

**READING & WRITING
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Grades 2-3

correlated to

Arizona

Reading Standard Articulated

Great Source®

EDUCATION GROUP

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**Reading & Writing Sourcebook © 2004
correlated to
Arizona Reading Standard Articulated by Grade Level
Grade 2**

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

Grade 2 Performance Objectives	Reading & Writing Sourcebook
PO 2. Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks).	Student Book: 14, 24, 34, 48, 58, 70, 114

Concept 3: Phonemic Awareness

Identify and manipulate the sounds of speech.

Grade 2 Performance Objectives	Reading & Writing Sourcebook
PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.	Student Book: 65
PO 2. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t.../i.../g.../er/ makes tiger).	Student Book: 137, 158
PO 3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger makes /t.../i.../g.../er/ while student moves one block for each phoneme).	Student Book: 79, 137, 158

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and words parts.

Grade 2 Performance Objectives	Reading & Writing Sourcebook
PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.	Student Book: 79, 158
PO 2. Apply knowledge of basic syllabication rules when decoding two- or three-syllable written words (e.g., su/per, sup/per, fam/i/ly).	Student Book: 79, 137
PO 3. Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context.	Student Book: 17, 23, 51, 57, 83, 91
PO 7. Read common contractions fluently (e.g., haven't, it's, aren't).	Student Book: 37, 145
PO 8. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	Student Book: 90, 100, 112

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 2 Performance Objectives	Reading & Writing Sourcebook
PO 3. Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words.	Student Book: 33, 47, 73, 95, 133, 149
PO 4. Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words.	Student Book: 33, 47, 73, 95, 133, 149
PO 6. Identify the words that comprise contractions (e.g., can't = can not, it's = it is, aren't = are not).	Student Book: 37, 145
PO 7. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).	Student Book: 61, 69, 101

Concept 5: Fluency

Read fluently.

Grade 2 Performance Objectives	Reading & Writing Sourcebook
PO 1. Consistently read grade-level text with at least 90 percent accuracy.	Student Book: 8-11, 18-21, 28-31, 38-45, 52-55, 62-67, 74-77, 84-89, 96-99, 106-111, 118-121, 128-131, 138-143, 150-156
PO 2. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity.	Student Book: 12, 32, 46, 56, 90, 100, 112, 122, 144, 157

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 2 Performance Objectives	Reading & Writing Sourcebook
PO 1. Predict what might happen next in a reading selection.	Student Book: 6, 43, 60, 88, 94, 104, 110, 126, 156
PO 2. Compare a prediction about an action or event to what actually occurred within a text.	Student Book: 45, 89, 111
PO 3. Ask relevant questions in order to comprehend text.	Student Book: 52-55, 96-99, 118-121, 150-156
PO 4. Relate information and events in a reading selection to life experiences and life experiences to the text.	Student Book: 84-89, 128-131, 159

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

Grade 2 Performance Objectives	Reading & Writing Sourcebook
PO 1. Describe literary elements of text including characters, plot (specific events, problem and solution), and setting.	Student Book: 41, 67, 92, 102
PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.	Student Book: 67, 102

Grade 2 Performance Objectives	Reading & Writing Sourcebook
PO 3. Sequence a series of events in a literary selection.	Student Book: 41, 85, 89, 92, 97, 107, 109, 111, 129, 130, 131, 134, 140, 143
PO 5. Identify words that the author selects in a literary selection to create a graphic visual experience.	Student Book: 34
PO 6. Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection.	Student Book: 34

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and World Literature.

Grade 2 Performance Objectives	Reading & Writing Sourcebook
PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	Student Book: 103, 114, 159

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

Grade 2 Performance Objectives	Reading & Writing Sourcebook
PO 1. Identify the main idea in expository text.	Student Book: 10, 11
PO 2. Locate facts in response to questions about expository text.	Student Book: 10, 11, 64, 67, 80, 120, 121
PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text.	Student Book: 6, 16, 50, 60
PO 5. Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.	Student Book: 6, 16, 50, 60

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

Grade 2 Performance Objectives	Reading & Writing Sourcebook
PO 1. Follow a set of written multi-step directions.	Student Book: 8, 18, 28, 38, 52, 62, 74, 84, 96, 106, 118, 128, 138, 150



**Reading & Writing Sourcebook © 2002
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Arizona Reading Standard Articulated by Grade Level
Grade 3**

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

Grade 3 Performance Objectives	Reading & Writing Sourcebook
PO 2. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).	Student Book: 38-40, 48-50, 58-60, 66-68, 74-76, 99, 123-124, 173-174

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and words parts.

