GOOD HABITS, GREAT READERS
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correlated to

Virginia State English Standards of Learning
Grade 2
Reading continues to be a priority in second grade. The student will be immersed in a print-rich environment filled with fiction and nonfiction selections, which relate to all areas of the curriculum and interest. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read age-appropriate familiar selections with fluency and expression. The student will learn comprehension strategies for fiction and nonfiction materials. The student will be asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.
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<thead>
<tr>
<th>Oral Language</th>
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<tr>
<td><strong>2.1 The student will demonstrate an understanding of oral language structure.</strong>&lt;br&gt;a) Create and participate in oral dramatic activities.&lt;br&gt;b) Use correct verb tenses in oral communication.&lt;br&gt;c) Use increasingly complex sentence structures in oral communication.</td>
<td><strong>Program Overview:</strong>&lt;br&gt;• The Key Principles: pages 2-3&lt;br&gt;• The Five Domains of Reading: pages 6-9&lt;br&gt;• The 7 Habits of Great Readers: page 11&lt;br&gt;• Skills Covered in Celebration Press Reading: Structural Analysis: Comprehension: Retell and Summarize: pages 16-18&lt;br&gt;• Literacy Centers: Response Center: page 27&lt;br&gt;• An Overview of a Shared Reading Lesson: __________: pages 30-31&lt;br&gt;• Teaching a Guided Reading Lesson: __________: pages 42-43&lt;br&gt;<strong>Shared Reading Examples:</strong>&lt;br&gt;<strong>Putting On A Play:</strong> page 161: Center Activities: Fluency Practice&lt;br&gt;<strong>No Ordinary Grandma:</strong> page 311: Center Activities: Fluency Practice&lt;br&gt;<strong>Guided Reading Examples:</strong>&lt;br&gt;<strong>The Musicians of Bremen:</strong> Digging Deeper: Fluency: Reader’s Theater&lt;br&gt;<strong>King of the Knock-Knock Jokes:</strong> Digging Deeper: Literary Device: Puns and Word Play&lt;br&gt;<strong>Assessment Card:</strong>&lt;br&gt;When Are My Readers Ready to Move Up to the Next Guided Reading Group? Retelling&lt;br&gt;<strong>Assessment Handbook:</strong>&lt;br&gt;Retelling Rubric: page 33&lt;br&gt;Checklist of Good Habits: page 53&lt;br&gt;Checklist of Good Habits: page 54&lt;br&gt;Checklist of Good Habits: page 55&lt;br&gt;Checklist of Good Habits: page 56&lt;br&gt;Checklist of Good Habits: page 57</td>
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### 2.2 The student will continue to expand listening and speaking vocabularies.

- **a)** Use words that reflect a growing range of interests and knowledge.
- **b)** Clarify and explain words and ideas orally.
- **c)** Follow oral directions with three or four steps.
- **d)** Give three-step and four-step directions. Identify and use synonyms and antonyms in oral communication. Identify and use synonyms and antonyms in oral communication.

### Program Overview:
- **The Key Principles:** pages 2-3
- **The Five Domains of Reading:** Vocabulary: page 8-9
- **The 7 Habits of Great Readers:** pages 10-11
- **Skills Covered in Celebration Press Reading:** Vocabulary/Word Study: Expository Text: Understand and Use Text Structures: pages 16-20
- **Literacy Centers:** Fluency Practice: page 26
- **Features of Your Shared Reading 5-Day Planner:** Fluency: Retelling: pages 34-35

### Shared Reading Examples:
- **The Remarkable, Adaptable Turtle:** page 124
- **Keep It Simple!** page 262
- **Mr. and Mrs. Murphy and Bernard:** Digging Deeper: Vocabulary: Synonyms

### Guided Reading Examples:
- **Kermy and Pepper:** Digging Deeper: Vocabulary: Synonyms
- **Assessment Card:**
  - When Are My Readers Ready to Move Up to the Next Guided Reading Group? Phonics and Vocabulary

### Assessment Handbook:
- **Retelling Rubric:** page 33
- **Oral Language Behaviors Checklist:** page 47
- **Checklist of Good Habits:** page 55

### 2.3 The student will use oral communication skills.

- **a)** Use oral language for different purposes: to inform, to persuade, and to entertain.
- **b)** Share stories or information orally with an audience.
- **c)** Participate as a contributor and leader in a group.
- **d)** Summarize information shared orally by others.

### Program Overview:
- **The Key Principles:** pages 2-3
- **The Five Domains of Reading:** Vocabulary: page 8-9
- **The 7 Habits of Great Readers:** pages 10-11
- **Skills Covered in Celebration Press Reading:** Vocabulary/Word Study: Expository Text: Understand and Use Text Structures: pages 16-20
- **Literacy Centers:** Fluency Practice: page 26
- **Features of Your Shared Reading 5-Day Planner:** Fluency: Retelling: pages 34-35

### Shared Reading Examples:
- **Fourteen Cats:** page 53: Center Activities:
### Fluency Practice

- **Putting On A Play**: page 161; Center
- **Activities**: Fluency Practice

### Guided Reading Examples:

- **The Musician’s of Bremen**: Digging Deeper: Fluency; Reader’s Theater
- **The First Fire**: Digging Deeper: Fluency; Choral Reading

### Assessment Handbook:

- Retelling Rubric: page 33
- Oral Language Behaviors Checklist: page 47
- Checklist of Good Habits: page 55

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<td><strong>2.4 The student will use phonetic strategies when reading and spelling.</strong></td>
<td><strong>Program Overview:</strong></td>
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<tr>
<td>a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.</td>
<td>- The Key Principles: pages 2-3</td>
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<td>b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.</td>
<td>- The Five Domains of Reading: Vocabulary: pages 8-9</td>
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<td>c) Decode regular multisyllabic words.</td>
<td>- The 7 Habits of Great Readers: 2 - Great Readers Make Sense of Text: 3 - Great Readers Use What They Know: pages 10-11</td>
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<td></td>
<td>- Skills Covered in Celebration Press Reading: Phonemic Awareness: Phonics: pages 16-17</td>
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<td>- Literacy Centers: Vocabulary Builder: page 26</td>
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<td>- Teaching a Shared Reading Lesson:</td>
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<td>_____: pages 32-33</td>
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<td>- Features of Your Shared Reading 5-Day Planner: Vocabulary: pages 34-35</td>
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<td>- Features of Your Teaching Plan Cover: Vocabulary: page 39</td>
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<td>- An Overview of a Guided Reading Lesson:</td>
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<td>Vocabulary: pages 40-41</td>
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<td>- Teaching a Guided Reading Lesson: Before Reading: Vocabulary: page 42</td>
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### Shared Reading Examples:

- **Putting On A Play**: page 160; Phonics: Initial and Final l-Blends
- **Dear Juno**: page 172; Phonics: Initial and Final r- and s-Blends

### Guided Reading Examples:

- **The Biggest Bear in the Woods**: Phonics Mini-Lesson: Consonant Digraphs
- **The Friendship Garden**: Phonics Mini-Lesson: r-blends

### Assessment Card:

- When Are My Readers Ready to Move Up to the Next Guided Reading Group? Phonics and Vocabulary

### Assessment Handbook:

- Running Record: page 41
- Early Reading Behaviors Checklist: page 45
2.5 The student will use meaning clues and language structure when reading.
   a) Use information in the story to read words.
   b) Use knowledge of sentence structure.
   c) Use knowledge of story structure and sequence.

