2nd Reading

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| Reading Standards for Literature |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Items to Note |
| **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. | Fountas and Pinnell Fiction Benchmark Assessments – Part 2: Comprehension Conversation Score 0-7 | Will be included on the District Spreadsheet:  From Fountas & Pinnell Benchmark Assessments   * Level * Fluency Score (Level C and Above) * Comprehension/Retelling Score |
| 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. | Fountas and Pinnell Fiction Benchmark Assessments – Part 2: Comprehension Conversation Score 0-7  Retelling Rubric for Fiction |  |
| 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. | Fountas and Pinnell Fiction Benchmark Assessments – Part 2: Comprehension Conversation Score 0-7  Retelling Rubric for Fiction |  |
| 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. | Fountas and Pinnell Fiction Benchmark Assessments – Part 2: Comprehension Conversation Score 0-7  Optional Formative Assessments:  Graphic organizers to support comprehension strategy use |  |
| **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. | Observations during shared and small group reading and writing  Prompt: How does the author use words and phrases in special ways? |  |
| 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. | Fountas and Pinnell Fiction Benchmark Assessments – Part 2: Comprehension Conversation Score 0-7  Add follow-up question as needed. Prompt: Let’s think about how the story started. How did we meet the characters? How/when was the problem set up? How/when was it solved?  Retelling Rubric for Fiction |  |
| 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. | Fountas and Pinnell Fiction Benchmark Assessments – Part 2: Comprehension Conversation Score 0-7  Add follow-up question as needed. Prompt: How is the character feeling? |  |
| **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. | Fountas and Pinnell Fiction Benchmark Assessments – Part 2: Comprehension Conversation Score 0-7  Add follow-up question as needed.  Prompt: What does the illustration tell us about the characters/setting/event/ problem/solution? |  |
| 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. | Observations during shared and small group reading  Prompt: Let’s compare and contrast the two stories. What is similar/different about the settings/characters/endings?  Optional Formative Assessments: Venn Diagrams, T-Charts |  |
| **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. | Fountas and Pinnell Fiction Benchmark Assessments |  |
| Reading Standards for Informational Text |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative |  |
| **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. | Fountas and Pinnell Nonfiction Benchmark Assessments – Part 2: Comprehension Conversation Score 0-7 |  |
| 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. | Fountas and Pinnell Nonfiction Benchmark Assessments – Part 2: Comprehension Conversation Score 0-7  Retelling Rubric for Nonfiction |  |
| 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. | Observations during shared and small group reading  Prompt: Let’s describe the parts of this (event, concept, set of procedures). How does one part influence the next?  Optional Formative Assessments: Cause-and-Effect Web or Chain |  |
| 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. | Fountas and Pinnell Nonfiction Benchmark Assessments – Part 2: Comprehension Conversation Score 0-7  Optional Formative Assessments:  Graphic organizers to support comprehension strategy use |  |
| **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. | Fountas and Pinnell Nonfiction Benchmark Assessments – Assessing Vocabulary in Context |  |
| 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. | Fountas and Pinnell Nonfiction Benchmark Assessments – Part 2: Comprehension Conversation Add follow-up question as needed. Prompt: What text features do you see? What are they for? How do they help us? |  |
| 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. | Fountas and Pinnell Nonfiction Benchmark Assessments – Part 2: Comprehension Conversation  Add follow-up question as needed. Prompt: Why do you think the author wrote this text? What did the author want to explain? |  |
| **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. | Fountas and Pinnell Nonfiction Benchmark Assessments – Part 2: Comprehension Conversation  Add follow-up question as needed.  Prompt: What does the illustration/image tell us? How does it give us an even better understanding than the text alone can give? |  |
| RI.2.8. Describe how reasons support specific points the author makes in a text. | Describes how evidence supports specific points the author makes in a text. | Observations during shared and small group reading  Prompt: What evidence does the author give to help the reader understand? |  |
| 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. | Observations during shared and small group reading  Prompt: Let’s compare and contrast the information we got from the two different texts.  Optional Formative Assessments: Venn Diagrams, Compare-Contrast Matrix, T-Charts |  |
| **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. | Fountas and Pinnell Nonfiction Benchmark Assessments |  |
| Reading Standards for Foundational Skills |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative |  |
| 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. | Knows and applies second grade level phonics and word analysis skills in decoding words. | Fountas and Pinnell Benchmark Assessments:  Phonograms, pg. 277-279  Vowel Clusters, pg. 284-287  Suffixes, pg. 290-292  Grade 2 Word Features List, pg. 308-311  200 High Frequency Words, pg. 253-259  District-Created Assessments:  Prefixes  Two-Syllable Words with Long Vowels | Will replace 10-Minute Written Vocabulary, Letter ID, 116 Sight Word List & Dictation  Include all phonics & word recognition assessments on district spreadsheet |
| 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. | Fountas and Pinnell Fiction/Nonfiction Benchmark Assessments – Fluency Score beginning at Level C |  |

Possible Pupil Progress Report Descriptors

* Reads and comprehends literature (RL 2.1, 2.2, 2.3, 2.4, 2.7)
* Applies comprehension strategies (RL 2.IA.1, RI 2.IA.1)
* Retells a story using story elements (RL 2.5, 2.6)
* Compares and contrasts story versions (RL 2.9)
* Reads and comprehends second grade level text (RL 2.10, RI 2.10)
* Reads and comprehends informational text (RI 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8)
* Determines the meaning of unknown words (RI 2.4)
* Compares and contrasts important points (RI 2.9)
* Knows and applies grade-level word analysis skills (RFS 2.3)
* Reads grade-level text fluently (RFS 2.4)
* Demonstrates positive reading habits
* Current Reading Level