

**GRADE 2**  
**KEY IDEAS AND DETAILS Anchor Standards 1- 3**

<b>KEY IDEAS AND DETAILS ANCHOR STANDARD 1</b> <i>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.</i>		<b>KEY CONCEPTS</b> ⇒ Question development ⇒ Question answering ⇒ Citing information from text ⇒ Who, what, where, when, why, how
Grade 1	Ask and answer questions about key details in a text.	
<b>Grade 2</b>	<b>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</b>	
Grade 3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
TIME FRAME: Focus 2-5 times per WEEK September – June Emerging(E) September – December Developing (D) December – April Proficient (P) May/June		

	<b>TEACHER ACTION</b>	<b>STUDENT ACTION</b>
<b>READ ALOUD</b>	Ask who, what where when why how questions about key details in text during read aloud (E)	Answer questions citing information from the text
	Through think aloud, determine key details text (E)	Participate in class or peer discussion about what makes a key detail in text
	Model the development of questions about key details in text using who, what, where, when why, how (D)	Generate questions about key details in text using who or what or where
	Complete graphic organizer focused on who, what, what where, when, why and how details	Participate in the completion of class graphic organizer citing details from story
<b>SMALL GROUP</b>	Ask who, what where why questions about key details in text (E)	Answer questions using information from the text and citing page numbers
	Facilitate and provide feedback as students identify key ideas in text (D)	Identify key ideas in text verbally and in writing
	Facilitate student development of questions about key details in text using who or what or where (D)	Generate questions about key details in text using who or what or where
<b>PAIRED READING</b>	Monitor student independent and shared reading to support students as they do “Buddy Beside Me’. (D)	Buddy Beside Me (C. Block, 2010) <i>Child (A) will read the first two to three pages aloud. His/her partner, Child B will summarize what those pages are about. This helps Child B to be engaged with the text as his/her partner reads it aloud. Child A will then ask a question from the text for Child B to respond to. This helps Child A to ‘visualize’ what he or she is reading as he/she reads aloud. Child B, after answering the question and finding the sentence(s) that supports his/her answer will then make a prediction.</i>
	Monitor and review as students complete graphic organizer focused on who, what, what where, when, why and how details (D-P)	Complete graphic organizer focused on who, what, what where, when, why and how details

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**KEY IDEAS AND DETAILS Anchor Standards 1- 3**

<b>KEY IDEAS AND DETAILS ANCHOR STANDARD 2</b> <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>		<b>KEY CONCEPTS</b> ⇒ Identify the key elements of a fable and folktale ⇒ Determine central message, lesson or moral ⇒ Analyze theme development
Grade 1	Retell stories, including key details, and demonstrate understanding of their central message or lesson	
<b>Grade 2</b>	<b>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b>	
Grade 3	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
TIME FRAME: Focus 2-4 times per MONTH September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
<b>READ ALOUD</b>	Read aloud fractured fairy tales. Focus on key elements of a fairy tale, and its lesson/moral. Complete graphic organizer with support from student (E-D)	Identify ideas and central message from text . Identify key elements of a fairytale.
<b>SMALL GROUP</b>	Read fables from different cultures. Determine the elements of a fable; and how the central message is related through the fable. (D-P)	Students complete graphic organizer focused on elements of a fable; and how the central message is related through the fable.
<b>PAIRED READING</b>	Provide students with fables and folktales, and a graphic organizer for students to complete independently or in pairs that requires students to recount fables and folktales from diverse cultures and determine their central message, lesson or moral. Use graphic organizers(D-P)	Demonstrate ability to recount fables and folktales from diverse cultures and determine their central message, lesson or moral by completing a graphic organizer independently or in pairs.

## Grade 2

### KEY IDEAS AND DETAILS Anchor Standards 1- 3

<b>KEY IDEAS AND DETAILS ANCHOR STANDARD 3</b> <i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i>		<b>KEY CONCEPTS</b> ⇒ Character Analysis ⇒ Identification of major events ⇒ Synthesis~ how do events and characters interact over the course of the story
Grade 1	Describe characters, settings, and major events in a story, using key details.	
<b>Grade 2</b>	<b>Describe how characters in a story respond to major events and challenges.</b>	
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.	
TIME FRAME: Focus 4-6 times per MONTH September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

	TEACHER ACTION	STUDENT ACTION
<b>READ ALOUD</b>	Determine major events and challenges in a story; document through class charts/graphic organizers(E)	Contribute to determining major events, and the development of charts documenting the major events.
	Read aloud series books and follow characters through multiple books, citing how the characters respond to major events and challenges through class chart/graphic organizers(E)	Contribute to determining how characters respond to major events and challenges through class chart/GO
<b>SMALL GROUP</b>	Focus discussion on following characters through multiple books, citing how the characters respond to major events and challenges. (E)	Participate in small group discussion on following characters through multiple books, citing how the characters respond to major events and challenges.
	Focus written response (through use of graphic organizers) to cite how the characters respond to major events and challenges throughout the story. (D)	Complete GO ) to cite how the characters respond to major events and challenges throughout the story.
<b>PAIRED INDEPENDENT</b>	Facilitate independent or paired reading focused on how characters respond to major events and challenges throughout the story. (P)	Complete graphic organizer or written responses to question focused on how the characters respond to major events and challenges throughout the story.