Early Reading Behaviors Checklist: page 53

Program Overview:
- The Key Principles: pages 2-3
- The Five Domains of Reading: Vocabulary: Comprehension: pages 8-9
- The 7 Habits of Great Readers: 2 - Great Readers Make Sense of Text: 3 - Great Readers Use What They Know: page 10
- Skills Covered in Celebration Press Reading: Structural Analysis: pages 16-17
- Literacy Centers: Word Study: page 27
- An Overview of a Shared Reading Lesson: Using What You Know About Words: page 30
- Teaching a Shared Reading Lesson: Teaching the Mini-Lesson: pages 32
- Features of Your Shared Reading 5-Day Planner: Vocabulary: page 34
- Features of Your Teaching Plan Cover: Focus For Instruction: Vocabulary: page 39
- An Overview of a Guided Reading Lesson: Focus Attention: Vocabulary: page 40
- Teaching a Guided Reading Lesson: Focus Attention: Vocabulary: The Featured Reading Skill: page 42

Shared Reading Examples:
Keep It Simple: page 262: Mini-Lesson: Vocabulary: Multiple-Meaning Words

Guided Reading Examples:
Balloons: Before Reading: Vocabulary
The Cat Doctor: Writing: Write an Informative Paragraph

Assessment Card:
When Are My Readers Ready to Move Up to the Next Guided Reading Group? Retelling

Assessment Handbook:
Retelling Rubric: page 33
Story Frame: page 35
Book Frame: page 36
Early Reading Behaviors Checklist: page 45
Checklist of Good Habits: page 52
Checklist of Good Habits: page 55
Checklist of Good Habits: page 56
### 2.6 The student will use language structure to expand vocabulary when reading.

- a) Use knowledge of prefixes and suffixes.
- b) Use knowledge of contractions and singular possessives.
- c) Use knowledge of simple abbreviations.
- d) Use knowledge of simple abbreviations.
- e) Use knowledge of antonyms and synonyms.

### Program Overview:

- The Key Principles: pages 2-3
- The Five Domains of Reading: Phonics: Vocabulary: pages 6-9
- The 7 Habits of Great Readers: 3- Great Readers Use What They Know: page 10
- Skills Covered in Celebration Press Reading: Phonemic Awareness: Phonics: Vocabulary/Word Study: pages 16-17
- Literacy Centers: Vocabulary Builder: Word Study: pages 26-27
- An Overview of a Shared Reading Lesson: Mini-Lesson: Introduce the Book: page 30
- Teaching a Shared Reading Lesson: Teaching the Focus Lesson: page 32
- Features of Your Shared Reading 5-Day Planner: Phonemic Awareness: Phonics: Vocabulary pages 34-35
- Features of Your Teaching Plan Cover: Vocabulary: page 39
- An Overview of a Guided Reading Lesson: Vocabulary: page 40
- Teaching a Guided Reading Lesson: Vocabulary: page 42
- Your Guided Reading Reproducibles: page 44

### Shared Reading Examples:

- I Can Read! I Can Read!: page 203: Center Activities: Word Study
- No Ordinary Grandma: page 316: Mini-Lesson: Vocabulary: Affixes and Bases

### Guided Reading Examples:

- Ashley’s World Record: Phonics Mini-Lesson: Contractions
- Book of Space Questions and Answers: Phonics Mini-Lesson: Prefixes

### Assessment Card:

- When Are My Readers Ready to Move Up to the Next Guided Reading Group? Phonics and Vocabulary

### Assessment Handbook:

- Early Reading Behaviors Checklist: page 45
- Checklist of Good Habits: page 51
2.7 The student will read fiction and nonfiction, using a variety of strategies independently.
   a) Preview the selection by using pictures, diagrams, titles, and headings.
   b) Set purpose for reading.
   c) Read stories, poems, and passages with fluency and expression.
   d) Reread and self-correct when necessary.

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<td>• The Five Domains of Reading: Fluency:</td>
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<td>Comprehension: pages 6-9</td>
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<td>• The 7 Habits of Great Readers: 3 –</td>
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<td>Great Readers Use What They Know: 5 –</td>
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<td>Great Readers Read To Learn: pages 10-11</td>
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<td>• Skills Covered in Celebration Press Reading:</td>
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<td>Fluency: Comprehension: Self-Monitor Comprehension: pages 16-18</td>
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<td>• Literacy Centers: Fluency Practice: page 26</td>
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<td>• Teaching a Shared Reading Lesson: Model the</td>
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<td>Strategy: page 32</td>
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<td>• Features of Your Shared Reading 5-Day Planner:</td>
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<td>Fluency: pages 34-35</td>
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<td>• Teaching a Guided Reading Lesson: Before Reading:</td>
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<td>During Reading: Digging Deeper: pages 42-43</td>
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<td>• Your Guided Reading Reproducibles: page 44</td>
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| Shared Reading Examples:                            |
| Fourteen Cats: page 53: Center Activities: Fluency |
| The Remarkable, Adaptable Turtle: page 119: Center |
| Activities: Fluency Practiced                       |

| Guided Reading Examples:                            |
| Sharks: Before Reading: Focus Attention            |
| We Need Insects!: Before Reading: Focus Attention   |

| Assessment Card:                                   |
| When Are My Readers Ready to Move Up to the Next   |
| Guided Reading Group? Fluency: Comprehension       |

| Assessment Handbook:                                |
| Retelling Rubric: page 33                           |
| Running Record: page 41                             |
| Oral Language Behaviors Checklist: page 47          |
| Checklist of Good Habits: page 51                   |
| Checklist of Good Habits: page 52                   |
| Checklist of Good Habits: page 53                   |
| Checklist of Good Habits: page 55                   |
| Checklist of Good Habits: page 56                   |
2.8 The student will read and demonstrate comprehension of fiction and nonfiction.
   a) Make predictions about content.
   b) Read to confirm predictions.
   c) Relate previous experiences to the topic.
   d) Ask and answer questions about what is read.
   e) Locate information to answer questions.
   f) Describe characters, setting, and important events in fiction and poetry.
   g) Identify the problem, solution, and main idea.

