

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Second Grade

#### **RL.2.1**

**Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**

#### **CCR Anchor Standard:**

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.

#### **Essential Understanding**

- Ask questions (who, what, where, when, why)
- Answer questions (who, what, where, when, why)
- Understand which details are more important to the story.
- Demonstrate how the key details support or move the story forward
- Draw Conclusions

#### **Extended Understanding**

- Use text features and structures to organize content
- Ask clarifying questions

#### **Academic Vocabulary**

- Analyze/Analysis
- Cite/Reference
- Infer
- Evidence
- Details
- Explain
- Source
- Evaluate
- Refer
- Who, what, when, where, why, how

#### **Content Elaborations**

Asking and answering questions about a text encourages students to develop a deeper understanding of key details as they read.

#### **Next Grade Level Progression Statement**

Students increase literary awareness as they determine the theme of a story, especially when using traditional literature. This genre often has clearly stated or easily inferred themes and is a good starting place for developing and understanding of these concepts. Students use details to explain why a character acts the way he/she does, ask and answer text dependent questions and retell stories.

## Question Ideas

- What important events happened in the text?
  - Use evidence from the text to retell the events in sequential order.
  - Analyze the passage; what can you conclude about this topic?
  - How does the textual evidence support your conclusion?
- Use information from the text to explain why the author \_\_\_\_\_?
  - How are the text features important to understanding this text?
  - What information did you learn from the text features (charts, graphs, photos, etc.) that were not found in the passage?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students ask and answer questions regarding the plot of Cynthia Rylant's *"Henry and Mudge: The First Book of Their Adventures"* explicitly referring to the book to form the basis for their answers.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: The 5Ws**

Show Me the Evidence Post sentence starters in the classroom for students to use in when speaking or writing about a story. These sentence starters help remind students to draw evidence from the text. ex. "From the text, I noticed \_\_\_\_." "According to the author in paragraph \_\_\_\_, I found \_\_\_\_." "The graphic showed \_\_\_\_." "This example provides evidence that \_\_\_\_." "We can infer from this example in the text \_\_\_\_\_. We know this because \_\_\_\_." Show Me the Evidence starters are explained in greater detail at this [website](#).

To digitally enhance this strategy, use [Flipgrid](#) to have students record their responses. Flipgrid is a website that allows teachers to create "grids" of short discussion-style questions that students respond to through recorded videos. Each grid is effectively a message board where teachers can pose a question and their students can post 90-second video responses that appear in a tiled "grid" display. In addition, these could be shared or viewed by classmates or parents.

#### **Resources: Thick and Thin Questions**

Thick and Thin [Questions](#) using Goldilocks and the Three Bears.

#### **RL.1.1 (Prior Grade Standard)**

Ask and answer questions about key details in a text.

#### **RL.3.1 (Future Grade Standard)**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Second Grade

<p><b>RL.2.2</b></p> <p><b>Analyze literary text development.</b></p>	<p><b><u>Essential Understanding from the Standard</u></b></p> <p>a. Determine the lesson or moral. b. Retell stories, including fables and folktales from diverse cultures.</p> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>• Types and uses of details, literary elements, and figurative language</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Moral*</li> <li>• Fable*</li> <li>• Folktale*</li> <li>• Analyze</li> <li>• Convey</li> <li>• Details</li> <li>• Determine</li> <li>• Problem</li> <li>• Solution</li> <li>• Fact</li> <li>• Moral/Lesson</li> <li>• Summarize/Summary</li> <li>• Theme</li> </ul>
<p><b><u>CCR Anchor Standard:</u></b></p> <p>Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.</p>		

### **Content Elaborations**

Stories, including fables and folktales, can provide rich and timeless insights into universal lessons and morals from diverse cultures.

