

TSD Second Grade Library Standards

Strand: Reading Literature

Topics	Standard	"I can...statements	Vocabulary
Key Ideas and Details	<p>RL.2.1 Ask and answer who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p>	<ul style="list-style-type: none"> • I can answer questions to show I understand important details in a story. • I can ask questions to show I understand important details in a story. • I can retell a fable or folktale and explain the lesson in the story. • I can tell how characters act when things happen in a story. 	<p>Questioning Complete sentences Key details Text</p> <p>Recount/recall Genres Fables Folktales Cultures Central message Moral</p> <p>Characters Conflict Plot Problem/solution Major events Challenges</p>
Craft and Structure	<p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.6. 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"> • I can describe how words give rhythm and meaning to a story, poem, or song. • I can tell the important details about how a story begins and ends. • I can use different voices for characters. • I can tell different ideas characters have. 	<p>Regular beats Alliteration Rhyme Repeated lines Rhythm</p> <p>Beginning Middle End/conclusion Introduction Sequence</p> <p>Points of view Expression Dialogue</p>

<p>Integration of Knowledge and Ideas</p>	<p>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.</p> <p>RL.2.8. (Not applicable to literature)</p> <p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<ul style="list-style-type: none"> • I can use illustration and text to tell about the setting of a story. • I can use illustration and text to tell about the characters of a story. • I can use illustration and text to tell about the plot of a story.. <ul style="list-style-type: none"> • I can tell about how stories by different authors or stories from different places are alike and different. 	<p>Illustration Digital text Characters Setting Plot</p> <p>Compare Contrast Cultures</p>
<p>Range of Reading and Level of Text Complexity</p>	<p>RL.2.10. 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.</p>	<ul style="list-style-type: none"> • I can read and understand stories at my grade level. 	

Strand: Reading Informational Text

Topics	Standard		
Key Ideas and Details	<p>RI.2.1 Ask and answer questions such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3. 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"> • I can answer questions to show that I know what I read. • I can ask questions to show that I know what I read. • I can identify the main idea of a text. • I can state the focus of the paragraphs within the text. • I can put events or ideas in order. • I can explain how events or ideas go together. 	Making Connections
Craft and Structure	<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RI.2.5. 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> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<ul style="list-style-type: none"> . • I can use strategies to figure out the meaning of words . • I can use text features to find information quickly.. • I can tell why the author wrote the text. 	<p>Clarification</p> <p>Text features</p> <p>Author's purpose</p>

<p>Integration of Knowledge and Ideas</p>	<p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>RI.2.8.Describes how reasons support specific points the author makes in a text.</p> <p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<ul style="list-style-type: none"> • I can tell how pictures help me understand what I read. • I can explain why the author includes certain details in a text. • I can tell which facts are the same or different in two texts on the same subject. 	<p>Visuals Images</p> <p>Reasons Text</p> <p>Compare/contrast</p>
<p>Range of Reading and Level of Text Complexity</p>	<p>RI.2.10. By the end of the 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.</p>	<ul style="list-style-type: none"> • I can read and understand informational texts at my grade level. 	<p>Autobiography Biography Expository Non-fiction/ Informational text Instructional reading level Independent reading level “just right” level</p>

Digital Citizenship

<p>Digital Citizenship</p>	<p>EALR 2.2.1 Practice Safety and Ethical Behavior</p> <p>My Creative Work</p>	<p>I can learn the basics – title, name, and date – for crediting creative work.</p> <p>I can explain the importance of citing work, as well as recognizing that they should give themselves proper credit.</p>	<p>Credit</p>
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2nd Grade

I Can Library Skills Statements

I Can:

- Enjoy all kinds of books by listening to a reader or reading them myself.
- Tell someone about the plot, characters, setting, and main ideas in a book.
- Use story clues and my own background knowledge to take part in a book discussion.
- Tell the difference between fiction and nonfiction (informational text).
- Use information I know about authors and illustrators to select books I will enjoy.
- Select a "just right/good fit" book by myself.
- Choose a book to help me answer my questions, with the teacher's help.
- Find different sections in the library (Everybody, Fiction, Nonfiction).
- Locate books by authors in the Everybody and Fiction section.
- Locate and name the parts of a book.
- Use different parts of a book to find information.
- Respect library materials and rules.

Research:

- I can access World Book online "Kids" using the search box and type a keyword to find information.
- I can take notes from a reference or nonfiction book.
- I can use books and computer resources (World Book online) to create projects to share what I've learned.
- I understand authors and illustrators own their work.