Program Overview:
- The Key Principles: pages 2-3
- The Five Domains of Reading: Comprehension: pages 8-9
- The 7 Habits of Great Readers: 2 - Great Readers Make Sense of Text: 3 - Great Readers Use What They Know: 4 - Great Readers Understand How Stories Work: 5 - Great Readers Read to Learn: pages 10-11
- Literacy Centers: Writing Center: Response Center: pages 26-27
- Teaching a Shared Reading Lesson: Teaching the Focus Lesson: page 32
- Features of Your Shared Reading 5-Day Planner: Focus Lesson: Center Activities: pages 34-35
- Features of Your Teaching Plan Cover: Focus For Instruction: page 39
- An Overview of a Guided Reading Lesson: Focus Attention: Featured Reading Skill: Options for Further Instruction: pages 40-41
- Teaching a Guided Reading Lesson: Before Reading: During Reading: After Reading: Options For Further Instruction: pages 42-43
- Your Guided Reading Reproducibles: page 44

Shared Reading Examples:
Rashee and the Seven Elephants: page 84:
Lesson Objectives: Use Background Knowledge To Make Predictions
My Grandmother’s Patchwork Quilt: page 138:
Lesson Objective: Activate Prior Knowledge

Guided Reading Examples:
At the Top of the World: Guiding the Reading: After the Reading: Understand Nonfiction Text Structure
Goldsworthy and Mort Blast Off: Guiding the Reading: Before Reading: Understanding Genre

Assessment Card:
When Are My Readers Ready to Move Up to the Next Guided Reading Group? Comprehension: Retelling

Assessment Handbook:
Retelling Rubric: page 33
Story Frame: page 35
Book Frame: page 36
Oral Language Behaviors Checklist: page 47
Checklist of Good Habits: page 51
Checklist of Good Habits: page 52
Checklist of Good Habits: page 53
Checklist of Good Habits: page 54
Checklist of Good Habits: page 55
Checklist of Good Habits: page 56
Checklist of Good Habits: page 57
2.9 The student will demonstrate comprehension of information in reference materials.  
   a) Use a table of contents.  
   b) Use pictures and charts.  
   c) Use dictionaries and indices.

Program Overview:
- The Key Principles: pages 2-3  
- The Five Domains of Reading: Comprehension: pages 8-9  
- The 7 Habits of Great Readers: 5 - Great Readers Read to Learn: 6 - Great Readers Monitor and Organize Ideas and Information: pages 10-11  
- Skills Covered in Celebration Press Reading: Expository Text: Understand and Use Text Features: page 20  
- Literacy Centers: Vocabulary Builder: page 26  
- Features of Your Shared Reading 5-Day Planner: Writing Center: page 35  
- An Overview of a Guided Reading Lesson: Options for Further Instruction: Digging Deeper: page 40  
- Teaching a Guided Reading Lesson: Digging Deeper: page 43  
- Your Guided Reading Reproducibles: page 44  

Shared Reading Examples:  
Putting On A Play: page 166: Mini-Lesson: Vocabulary: Word Meanings  
Tell Me a Story, Grandma: page 328: Mini-Lesson: Vocabulary: Using a Dictionary  

Guided Reading Examples:  
Monsters of the Deep: Digging Deeper: Nonfiction Feature: Contents Page  
Your Teeth: Digging Deeper: Nonfiction Feature: Diagram  

Assessment Handbook:  
Checklist of Good Habits: page 53  
Checklist of Good Habits: page 54  
Checklist of Good Habits: page 55

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2.10 The student will maintain manuscript and begin to make the transition to cursive.

Program Overview:  
- Literacy Centers: Writing: pages 26-27  
- Your Guided Reading Reproducibles: page 44

2.11 The student will write stories, letters, and simple explanations.  
   a) Generate ideas before writing.  
   b) Organize writing to include a beginning, middle, and end.  
   c) Revise writing for clarity.

Program Overview:  
- The Key Principles: pages 2-3  
- The Five Domains of Reading: Comprehension: pages 8-9  
- The 7 Habits of Great Readers: 5 - Great Readers Read to Learn: 6 - Great Readers Monitor and Organize Ideas and Information: pages 10-11  
- Skills Covered in Celebration Press Reading: Comprehension: Make Inferences: Literary Response, Analysis, and Appreciation: pages 18-20
d) Use available technology.

- Literacy Centers: Writing Center: page 26
- Your Guided Reading Reproducibles: page 44

**Shared Reading Examples:**
Blueberries For Sal: page 299: Center Activities: Writing Center
Dear Mr. Blueberry: page 377: Center Activities: Writing Center

**Guided Reading Examples:**
Happy Birthday, Mrs. Boedecker: Options for Further Instruction: Writing: Write a Narrative
Meet Erdene: Options for Further Instruction: Writing: Write a Friendly Letter

| 2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling. | Program Overview:

- Literacy Centers: Writing: page 26
- Your Guided Reading Reproducibles: page 44

**Shared Reading Examples:**
Tell Me A Story, Grandpa: page 107: Center Activities: Writing Center
Fables From Around the World: page 227: Center Activities: Writing Center

**Guided Reading Examples:**
The Hat Maker: Options for Further Instruction: Digging Deeper: Writer’s Craft: Word Choice
The Big Snow: Options for Further Instruction: Digging Deeper: Literary Devices: Imagery and Sensory Words

**Assessment Handbook:**
Portfolio Selection Slip: page 60

- a) Recognize and use complete sentences.
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
- c) Capitalize all proper nouns and the word I.
- d) Use singular and plural nouns and pronouns.
- e) Use apostrophes in contractions, including don’t, isn’t, and can’t.
- f) Use correct spelling for high-frequency sight words, including compound words and regular plurals.
# A Correlation of the Five Essential Components of Effective Reading Instruction with Celebration Press Reading: Good Habits, Great Readers

## Second Grade

### Phonics:
The ability to recognize words accurately, fluently, and independently is fundamental to reading in an alphabetic writing system. For kindergarten students, critical skills include learning to associate sounds with letter, using those associations to decode and read simple words, and learning to recognize important non-decodable words.

