

Reading Literature 2

MINNESOTA STANDARD	DIOCESAN STANDARD	SKILLS TAUGHT	DATES TAUGHT			ASSESSMENT
Key Ideas and Details						
2.1.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		Recognize the best title for a reading passage or story.				
2.1.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Differentiate between reality and fantasy in literature					
	Determine the author's point of view or overall purpose in a reading passage.					
2.1.3.3 Describe how characters in a story respond to major events and challenges.						
Craft and Structure						
2.1.4.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Understand the characteristic sounds and rhythms of the English language including letter-sound relationships, rhythm, rhyme, word order, patterns, and alliteration.	Produce a rhyming word for a word presented orally.				
2.1.5.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Identify literary elements (plot, characters, setting, dialogue, problem, and solution).					
2.1.6.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.						
Integration of Knowledge and Ideas						

2.1.7.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Analyze information to determine traits or feelings of characters in a reading passage.					
2.1.8.8 (Not applicable to literature)						
2.1.9.9 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.						

Range of Reading and Level of Text Complexity

2.1.10.10 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.	Apply strategies to comprehend a variety of age-appropriate reading material (fiction, poems, and rhymes).	Demonstrate literal comprehension of written sentences.				
	Use comprehension skills such as previewing, predicting, inferring, comparing and contrasting.					
	Read poetry at appropriate grade level.					

Reading Informational Text 2

Key Ideas and Details

2.2.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.						
2.2.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Identify the main idea of a passage.	Recognize the best title for a reading passage or story.				

2.2.3.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		Recognize a cause and effect relationship.				
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Craft and Structure

2.2.4.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.						
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2.2.5.5 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.		Recognize and use a table of contents.				
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		Recognize a title page.				
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2.2.6.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Determine the author’s point of view or overall purpose in a reading passage.					
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Integration of Knowledge and Ideas

2.2.7.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.						
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2.2.8.8 Describe how reasons support specific points the author makes in a text.						
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2.2.9.9 Compare and contrast the most important points presented by two texts on the same topic.						
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Range of Reading and Level of Text Complexity

2.2.10.10 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.	Apply strategies to comprehend a variety of age-appropriate reading material (non-fiction directions)	Demonstrate literal comprehension of written sentences.				
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	Use comprehension skills such as previewing, predicting, inferring, comparing, and contrasting.					
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Reading Foundational Skills 2

Phonics and Word Recognition

2.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words.		Identify consonant blends or digraphs and use to decode and spell words.				
		Recognize when “y “ is used as a vowel – apply to reading and writing strategies				
		Identify number of syllables in a word.				
		Identify the new word formed by changing the initial sound.				
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.		Match a printed word with the word presented orally.				
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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.						

Writing Benchmarks 2

Text Types and Purposes

2.6.1.1 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.	Differentiate between fact and opinion.	Write responses to literature that demonstrate understanding of a literary work and support judgments through references to the text.				
2.6.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Discuss ideas to include in an original piece of writing.	Create single paragraphs with topic sentences and simple supporting facts and details.				
		Write a paragraph to describe an object or a place (expository).				

2.6.3.3 Write narratives and other creative texts 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.		Write a friendly letter complete with date, salutation, body, closing, and signature.				
		Write formal letters, thank you notes and invitations that include date, proper salutation, body closing, and signature.				
	Discuss ideas to include in a story.	Write a simple story that tells characters, setting, problem and solution.				
		Write brief narratives (stories) describing an experience.				
		Write poetry at appropriate grade level.				

Writing Process: Production and Distribution of Writing

2.6.4.4 (Begins in grade 3)						
2.6.5.5 With guidance and support from adults, and peers, focus on a topic and strengthen writing as needed by revising and editing.		Review, evaluate and revise writing for meaning and clarity.				
		Use varied word choices to make writing interesting.				
		Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.				

2.6.6.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.						
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Research to Build and Present Knowledge

2.6.7.7 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).						
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2.6.8.8 Recall information from experiences or gather information from provided sources to answer a question.						
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2.6.9.9 (Begins in grade 4)						
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Range of Writing

2.6.10.10 (Begins in grade 3)						
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Speaking, Viewing, Listening and Media Literacy Benchmarks 2

Comprehension and Collaboration

2.8.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Use non-verbal cues, including body language, tone, volume, gestures, and eye contact, to emphasize meaning.					
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Recognize and interpret non-verbal cues.						
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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).		Listen and respond thoughtfully and respectfully to others.				
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b. Build on others' talk in conversations by linking their comments to the remarks of others.						
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c. Ask for clarification and further explanation as needed about the topics and texts under discussion.						
d. Cooperate for productive group discussion. e. Follow two- and three-step oral directions.						
2.8.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		Listen effectively to spoken and audio-visual messages including stories, factual presentations, and directions.				
2.8.3.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.						

