Standard 1: Reading SECOND GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 1: The student uses skills in alphabetics to construct meaning from text.

Second Grade Knowledge Base Indicators	Instructional Examples
The student	The teacher
manipulates onsets and rimes in spoken syllables. (Phonological Awareness)	 (a) teaches advanced phonic-analysis skills explicitly, first in isolation and then in words and connected text when students are becoming proficient in trade books.
	 (b) separates aurally and visually similar letter combinations in the instructional sequence (e.g., does not introduce both sounds for /oo/ simultaneously, separates /ar/, and /au/). (This is an on-going process throughout the school year.)
	(c) sequences words and sentences strategically to incorporate known phonics units (e.g., letter combinations and inflection).
	(d) ensures that students know the sounds of the individual letters prior to introducing larger orthographic units (e.g. /ill/, /ap/, /ing/).
	 (e) provides initial practice in controlled contexts in which students can apply newly learned skills successfully.
	(f) offers repeated opportunities for students to read words in context where they can apply the advanced phonics skills with a high level of success.
 \(\begin{align*} \text{uses knowledge of developmentally appropriate decoding skills } \) (e.g., \(\text{\text{\text{\consonant-vowel combinations}}, \(\text{\text{\text{\text{\text{\consonant-vowel combinations}}}, \(\text{\text{\text{\text{\text{\consonant-vowel combinations}}, \(\text{\text{\text{\text{\consonant-vowel combinations}}, \(\text{\text{\text{\text{\text{\consonant-vowel combinations}, \text{\text{\text{\text{\consonant-vowel combinations}, \text{\text{\text{\text{\text{\consonant-vowel combinations}, \text{\text{\text{\text{\consonant-vowel combinations}, \text{\text{\text{\text{\consonant-vowel combinations}, \text{\text{\text{\text{\consonant-vowel combinations}, \text{\text{\text{\consonant-vowel combinations}, \text{\text{\text{\consonant-vowel combinations}, \text{\text{\text{\consonant-vowel combinations}, \text{\text{\consonant-vowel combinations}, \text{\consonant-vowel combinations}, \text{\text{\consonant-vowel combinations}, \text{\text{\consonant-vowel combinations}, \text{\consonant-vowel combinations}, \consonant-vowel combination	 (a) has the student build a word using letter manipulatives, replacing initial or ending letter(s) to make a new word (containing short or long vowel sounds), and saying the word.
(Finalities)	(b) helps students to transfer automatically skills from one word type to another in order to read trade books. The teacher and students look for words with CVVC combinations and write the combinations and words on 3x5 cards. Once the students have learn the sound combinations and words, the teacher has the students make cards

Grade-by-Grade



Standard 1 - Reading: The student reads and comprehends text across the curriculum.

Benchmark 1: The student uses skills in alphabetics to construct meaning from text.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
▲Identifies	Identifies sounds								
sounds of both	of both upper								
upper and lower	and lower case								
case letters of	letters of the								
the alphabet.	alphabet.								
(Letter-sound	(Letter-sound								
Relationships)	Relationships)								
▲ Identifies	▲Identifies								
names of both	names of both								
upper and lower	upper and lower								
case letters of	case letters of								
the alphabet.	the alphabet.								
Distinguishes	Identifies and								
letters from	distinguishes								
words by	between letters,								
recognizing that	words, and sentences.								
words are	sentences.								
separated by spaces.									
▲ Demonstrates	▲ Identifies and								
phonemic	manipulates								
awareness skills	phonemes in								
by hearing and	spoken words								
orally	(e.g., phoneme								
manipulating	isolation,								
sounds	identification,								
(e.g., aphoneme	categorization,								
isolation,	▲blending,								
▲identification,	▲segmentation,								
▲categorization,	▲ deletion,								
blending,	▲addition,								
segmentation,	▲substitution).								
deletion,									
addition,									
substitution).	/m								
(Phonemic	(Phonemic								
Awareness) Identifies and	Awareness) Aldentifies	Manipulates							
makes oral	onsets and rimes	onsets and							
rhymes and	in spoken words	rimes in spoken							
begins to hear	(e.g., alliteration,	syllables.							
onsets and	intonation,	synables.							
rimes	rhyme).								
(e.g., alliteration,	,								
intonation).									
(Phonological	(Phonological	(Phonological							
Awareness)	Awareness)	Awareness)							

