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| --- | --- |
| Standard | Items: |
| **2.RL.01 -**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | **3.0**1. Teacher read aloud - Ask 4 different students a day (over 5-6 days) to ask two different questions during or after the reading of the book. Students will be able to ask two appropriate questions that are related to the book.
2. Teacher read aloud - Ask 4 different students a day (over 5-6 days) to answer two different questions during or after the reading of the book. Students will be able to answer two appropriate questions that are related to the book.
 |
| **2.0**1. Teacher read aloud - Ask students to ask questions about the book that is being read.
2. Teacher read aloud- Ask students to answer questions about the book that is being read.
 |
| **2.RL.05 -**Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | **3.0**1. Circle 2 elements that are important to have in the **beginning** of a story.

- characters- conclusion- setting- problem b. Which element is important to have in the **ending** of a story?- characters- conclusion- setting- problem   |
| **2.0**1. Is this an important part of the **beginning** of a story, yes or no? -
2. Characters
3. Setting
4. Problem

2. Is this an important part of the **ending** of a story, yes or no? - conclusion |
| **2.RL.09 -**Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | **3.0**1.
2.
3.
 |
| **2.0**1.
2.
 |
| **2.RL.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. | **3.0**1.
2.
3.
 |
| **2.0**1.
2.
 |
| **2.RI.01 -**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | **3.0** 1. Teacher read aloud - Ask 4 different students a day (over 5-6 days) to ask two different questions during or after the reading of the book. Students will be able to ask two appropriate questions that are related to the book.
2. Teacher read aloud - Ask 4 different students a day (over 5-6 days) to answer two different questions during or after the reading of the book. Students will be able to answer two appropriate questions that are related to the book.
3. After teacher Read Aloud (A Seed Grows), students complete exit ticket below.

What is one fact we read about in the text?W |
| **2.0**1. Teacher read aloud - Ask students to ask questions about the book that is being read.
2. Teacher read aloud- Ask students to answer questions about the book that is being read.
 |
| **2.RI.05 -**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. | **3.0**1.
2.
3.
 |
| **2.0**1.
2.
 |
| **2.RI.09 -**Compare and contrast the most important points presented by two texts on the same topic. | **3.0**1.
2.
3.
 |
| **2.0**1.
2.
 |
| **2.RI.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. | **3.0**1.
2.
3.
 |
| **2.0**1.
2.
3.

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| **2.RF.03 -**Know and apply grade-level phonics and word analysis skills in decoding words.* a) Distinguish long and short vowels when reading regularly spelled one-syllable words.
* b) Know spelling-sound correspondences for additional common vowel teams.
* c) Decode regularly spelled two-syllable words with long vowels.
* d) Decode words with common prefixes and suffixes.
* e) Identify words with inconsistent but common spelling-sound correspondences.
* f) Recognize and read grade-appropriate irregularly spelled words.
 | **3.0**1.
 |
| **2.0**1.
2.
 |
| **2.RF.04 -**Read with sufficient accuracy and fluency to support comprehension.* a) Read on-level text with purpose and understanding.
* b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
* c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 | **3.0**1.
2.

  |
| **2.0**1.
2.
3.

  |
| **2.W.03 -**Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | **3.0**1.
2.
3.
 |
| **2.0**1.
2.
3.

  |
| **2.SL.01 -** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.* a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
* b) Build on others’ talk in conversations by linking their comments to the remarks of others.
* c) Ask for clarification and further explanation as needed about the topics and texts under discussion.
 | **3.0**1.
2.
3.

   |
| **2.0**1.
2.
3.

  |
| **2.SL.04 -** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.* a) Use sentence-level context as a clue to the meaning of a word or phrase.
* b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
* c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
* d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
* e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
 | **3.0**1.
2.
3.

   |
| **2.0**1.
2.
3.

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