Presentation of Knowledge and Ideas

2.8.4.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, avoid plagiarism by identifying sources, and speak audibly in coherent sentences.	Speak clearly and expressively, using appropriate articulation, pronunciation, volume, rate, and intonation.					
2.8.5.5 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.		Recite poetry at appropriate grade level.				
2.8.6.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)		Recognize a sentence fragment.				

Media Literacy

2.8.7.7 Distinguish, understand, and use different types of print, digital, and multimodal media.	Recognize the purposes/uses of newspapers or newsmagazines.	Use a computer for language arts.				
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a. Use tools for locating print and electronic materials appropriate to the purpose.						
2.8.8.8 With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.) Use a computer for language arts.						
a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.						
b. Share the work with an audience.						

Language Benchmarks 2

Conventions of Standard English

2.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Recognize correct or incorrect subject-verb agreement.				
		Recognize a pronoun and use correctly in written and spoken communication.				
		Recognize correct or incorrect pronoun-antecedent agreement.				
		Identify simple subjects and predicates.				

		Recognize a concrete noun and use correctly in written and spoken communication.				
		Recognize an action verb and use correctly in written and spoken communication.				
		Write and speak using complete sentences.				
		Identify and use different kinds of sentences (statement, question, exclamation, and command).				
a. Use collective nouns (e.g., group).						
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).		Use correct spelling for irregular plurals.				
c. Use reflexive pronouns (e.g., myself, ourselves).						
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).		Recognize a consistent or inconsistent verb tense.				
		Recognize correct or incorrect tense formation and usage of irregular verbs.				
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.		Recognize an adjective and use correctly in written and spoken communication.				
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).						

2.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Write clear and complete sentences, using appropriate mechanics (capitals, punctuation, and structure).	Spell words containing the schwa sounds.				
		Spell words with inflectional endings (endings that change case, gender, number, tense, person, mood or voice).				
		Spell words containing silent consonants.				
		Recognize groups of correctly spelled words.				
		Capitalize appropriate words in titles of works.				
		Capitalize proper names of people including initials.				
		Capitalize titles (preceding names - e.g., Mrs.)				
		Capitalize the deity, Bible, and books from the Bible.				
		Use a comma between the date and the year.				
		Use a comma between city and state or in geographical names				
		Use a question mark as end punctuation.				
		Use an exclamation point as end punctuation.				

a. Capitalize holidays, product names, and geographic names.		Capitalize names of cities, towns, states.				
		Capitalize names of streets and avenues.				
		Capitalize names of churches, schools, buildings, public places.				
		Capitalize clubs, organizations, companies, brand names.				
		Capitalize holidays (official and religious).				
		Capitalize the first word in the salutation or complimentary closing of a friendly or business letter.				
		Identify overcapitalization .				
		Use a period after initials and abbreviations.				
		Use quotation marks for direct quotations (including interrupted quotations).				
		Capitalize names of planets, continents, countries, bodies of water.				
		Capitalize days of the week and months of the year.				
b. Use commas in greetings and closings of letters.		Use a comma after the salutation (in a friendly letter) or complimentary closing of a				

		friendly letter or business letters.				
c. Use an apostrophe to form contractions and frequently occurring possessives.		Use the apostrophe appropriately to show singular possession.				
		Recognize the formation/translation of contractions.				
		Use the apostrophe correctly in contractions.				
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		Spell words containing double consonants.				
		Spell words containing vowel digraphs and diphthongs.				
		Spell words containing variant consonants, digraphs, blends.				
		Spell words containing r-controlled vowel sounds.				
		Spell words containing prefixes and suffixes.				
		Spell words containing long vowel sounds (c-v-c-e and c-v-v-c).				
		Use correct spelling for regular plurals.				
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		Recognize the correct alphabetical order of words to more than the first letter.				
		Understand the alphabetical order				

		organization of a dictionary.				
1. Use Dolch / Fry lists for high frequency words (spelling and recognition).						
Knowledge of Language						
2.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.						
a. Compare formal and informal uses of English.						
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.	Match a word with its definition (using age-appropriate vocabulary).					
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Recognize appropriate cloze procedure using context and/or picture clues.					
	Recognize the meaning of unfamiliar words and phrases used in context.					
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).	Recognize root words of words with inflectional endings or other suffixes					
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).		Know when to spell words as compound words.				
		Recognize simple compound words.				

e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Understand purposes of various reference materials (dictionary, thesaurus, and atlas).					
2.10.5.5 Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.		Generate and use age-appropriate homonyms/homophones				
		Recognize synonyms and antonyms of age appropriate vocabulary.				
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).						
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).						
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).						

Note: Manuscript penmanship skills are covered in kindergarten and first grade. Review it in second grade.

Note: The following standard is not covered in the Minnesota State Standards for English Language Arts and is at the discretion of each school: "Develop cursive penmanship skills: Use proper formation of upper and lower case letters; use proper spacing between words."