

Lake Washington School District
Teaching and Learning Framework

Second Grade

Reading

Power Standards | June 2008

Second Grade | Reading

EALR 1: The student understands and uses different skills and strategies to read.

Power Standards	Evidence of Learning
Apply understanding of <u>phonics</u> .	Use knowledge of phonics to read unfamiliar words in grade-level text. Read words in isolation and in context containing complex letter patterns/word families (e.g., -ought, -aught). Use multi-syllabic decoding when reading two and three syllable words in isolation and in context (e.g., <i>super</i> follows v/cv pattern; <i>supper</i> follows vc/cv).
Apply <u>vocabulary strategies</u> in grade-level text.	Use <u>prefixes</u> , <u>suffixes</u> , <u>inflectional endings</u> , and abbreviated words to determine the meaning of unknown words in grade-level text. Re-read to clarify, read on, ask for help, adjust reading rate, use knowledge of <u>print conventions</u> , and/or attempt alternative pronunciation for unknown words to determine meaning of unknown words; substitute familiar words for unknown. Use <u>prior knowledge</u> and context to <u>predict</u> and confirm meanings of unknown words. Use pictures, illustrations, and diagrams to clarify/expand word meaning.
Know <u>common sight words</u> appropriate to grade-level.	Read with <u>automaticity</u> an increasing number of common sight words.
Apply <u>fluency</u> to enhance comprehension.	Read grade-level text aloud fluently with expression. Read aloud unpracticed grade-level text with fluency in a range of 90–100+ words correct per minute.

EALR 2: The student understands the meaning of what is read.

Power Standards	Evidence of Learning
Apply <u>comprehension monitoring strategies</u> before, during, and after reading; determine importance using <u>theme</u> , <u>main idea</u> , and supporting details in <u>informational/expository text</u> and/or <u>literary/narrative text</u> . W	Identify the main idea of an informational/expository passage and support with text-based evidence with teacher guidance. Identify the theme/message in <u>culturally relevant literary/narrative text</u> and support with text-based evidence with teacher guidance. Complete <u>graphic organizers</u> with teacher guidance to organize main ideas and supporting details.

EALR 2 (continued)

Power Standards	Evidence of Learning
Apply <u>comprehension monitoring strategies</u> before, during, and after reading: use <u>prior knowledge/schema</u> .	Explain connections between self and characters and events encountered in <u>culturally relevant</u> text. Activate <u>prior knowledge</u> about a topic and organize information into a <u>graphic organizer</u> to aid in comprehension of text.
Apply <u>comprehension monitoring strategies</u> before, during, and after reading: <u>predict</u> and <u>infer</u> .	Predict text content using <u>prior knowledge</u> and <u>text features</u> . Use text and prior knowledge to make <u>inferences</u> about characters and/or predict events; confirm or reject <u>predictions</u> . Organize information that supports a prediction or inference in a <u>graphic organizer</u> to enhance comprehension of text.
Understand story <u>sequence</u> .	Retell text focusing on the problem or events in sequence. (Note: Differences in story telling order exist between cultures. For example, some cultures tell the end of the story first.)
Understand <u>story elements</u> .	Describe physical traits of characters and tell how they act. Retell the important events of a story. Describe the setting of a story. Identify the speaker/narrator in a story.

EALR 3: The student reads different materials for a variety of purposes.

Power Standards	Evidence of Learning
Understand information gained from reading to perform a specific task.	Use signs, labels, and instructions to answer questions or complete a task using grade-level text. Identify and use important words in a text to perform a task (e.g., math problem solving, follow multi-step directions).