**GRADE 2-Key Ideas and Details**

**Literary Reading Standard 1**

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| **College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (1):** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | |
| **CCSS – Grade Specific Reading Standard 1 (Literary)** | | |
| Grade 1: Ask and answer questions about key details in a text. | **Grade 2: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in the text.** | Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| **KNOW**  **(Factual)** | **UNDERSTAND**  **(Conceptual)** | **DO**  **(Procedural, Application and Extended Thinking)** |
| * Prediction * Inference * Background knowledge * Literary elements (e.g., character, setting, events) * 5 W’s + H questions (who, what, where, when, why, and how) | * Authors include key details in literary texts which can help a reader ask and answer questions. * Good readers use the information from a text as a basis for answering questions and gaining an understanding of the text. * Good readers answer who, what, where, when, why, and how questions about a text in order to demonstrate an understanding of key details. | * Make, test and revise predictions as they read * Use the combination of background knowledge and explicitly stated information to answer questions they have as they read * Demonstrate an understanding of the key details in a text when answering questions about the text * Ask and answer questions which begin with who, what, where, when why, and how to demonstrate understanding of key details in a text |
| **CCSS- Grade Specific Reading Standard 10 (Grade 2)**  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. | | |

**GRADE 2- Key Ideas and Details**

**Literary Reading Standard 2**

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| **College and Career Ready (CCR) Anchor Reading Standard (2):**  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | | |
| **CCSS – Grade 2 Reading Standard 2 (Literary)** | | | | |
| **Grade 1:** Retell stories, including key details, and demonstrate understanding of their central message or lesson. | **Grade 2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.** | | | **Grade 3**: Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Literary texts * How to recount literary texts * Characteristics of fables and folktales from diverse cultures * Central message, moral, lesson * Difference between central ideas and key details in a story * Characteristics of an effective retelling/recounting | | * Authors of literary texts include details that help readers make sense of stories. * Good readers create an effective recounting or retelling of literary text(s) that includes key ideas and details (e.g., characters, settings, problem/solution). | * Recount/retell (or graphically represent) key details from literary texts, including fables and folktales from diverse cultures * Determine central message, lesson or moral * Describe how key details show a central message, lesson or moral * Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 2)**  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. | | | | |

**GRADE 2- Key Ideas and Details**

**Literary Reading Standard 3**

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| **College and Career Ready (CCR) Anchor Reading Standard (3):**  Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | | | |
| **CCSS – Grade 2 Reading Standard 3 (Literary)** | | | | |
| **Grade 1:** Describe characters, settings, and major events in a story, using key details. | **Grade 2: Describe how characters in a story respond to major events and challenges.** | | | **Grade 3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Literary texts * Important/supporting details * Story & Play elements * Plot (e.g., major events) * Challenge/conflict (e.g., problem/solution) * Character’s feelings, words and actions * Setting (e.g., time, place) * How to describe | | * Authors develop their stories by having characters respond to major events and challenges. * Good readers understand that characters in a literary text can change and respond to major events and challenges. | * Identify the major events in a story or play * Identify the characters in a story or play (e.g., words, thoughts, and feelings) * Describe or graphically represent characters (their words, thoughts and feelings) and events in a story or play * Describe how characters in a story respond to major events and challenges | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 2)**  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. | | | | |

**GRADE 2- Craft and Structure**

**Literary Reading Standard 4**

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| **College and Career Ready (CCR) Anchor Reading Standard (4):**  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | | | | |
| **CCSS – Grade 2 Reading Standard 4 (Literary)** | | | | |
| **Grade 1:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | **Grade 2: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.** | | | **Grade 3:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * Literary text * How to describe * Word choice * Context clues * Literal and non-literal meaning * Figurative language (e.g., simile, metaphor) * Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) * Feeling & sensory words/mood | | * Authors make purposeful language choices to create meaning in stories, poems, and songs. * Readers actively seek the meaning of unknown words/phrases to clarify understanding of stories, poems, and songs. | * Read and reread other sentences and non-linguistic images (e.g., illustrations) in the text to identify context clues * Use context clues to help unlock the meaning of unknown words/phrases * Determine the appropriate definition of words that have more than one meaning * Begin to recognize words and phrases that have literal and non-literal meanings * Identify figurative language and literary devices * Describe how language choices supply rhythm and create meaning in stories, poems and songs | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 2)**  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. | | | | |

