

## Application of the South Carolina State Standards:

### Independent Reading: Focus on Fluency – Grade 2

*Applications are correlated to indicators for the grade in which the lesson was taught. With some modifications, the same correlations will apply at the other primary grades as well.*

#### Reading - Literary Text (RL)

Key Ideas	Standard	Indicator	Application in the Lesson
Principles of Reading	RL3: Know and apply grade-level phonics and word analysis skills in decoding words.	3.1 Use knowledge of r-controlled vowels to read. 3.2 Use knowledge of how syllables work to read multisyllabic words. 3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes. 3.4 Use and apply knowledge of vowel diphthongs. 3.5 Use and apply knowledge of how inflectional endings change words. 3.6 Recognize and read grade-appropriate irregularly spelled words.	Student apply appropriate phonics and word analysis skills to decoding when they: <ul style="list-style-type: none"> <li>• Practice decoding words in their self-selected texts, each child using the strategies he/she individually has mastered;</li> <li>• Are coached by the teacher during conferring to use strategies taught (e.g., inflectional endings)</li> <li>• Read known high-frequency words in their self-selected texts.</li> </ul>
	RL4: Read with sufficient accuracy and fluency to support comprehension.	4.1 Read grade-level texts with purpose and understanding. 4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	Students read with appropriate accuracy and fluency to support comprehension when they: <ul style="list-style-type: none"> <li>• Participate in the mini-lesson about fluency;</li> <li>• Read and reread books they have chosen;</li> <li>• Practice reading with expression, intonation, and phrasing, using punctuation and dialogue as clues;</li> <li>• Apply strategies such as rereading, monitoring, and cross-checking to maintain meaning, independently and through conferring;</li> <li>• Share examples of fluent reading in share time.</li> </ul>
Meaning and Context	RL5. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	RL5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.  RL5.2 Make predictions before and during reading; confirm or modify thinking.	Students determine meaning through strategic thinking when they: <ul style="list-style-type: none"> <li>• Connect their books to their own experiences, question, discuss and summarize events in the story with partners, in conferring, and during sharing;</li> </ul>

Key Ideas	Standard	Indicator	Application in the Lesson
	RL6. Summarize key details and ideas to support analysis of thematic development.	RL6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.	Students use information from illustrations and text to support analysis of thematic development when they: <ul style="list-style-type: none"> <li>Discuss characters, setting, or plot with partners, in conferences, and in responding to questions in sharing;</li> <li>Explain their thinking by references to the text.</li> </ul>
Language, Craft, and Structure	RL9. Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	RL9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.	Students recognize how words and phrases affect the reader and contribute to meaning when they: <ul style="list-style-type: none"> <li>Listen to the teacher read aloud with expression;</li> <li>Notice rhyme and flow of words in a poem;</li> <li>Infer characterization from words and phrases in the text.</li> </ul>
	RL10. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	RL10.6 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; explore nuances of words and phrases.	Students acquire and deepen meaning of academic and domain-specific words when they: <ul style="list-style-type: none"> <li>Discuss their reading with partners, referring to vocabulary in their books (e.g., “comeback,” “stadium”)</li> <li>Read and reread their self-selected books.</li> </ul>
Range and Complexity	RL13. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	RL13.1 Engage in whole and small group reading with purpose and understanding. RL13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Students read for enjoyment and respond to complex text as they: <ul style="list-style-type: none"> <li>Choral read the poem in the mini-lesson with expression based on dialogue and punctuation;</li> <li>Read and discuss their self-selected books with partners, teacher, and whole group in sharing.</li> </ul>

### Communication (C)

Key Ideas	Standard	Indicator	Application in the Lesson
Meaning and Context	C1. Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	C1.1 Explore and create meaning through conversation... and questioning.  C1.2 Apply the skills of taking turns, listening to others, and speaking clearly.  C1.3 Apply verbal and nonverbal technique including volume and tone, eye contact, facial expressions, and posture.	Students communicate with others to explore ideas and concepts when they: <ul style="list-style-type: none"> <li>Discuss their books in partner sharing;</li> <li>Share the strategies they used to read their books and respond to questions from peers;</li> <li>Work to speak clearly and organize their thinking as they express it;</li> <li>Listen to peers and respond with questions or connections during sharing.</li> </ul>

Key Ideas	Standard	Indicator	Application in the Lesson
		C1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.  C1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	