**GRADE 2**  
**CRAFT & STRUCTURE Anchor Standards 4-6**

<b>CRAFT &amp; STRUCTURE ANCHOR STANDARD 4</b> <i>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.</i>		<b>KEY CONCEPTS</b> ⇒ Identify key words ⇒ Connect key words to feelings or the senses
Grade 1	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	
<b>Grade 2</b>	<b>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or songs</b>	
Grade 3	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
TIME FRAME: Focus 2 times per MONTH September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

<b>TYPE</b>	<b>TEACHER ACTION</b>	<b>STUDENT ACTION</b>
<b>READ ALOUD</b>	Determine key words or phrases (including poetic features) to focus on before/during and after a read aloud. Complete Class chart or GO (D)	Explain why the author used certain words in a text. How does impact the meaning of the text.
<b>PAIRED INDEPENDENT</b>	Provide students with text to read in pairs or independently. Have students complete graphic organizer or questions requiring students to describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song (P)	Complete graphic organizer and or answer questions that describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song

**GRADE 2**  
**CRAFT & STRUCTURE Anchor Standards 4-6**

<b>CRAFT &amp; STRUCTURE ANCHOR STANDARD 5</b> <i>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.</i>		<p style="text-align: center;"><b>KEY CONCEPTS</b></p> <p>⇒ <b>Identify key elements of story structure.</b></p> <p>⇒ <b>Connect the beginning, middle and end through purpose and author intent.</b></p>
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.	
<b>Grade 2</b>	<b>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b>	
Grade 3	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter, scene, and stanza</i> ; describe how each successive part builds on earlier sections.	
<b>TIME FRAME:</b> Focus 2 times per MONTH September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

<b>TYPE</b>	<b>TEACHER ACTION</b>	<b>STUDENT ACTION</b>
<b>READ ALOUD</b>	Chart out the overall structure of a story, noting how each part of the story connects. Document through class chart / GO. (E, D)	Contribute to the development of class chart /GO describing the story structure.
<b>PAIRED INDEPENDENT</b>	Facilitate paired or independent reading focused on students describing the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (D,P)	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action through the use of a GO or question prompts.

**GRADE 2**  
**CRAFT & STRUCTURE Anchor Standards 4-6**

<b>CRAFT &amp; STRUCTURE ANCHOR STANDARD 6</b> <i>Assess how point of view or purpose shapes the content and style of a text.</i>		<b>KEY CONCEPTS</b> ⇒ Define point of view ⇒ Identify who is telling the story, and their role in the story ⇒ Describe the different points of view as evidenced by text ⇒ Identify all characters in story and their role
Grade 1	Identify who is telling the story at various points in a text.	
<b>Grade 2</b>	<b>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</b>	
Grade 3	Distinguish their own point of view from that of the narrator or those of the characters.	
TIME FRAME: Focus 2 times per MONTH September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

TYPE	TEACHER ACTION	STUDENT ACTION
<b>READ ALOUD</b>	Define point of view for students, and the importance of related to comprehension (E)	Articulate what point of view means, and why it is important to understanding text.
	Through think aloud describe different characters point of view. (E,D)	Demonstrate that they understand point of view by finding specific examples or evidence from the text
	Facilitate Reader’s Theater (D)	Students participate in Reader’s Theater. Through this participation they are able to identify different people telling the story at different points in the text (D)
<b>INDEPENDENT READING</b>	Choose text with many characters for student to read aloud independently. (P)	Read aloud text depicting different characters through voice. Determine the point of view of each character in the story.

**Related Research:**

Giorgis, C., & Johnson, N.J. (2002). Multiple perspectives. *The Reading Teacher*, 55(5), 486–494.  
Emery, D.W. (1996). Helping readers comprehend stories from the characters' perspectives. *The Reading Teacher*, 49(7), 534–541.

