

2ND GRADE LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Key Ideas and Details R.1:</u> 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.</p>	
<p>Standard Text: RL 2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ask and answer questions about the most important details in a text that address the <i>who, what, when, why and how</i> of the story. support answers to questions using evidence from the text.
<p>Vertical Alignment to Previous Grades: RL.1.1, K.1</p> <p>Vertical Alignment to Future Grades: RL.3.1, 4.1, 5.1</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students show their understanding of important details by asking and answering questions about the who, what, when, where, why, and how in a text that has been read and/or heard. Students cite text evidence to support their understanding of key details. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> key details – specific and important parts of the text that provide information, support, and elaboration text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more plot – logical sequence of important events in a story: beginning, middle, end.
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Key Ideas and Details R.2:</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p>Standard Text: Standard Text: RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> read fables and folktales from diverse cultures. retell the important details of stories. determine the central message, lesson, or moral in stories.
<p>Vertical Alignment to Previous Grades: RL.1.2, K.2</p> <p>Vertical Alignment to Future Grades: RL.3.2, 4.2, 5.2</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students recount fictional stories that include, but are not limited to, fables and folktales from many different cultures. Students also establish the central messages, morals, or lessons of the stories. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> central message – the unifying concept within a text; often referred to as theme in upper grades fable – a short story, typically featuring animals as characters, that attempts to express life truth, usually through a moral folktales – stories originating in popular culture, often passed on through the oral tradition (i.e., word of mouth)
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u></p>	

<p><u>Key Ideas and Details R.3:</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p>Standard Text: RL 2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> determine major events and challenges facing characters in a story. describe how the characters in the story respond to these challenges.
<p>Vertical Alignment to Previous Grades: RL.1.3, K.3</p> <p>Vertical Alignment to Future Grades: RL.3.3, 4.3, 5.3</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students explain how characters react and respond to the important events or challenges in the story. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> describe, description, descriptive details – to explain something fully in words; the details necessary to give a full and precise account major events – the most important events that occur within a literary work; similar to main ideas, major events cannot be eliminated without changing the primary progression of the work or the development of the characters respond – to say, show, and/or act in response to a prompt which may be a question, an action or event, a claim or counterclaim, etc.
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> New Mexico State Standards</p>	
<p>Standard Text: 2nd grade students will identify the main topic, retell key details of a text, and make predictions.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> identify the main topic of a fiction text. retell key details of an informational text that support the main topic make predictions about a fiction text before and during reading.
<p>Vertical Alignment to Previous Grades: K.1, 1.a</p> <p>Vertical Alignment to Future Grades: 3.a, 4.a</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students identify the main topic and key details of a text both orally and in pictures or writing. Students make predictions before and during reading to monitor their comprehension. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> main topic – the leading subject of an informational text. From the Greek word for “place”. key details – the most important evidence from the text that supports the main topic prediction – A statement about the future. “Pre” means “before” and “diction” is associated with talking.
<p>Standard Text: 2nd grade students will use literature and media to develop an understanding of people, cultures, and societies to explore self-identity.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> learn about cultures, societies, and people through literature and media. connect literature and media about people, cultures, and societies to explore self-identity.
<p>Vertical Alignment to Previous Grades:</p> <p>Vertical Alignment to Future Grades: 3.b, 4.a, 5.a</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students will read literature and use video clips, photographs, podcasts, audiobooks, websites, and other forms of media to learn about people, cultures, and societies

