

Communities: Urban, Suburban, and Rural Grade 2

X = Lesson Focus | • = Reinforced

READING STANDARDS FOR LITERATURE

	Interactive Read-Aloud Lessons								Mini-Lessons										
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	
Key Ideas and Details																			
RL.2.1: 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.				X					X	X									
RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.									X										
RL.2.3: Describe how characters in a story respond to major events and challenges.				X															
Craft and Structure																			
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.										X									
Integration of Knowledge and Ideas																			
RL.2.7: Use information from illustrations, other visual elements (e.g., maps), and the words in a print or digital text to demonstrate understanding of the characters, setting, or plot.				X						•									
Range of Reading and Level of Text Complexity																			
RL.2.10: By the end of the year, read literature, including stories, poetry, and drama, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.					•					•	•								

READING STANDARDS FOR INFORMATIONAL TEXT

	Interactive Read-Aloud Lessons								Mini-Lessons										
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	
Key Ideas and Details																			
RI.2.1: 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.	X	X	X		X	X	X			X	X	X	X	X	X	X	X	•	•
RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.						X	X												

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READING STANDARDS FOR INFORMATIONAL TEXT

CONTINUED

	Interactive Read-Aloud Lessons								Mini-Lessons										
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	
Craft and Structure																			
RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	•	X			X	X	•												
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 quickly and efficiently.	X	X	•		X	X	•												
RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.						•	•												
Integration of Knowledge and Ideas																			
RI.2.7: Explain how specific images and other illustrations contribute to and clarify a text (e.g., show how something works).										X	X	X	X	X					
RI.2.8: Describe how reasons support specific points the author makes in a text.																	X		•
RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.															X	X	•		
Range of Reading and Level of Text Complexity																			
RI.2.10: By the end of year, read and comprehend informational texts, including historical, scientific and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•		•	•	•			•	•	•	•	•	•	•	•	•	•

SPEAKING AND LISTENING

	Interactive Read-Aloud Lessons								Mini-Lessons										
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	
Comprehension and Collaboration																			
SL.2.1: Participate in collaborative conversations about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
SL.2.2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through media.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Presentation of Knowledge and Ideas																			
SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See standards 1–3 in Language, pages 26–31, for specific expectations.)	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

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LANGUAGE STANDARDS	Interactive Read-Aloud Lessons								Mini-Lessons										
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	
Conventions																			
L.2.1: Observe conventions of grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	X	X
L.2.2: Observe conventions of capitalization, punctuation, and spelling when writing.																		X	X
Vocabulary Acquisition and Usage																			
L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.		X			X	X	•												
L.2.6: 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., <i>When other kids are happy that makes me happy</i>).	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	X	X

WRITING STANDARDS	Interactive Read-Aloud Lessons								Mini-Lessons										
	IRA 1	IRA 2	IRA 3	IRA 4	IRA 5	IRA 6	IRA 7	IRA 8	ML 1	ML 2	ML 3	ML 4	ML 5	ML 6	ML 7	ML 8	ML 9	ML 10	
Text Types and Purposes																			
W.2.1: 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.																			X
W.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.																		X	
Research to Build and Present Knowledge																			
W.2.7: 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).	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
W.2.8: Recall information from experiences or gather information from provided sources to answer a question.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X