### What Students Need to Learn:
- Accurate and rapid identification of the letters of the alphabet
- The alphabetic principle
- Phonics elements
- The application of phonics elements to reading and writing.

### Key Research Findings:
- More effective than non-systematic or no phonics instruction
- Significantly improves kindergarten and first grade children’s word recognition and spelling
- Significantly improves children’s reading comprehension
- Effective for children from various social and economic levels
- Particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems
- Most effective when introduced early
- Not an entire reading program for beginning readers

### Program Evidence:

#### Program Overview:
- The Shared Reading weekly plan includes daily mini-lessons on phonics/word study: page 4
- Literacy Centers and Independent Work are routines which extend and reinforce aspects of reading taught in whole-class or small-group lessons: page 5
- The Five Domains of Reading: Phonics: page 6-7
- Skills Covered in Celebration Press Reading: Phonics: page 16
- Literacy Centers: Word Study: page 27

#### Assessment Handbook (2/3)
- Setting Benchmark Expectations: page 16

#### Assessment Card:
- When Are My Readers Ready to Move Up to the Next Guided Reading Group? Phonics and Vocabulary: Front Cover
- What If My Readers Are Having Trouble? Phonics: Inside Front Cover

#### Shared Reading:
- Day 2 - Phonics: Grade-appropriate, text-based instruction in word study gives students opportunities to practice skills appropriate to Shared Reading selection. Skills addressed include: Short Vowels, Initial/Final Consonant Digraphs, Long Vowels, Compound Words, Plurals, Initial and Final Blends, Contractions, Vowel Digraphs, r-Controlled Vowels, Inflected Endings, Hard and Soft c and g, Diphthongs, Suffixes.
• **Center Activities – Word Study:** The Word Study center allows students to practice independently what they have learned about making and reading words. In this center, students apply and reinforce strategies for letter-sound correspondence, phonemic awareness, spelling, and phonics and word recognition. When possible, this center with magnetic or other letters, dry-erase boards, markers, erasers, pictures for word or letter sorts, letter trays, letter tiles, and word or letter games.

• **Best Practice Routines:** Tier Two Words: pages 14-15

**Guided Reading:**

• **Guiding the Reading – After Reading:** Phonics Mini-lesson: Phonics skills addressed include; Short Vowels, Consonant Digraphs, Plurals, Long Vowels, Blends, R-Controlled Vowels, Contractions, Inflected Endings, Variant Vowels, Three-Letter Consonant Digraphs, Vowel Digraphs, Hard and Soft c and g, Prefixes, Schwa, Multisyllabic Words, Silent Letters, Diphthongs, Suffixes.

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<th>Criteria</th>
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<td><strong>Second Grade High Priority Items – Phonics Instruction</strong></td>
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| 1. Teaches advanced phonics-analysis skills explicitly, first in isolation, then in words and connected text and applies to other program materials (e.g., trade books, anthologies) when students are proficient. | **Shared Reading Examples:**
| Ants at Work: Mini-lesson -Phonics: r-controlled vowels or, er: page 248
Keep It Simple: Mini-lesson - Phonics: words with long o (o, oa, ow): page 26
They Work Together: Mini-lesson - Phonics: Inflected ending -ed: page 284 | |
| **Guided Reading Examples:**
The Ant and the Grasshopper: Focus for Instruction: Phonics: r-Controlled Vowel or Changing Shores: Focus for Instruction: Phonics: Long o (o, oa, ow, oe)
Pack a Picnic!: Focus for Instruction: Phonics: Diphthongs oi, oy, ou, ow | |
| 2. Provides teacher guided practice in word lists and controlled contexts in which students can apply newly learned skills successfully. | **Shared Reading Examples:**
Blueberries for Sal: Mini-lesson -Phonics: Inflected Ending -ing: page 302
Tell Me a Story, Grandpa: Mini-lesson - Phonics: Hard and Sort c and g: page 326
A Letter to Amy: Mini-lesson - Phonics: Diphthongs ou, ow : page 356 | **Guided Reading Examples:**
No Evidence Found
**Assessment Card:**
An ongoing observational and informal assessment which includes Phonics strategies. |
| 3. Teaches explicit strategy to read multisyllabic words by using prefixes, suffixes, and known word parts. | **Shared Reading Examples:**
Blueberries for Sal: Center Activities – Word Study: suffix -ing page 299
They Work Together: Center Activities – Word Study: suffix -ed page 281
No Ordinary Grandma: Mini-lesson – Phonics: Affixes and Bases: page 316 | **Guided Reading Examples:**
The Great Skate Race: Focus for Instruction: |
Phonics: Inflected Endings: -ed, -ing, (with spelling change)
Native American Traditions: Focus for Instruction: Phonics: Multisyllabic Words
Sharks: Focus for Instruction: Phonics: Suffixes -ful, -less

Second Grade Discretionary Items – Phonics Instruction

1. Avoids assuming that learners will automatically transfer skills from one word type to another. When introducing a new letter combination, prefix, or word ending, models each of the fundamental stages of blending the word and then reading the whole word.

Shared Reading Examples:
Dear Mr. Blueberry: Mini-lesson – Phonics: Vowel Digraphs aw, au, ai, all: page 380
Rudges: Mini-lesson – Phonics: r- controlled vowels, air, are, ear: page 338

Guided Reading Examples:
Si Won’s Victory: Focus for Instruction: Phonics: Silent Letters: kn, wr
The Maple Thanksgiving: Focus for Instruction: Phonics: Inflected Endings -ed, -ing

2. Separates auditorily and visually similar letter combinations in the instructional sequence (e.g., does not introduce both sounds for oo simultaneously; separates ai, au).

Shared Reading Examples:
This program does introduce auditorily and visually similar letter combinations in the instructional sequence in the Shared Reading lessons.

Guided Reading Examples:
This program does introduce auditorily and visually similar letter combinations in the instructional sequence in the Guided Reading lessons.

3. Ensures that students know the sounds of the individual letters prior to introducing larger orthographic units (e.g., ill, ap, ing).

