2nd Reading

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| Reading Standards for Literature |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| **Key Ideas and Details** |  |  |  |
| RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | Asks and answers questions to demonstrate understanding of key details in a text. | Benchmarking |  |
| RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | Retells stories and determines central message, lesson or moral. | Retelling Rubric  Students read fables and folktales from diverse cultures that represent various origin tales, such as Rudyard  Kipling’s “How the Camel Got His Hump” and Natalie Babbitt’s The Search for Delicious, and paraphrase their  central message, lesson, or moral. [RL.2.2] |  |
| RL.2.3. Describe how characters in a story respond to major events and challenges. | Describes how characters in a story respond to major events. | Anecdotal Records  Students describe how the character of Bud in Christopher Paul Curtis’ story Bud, Not Buddy responds to a  major event in his life of being placed in a foster home. [RL.2.3] |  |
| RL.2.IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Demonstrates and applies understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing. | Benchmarking  F&P Guide for Observing and Noting Reading Behaviors  Anecdotal Records |  |
| **Craft and Structure** |  |  |  |
| RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. | Describes how words and phrases supply rhythm and meaning. | **District created observation checklists** |  |
| RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | Describes the overall structure of a story, including beginning, middle and ending. | **District created observation checklists**  Students describe the overall story structure of The Thirteen Clocks by James Thurber, describing how the  interactions of the characters of the Duke and Princess Saralinda introduce the beginning of the story and how  the suspenseful plot comes to an end. [RL.2.5] |  |
| RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | Describes differences in the points of view of characters. | **District created observation checklists** |  |
| **Integration of Knowledge and Ideas** |  |  |  |
| RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | Uses information gained from illustrations and text to demonstrate understanding of its characters, setting, or plot. | **District created observation checklists based on VENN diagram** |  |
| RL.2. 8. (Not applicable to literature) | --- | --- | --- |
| RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | Compares and contrasts two or more versions of the same story. | VENN diagram (e.g., Cinderella stories) by different authors or from different cultures.  VENN Diagram-Feature Book and related literature (HD)  **District created observation checklists based on VENN diagram** |  |
| **Range of Reading and Level of Text Complexity** |  |  |  |
| RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Reads and comprehends second grade level stories and poetry independently and proficiently.  Enjoys reading to self and others. | F&P Guide for Observing and Noting Reading Behaviors, Benchmark Kit  Anecdotal Notes |  |
| Reading Standards for Informational Text |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| **Key Ideas and Details** |  |  |  |
| RI.2.1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. | Asks and answers questions to demonstrate understanding of key details in a text. | **Benchmarking**  Students read Aliki’s description of A Medieval Feast and demonstrate their understanding of all that goes into  such an event by asking questions pertaining to who, what, where, when, why, and how such a meal happens  and by answering using key details. [RI.2.1] |  |
| RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | Identifies the main topic(s) of a multi-paragraph text. | **Benchmarking** |  |
| RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | Describes the connection between a series of historical events, ideas, concepts, or steps in technical procedures in a text. | **Benchmarking** |  |
| RI.2.IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Demonstrates and applies understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing. | F&P Guide for Observing and Noting Reading Behavior  **Benchmarking** |  |
| **Craft and Structure** |  |  |  |
| RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.* | Determines the meaning of content area vocabulary. | text relevant to a *grade 2 topic or subject area.*  Frayer model (HD)  Students determine the meanings of words and phrases encountered in Sarah L. Thomson’s Where Do Polar  Bears Live?, such as cub, den, , and the Arctic. [RI.2.4] |  |
| RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | Knows and uses various text features to locate key facts or information. | Guide for Observing and Noting Reading Behaviors F&P KIt |  |
| RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | Identifies the main purpose of a text. | Benchmarking  Students read Selby Beeler’s Throw Your Tooth on the Roof: Tooth Traditions Around the World and identify  what Beeler wants to answer as well as explain the main purpose of the text. [RI.2.6] |  |
| **Integration of Knowledge and Ideas** |  |  |  |
| RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | Explains how images contribute to and clarify a text. | Small Group Anecdotal Records  Students explain how the specific image of a soap bubble and other accompanying illustrations in Walter  Wick’s A Drop of Water: A Book of Science and Wonder contribute to and clarify their understanding of  bubbles and water. [RI.2.7] |  |
| RI.2.8. Describe how reasons support specific points the author makes in a text. | Describes how reasons support specific points the author makes in a text. | **District created observation checklists**  Students describe the reasons behind Joyce Milton’s statement that bats are nocturnal in her Bats: Creatures  of the Night and how she supports the points she is making in the text. [RI.2.8] |  |
| RI.2.9. Compare and contrast the most important points presented by two texts on the same topic | Compares and contrasts the most important points presented in two texts on the same topic. | **District created observation checklists** |  |
| **Range of Reading and Level of Text Complexity** |  |  |  |
| RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Reads and comprehends second grade informational text including content area and technical texts independently and proficiently. | Anecdotal Records |  |
| Reading Standards for Foundational Skills |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| 1. RFS.2.1. Print Concepts: |  |  |  |
| 1. RFS.2.2. Phonological Awareness: |  |  |  |
| 1. RFS.2.3. Phonics & Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.    1. Distinguish long and short vowels when reading regularly spelled one-syllable words.    2. Know spelling-sound correspondences for additional common vowel teams.    3. Decode regularly spelled two-syllable words with long vowels.    4. Decode words with common prefixes and suffixes.    5. Identify words with inconsistent but common spelling-sound correspondences.    6. Recognize and read grade-appropriate irregularly spelled words.irregularly spelled words. | Knows and applies second grade level phonics and word analysis skills in decoding words. | Fountas & Pinnell Benchmark Assessment book |  |
| 1. RFS.2.4. Fluency: Read with sufficient accuracy and fluency to support comprehension.    1. Read on-level text with purpose and understanding.    2. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.    3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Reads with sufficient accuracy and fluency to support comprehension. | Fluency Scale F&P Assessment Kit |  |