

Reading Benchmarks: Literature (L) and Informational Text (I)

Key Ideas and Details								
<p>2.1.1.1: L- Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> • Student can answer who, what, where, when, why, and how questions about important events and details in a text. Who...? What...? When...? etc. • Ask me (or a partner) questions using who, what, where, when, why, and/or how. 	Date						
		Instruction	NF	IF ML				
<p>2.1.2.2: L- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>What central lesson/moral/ message is this story teaching you?</p> <p><i>Range of Text (cross out)</i></p> <table border="1" data-bbox="548 386 1409 427"> <tr> <td>Stories</td> <td>Folktales</td> <td>Fables</td> <td>Diverse Cultures</td> </tr> </table>	Stories	Folktales	Fables	Diverse Cultures	Date		
Stories	Folktales	Fables	Diverse Cultures					
		Instruction	NF	IF ML				
<p>2.1.3.3: L- Describe how characters in a story respond to major events and challenges.</p>	<p>How did the characters respond to major events or overcome challenges in the story?</p>	Date						
		Instruction	NF	IF ML				
<p>2.2.1.1: I- Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> • Student can answer who, what, where, when, why, and how questions about key details in a text. Who...? What...? When...? etc. • Ask me (or a partner) questions using who, what, where, when, why, and/or how. 	Date						
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<p>2.2.2.2: I- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<ul style="list-style-type: none"> • What is the main idea of this text (multiparagraph)? • What is the main idea of this paragraph? 	Date						
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<p>2.2.3.3: I- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<ul style="list-style-type: none"> • Historical Events- What event happened first? What happened after that? • Scientific Ideas- How are these ideas the same? How are they different? • Technical Procedures-What is the first step? What are the next steps? 	Date						
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Craft and Structure								
<p>2.1.4.4: L- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<ul style="list-style-type: none"> • What words or phrases add rhythm to the text? • What words rhyme? • What part has alliteration? (repeated sound of a stressed syllable) 	Date						
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<p>2.1.5.5: L- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<ul style="list-style-type: none"> • What happens at the beginning of the story (structure)? What was introduced (story specific)? • What happens at the middle of the story (structure)? What events and actions happened (story specific)? • What happens at the end of the story (structure)? What was the conclusion (story specific)? 	Date						
		Instruction	NF	IF ML				
<p>2.1.6.6: L- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<ul style="list-style-type: none"> • What are the characters thinking? • Are they thinking the same way? • How does the character sound (act out character’s voice)? 	Date						
		Instruction	NF	IF ML				
<p>2.2.4.4: I- Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area.</i></p>	<p>Student understands grade 2 vocabulary</p> <ul style="list-style-type: none"> • What does this word mean? • What does this phrase mean? 	Date						
		Instruction	NF	IF ML				