Shared Reading Examples:
Short vowel sounds are revisited early in the sequence and then the larger orthographic units are taught later in the sequence.
Table for Two: Mini-lesson – Phonics: Short a: page 32
Dear Juno: Mini-lesson – Phonics: Initial and Final r- and s- Blends: page 176
His Majesty the King: Mini-Lesson – Phonics: Long I (i, igh, ie, y)

Guided Reading Examples:
The first 24 Guided Reading Lessons revisit the short vowel sounds then the larger orthographic units are taught later in the sequence.
Baby-Sitting: Focus for Instruction: Phonics: short a
The Big Snow: Focus for Instruction: Phonics: plurals -s, -es
Balloons: Focus for Instruction: Phonics: long u (eu, ue)
4. Offers repeated opportunities for students to read words in contexts where they can apply their advanced phonics skills with a high level of success.

**Shared Reading Examples:**
Each title is based on a five-day lesson plan. The phonics skill addressed on day 2 of each lesson focuses are driven and reinforced within the text for each of the following days. Also see the Best Practice Routine - Repeated Reading: pages 20-21.

**Guided Reading Examples:**
Each Guided Reading title is suggested to cover one to two days. It is suggested that students reread and discuss each book, (see Reread and Assess).

5. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters onto print.

**Shared Reading Examples:**
*Tell Me a Story*: Center Activities - Word Study: page 107
*Fables for Around the World*: Center Activities - Word Study: page 227

**Guided Reading Examples:**
The *First Fire*: Focus for Instruction:
Additional Activities: Writing: Write a Narrative
*The Ant and the Grasshopper*: Focus for Instruction: Additional Activities: Writing: Write an Alternative Ending
*Baboons*: Focus for Instruction: Additional Activities: Writing: Write an Informational Paragraph

6. Makes clear the connections between decoding (symbol to sound) and spelling (sound to symbol).

**Shared Reading Examples:**
*They Worked Together*: Mini-lesson - Phonics: Inflected Ending -ed: page 284
*Tell Me a Story* *Grandpa*: Mini-lesson - Phonics: Hard and Soft c and g: page 326
*Rudeg*: Mini-lesson - Phonics: r-controlled vowels air, are, ear: page 338

**Guided Reading Examples:**
The *Big Sheep Mix-Up*: Phonics Mini-Lesson: r-Controlled Vowel ar
*The Great Skate Race*: Phonics Mini-lesson: Inflected Endings: -ed, -ing
*Kyle’s First Kwanzaa*: Phonics Mini-Lesson: Contractions

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**Second Grade High Priority Items - Irregular Words Instruction**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Selects words that have high utility; that is, words that are used frequently in grade-appropriate literature and informational text.</td>
</tr>
<tr>
<td></td>
<td>High frequency words are not explicitly taught in the lesson plan suggestions.</td>
</tr>
</tbody>
</table>

**Second Grade Discretionary Items - Irregular Words Instruction**

<table>
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<tr>
<th>Item</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sequences high-frequency irregular words to avoid potential confusion. For example,</td>
</tr>
<tr>
<td></td>
<td>High frequency words are not explicitly taught in the lesson plan suggestions.</td>
</tr>
</tbody>
</table>
high-frequency words that are often confused by students should be strategically separated for initial instruction.

2. Limits the number of sight words introduced at one time. High frequency words are not explicitly taught in the lesson plan suggestions.

3. Preteaches the sight words prior to reading connected text. High frequency words are not explicitly taught in the lesson plan suggestions.

4. Provides a cumulative review of important high-frequency sight words as part of daily reading instruction. High frequency words are not explicitly taught in the lesson plan suggestions.

Vocabulary:
The ability to store information about the meaning and pronunciation of words. There are four types of vocabulary: listening, speaking, reading, and writing.

Development of stored information about the meanings and pronunciation of words necessary for communication.

What Students Need to Learn:
- The meaning for most of the words in a text so they can understand what they read
- To apply a variety of strategies to learn word meanings
- To make connections between words and concepts
- To use "new" words accurately in oral and written language

Key Research Findings:
- Children learn the meanings of most words indirectly, through everyday experiences with oral and written language.
- Some vocabulary must be taught directly.

Program Evidence:
Program Overview:
- The Key Principals: Provide opportunities for students to collaborate and talk about their learning: page 3
- The Shared Reading weekly plan includes daily mini-lessons on vocabulary: page 4
- Literacy Centers and Independent Work are routines which extend and reinforce aspects of reading taught in whole-class or small-group lessons: page 5
- The Five Domains of Reading: Vocabulary: page 8-9
- Skills Covered in Celebration Press Reading: Vocabulary/Word Study: page 17

Assessment Handbook (2/3)
- Setting Benchmark Expectations: page 16
- Oral Language Behaviors Checklist: page 47
- Checklist of Good Habits: page 53
Assessment Card:
- When Are My Readers Ready to Move Up to the Next Guided Reading Group? Vocabulary: Front Cover
- What if My Readers Are Having Trouble? Vocabulary: Inside Front Cover

Shared Reading:
- Day 3 – Vocabulary: Grade-appropriate vocabulary skills are introduced using the Shared Reading text as a basis for instruction. Skill addressed include: Verbs, Action Words, Figurative Language, Other Words for Said, Descriptive Words, Compound Words, Explanatory Sentences, Antonyms, Synonyms, Point of View, Conjunctions, Compound Sentences, Word Meanings, Adjectives, Exclamatory Sentences, Contractions, Homonyms, Animal Action Words, Homophones, Multiple-Meaning Words, Comparative Words, Capitalization of Proper Nouns, Base Words, Affixes, Bases, Using a Dictionary, Animal Classification Words, Parts of a Letter, Using a Thesaurus.
- Literacy Centers: Vocabulary Builder: page 27
- Best Practice Routines: Tier Two Words: pages 14-15

Guided Reading:
- Guiding the Reading: Before Reading – Vocabulary: Multiple-Meaning Words, Time and Order Words, Synonyms, Homographs, Context Clues, Categorize and Classify, Concept Words, Word Origins, Descriptive Words, Abbreviations,
- Guiding the Reading: Before Reading – Vocabulary: Each title has a few identified vocabulary words identified to pre-teach.
- ESL/ELL Support: This additional support provides additional vocabulary support.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Program Evidence</th>
</tr>
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</table>
| **Second Grade High Priority Items – Vocabulary Instruction** | **Shared Reading Examples:**  
Keep It Simple: Day 3 – Mini-lesson – Vocabulary: Multiple Meaning Words: page 262  
**Guided Reading Examples:**  
Balloons: Focus for Instruction – Vocabulary  
The Cat Doctor: Focus for Instruction – Vocabulary  
Changing Shores: Focus for Instruction – Vocabulary |

1. Provides direct instruction of specific concepts and vocabulary essential to understanding text.
### Second Grade Discretionary Items - Vocabulary Instruction

