- using vocabulary from the text in discussions about their reading
- applying vocabulary to reading and writing

Reading Fluency

Phrasing

- reading using meaningful phrases

Expression

- integrating prosody (pause, pitch, stress, volume, tempo, rhythm, intonation, expression) when reading
- using dialogue and punctuation to reflect the meaning

Adjusting Pace

- maintain momentum and accuracy when reading
- adjust rate and expression to suit the text
- when to slow down to problem solve

Word Recognition

- high frequency words with automaticity in isolation and in continuous text
- phonograms (rime units, digraphs, blends, etc.) with speed and accuracy

Comprehension

Engagement with Text

- selecting a variety of texts as sources of interest, enjoyment, and information
- selecting fiction and information texts with a variety of text features
- selecting text representing a variety of genres
- selecting texts reflective of diverse experiences and perspectives to grow background knowledge
- growing background and vocabulary knowledge about concepts and topics

Word Recognition

- see Phonics and Word Recognition section

Print Concepts and Features of Text

- attending to punctuation in text gathering and confirming information from title and illustrations
- using text features to determine content, locate topics, and obtain information

Strategic Processing of Text

- using comprehension strategies to build and monitor understanding
- searching for and using information
- self-monitoring for comprehension across chapters, series and character dialogue
- building knowledge and vocabulary related to a variety of concepts
- inferring and confirming the meaning of new vocabulary
- applying word-based decoding skills with comprehension strategies

Responding to Text

- integrating new information to support and build meaning
- questioning before, during, and after reading
- synthesizing information from a variety of sources to discuss a text
- selecting important information to retell a story
- identifying and supporting a main idea of a story
- talking about the author's intended message with specific reference to the text
- critiquing a story by providing personal opinions based on examples from the story
- sharing ideas and opinions in discussions about text
- discussing texts from a variety of perspectives