

The Student Will...

Objective(s)	Alignment	Essential Questions	Understandings	Suggested Assessments
Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	RL.1.2	What is the importance of the Library Media Center?	Libraries are places where lifelong learning takes place.	Standardized achievement tests
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.2.2	How does understanding a text's structure help me better understand its meaning?	Members of a learning community exhibit responsible behavior toward people and materials.	Teacher generated tests/quizzes
Describe how characters in a story respond to major events and challenges.	RL.3.2	Why does a library media center have a system of organization	Reading for pleasure or information has lifelong applications.	Authentic assessments
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.4.2	How does understanding a text's structure help me better understand its meaning?		Self assessment
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	RL.5.2			Peer assessment
Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RL.6.2			Portfolio
Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RL.7.2			

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL.9.2			
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.	RL.10.2			
Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	RI.1.2			
Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.	RI.2.2			
Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.3.2			
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RI.4.2			
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.	RI.5.2			
Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.6.2			
Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI.7.2			

Describe how reasons support specific points the author makes in a text.	RI.8.2			
Compare and contrast the most important points presented by two texts on the same topic.	RI.9.2			
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.	RI.10.2			
Read with sufficient accuracy and fluency to support comprehension.	RF.4.2			
Read on-level text with purpose and understanding.	RF.4.2			
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	RF.4.2			
Use context to confirm or self-correct word recognition and understanding, rereading as necessary	RF.4.2			
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section	W.1.2			
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.2.2			

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.	W.3.2			
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	W.4.2			
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.5.2			
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.6.2			
Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	W.7.2			
Recall information from experiences or gather information from provided sources to answer a question.	W.8.2			
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.10.2			
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	SL.1.2			

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).	SL.1.2			
Build on others' talk in conversations by linking their comments to the remarks of others.	SL.1.2			
Ask for clarification and further explanation as needed about the topics and texts under discussion.	SL.1.2			
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SL.2.2			
Give and follow three- and four-step oral directions.	SL.2.2			
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SL.3.2			
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.4.2			
Plan and deliver a narrative presentation.	SL.4.2			
Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SL.5.2			
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.6.2			