Grade 3 Performance Objectives	Reading & Writing Sourcebook
PO 1. Read multi-syllabic words fluently, using letter-sound knowledge.	Student Book: 65
PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).	Student Book: 65, 96

Grade 3 Performance Objectives	Reading & Writing Sourcebook
<p>PO 3. Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> • that drop the final e and add endings such as -ing, -ed, or -able (e.g., use/using/used/usable) • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping) • that require changing the final y to i (e.g., baby/babies) • that end in -ion, -sion, (e.g., election, vision) • with complex word families (e.g., -ight, -ought); <p>and that include common prefixes, suffixes and root words.</p>	<p>Student Book: 57, 111, 121, 131, 153, 163</p>
<p>PO 5. Recognize high frequency words and irregular sight words.</p>	<p>Student Book: 27, 47, 121, 163</p>

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 3 Performance Objectives	Reading & Writing Sourcebook
<p>PO 1. Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.</p>	<p>Student Book: 73, 85, 171</p>
<p>PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.</p>	<p>Student Book: 17, 73, 85, 131, 163</p>
<p>PO 4. Identify the words that comprise a contraction (e.g., can't = can not, it's = it is, aren't = are not).</p>	<p>Student Book: 114</p>
<p>PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p>	<p>Student Book: 36, 143</p>
<p>PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</p>	<p>Student Book: 13, 15, 16, 23, 24, 25, 33, 34, 43, 44, 46, 53, 54, 56, 63, 71, 79, 80, 81, 82, 83, 94, 95, 103, 104, 105, 107, 108, 109, 110, 117, 127, 128, 129, 130, 137, 138, 139, 141, 149, 150, 151, 152, 159, 160, 161, 162, 169, 170</p>

Concept 5: Fluency

Read fluently.

Grade 3 Performance Objectives	Reading & Writing Sourcebook
PO 1. Consistently read grade -level text with at least 90 percent accuracy.	Student Book: 11-16, 23-26, 33-35, 43-46, 53-56, 63-64, 71-72, 79-84, 91-95, 103-110, 117-119, 127-130, 137-142, 149-152, 159-162, 169-170
PO 2. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.	Student Book: 23

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 3 Performance Objectives	Reading & Writing Sourcebook
PO 1. Predict events and actions, based upon prior knowledge and text features.	Student Book: 12, 45, 70, 78, 116, 126, 136, 148, 158
PO 2. Compare a prediction about an action or event to what actually occurred within a text.	Student Book: 126
PO 3. Ask relevant questions in order to comprehend text.	Student Book: 7, 13, 71-72, 127-130, 159-162
PO 4. Answer clarifying questions in order to comprehend text.	Student Book: 14, 15, 23, 25, 26, 34, 35, 44, 46, 53-56, 64, 80, 81, 82, 84, 91-95, 105, 106, 118, 120, 127, 128, 129, 138, 139, 141, 142, 150, 151, 152, 160, 162, 170
PO 5. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.	Student Book: 42, 48, 62, 90, 97-99, 112-114, 122-124, 132-134, 168, 172
PO 6. Connect information and events in text to life experiences and to related text and sources.	Student Book: 9, 42, 48-50, 79-84, 86-88, 103-110, 149-152

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

Grade 3 Performance Objectives	Reading & Writing Sourcebook
PO 1. Compare (and contrast) literary elements across stories, including plots, settings, and characters.	Student Book: 127, 150
PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.	Student Book: 13-19, 102-110, 112-114, 127-130, 132-133, 169-170, 172-174
PO 3. Sequence a series of events in a literary selection.	Student Book: 37, 158
PO 4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.	Student Book: 52-56, 58-60, 61-64, 70-72, 74-76, 126-130, 132-134, 169-170, 172-174
PO 5. Identify the speaker or narrator in a literary selection.	Student Book: 44
PO 6. Identify rhyme, rhythm, repetition, and sensory images in poetry.	Student Book: 23-26
PO 7. Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.	Student Book: 47, 65, 96, 121, 131, 158-163

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and World Literature.

Grade 3 Performance Objectives	Reading & Writing Sourcebook
PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	Student Book: 147-152, 167-170

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

Grade 3 Performance Objectives	Reading & Writing Sourcebook
PO 1. Identify the main idea and supporting details in expository text.	Student Book: 37-40, 53-56, 58-60, 91-95, 97-100, 117-120
PO 2. Locate facts in response to questions about expository text.	Student Book: 33-35, 63-64, 66-68, 71-72, 117-120, 127-130, 132
PO 3. Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in expository text.	Student Book: 52, 70, 116

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

Grade 3 Performance Objectives	Reading & Writing Sourcebook
PO 1. Follow a set of written multi-step directions.	Student Book: 12, 13, 19, 22, 23, 28, 29, 32, 33, 36, 37, 39, 42, 43, 48, 49, 52, 53, 57, 59, 62, 63, 65, 67, 70, 71, 75, 78, 79, 85, 86, 87, 90, 91, 96, 97, 98, 99, 102, 103, 113, 116, 117, 123, 127, 131, 133, 136, 137, 143, 144, 145, 148, 149, 153, 154, 155, 158, 159, 165, 168, 169, 173
PO 2. Provide multi-step directions.	Student Book: 37-40, 58-60