

Groveport Madison Local School District
Second Grade Reading Content Standards
Planning Sheets

Standard: Acquisition of Vocabulary

1st 2nd 3rd 4th
9 wks 9 wks 9wks 9 wks

A. Use context clues to determine the meaning of new vocabulary.				
1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.		✓		
B. Read accurately high-frequency sight words.				
4. Read accurately high – frequency sight words	✓			✓
C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.				
6. Determine the meaning of common compound words (e.g., lunchroom baseball) by explaining the relationship between the words contained in the compound.		✓		
7. Identify contractions and common abbreviations and connect them to whole words.			✓	
8. Determine the meaning of prefixes, including un-, re- pre-, and suffixes, including –er, -est, -ful, -less.			✓	
9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.		✓		
D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.				
2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).		✓		
3. Classify words into categories (e.g., colors, fruits, vegetables).		✓		
5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.			✓	
E. Use resources to determine the meanings and pronunciations of unknown words.				
10. Determine the meaning and pronunciations of unknown words using a beginner’s dictionary, glossaries and technology.				✓

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Standard: Phonemic Awareness, Word Recognition and Fluency

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

A. Use letter-sound correspondence knowledge and structural analysis to decode words.				
1. Identify rhyming words with the same or different spelling patterns.	✓			
3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.	✓			
4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.	✓			
5. Segment letter, letter blends and syllable sounds in words.	✓			
6. Distinguish and identify the beginning, middle and ending sounds in words.	✓			
7. Identify words as having either short – or long-vowel sounds.	✓			
B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.				
2. Read regularly spelled multi-syllable words by sight.				✓
8. Demonstrate a growing stock of sight words.	✓			✓
9. Read text using fluid and automatic decoding skills.				✓
10. Read passages fluently with appropriate changes in voice, timing and expression.				✓

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Standard: Reading Applications: Literary Text

1st	2nd	3rd	4th
9 wks	9 wks	9wks	9 wks

A. Compare and contrast plot across literary works.				
1. Compare and contrast different versions of the same story.			✓	
3. Retell the plot of a story.			✓	
B. Use supporting details to identify and describe main ideas, characters and setting.				
2. Describe characters and setting.			✓	
C. Recognize the defining characteristics and features of different types of literary forms and genres.				
4. Distinguish between stories, poems, plays, fairy tales and fables.		✓		
D. Explain how an author's word choice and use of methods influences the reader.				
5. Identify words from texts that appeal to the senses.				✓
E. Identify the theme of a literary text.				
6. Identify the theme of a text.			✓	

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Standard: Reading Applications: Informational, Technical and
 Persuasive

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

A. Use text features and structures to organize content, draw conclusions and build text knowledge.				
1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend texts.			✓	
B. Ask clarifying questions concerning essential elements of informational text.				
3. List questions about essential elements of informational text (e.g., why, who, where, what, when and how) and identify answers.				✓
C. Identify the central ideas and supporting details of informational text.				
2. Arrange events from informational text in sequential order.				✓
4. Classify ideas from informational texts as main ideas or supporting details.				✓
D. Use visual aids as sources to gain additional information from text.				
5. Identify information in diagrams, charts, graphs and maps.		✓		
E. Evaluate two-and three-step directions for proper sequencing and completeness.				
6. Analyze a set of directions for proper sequencing.				✓

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Standard: Reading Process: Concepts of Print, Comprehension Strategies, and Self-monitoring Strategies

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.				
1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).		✓		
5. Create and use graphic organizers, such as Venn diagrams or webs, to demonstrate comprehension.		✓		
B. Make predictions from text clues and cite specific examples to support predictions.				
2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.			✓	
C. Draw conclusions from information in text.				
4. Summarize text by recalling main ideas and some supporting details.			✓	
D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.				
3. Compare and contrast information in texts with prior knowledge and experience.		✓		
4. Summarize text by recalling main ideas and some supporting details.			✓	
E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).				
6. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	✓	✓	✓	✓
F. Apply and adjust self-monitoring strategies to assess understanding of text.				
7. Monitor comprehension by recognizing when text does not make sense, and look back or read on to reinforce comprehension.		✓		
8. Monitor reading comprehension by identifying word errors and self-correcting.			✓	
9. Use criteria to choose independent reading materials (e.g., for enjoyment, for literary experience, to gain information or to perform a task).			✓	
10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).			✓	