## GRADE 2 INTEGRATION OF KNOWLEDGE & IDEAS Anchor Standards 7 & 9

*(Standards 8 NA Literature)*

<b>INTEGRATION OF KNOWLEDGE &amp; IDEAS ANCHOR STANDARD 7</b> <i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in word</i>		<b>KEY CONCEPTS</b> ⇒ Characters, setting, plot ⇒ Analysis of illustrations ⇒ Connecting illustrations to text characters, setting and plot
Grade 1	Use illustrations and details in a story to describe its characters, setting, or events	
<b>Grade 2</b>	<b>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</b>	
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).	
TIME FRAME: Focus 2 times per MONTH September – June Emerging (E) September – December Developing (D) December – April Proficient (P) May/June		

	<b>TEACHER ACTION</b>	<b>STUDENT ACTION</b>
<b>READ ALOUD</b>	Conduct a shared picture walk before reading a story aloud. (E)	Students are able to attached meaning to pictures they see in books.
	Model through think aloud making inferences based on pictures. (E)	Students are able to understand the connection between illustrations and characters (ie, if a child is crying, they could be sad, or mad or frustrated)
	Model through think aloud checking initial inferences based on pictures while reading text to determine if initial inferences were correct. (E)	Students are able to understand that the illustrations support the story. They can check to see if their initial interpretation of the illustrations matches the story line as they listen to a story.
<b>SMALL GROUP</b>	Facilitate a shared picture walk, focused on determining meaning of the story (D) During text reading, ask students if their initial thinking based on pictures is validated or has changed based on the text. (D)	Students walk through book looking at pictures and make inferences/predictions about the story. Students are to connect the illustrations to the storyline in text through discussion about initial thoughts based on illustrations, and then determining if those initial thoughts changed based on storyline in text.
	Facilitate paired reading focused on students complete a graphic organizer focused on use of illustrations/details in a story to describe characters settings and story events (D)	Students complete a graphic organizer focused on use of illustrations/details in a story to describe characters settings and story events
	Facilitate paired/independent reading focused on students complete a graphic organizer focused on use of illustrations/details in a story to describe characters settings and story events (P)	Students complete a graphic organizer focused on use of illustrations/details in a story to describe characters settings and story events

**GRADE 2**  
**INTEGRATION OF KNOWLEDGE & IDEAS Anchor Standards 7 & 9**  
*(Standards 8 NA Literature)*

<b>INTEGRATION OF KNOWLEDGE &amp; IDEAS ANCHOR STANDARD 9</b> <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i>		<b>KEY CONCEPTS</b>
Grade 1	Compare and contrast the adventures and experiences of characters in stories. <b>With prompting and support, students will make cultural connections to text and self.</b>	⇒ Character traits ⇒ Character analysis ⇒ Activating prior knowledge
<b>Grade 2</b>	<b>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</b>	
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).	

<b>TYPE</b>	<b>TEACHER ACTION</b>	<b>STUDENT ACTION</b>
<b>READ ALOUD</b>	Read aloud series books 2-3 times a month, and charts with students (use graphic organizers) character traits, story events and cultural connections (aligns with Standards 2 &7) (E)	Participate in the creation of class chart through peer and whole group discussion.
<b>INDEPENDENT READING/PAIRED READING</b>	Facilitate paired and independent reading of series books. Provide graphic organizers for students complete independently. Review independent work with students and provide corrective feedback as needed. Utilize NYS 2-point rubric to guide discussion and evaluate student work.	Read series books independently and in pairs. Complete graphic organizers focused on character developing, and how characters stay the same or change across texts in a series.



**GRADE 2**  
**RESPONDING TO LITERATURE** Anchor Standard 11 \*SPECIFIC TO NYS

<b>RESPONDING TO LITERATURE</b> <i>Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.</i>		⇒
Grade 1	Make connections between self, text, and the world around them (text, media, social interaction).	
<b>Grade 2</b>	<b>Make connections between self, text, and the world around them (text, media, social interaction).</b>	
<b>Grade 3</b>	Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. a. Self-select text based upon personal preferences	

In Read Alouds, Small Group Reading and Paired/Independent Reading, Students focus on text to self, text to text and text to world through the following discussion starters and questions. This can be documented through graphic organizers, in reader response notebooks, etc...

<p><b>Discussion Starters:</b>  This part reminds me of...  I felt like...(character) when I...  If that happened to me I would...  This book reminds me of...(another text) because...  I can relate to...(part of text) because one time....  Something similar happened to me when....</p>	<p><b>Text-to-self:</b>  What does this remind me of in my life?  What is this similar to in my life?  How is this different from my life?  Has something like this ever happened to me?  How does this relate to my life?  What were my feelings when I read this?</p>	<p><b>Text-to-text:</b>  What does this remind me of in another book I've read?  How is this text similar to other things I've read?  How is this different from other books I've read?  Have I read about something like this before?</p> <p><b>Text-to-world:</b>  What does this remind me of in the real world?  How is this text similar to things that happen in the real world?  How is this different from things that happen in the real world?  How did that part relate to the world around me?</p>
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