### **Next Grade Level Progression Statement**

Students increase literary awareness as they determine the theme of a story, especially when using traditional literature. This genre often has clearly stated or easily inferred themes and is a good starting place for developing and understanding of these concepts. Students use details to explain why a character acts the way he/she does, ask and answer text dependent questions and retell stories.

## Question Ideas

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|--|--|
| <ul style="list-style-type: none"><li>• What was the lesson in the story?</li><li>• What does _____ represent in the story?</li><li>• Which of the following best captures the lesson or moral?</li><li>• Analyze the passage, what can you conclude?</li><li>• How is this story, fable, folktale different from what you already know?</li></ul> | <ul style="list-style-type: none"><li>• What textual evidence supports the theme?</li><li>• What is the topic of the passage</li><li>• How does the textual evidence support ___ as the lesson or moral?</li><li>• Determine and verbalize the problem/conflict and solution in the story, fable, or folktale.</li></ul> |
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## Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students read fables and folktales from diverse cultures that represent various origin tales, such as Rudyard Kipling's "How the Camel Got His Hump" and Natalie Babbitt's *The Search for Delicious*, and paraphrase their central message, lesson, or moral.

## Ohio's Model Curriculum Instructional Supports

### **Strategies: Lesson or Moral**

To support students with understanding [lessons or morals](#), begin an anchor chart and start charting lessons or morals from books read and discussed. This will give students language for developing thinking about lessons or morals in books.

### **Resources: Fables and Folktales**

Fables and Folktales of the World: Told by the students of [Kansas State University](#).

Teaching with [Aesop's Fables](#)- 12 reproducible read-aloud tales with instant activities that get kids discussing, writing about, and acting on the important lessons in these wise and classic stories.

### **RL.1.2 (Prior Grade Standard)**

- Analyze literary text development.
- a. Demonstrate understanding of the lesson.
  - b. Retell stories, including key details.

### **RL.3.2 (Future Grade Standard)**

- Analyze literary text development.
- a. Determine a theme and explain how it is conveyed through key details in the text.
  - b. Retell stories, including fables, folktales, and myths from diverse cultures.

# Ohio's Learning Standards-Clear Learning Targets

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#### **RL.2.3**

**Describe how characters in a story respond to major events and challenges.**

**CCR Anchor Standard:**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Essential Understanding**

- Describe a plot line
- Describe how characters respond and change as the plot moves forward
- Sequence a series of episodes in a story or drama
- Identify plot elements
- Describe the motivation for a character's actions.

**Extended Understanding**

- Types of plots and characters
- Literary terms for plot elements and characterization

**Academic Vocabulary/  
Language**

- Problem
- Solution/Resolution
- Characters/Characterization/  
Characteristics/Character  
Motives
- Climax
- Conflict
- Describe
- Events
- Plot
- Cause
- Effect
- Traits
- Motivations
- Feelings

**Content Elaborations**

Students must have an understanding of major events or challenges in the story. Students will use this understanding to describe how characters respond to these major events and challenges.

**Next Grade Level Progression Statement**

Students increase literary awareness as they determine the theme of a story, especially when using traditional literature. This genre often has clearly stated or easily inferred themes and is a good starting place for developing and understanding of these concepts. Students use details to explain why a character acts the way he/she does, ask and answer text dependent questions and retell stories.

## Question Ideas

- How would you sequence the events in the story or drama?
- How did a character evolve with the plot of the story or drama?
- How does the plot unfold?
- Can you label the plot line of the story or drama?
- Describe the problem and solution of the story or drama.
- When and how did the character change?
- What was the character's reaction to the event in paragraph \_\_\_?
- If that event had been left out of the plot, would the character have remained static?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students describe how the character of Bud in Christopher Paul Curtis' story "*Bud, Not Buddy*" responds to a major event in his life of being placed in a foster home.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Divide and Conquer**

Have students get into small groups. Give each group a character from a story and an event that transpired during the story. Have each group make a list of how their character responded to the event. Questions they can ask themselves to help the thought process are What happened? How did this make my character feel? What did the character do because of this action? etc. Then have the groups share out their responses. Use this time to have other groups give feedback and respond to their peers and their ideas.