<p>2.2.5.5: I- 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.</p>	<ul style="list-style-type: none"> • What text features help you find important information? • How does the bold print help you? • How do the subheadings help you understand the text? • What does the glossary help you understand? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML			
Date													
Instruction	NF	IF	ML										
<p>2.2.6.6: I- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<ul style="list-style-type: none"> • Why did the author write the text? • What did the author want you to learn? • Is the author answering a question, explaining, or describing? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML			
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<p>Integration of Knowledge and Ideas</p>													
<p>2.1.7.7: L- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<ul style="list-style-type: none"> • What details do the illustrations tell you about the setting/character/plot? • How is _____ feeling in the illustration? How do you know they feel that way? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML			
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<p>2.1.8.8: L- Not Applicable</p>													
<p>2.1.9.9: L- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures, including those by or about Minnesota American Indians.</p>	<ul style="list-style-type: none"> • What happened to the characters? Provide comparisons and contrasts. • Using different versions of the same story. Did the authors solve the problem in different ways? What is the same or different? <p><i>Comparisons (cross out)</i></p> <table border="1"> <tr> <td>Different Authors</td> <td>Different Cultures</td> <td>MN American Indian</td> </tr> </table>	Different Authors	Different Cultures	MN American Indian	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML
Different Authors	Different Cultures	MN American Indian											
Date													
Instruction	NF	IF	ML										
<p>2.2.7.7: I- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>How does the image(s) help clarify what you are reading?</p>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML			
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<p>2.2.8.8: I- Describe how reasons support specific points the author makes in a text.</p>	<p>What information does the author provide to support specific points?</p>	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML			
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<p>2.2.9.9: I- Compare and contrast the most important points presented by two texts on the same topic.</p>	<ul style="list-style-type: none"> • What are the important points in both of these texts on the same topic? • How are these details the same? How are they different? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML			
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<p>Range of Reading and Level of Text Complexity</p>													
<p>2.1.10.10: L- By the end of the year, select, read and comprehend literature including stories and poetry for personal enjoyment, interest, and academic tasks, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> • Is the student meeting grade-level reading fluency expectations? • Is the student meeting grade-level comprehension expectations? • Does the student engage in independent reading activities? • Does the student select appropriate text for independent reading? • Does the student read at home every night? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML			
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<p>2.2.10.10: I- By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.</p>	<ul style="list-style-type: none"> • Is the student meeting grade-level reading fluency expectations? • Is the student meeting grade-level comprehension expectations? • Does the student engage in independent reading activities? • Does the student select appropriate text for independent reading? • Does the student read at home every night? 	<table border="1"> <tr> <td>Date</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Instruction</td> <td>NF</td> <td>IF</td> <td>ML</td> </tr> </table>	Date				Instruction	NF	IF	ML			
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Foundational Skills	Date Met
Phonics and Word Recognition	
2.3.0.3- 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, including high-frequency words.	
Fluency	
2.3.0.4- Read with sufficient accuracy and fluency to support comprehension.	
a. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.	
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
c. Use context and other cues (e.g., phonics, word recognition skills, prior knowledge) to confirm or self-correct word recognition and understanding, rereading as necessary.	
Language Benchmarks (brief list)	
Conventions of Standard English	
2.10.2.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (only d and e)	
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
Vocabulary Acquisition and Use	
2.10.4.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	
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.	
2.10.6.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	

Key Ideas and Details: Literature

Grade 2

Grade K	Grade 1	Grade 2
Benchmark 1		
Ask and Answer Questions		
With prompting and support, ask and answer questions about key details	Ask and answer questions that focus on key details	Ask and answer questions -Who -What -Where -When -Why -How
Benchmark 2		
Recount Stories and Determine Theme		
With prompting and support, retell familiar stories	Retell stories with key details Demonstrate understanding -Central message -Lesson	Recount stories from diverse cultures -Fables -Folktales Determine -Central message -Lesson -Moral
Benchmark 3		
Describe Characters' Actions		
With prompting and support, identify characters, settings, and major events	Describe -Characters -Settings -Major events Support with key details	Describe how characters respond -Major events -Challenges
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
With scaffolding, read and comprehend at the high end of grades 2-3 text complexity band		
Skills		
Ask Questions Answer Questions Recount Stories	Determine Themes Describe Character Responses	
Instructional Goals		
Answer questions with reference to a text Interpret meanings from a text Describe how characters respond to events and challenges		

Craft and Structure: Literature

Grade 2

Grade K	Grade 1	Grade 2
Benchmark 4		
Determine Meaning of Words and Phrases		
Ask and answer questions about unknown words	Identify words and phrases that suggest feelings or appeal to the senses	Describe how words and phrases supply rhythm and meaning -Regular beats -Alliteration -Rhymes -Repeated lines
Benchmark 5		
Reference Text Structure		
Recognize common types of texts -Storybooks -Poems	Explain major differences between stories and informational text *Across a variety of text types	Describe the overall structure of a story -Beginning (introduces) -Middle -Ending (concludes)
Benchmark 6		
Distinguish Points of View		
With prompting and support, name and define the role of the author and illustrator	Identify who is telling the story	Acknowledge difference in points of view -Includes using character voices while reading aloud
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
With scaffolding, read and comprehend at the high end of grades 2-3 text complexity band		
Skills		
Understand Word Meaning Understand Phrase Meaning Describe Rhythm	Understand Story Structure Distinguish Points of View	
Instructional Goals		
Describe how words and phrases supply rhythm in a text Describe how parts of a text build on earlier sections Distinguish the differences in characters' point of view		