<table>
<thead>
<tr>
<th>2. Provides repeated and multiple exposures to critical vocabulary.</th>
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</thead>
</table>
| **Shared Reading Examples:**  
The Shared Reading lesson is designed to take 5 days, this provides repeated and multiple exposures to critical vocabulary.  
**Ox Card Man:** Day 3 – Mini-lesson – Vocabulary: Conjunctions and Compound Sentences: page 154  
**Dear Mr. Blueberry:** Day 3 – Mini-lesson – Vocabulary: Compound Words: page 100  
**Hooray a Piñata:** Day 3 – Mini-lesson – Vocabulary: Other Words for Said: page 70  
**Guided Reading Examples:**  
The Guided Reading lesson is designed to take up to 2 days, this provides repeated and multiple exposures to critical vocabulary.  
**The Great Skate Race:** Focus for Instruction – Vocabulary  
**Kyle’s First Kwanzaa:** Focus for Instruction – Vocabulary  
**Made’s Birthday:** Focus for Instruction – Vocabulary |

### Second Grade Discretionary Items - Vocabulary Instruction

<table>
<thead>
<tr>
<th>1. Variety of methods</th>
</tr>
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</table>
| **Shared Reading Examples:**  
Each Shared Reading lesson provides explicit vocabulary instruction on Day 3. Each Shared Reading lesson also provides student practice during the Center Activities – Vocabulary Builder.  
**Guided Reading Examples:**  
Each Guided Reading lesson provides explicit vocabulary instruction “Before Reading,” the text. The ESL/ELL Support suggestions provide another opportunity to assist students with vocabulary acquisition. The Digging Deeper suggestions are often a vocabulary related activity. |

<table>
<thead>
<tr>
<th>2. Incorporates exposure to a broad and diverse vocabulary through listening to and reading stories and informational texts.</th>
</tr>
</thead>
</table>
| **Shared Reading Examples:**  
The Good Habits, Great Readers addresses the following topics which introduce a broad and diverse vocabulary.  
**Fiction Topics:** Piñatas, Birthdays, Family, Quilting, Culture, Dogs, Homelessness, Friends  
**Nonfiction Topics:** Turtles, Zebras, Lighthouses, Baby Animals, Friends, Cultures, Honeybees, Musicians, Anthropologists, Hiking, Magnets, Volcanoes, Marionettes, Artists  
**Guided Reading Examples:**  
**Fiction Topics:** Babysitting, Running Away, Cinderella, Family, Family Pets, Dogs, Cats, Relationships, Farm Animals, Rooster, Circus, Goats, Being Lost, Camp, Snow, Glasses, Birds, Friends, Animals, Horned Toads, Jokes, Tigers, Moods, Space Aliens, Playing Sports, Childhood, Martians, Mars, Self Esteem, Teamwork, |
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<tr>
<td>3. Integrates words into sentences and asks students to tell the meaning of the word in the sentence and to use it in a variety of contexts.</td>
</tr>
<tr>
<td>4. Reviews previously introduced words cumulatively.</td>
</tr>
<tr>
<td>5. Teaches strategy for word meanings based on meaning of prefixes and suffixes.</td>
</tr>
</tbody>
</table>
6. Introduces the prefix or suffix in isolation, indicating its meaning and then connecting it in words.

**Shared Reading Examples:**
- Animal Look Alikes: Mini-lesson - Phonics: Suffix -ly; page 368
- Blueberries for Sal: Center Activities - Word Study: suffix -ing page 299
- They Work Together: Center Activities - Word Study: suffix -ed page 281

**Guided Reading Examples:**
- Sharks: Focus for Instruction - Phonics: -ful, -less
- Through the Garden Door: Focus for Instruction - Phonics: -ful, -less
- Book of Space: Focus for Instruction - Phonics: Prefixes un-, re-
- The Lost and Found Game: Focus for Instruction - Phonics: Prefixes un-, re-

7. Illustrates the prefix or suffix with multiple examples.

**Shared Reading Examples:**
- Animal Look Alikes: Mini-lesson - Phonics: Suffix -ly; page 368
- Blueberries for Sal: Center Activities - Word Study: suffix -ing page 299
- They Work Together: Center Activities - Word Study: suffix -ed page 281

**Guided Reading Examples:**
- Sharks: Focus for Instruction - Phonics: -ful, -less
- Through the Garden Door: Focus for Instruction - Phonics: -ful, -less
- Book of Space: Focus for Instruction - Phonics: Prefixes un-, re-
- The Lost and Found Game: Focus for Instruction - Phonics: Prefixes un-, re-

8. Restructuring of vocabulary tasks for at-risk, low achieving students.

**Shared Reading Examples:**
- No Evidence Found

**Guided Reading Examples:**
- Baby-sitting: Options for Further Instruction - ESL/ELL Support
- Cinderella: Options for Further Instruction - ESL/ELL Support
- Ashley’s World Record: Options for Further Instruction - ESL/ELL Support

9. Uses examples when the roots are familiar to students (e.g., remake and replay as opposed to record and recode.)

**Shared Reading Examples:**
- Animal Look Alikes: Mini-lesson - Phonics: Suffix -ly; page 368
- Blueberries for Sal: Center Activities - Word Study: suffix -ing page 299
- They Work Together: Center Activities - Word Study: suffix -ed page 281

10. Separates prefixes that appear similar in initial instructional sequences (e.g., pre, pro).

**Shared Reading Examples:**
- No Evidence Found
Fluency:
The skill of reading texts accurately and quickly, which allows readers to recognize and comprehend words at the same time.

The ability to read text accurately and quickly. Fluency provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.

What Students Need to Learn:
- To decode words in isolation and in connected text
- To automatically recognize words
- To increase reading rate while maintaining accuracy

Key Research Findings:
- Repeated and monitored oral reading improves reading fluency and overall reading achievement.
- No research evidence is available currently to confirm that instructional time spent on silent, independent reading with minimal guidance and feedback improves reading fluency and overall reading achievement.

