

Reading Mastery Transformations Grade 2:

Introduction

Reading Mastery Transformations Grade 2 Reading is a one-year program containing 145 lessons that are designed to follow *Reading Mastery Transformations Grade 1 Reading*. All levels of *Reading Mastery Transformations* are research-based sequences that have been thoroughly field-tested and revised on the basis of performance of teachers and students.

Following completion of *Reading Mastery Transformations Grade 2 Reading*, students may go into a variety of programs. They may continue with structured reading. One such option, which is continuous with the skills and formats of Grade 2, is *Reading Mastery Transformations Grade 3 Reading*.

In any case, the students who complete *Grade 2 Reading* will have solid decoding skills, a relatively large reading vocabulary, and a good working knowledge of word meanings. The most important attribute students will have, however, is skill in **reading to learn**. They will be well practiced in learning new concepts and gleaning new information from texts they read, rather than from accompanying discussions. Their ability to read to learn enables them to engage in reading on a variety of topics.

Many students who fail to become good functional readers have not received the kind of practice and perspectives necessary to develop proficiency in reading to learn. Many other reading programs concentrate almost exclusively on stories, simple information passages, and literature.

In contrast, *Reading Mastery Transformations Grade 2 Reading* provides a very strong focus on the skills needed for students to become proficient at letting a textbook or article teach them something that may involve rules and evidence.

For Whom

Reading Mastery Transformations Grade 2 Reading is appropriate for students who have completed *Reading Mastery Transformations Grade 1 Reading*. It also may be used for any student who reads at about beginning second-grade level. The placement test that is discussed in [Appendix 1](#) of this guide may be used to determine whether students meet the criteria for placement in *Reading Mastery Transformations Grade 2 Reading*.

Student Materials

The core student materials for the program include the student textbooks and the student workbooks.

Student Textbooks

These four non-consumable hardbound books (A, B, C, and D) contain a total of 145 daily lessons. Lessons consist of full-color illustrations, vocabulary lists, stories, information passages, poems, and a play, as well as comprehension items for those selections, skill items, and review items. Each textbook begins with a table of contents and ends with reference material that includes vocabulary sentences and fact-game answer keys. The fourth textbook includes a glossary and index.

Student Workbooks

These four consumable softbound books provide daily additional comprehension activities coordinated with the textbook stories and information passages as well as review and skill items. Each workbook ends with a fluency thermometer chart and fact-game scorecards.

Decoding and Comprehension Emphases

The Decoding Emphasis

The decoding emphasis involves a cycle that introduces new decoding words, presents these words in different story contexts, and provides practice in meeting oral reading rate-and-accuracy criteria. Both the decoding vocabulary and the various decoding-practice activities are coordinated in word-attack presentations, in group story readings, in paired-practice readings, and, finally, in fluency checkouts. Decoding strategies involve analyses of word parts, syllables, and affixes.

The cycle for introducing a decoding word in **Grade 2** begins with the word appearing in the word-attack lists on one or more lessons. Then the word appears in reading selections. This development of decoding words ensures students receive practice in reading words in sentence contexts after these words have been presented in lists.

Students read selections that are composed entirely of words or decodable elements that have been taught in word lists, in model sentences, or in an earlier grade (Grade 1 or K).

The Comprehension Emphasis

Grade 2 Reading has a comprehension emphasis on the facts, rules, and perspectives that are presented in what the students read. The program also has a vocabulary-building emphasis: Model sentences are the principal vehicle for expanding students' vocabulary and for introducing words that will be in upcoming selections and, in addition to the model sentences, the teacher presents vocabulary information for some words as part of the word-attack exercises.

General Comprehension Skills

The comprehension skills that are traditionally presented in developmental reading series stress general skills such as literal comprehension, main idea, fact versus opinion, context clues, and sequencing of events. *Reading Mastery Transformations Grade 2* Reading is organized so that these skills are taught in a cumulative manner, which means a particular skill is practiced not merely as a part of a few lessons but repeatedly as part of many lessons. This cumulative practice ensures the students work with the various skills in a variety of story and information contexts.

Literal comprehension, cause and effect, supporting evidence, sequencing, context clues, viewpoint, character development, map skills, and information-recall activities are part of the story series. Informational passages incorporate skills such as identifying the main topic or main purpose of a text, using text features, and describing connections between a series of events, scientific ideas or concepts, or steps in a procedure. Informational passages also provide opportunities to describe connections between sentences and paragraphs in a text and compare/contrast important points on two related texts. In addition to providing practice in these comprehension skills, each story series has at least one strong focus. For example, the series about Herman the fly (a fly who gets on a jet plane and travels around the world) presents strong comprehension emphasis on sequencing, context clues, viewpoint, supporting evidence, interpretation of feelings, map skills, reality versus fantasy, and information recall. Every tenth lesson presents a short story, poem, or play with similar comprehension activities, including determining a central message and how it's conveyed via story details, describing characters, and comparing and contrasting themes of similar or related stories.

Facts, Rules, and Perspectives

The information presented in **Grade 2 Reading** covers a very broad range of topics. However, the goal of the program is to develop information so that individual facts are related to other facts in a way that provides students with a fact perspective.

These are the major **rules** developed in **Grade 2 Reading**:

- **Measurement rules** (based on facts about centimeters, meters, miles, grams, miles per hour, seconds, degrees, inches, yards, and minutes)
- **Location rules** (based on facts about the United States, Canada, Mexico, Japan, Egypt, Greece, Italy, Turkey, China, the Pacific Ocean, New York City, San Francisco, Salt Lake City, Denver, Chicago, California, Alaska, and Australia)
- **History rules** (based on facts about cave people, the Trojan War, the San Francisco earthquake of 1906, future time, the Revolutionary War, Columbus sailing to America, the Viking age, and ancient Greece and Egypt)
- **Classification rules** (based on facts about insects, spiders, toads and frogs, trees, types of vehicles, warm-blooded and cold-blooded animals, camels, horses, dinosaurs, kangaroos, peacocks, and pigs)
- **Science rules** (based on facts about water characteristics, winds, temperature, and weather changes)

These are the major **perspectives** presented in **Grade 2 Reading**:

- **Physical geography perspective** (earthquakes, landmasses, oceans)
- **Behavior and feeling perspectives** (comparison of human and nonhuman responses to the same situation, projections of how the reader would behave in various situations, predictions about how a character will behave in a new situation based on information about the character's tendencies)
- **Temporal perspective** (comparison of how things were done during different historical time periods—what people thought was handsome dress in 1900, how Vikings ate, comparison of how modern people and the ancient Egyptians would move grain and other goods)
- **Size perspective** (comparison of objects viewed by average-sized beings and by very small beings—how a drop of water looks to them, how it feels to fall from a high place, how much they have to eat with respect to their body weight)
- **Distance perspective** (comparison of different trips—for instance, the distance from New York to San Francisco compared with the distance from San Francisco to Japan)
- **Place perspective** (comparison of building materials, customs, language, means of conveyance, dress of people from different places)