Craft and Structure: Informational

Grade 2

Grade K	Grade 1	Grade 2
Benchmark 4		
Determine Meaning of Words and Phrases		
With prompting and support, ask and answer questions about unknown words	Ask and answer questions to determine or clarify meaning of words and phrases in a text	Determine word meaning Determine phrase meaning *Grade 2 complexity
Benchmark 5		
Use Text Features		
Identify text features -Front cover -Back cover -Title page	Know and use various text features -Headings -Glossaries -Icons -Electronic menus -Tables of contents	Know and use various text features -Captions -Bold print -Headings -Subheadings -Glossaries -Indexes -Icons -Electronic menus
Benchmark 6		
Identify Main Purpose		
With prompting and support, name and define the role of the author and illustrator	Distinguish between information provided by illustrations and words	Identify the main purpose of the text What does the author want to... -Answer -Explain -Describe
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
With scaffolding, read and comprehend at the high end of grades 2-3 text complexity band		
Skills		
Understand Word Meaning Understand Phrase Meaning	Know Text Features Identify Main Purpose	
Instructional Goals		
Define content area vocabulary Use various text features Identify the main purpose of a text		

Key Ideas and Details: Informational

Grade 2

Grade K	Grade 1	Grade 2
Benchmark 1		
Ask and Answer Questions		
With prompting and support, ask and answer questions about key details	Ask and answer questions that focus on key details	Ask and answer questions -Who -What -Where -When -Why -How
Benchmark 2		
Identify Main Topic		
With prompting and support, identify the main topic	Identify main topic Retell key details	Identify main topic in a multiparagraph text Identify focus of specific paragraphs
Benchmark 3		
Describe Connections		
With prompting and support, describe connections -Individuals -Events -Ideas -Pieces of information	Describe connections -Individuals -Events -Ideas -Pieces of information	Describe connections -Historical events -Scientific ideas or concepts -Technical procedure steps
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
With scaffolding, read and comprehend at the high end of grades 2-3 text complexity band		
Skills		
Ask Questions Answer Questions	Determine Main Topic Describe Connections	
Instructional Goals		
Ask and answer who, what, where, when, why, and how questions about a text Identify the main topic of a multiparagraph text Describe connections between events, ideas, concepts, or steps		

Integration of Knowledge and Ideas: Literature

Grade 2

Grade K	Grade 1	Grade 2
Benchmark 7		
Describe Illustration and Text Relationship		
With prompting and support, describe relationships between illustrations and the story	Use illustrations and details in a story to describe -Characters -Setting -Plot	Use information from illustrations and words (printed and digital) to demonstrate understanding -Characters -Setting -Plot
Benchmark 8		
<i>(Not Applicable to Literature)</i>		
-	-	-
Benchmark 9		
Compare and Contrast Stories		
With prompting and support, compare and contrast familiar stories -Adventures of characters -Experiences of characters	Compare and contrast adventures and experiences of characters in stories	Compare and contrast two or more versions of the same story -Different authors -Different cultures
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
With scaffolding, read and comprehend at the high end of grades 2-3 text complexity band		
Skills		
Understand Meaning from Illustrations Understand Word Meaning	Identify Characters, Settings, and Plot Compare and Contrast	
Instructional Goals		
Support the understanding of a story using information from illustrations Compare and contrast versions of the same story		

Integration of Knowledge and Ideas: Informational Grade 2		
Grade K	Grade 1	Grade 2
Benchmark 7		
Explain Illustration and Text Relationship		
With prompting and support, describe relationships between illustrations and the text	Use illustrations and words to determine key details in a text	Explain how images contribute to and clarify text
Benchmark 8		
Describe Use of Reasons in Text		
With prompting and support, identify the reasons an author gives to support points in a text	Identify the reasons an author gives to support points in a text	Describe how reasons support specific points the author makes
Benchmark 9		
Compare and Contrast Texts		
With prompting and support, identify basic similarities and differences between two texts on the same topic	Identify similarities and differences between two texts on the same topic -Illustrations -Descriptions -Procedures	Compare and contrast the most important points in two texts on the same topic
Text Complexity		
Select, Read, Comprehend, and Enjoy Complex Text at Grade Level		
With scaffolding, read and comprehend at the high end of grades 2-3 text complexity band		
Skills		
Understand Meaning from Illustrations Understand Connection of Information	Identify Reasons Compare and Contrast	
Instructional Goals		
Explain how illustrations add to a text Describe how reasons support points in a text Compare and contrast two important points in texts on the same topic		