Program Evidence:

Program Overview:
- The Shared Reading weekly plan includes daily mini-lessons on fluency: page 4
- Literacy Centers and Independent Work are routines which extend and reinforce aspects of reading taught in whole-class or small-group lessons: page 5
- The Five Domains of Reading: Fluency: page 6-7
- Skills Covered in Celebration Press Reading: Fluency: page 17

Assessment Handbook (2/3):
- Setting Benchmark Expectations: page 17
- Running Record: page 41

Assessment Card:
- When Are My Readers Ready to Move Up to the Next Guided Reading Group? Fluency: Front Cover
- What if My Readers Are Having Trouble? Fluency: Back Cover

Shared Reading:
- Day 4 – Fluency: The Shared Reading text is the jumping-off point for fluency instruction. Instruction focuses on phrasing, expressive reading, and fluency fix-ups of errors common to the grade. Skills addressed include; Using Punctuation Clues, Chunking, Intonation, Characterization, Appropriate Pace, Expressive Reading, Proper Nouns, Accuracy, Repetition, Characterization, Punctuation Clues, Non-English Words, Rhyme, Dialogue, Typeface Clues, Nonfiction Features, Reading Silently With Accuracy.
- Center Activities: Fluency Practice: page 27
- Best Practice Routines: Repeated Reading: page 20-21

Guided Reading:
- Options for Further Instruction - Digging Deeper: Partner/Paired Reading, Repeated Reading, Reader’s Theater, Choral Reading.
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Program Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Grade High Priority Items - Passage Reading - Fluency Instruction</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Contains regular words comprised of phonic elements and word types that have been introduced. | **Shared Reading Examples:**
  *Table for Two:* Day 2: Phonics: Short a: page 32
  *The Remarkable Turtle:* Day 2: Phonics: Long Vowels I (i_e) and u (u_e)
  *Tell Me A Story, Grandpa:* Day 2: Phonics: Hard and Soft c and g
  **Guided Reading Examples:**
  *Puppy Power:* Focus for Instruction: Phonics: Short e
  *Exploring Caves:* Focus for Instruction: Phonics: r-Controlled vowel or
  *We Need Insects:* Focus for Instruction: Phonics: Variant Vowels oo (food, hood) |
| 2. Selects majority of high frequency irregular words from list of commonly used words in English. | **No Evidence Found**                                              |
| 3. Builds toward a 90 word-per-minute fluency goal by end of grade 2. Assesses fluency regularly. | **Assessment Handbook:**
  *Running Record:* page 41                                              |

| **Second Grade Discretionary Items — — Passage Reading — Fluency Instruction** |                                                                   |

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<table>
<thead>
<tr>
<th>1. Contains only irregular words that have been previously taught.</th>
<th>No Evidence Found</th>
</tr>
</thead>
</table>
| 2. Introduces repeated readings after students read words in passages accurately. | **Shared Reading Examples:**
  - Ox-Cart Man: Mini-Lesson: Fluency: Repetition: page 156
  - Don’t Forget Fun: Center Activities: Fluency Practice: page 41
  - **Guided Reading Examples:**
    - Coral: Focus for Instruction: Additional Activities: Fluency: Repeated Reading
    - The Musician’s of Bremen: Focus for Instruction: Additional Activities: Fluency: Reader’s Theater
    - The First Fire: Focus for Instruction: Additional Activities: Fluency: Choral Reading |
| 3. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency. | **Shared Reading Examples:**
  Each Shared Reading title includes big book, little books and audio cassettes. This provides opportunity for independent practice.
  - Ox-Cart Man: Day 4: Fluency: Repetition: page 156
  - Dear Mr. Blueberry: Day 4: Mini-lesson: Fluency: Expressive Reading: page 102
  - **Guided Reading Examples:**
    - Paloma’s Party: Focus for Instruction: Additional Activities: Reader’s Theater
    - The Cookie Quest: Focus for Instruction: Additional Activities: Fluency: Partner/Paired Reading |
Reading Comprehension:
Understanding remembering, and communicating with others about what has been read. Comprehension strategies help readers to make sense of a text. Strategies for understanding, remembering and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

What Students Need to Learn:
- To read both narrative and expository texts
- To understand and remember what they read
- To relate their own knowledge or experiences to text
- To use comprehension strategies to improve their comprehension
- To communicate with others about what is read

Key Research Findings:
- Text comprehension can be improved by instruction that helps readers use specific comprehension strategies.
- Students can be taught to use comprehension strategies.

Listening Comprehension:
The ability to listen to stories, answer questions, sequence events, learn new vocabulary, and retell information heard are the foundation of reading comprehension. Because many kindergarten children cannot yet read stories, it is imperative that they have frequent and rich opportunities to listen to and discuss stories and informational text that will extend their current understandings and vocabulary knowledge.

Program Evidence:

Program Overview:
- The Key Principals: Provide opportunities for students to collaborate and talk about their learning: page 3
- The Shared Reading weekly plan includes daily mini-lessons on retelling and comprehension strategies and text structures and strategies: page 4
- Literacy Centers and Independent Work are routines which extend and reinforce aspects of reading taught in whole-class or small-group lessons: page 5
- The Five Domains of Reading: Comprehension: page 8-9
- The 7 Habits of Great Readers: 2-Great Readers Make Sense of Text; 3-Great Readers Use What They Know; 4-Great Readers Understand How Stories Work; 5-Great Readers Read to Learn; 6-Great Readers Monitor and Organize Ideas and Information; 7-Great Readers Think Critically About Books: pages 10-11
- Skills Covered in Celebration Press Reading: Comprehension, Literary Response, Analysis, and Appreciation: pages 18-20
- Literacy Centers: Response Center: page 27

Assessment Handbook (2/3):
- Setting Benchmark Expectations: Comprehension: pages 18-19
- Retelling Rubric: page 33
- Story Frame: page 35
- Book Frame: page 36
- Checklist of Good Habits: page 52
- Checklist of Good Habits: page 53
- Checklist of Good Habits: page 54
- Checklist of Good Habits: page 55
• Checklist of Good Habits: page 56
• Checklist of Good Habits: page 57

Assessment Card:
• When Are My Readers Ready to Move Up to the Next Guided Reading Group? Comprehension and Retelling: Front Cover
• What if My Readers Are Having Trouble? Comprehension: Inside Back Cover

Shared Reading:
• Day 5 – Retelling: Teachers and students engage in retellings of the Shared Reading text. To give students the necessary scaffolding for this complex skill, instruction moves in gradual steps from pre-telling to forms of guided retelling that include teacher-modeled retelling, shared teacher and student retelling, and mediated retelling, and finally to independent student retelling. Skill addressed include; Sequence of Events, Plot, Problem and Solution, Main Idea and Details, Fact and Events, Retelling Concrete Events and Facts in Sequence, Point of View, Character Development, Details to Support Opinions, Shared Retelling, Details to Support Opinions, Using Prior Knowledge, Retelling with a Partner, Setting, Using a Story Map to Sequence Events, Cyclical Story Map, Character’s Actions, Group Retelling, Written Retelling, Details and Character Motivation.
• Center Activities: Comprehension related suggestions are often found in the Writing and Response Centers.
• Best Practice Routines: Think-Pair-Share, Using Sticky Notes, Repeated Reading: pages 16-21