	<p>and explore their own identities. This standard should encourage the inclusion of culturally and linguistically relevant material in the classroom.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • culture – the customs, arts, social institutions, and achievements of a particular nation, people, or other social group. • cultural and linguistic relevance – the validation and affirmation of students’ home culture and language; prior experiences, frames of reference, and performance styles of culturally and ethnically diverse students to encourages students to relate to the lesson (course) content to his or her cultural context and make learning more effective for students • self-identity – the recognition of one's potential and qualities as an individual (inclusive of ethnicity, gender, orientation, religion, language, disabilities, and age culture, as well as other aspects of identity.) especially in relation to social context
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INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Key Ideas and Details</i>
Standard Alignment:	RL 2.3 Describe how characters in a story respond to major events and challenges.
Task:	<p>Adapted from <i>CCSS Appendix B</i></p> <p>In a short paragraph, describe how the character of Bud in Christopher Paul Curtis’ story, <i>Bud Not Buddy</i>, responds to being placed in a foster home. Use evidence from the text in your response.</p> <p>Exemplar Student Response Includes:</p> <ul style="list-style-type: none"> • Bud seems like he is not phased by going to a foster home, but we can tell he is hiding some of his emotions. • He says his eyes “cannot cry no more” - this means he is used to being disappointed • This is contrasted with his foster brother Jerry who cannot stop crying.
DOK and Blooms	1, Understanding
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can describe details from the text that show Bud’s response to moving into a foster home (Explain- Writing- Bridging).
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may need support to identify that Bud is resistant to moving into a foster home. • Students may identify details that are not related to the key event (moving into the foster home).

2ND GRADE LITERATURE STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

Anchor Standard/ Domain Name: Reading: Literature

Craft and Structure R.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.

Standard Text:

RL 2.4 Describe How words and phrases supply rhythm and meaning in a story, poem, or song

Students Who Demonstrate Understanding Can:

- understand what rhythm is in a story, poem, or song.
- describe how words and phrases provide rhythm in a story, poem, or song.

Vertical Alignment to Previous Grades:

RL.K.4, 1.4

Vertical Alignment to Future Grades:

RL.3.4, 4.4, 5.4

Clarification Statement:

- Students explain how words and phrases provide rhythm and meaning to a story, poem, or song such as regular beats, repeated lines, rhyme, and alliteration.

Vocabulary for Teacher Development:

- **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account
- **phrase(s)** – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb
- **alliteration** – the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.

Anchor Standard/ Domain Name: Reading: Literature

Craft and Structure R.5: Analyze the structure of texts, 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.

Standard Text:

RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story, the events unfold in the middle, and the ending concludes the action.

Students Who Demonstrate Understanding Can:

- describe the plot elements in a story such as the beginning, the events in the middle, and the conclusion.

Vertical Alignment to Previous Grades:

RL.K.5, RL.1.5

Vertical Alignment to Future Grades:

RL.3.5,4.5, 5.5

Clarification Statement:

- Students describe how the story is structured from the beginning to the end. Students understand that the beginning is where the story is introduced, the middle of the text describes the major events and action that takes place, and the end of the story tells how the action concludes.

Vocabulary for Teacher Development:

- **describe, description, descriptive details** – to explain something in words; the details necessary to give a full and precise account event—a thing that happens; an occurrence

Anchor Standard/ Domain Name: Reading: Literature

Craft and Structure R.6: Assess how point of view or purpose shapes the content and style of a text.

Standard Text:

RL 2.6 Distinguish differences in the points of view of characters, including by

Students Who Demonstrate Understanding Can:

- identify the point of view of various characters.

<p>speaking in a different voice for each character when reading the dialogue out loud.</p>	<ul style="list-style-type: none"> distinguish how the point of view of one character is different from that of another character. demonstrate the difference by speaking in a different voice or each character when reading out loud.
<p>Vertical Alignment to Previous Grades: RL. 1.6, K.6</p> <p>Vertical Alignment to Future Grades: RL.3.6,4.6,5.6</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students recognize the differences in the points of view of characters. When reading aloud, students use different voices for each character. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument purpose of a text – the writer’s reason for writing. Many texts have more than one purpose, but usually one will stand out as primary