Standard 2 - Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
Identifies and discusses problem and solution.	Follows events in a plot.	Retells the plot of a story.	Identifies plot sequence.	▲ Identifies or describes the major conflict in a story and how it is resolved	A Identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).	▲ Identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another.	▲ Identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.	A Identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.	▲ Analyzes and evaluates how the author uses various plot elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events.
					Understands that theme refers to the main idea (implied or stated), meaning of a selection, and includes the author's ideas about the subject.	Identifies aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and supports with implied and/or explicit information from the text.	Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).	Recognizes aspects of theme (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).	Analyzes themes, tone, and the author's point-of-view across a variety of literary works and genres using textual evidence and considering audience and purpose.
						Identifies the use of literary devices (e.g., foreshadowing, flashback).	Identifies literary devices (e.g., foreshadowing, flashback, figurative language, irony, metaphor, tone/mood, symbolism).	Identifies the use of literary devices (e.g., foreshadowing, flashback, figurative language, imagery, symbolism) in a text and explains how the author uses such devices to help establish tone and mood.	Identifies, analyzes, and evaluates the use of literary devices (e.g., foreshadowing, flashback, irony, figurative language, imagery, symbolism, satire, allusion, paradox, dialogue, point of view, overstatement) in a text.

Reading

Standard 1 - Reading: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	High School
	Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, inflectional endings).	▲ Determines meaning of words through knowledge of word structure (e.g., ▲ base words ▲ compound nouns, ▲ contractions, inflectional endings).	▲ Determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲ root words, ▲ prefixes, ▲ suffixes).	▲ Determines meaning of words through knowledge of word structure (e.g., compound nouns, ▲ root words, ▲ prefixes, ▲ suffixes).	▲ Determines meaning of words through knowledge of word structure (e.g., contractions, ▲ root words, ▲ prefixes, ▲ suffixes).	▲ Determines meaning of words through knowledge of word structure (e.g., ▲ root words, ▲ prefixes, ▲ suffixes).	▲ Determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.	▲ Determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.	▲ Determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.
			Identifies the difference between literal and figurative language when reading similes, metaphors, and idioms.	Determines the meaning of figurative language by interpreting similes, metaphors, and idioms.	Determines the meaning of figurative language by interpreting similes, metaphors, idioms, analogies, hyperbole, onomatopoeia, and personification.	▲ Identifies and determines the meaning of figurative language, including a similes, a metaphors, a analogies, hyperbole, onomatopoeia, personification, and idioms.	▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, and idioms.	▲ Identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, ▲ Idioms, ▲ imagery, and symbolism.	▲ Identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.
				Identifies the connotation and denotation of new words.	Recognizes the differences between the meanings of connotation and denotation.	Identifies word connotations and word denotations.	Identifies word connotations and word denotations.	Distinguishes between connotative and denotative meanings.	Discriminates between connotative and denotative meanings and interprets the connotative power of words.

Module III Part 2: Curricular Specific Scope and Sequence - Reading

The gray-shaded spaces within the Scope and Sequence represents tested indicators?

True or False

The correct answer is (False)

Tested indicators are not marked for assessment throughout the Scope and Sequence?

True or False

The correct answer is (False)

The Scope and Sequence is not numbered as the Kansas State Reading Curricular Standards Document is numbered?

True or False

The correct answer is (True)

In most cases, indicators marked for assessment have content present the year before?

True or False

The correct answer is (True)