Guided Reading:
• Guiding the Reading – After Reading: The comprehension skills addressed include; Use Graphic Organizers, Analyze Character, Compare and Contrast, Summarize, Use Nonfiction Features, Make Inferences, Understand Nonfiction Text Structures, Understand Roles of Author and Illustration, Determine Cause and Effect, Monitor Comprehension, Determine Main Idea and Details, Summarize, Make Judgments, Make Predictions, Make Connections – Text-to-Self, Text-to-World, Retell, Understand Sequence of Events, Determine Problem, Ask and Answer Questions, Recognize and Analyze Author’s Craft, Monitor Comprehension, Understand Genre, Analyze and Understand Theme, Understand Plot, Categorize and Classify, Draw Conclusions, Activate and Use Prior Knowledge, Retell, Analyze Setting, Recognize Author’s Purpose, Visualize, Distinguish Fiction From Nonfiction.
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Program Evidence</th>
</tr>
</thead>
</table>
| 1. Teaches conventions of informational text (e.g., titles, chapter headings) to locate important information. | **Shared Reading Examples:**  
Putting on a Play: Day 2: Focus Lesson: Using Text Features to Identify Important Words: Page 164  
Keep It Simple: Day 1: Focus Lesson: Using Nonfiction Features to Preview and Predict: page 257  
They Worked Together: Day 2: Focus Lesson: Reading a Sidebar: Page 284  
**Guided Reading Examples:**  
Changing Shores: Focus for Instruction: Reading Skill: Use Nonfiction Features  
Polar Regions: Focus for Instruction: Reading Skill: Understand Nonfiction Text Structure: Problem and Solution  
Present and Past: Focus for Instruction: Reading Skill: Understand Nonfiction Text Structure: Sequence of Events |
| 2. Teaches explicit strategy to interpret information from graphs, diagrams, and charts. | **Shared Reading Examples:**  
Keep It Simple: Focus Lesson: Using Labels and Diagrams: Page 260  
Animal Look-Alikes: Focus Lesson: Reading a Diagram  
**Guided Reading Examples:**  
Exploring Caves: Options for Further Instruction: Digging Deeper: Nonfiction Feature: Diagram  
Pack a Picnic! Options for Further Instruction: Digging Deeper: Nonfiction Feature: Table  
Coral: Focus for Instruction: Reading Skill: Use Graphic Organizers: Chart |
| 3. Teaches or activates prior knowledge to increase a student's understanding of what is read. | **Shared Reading Examples:**  
Ox-Cart Man: Focus Lesson: Day 1: Activating Background Knowledge Before Reading: Page 150  
My Grandmother’s Patchwork Quilt: Day 1: Focus Lesson: Making Text-to-Self Connections: Page 138  
Rudeg: Day 2: Focus Lesson: Using Background Knowledge to Visualize: page 338  
**Guided Reading Examples:**  
Fins, Wings, and Legs: Before Reading: Focus Attention  
The Ant and the Grasshopper: Before Reading: Focus Attention  
Put On a Play 1, 2, 3: Before Reading: Focus Attention |
| 4. Teaches skill or strategy (e.g., comprehension monitoring, summarizing) explicitly with the aid of carefully designed examples and practice. | **Shared Reading Examples:**  
The Remarkable, Adaptable Turtle: Day 1: Focus Lesson: Pausing to Restate as You Read: Page 120  
My Grandmother’s Patchwork Quilt: Day 2: Focus Lesson: Using Connections to Make Sense  
Tell Me a Story, Grandpa: Day 1: Focus Lesson: Asking, “Does This Make Sense?” Page 324  
**Guided Reading Examples:**  
Balloons: Focus for Instruction: Reading Skill: Draw Conclusions  
Kyle’s First Kwanzaa: Focus for Instruction: Reading Skill: Determine Main Idea and Details  
Native American Traditions: Focus for Instruction: Reading Skill: Ask and Answer Questions |
|---|---|
| 5. Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy. | **Shared Reading Examples:**  
A Remarkable, Adaptable Turtle: Week 4: Summarizing and Retelling: Pages 118-129  
My Grandmother’s Patchwork Quilt: Week 1: Making Connections: Days 1-5: Page 136-147  
Ox-Cart Man: Week 2: Activating Background Knowledge: Days 1-5: Page 148-159  
**Guided Reading Examples:**  
Catch the Cookie: Focus for Instruction: Reading Skill: Analyze Character  
Cinderella: Focus for Instruction: Reading Skill: Analyze Character  
Lunka’s Trumpet: Focus for Instruction: Reading Skill: Analyze Character |
| 6. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus. | No Evidence Found |

**Second Grade Discretionary Items – Reading Comprehension Instruction**
<table>
<thead>
<tr>
<th>1. Teaches narrative and informational text.</th>
<th><strong>Shared Reading Examples:</strong> The Shared Reading program has thirty titles total. Nineteen of these titles are narrative and eleven of these titles are informational texts. <strong>Guided Reading Examples:</strong> The Guided Reading program has ninety-six titles total. Forty-seven of these titles are narrative and forty-nine of these titles are informational texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Organizes instruction in a coherent structure.</td>
<td><strong>Shared Reading Examples:</strong> See Scope and Sequence on pages 407-411 <strong>Guided Reading Examples:</strong> The Guided Reading lesson plan format is consistent from title to title. This format provides a coherent structure.</td>
</tr>
<tr>
<td>3. Connects previously taught skills and strategies with new content and text.</td>
<td>No Evidence Found</td>
</tr>
<tr>
<td>4. Cumulatively builds a repertoire of skills and strategies that are introduced, applied, and integrated with appropriate texts and for authentic purposes over the course of the year.</td>
<td>No Evidence Found</td>
</tr>
<tr>
<td>5. Teaches analyzing elements of narrative text and comparing and contrasting elements within and among texts.</td>
<td><strong>Shared Reading Examples:</strong> Elements of narrative text <strong>Guided Reading Examples:</strong> Exploring Caves: Focus for Instruction: Reading Skill: Compare and Contrast Hello, Peter-Bonjour, Remy: Focus for Instruction: Reading Skill: Compare and Contrast Si Won’s Victory: Focus for Instruction: Reading Skill: Compare and Contrast</td>
</tr>
</tbody>
</table>