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Craft and Structure</i>
Standard Alignment:	RL 2.4 Describe How words and phrases supply rhythm and meaning in a story, poem, or song.
Task:	<p>From <i>Wit and Wisdom</i>:</p> <p>Read these sentences from Passage 1.</p> <p>“I’ve heard you’re the best there ever was, John Henry. But even you can’t outhammer a machine.”</p> <p>What does it mean for John Henry to outhammer a machine? Use evidence from passage 1 in your response</p> <ol style="list-style-type: none"> He will hammer louder than the machine. He will hammer better than the machine. He will hammer softer than the machine. He will hammer the same as the machine. <p>Exemplar Student Response:</p> <ul style="list-style-type: none"> Students should conclude that this phrase means to hammer better than the machine. Text evidence may vary, but students should cite evidence that indicates John Henry’s confidence that he will hammer better than the machine throughout the passage
DOK and Blooms	1, Knowledge
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> Students can describe familiar phenomena in words or phrases, such as “outhammer the machine” (Explain-Emerging-Speaking)
Possible Misconceptions:	<ul style="list-style-type: none"> Students may rely on background knowledge or common sense and make a claim that a person would not perform a task like hammering better than a machine.

2ND GRADE LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS

Anchor Standard/ Domain Name: Reading: Literature

Integration of Knowledge and Ideas R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Standard Text:

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.

Students Who Demonstrate Understanding Can:

- locate information in illustrations and words in print/ digital text.
- use information to demonstrate understanding of characters, setting, plot.

Vertical Alignment to Previous Grades:

RL.K.7, 1.7

Vertical Alignment to Future Grades:

RL.3.7,4,7,5,7

Clarification Statement:

- Students explain the characters, setting, or plot using what they learn from the illustrations and words in a text. These texts can be print and/or digital.

Vocabulary for Teacher Development:

- **illustration** – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim
- **plot** – the sequence of events in a story, play, movie, etc.
- **setting** – the time and place of the action in a book, play, story, etc.
- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more

Anchor Standard/ Domain Name: Reading: Literature

Integration of Knowledge and Ideas R.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.

Standard Text:

RL 2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures

Students Who Demonstrate Understanding Can:

- compare and contrast the same story written by two different authors.
- compare and contrast the same story from a different culture.

Vertical Alignment to Previous Grades:

RL. K.9, 1.9

Vertical Alignment to Future Grades:

RL.3.9,4,9,5,9

Clarification Statement:

- Students explain how two or more versions of the same story are similar and different (such as Cinderella, the Three Little Pigs, The Gingerbread Man). These versions should be by different authors and/or from different cultures.

Vocabulary for Teacher Development:

- **compare** – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
Strand:	<i>Integration of Knowledge and Ideas</i>
Standard Alignment:	RL 2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures
Task:	<p>Adapted from <i>Wit and Wisdom</i>: Read <i>John Henry</i> and <i>John Henry American Legend</i>. Select a main event that happens in both texts and describe the event. Support your response with evidence from both texts.</p> <p>Exemplar Student Response:</p> <ul style="list-style-type: none"> • Students should conclude that John Henry tries to beat the machine in both texts. • Students should support their response with the following evidence: <ul style="list-style-type: none"> ○ Text 1: John Henry says, "let's find out!" when challenged about beating the machine • Text 2: John Henry says, "try me!" when challenged about beating the machine
DOK and Blooms	3, Evaluate
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> • Students can synthesize main ideas from two texts using supporting evidence from the texts. (explain-speaking-reaching)
Possible Misconceptions:	<ul style="list-style-type: none"> • Students may struggle to make the inference about the dialogue presented in both texts to conclude that in both instances, John Henry is showing confidence that he will beat the machine. • Students may cite incorrect evidence from one or both of the texts or cite from only one text to support their response.

2ND GRADE LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY	
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Range of Reading Level and Text Complexity R.10:</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Standard Text: RL 2.10 By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • read texts with a Lexile between 420-820 with proficiency. • read independently with appropriate stamina. • use metacognitive strategies to comprehend literature of different genres such as stories, dramas, and poetry.
<p>Vertical Alignment to Previous Grades: RL.K.10, 1.10</p> <p>Vertical Alignment to Future Grades: RL.3.10, 4.10, 5.10</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • By the end of grade 2, students competently read and understand literary texts on the low end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • independently – on one's own, without aid from another (such as a teacher)

	<ul style="list-style-type: none">• proficient/proficiently – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success• text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more• text complexity band – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels(2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself)
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