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** |  | Graphic organizers, discussion checklist, writing RL.2.1 stories include who, what where… (PH) |  |
| 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. | who, what, where, when, why, and how  Story Elements graphic organizer (HD) |  |
| 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. | fables and folktales from diverse cultures  Student retell with oral response template (JC)  Retell with puppet popsicle sticks on felt board (HD)  Put in order and draw picture (HD) | Content: social studies-Native Americans, Japan (JC) |
| 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. | Character Web (JC)  Character diary (JC)  Student writing as a character responding to major events (JC)  Write to a character in the story (JC)  “Be the Character” (HD)  Sequencing events (HD)  Writing prompt-how does the character overcome their obstacles? (HD)  Story maps (CL) |  |
| 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. | Use the Comprehension Toolkit by Harvey & Goudvis to assess CQVIIS-rubrics within the kit (CR)  Connection Thinksheets (Orsini, WR) Reading Comprehension Activities, Teacher Created Resources (WH) |  |
| **Craft and Structure** |  |  | Music class-RL.2.4 “Mr. Stretchy” (PH) |
| 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. | in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines)  BTL poem of the week-highlight rhyming pattern (HD)  Intertwine with music (HD)  Poetry notebooks (JC)  Students highlight rhyming words (JC)  Choral reading (JC)  Vocabulary (JC)  Write from character’s point of view (PH)  Graphic organizers (PH) | Reader’s Theater and guided reading groups (PH) |
| 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. | including describing how the beginning introduces the story and the ending concludes the action  Strategies to Achieve Reading Success (STARS)-multiple choice questions (HD)  Number story events (HD)  Sequence sentence strips and glue in order (HD) |  |
| 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. | including by speaking in a different voice for each character when reading dialogue aloud.  Write a letter in a character’s point of view (HD)  Reader’s Theater with a rubric (HD)  T-Chart comparing points of view (HD)  Reader’s Theater-make rubric on how well the students read with expression (WH) |  |
| **Integration of Knowledge and Ideas** |  | Websites like Rubistar for rubrics  Nonfiction checklist (PH)  Graphic organizers (PH)  Running records (PH)  Logs (PH) |  |
| 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. | print or digital text  Choose a picture from the story, explain what it shows and tell what the picture means (HD) |  |
| 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) |  |
| **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. | Reading logs  Book and Bag Write books on log (HD)  Choose books from book list (HD) |  |
| 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. | *who, what, where, when, why,* and *how*  KWL Chart (HD)  Preview book, ask three questions you are wondering about, read, and answer (HD)  Write three facts you learned (HD) |  |
| 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. | focus of specific paragraphs within the text.  STARs multiple choice questions (HD)  Read one paragraph and write main idea (HD)  Nonfiction Main Idea Rubric (CL)  Graphic organizer “Main Idea Map” (CL)  National Geographic Magazines (WR) |  |
| 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. | Timeline story with dates (HD)  Social studies/science-masterwork artist timeline of life (HD)  Constitution Unit-rights/responsibilities and the original Constitution (Kelli, WH)  Social studies-Constitution, time line, historical diary (JC) | Use websites showing visual images for subject areas (CL) |
| 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. |  | Constitution unit: make connections, summarize the Preamble to the Constitution (WH) |
| **Craft and Structure** |  | Match word to meaning (PH)  Picture dictionaries (PH)  Nonfiction checklist (PH)  Graphic organizers (PH)  Post-it notes to label features of text (PH | ) |
| 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) |  |
| 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. | 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.  Time for Kids-text features, diagrams, images  “Did you know?” bubbles (Orsini, WR)  Nonfiction investigations (Orsini, WR) | Time for Kids-text features, diagrams, images  “Did you know?” bubbles (Orsini, WR)  Nonfiction investigations (Orsini, WR) |
| 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. | including what the author wants to answer, explain, or describe. |  |
| **Integration of Knowledge and Ideas** |  | Websites like Rubistar for rubrics  Microscope web-what parts do (PH)  Flowchart for plants (PH)  Graphic organizers (PH) |  |
| 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. | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |  |
| 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. |  |  |
| 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. | VENN diagram (JC) |  |
| **Range of Reading and Level of Text Complexity** |  | Benchmarks (PH)  Running records ()H)  Reading logs (PH)  District expectations (PH)  Data from BTL (PH)  DIBELS (PH) |  |
| 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. | Reading logs, content area |  |
| 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. | * 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.   Weekly spelling texts (JC)  Dictation (JC)  DIBELS (JC)  Daily Language Review |  |
| 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. | 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. |  |