**GRADE 2-Craft and Structure**

**Literary Reading Standard 5**

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| **College and Career Ready (CCR) Anchor Literary Reading Standard (5):** Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | | |
| **CCSS – Grade Level Reading Standard 5 (Literary)** | | |
| **Grade 1:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | **Grade 2: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.** | **Grade 3**: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application**  **and Extended Thinking)** |
| * Literary text * How to describe * Story structure(e.g., beginning, middle, end) * The beginning of a story introduces the action * The end of a story concludes the action | * Authors of literary texts use various story structures. * Good readers understand that knowing the beginning, middle, and ending of a story helps them to make meaning of a literary text. * Good readers understand that the overall structure of a text can help them make meaning of what they read. | * Identify the beginning middle, and end of a story * Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action |
| **CCSS- Grade Specific Reading Standard 10 (Grade 2)**  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. | | |

**GRADE 2- Craft and Structure**

**Literary Reading Standard 6**

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| **College and Career Ready (CCR) Anchor Reading Standard (6):**  Assess how point of view or purpose shapes the content and style of a text. | | |
| **CCSS – Grade 2 Reading Standard 6 (Literary)** | | |
| **Grade 1:** Identify who is telling the story at various points in a text. | **Grade 2: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.** | **Grade 3:** Distinguish their own point of view from that of the narrator or those of the characters. |
| **Know**  **(factual)** | **Understand**  **(conceptual)** | **Do**  **(procedural & application)** |
| * Literary text(s) * Point of View * Characters * Author’s purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text * Voice tone, rate, and loudness * Dialogue | * An author’s purpose for writing a piece of text affects what he/she writes. * Good readers recognize that who tells a story (or a part of a story) affects what is told and how it is told. | * Identify more than one purpose for writing a text * Recognize the author’s purpose for writing a text * Identify the points of views of characters in a text * Identify how the “voice” of a character could reflect his/her point of view * Acknowledge differences in point of views of characters * Speak in a different voice for each character when reading dialogue aloud |
| **CCSS- Grade Specific Reading Standard 10 (Grade 2)**  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. | | |

**GRADE 2- Integration of Knowledge and Ideas**

**Literary Reading Standard 7**

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| **College and Career Ready (CCR) Anchor Reading Standard (7):**  Integrate and evaluate content presented in diverse media and formats, including visually and  quantitatively, as well as in words. | | | | |
| **CCSS – Grade 2 Reading Standard 7 (Literary)** | | | | |
| **Grade 1:** Use illustrations and details in a story to describe its characters, setting, or events. | **Grade 2: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.** | | | **Grade 3:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| **Know**  **(Factual)** | | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** | |
| * How to use information from illustrations to demonstrate understanding * Illustrations (e.g., photos, pictures, drawings) * Versions of text (e.g., written, print, digital) * Story details (e.g., character, setting, plot/events) | | * Authors choose details and illustrations to include in a literary text in order to convey meaning. * Good readers use the details and illustrations available in a literary text to enhance understanding of the text(s). | * Describe essential details/information from illustrations * Combine information from illustrations with words from the literary text to make meaning * Use details/ information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot | |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 2)**  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. | | | | |

**There is no Standard 8 for 2nd Grade.**

**GRADE 2- Integration of Knowledge and Ideas**

**Literary Reading Standard 9**

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| **College and Career Ready (CCR) Anchor Reading Standard (9):**  Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | | |
| **CCSS – Grade 2 Reading Standard 9 (Literary)** | | |
| **Grade 1:** Compare and contrast the adventures and experiences of characters in stories. | **Grade 2: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.** | **Grade 3:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |
| **Know**  **(Factual)** | **Understand**  **(Conceptual)** | **Do**  **(Procedural, Application and Extended Thinking)** |
| * Compare * Contrast * Author(s) * Culture * Central message/lesson * Setting * Plot (main events, problem/solution) * Character/character traits * Text-to-self, text-to-text, text-to-world connections | * Authors can write different versions of the same story which may reflect different perspectives and cultures. * Good readers recognize similarities and differences in two or more versions of the same story. | * Identify and describe the settings of two or more texts * Identify and describe character(s’) traits in two or more texts * Retell the plots of two or more texts * Identify the central message/lesson of two or more texts * Compare and contrast two or more versions of the same story by different authors or from different cultures |
| **Range of Reading and Level of Text Complexity**  **CCSS- Grade Specific Reading Standard 10 (Grade 2)**  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. | | |