KPBSD ELA CURRICULUM
2nd GRADE – READING STANDARDS FOR LITERATURE

Desired Results

PRIORITY STANDARDS

2RL.1. Ask and answer such questions as who, what, when, why, and how to demonstrate understanding of a literary text using key details from the text.

2RL.5. Describe the overall structure of a story, including describing how the beginning, introduces the story (who, what, why, where), the middle describes the problem, (how characters react or feel and what they do), and the ending concludes the action or tells how the problem is solved.

2RL.9. Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures.

SUPPORTING STANDARDS

2RL.2. Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral.

2RL.3. Describe how characters in a story, play, or poem respond to major events, problems, and challenges.

2RL.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

2RL.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its

Transfer

Students will be able to independently use their learning to…
- Read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to second grade (from upper first grade to third grade), with scaffolding as needed at the high end of the range.

Meaning

ENDURING UNDERSTANDINGS

Students will understand…
- That readers choose just-right books and push themselves to read more.
- Established routines, procedures, and expectations for reading time in second grade
- Identifying strategies for staying focused and building stamina.
- Identifying ways to read and talk about books with reading partners
- Readers have skills and strategies to help them tackle complex texts and hard words.
- Retelling and Monitoring for sense.

ESSENTIAL QUESTIONS

Students will keep considering…
- How do readers choose just right books?
- What do readers think about before, during, and after reading?
- How do readers become independent problem solvers?
- How do good readers build stamina for reading?
- How can readers talk about the books they are reading?
- How can readers have conversations about their reading?

Acquisition

Students will know...
- How to ask and answer who, what, where, when, why, and how questions to show that I understand stories.
- How to remember and tell different kinds of stories and share what the author is trying to teach.
- How characters in a story react to important events in the story.

Students will be skilled at...
- Knowing that literature text is written to tell a story and entertain.
- Knowing that to read literature effectively they need to understand story elements.
- Discussing elements using the guiding questions *who*, *what*, *where*, *when*, *why*, and *how*.
- Recognizing how characters feel, how characters act, and what characters say using key details.

| characters, setting, or plot (e.g., problem-solution; chronology).

2RL.9. Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures. | • How words in stories, poems, or songs can give them rhythm and help people understand them better.
• How a story is written including the important parts of a beginning and an ending.
• How to show that they know the characters in a story by telling about them or by using different character voices when they read aloud.
• How to use what they learn from pictures and words to show that they understand the characters, setting, and events of a story.
• How to tell how two or more tellings of a story can be the same and different.
• How to read and understand second grade stories and poems by themselves. | • Appling their understanding of literature elements to a variety of stories.
• Knowing that literature books are organized with a plot.
• Knowing that literature has a beginning, middle, end, problem, and solution.
• Finding similarities and differences between two like stories/texts.
• Activating their schema and the topic and what they know about the type of text they are about to read. |

Evidence

Evaluative Criteria	Assessment Evidence
Touch Points Showing Proficiency in Strategies Showing Proficiency with Standards Benchmark Target Lexile Level Proficiency with Standards	PERFORMANCE TASK(S): • Cafe Conference Notebook • Journeys Benchmark Assessment • AimsWeb ORF • SRI • Raz-Kids
	OTHER EVIDENCE: Anecdotal Evidence Teacher Observations

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Vocabulary		
Question	Moral	Point of View
Answer	Resolution	Dialogue
Demonstrate	Sequence	Opinion
Key Details	Problem	Character
Understanding	Distinguish	Illustrations
Text	Alliteration	Plot
Details	Emphasis	Theme
Fables	Rhyme	Interpretation
Folktales	Rhythm	Digital Text
Central Message	Repetition	Culture

Technology Skills

I can…
- Use and understand the basic computer terms: Home Row (Use two hands), Internet Browser, minimize/maximize a window, and toolbar.
- Use a computer mouse to right click/left click.
- Use the file menu commands: new, open, save, save as, copy/paste, and print.
- Save and find files in the My Documents folder.
- Save, find, and use files in the Shared Folder.
- Identify a wide variety of current technology tools: computer, digital camera, CD-ROM and DVD/VHS players, printer, headphones and speakers.
- Adjust the volume for my computer.
- Use and care for equipment in a respectful way
- Identify and use software terms: edit/undo, select/delete text, Change font, style, color and size, and insert clipart graphics.
- Enter a pre-selected URL address.
- Use software to create a simple multimedia project.
- Record and organize ideas using digital tools and/or graphic organizers.
- Recognize different information sources and select an appropriate one to complete a project.
- Plan, conduct, and communicate the results of research through a simple digital product with teacher support.
- List potential dangers in digital environments and know how to report unsafe situations.