#### **Resources: Character Analysis**

Character Analysis Worksheets and [Lesson Plans](#)

Character Analysis Lesson Plans, [Graphic Organizers, and Activities](#)

#### **RL.1.3 (Prior Grade Standard)**

Describe characters, settings, and major events in a story, using key details.

#### **RL.3.3 (Future Grade Standard)**

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

# Ohio's Learning Standards-Clear Learning Targets

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#### **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.**

#### **CCR Anchor Standard:**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

#### **Essential Understanding**

- Interpret words and phrases
- Identify and analyze the rhythm in a story, poem, or song
- Identify and analyze tone
- Understand how words and phrases impact meaning

#### **Extended Understanding**

- Identify and analyze above-grade-level figurative language and vocabulary

#### **Academic Vocabulary**

- Analyze
- Determine
- Phrases
- Regular Beats
- Repeated Lines
- Song
- Story
- Tone
- Word
- Rhythm\*
- Rhyme\*
- Poem
- Point of View
- Alliteration\*

#### **Content Elaborations**

Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view, and structure. The focus of the Craft and Structure topic is the reader's ability to understand word meaning and figurative language. The way words are arranged produces meaning.

#### **Next Grade Level Progression Statement**

In the next grade level, students are expected to determine the meaning of words and phrases as they are literally or figuratively used in a text. Literary terms that refer to parts of stories, dramas, and poems such as chapter, scene, and stanza become part of the student's vocabulary. Students will be expected to explain how one part of a story influences or connects to another part of a story. Students are expected to identify point of view and differentiate between first and third person.

## Question Ideas

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|--|--|
| <ul style="list-style-type: none"><li>• What does the word/phrase __ mean in this selection?</li><li>• Is there a feeling or emotion associated with the word ___?</li><li>• Without changing the meaning of the sentence, which word/phrase can best be used to replace the underlined part?</li><li>• Which of the following synonyms is closest in meaning to the word __?</li><li>• What word(s) could you use to replace __ in order to shift the tone?</li></ul> | <ul style="list-style-type: none"><li>• What is the tone of the passage? Use the text to support your choice for author's tone.</li><li>• How did the author use word (diction) choice to impact meaning?</li><li>• How did the author use word choice (diction) to impact tone?</li><li>• What kind of figurative language is being used in paragraph ___?</li><li>• How does it affect the meaning of the passage?</li></ul> |
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### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students read Paul Fleischman's poem "Fireflies," determining the meaning of words and phrases in the poem, particularly focusing on identifying his use of nonliteral language (e.g., "light is the ink we use") and talking about how it suggests meaning.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Tall Tales**

Use tall tales to explore the use of alliteration and other figurative language techniques. This can also be connected to standards that deal with finding a lesson or moral. Picture books that are tall tales include Julius Lester's *John Henry*, Steven Kellogg's *Paul Bunyan*, Robert San Souci's "*Cut from the Same Cloth*" and Zora Neale Hurston's "*Lies and Other Tall Tales*."

#### **Resources: Teaching Rhyme and Rhythm**

Children's Book examples to teach rhyme and rhythm: "*The Hungry Thing*" by Jane Slepian and Ann Seidler, "*Bear Snores On*" by Karma Wilson, "*Mrs. Spider's Tea Party*" by David Kirk, "*'I Can't' Said the Ant*" by Polly Cameron.

#### **RL.1.4 (Prior Grade Standard)**

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

#### **RL.3.4 (Future Grade Standard)**

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Second Grade

#### **RL.2.5**

**Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**

#### **CCR Anchor Standard:**

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.

#### **Essential Understanding**

- Understand text structures and their parts
- Understand how a theme, setting, or plot develops
- Understand and analyze how text structure contributes to the development of the theme, setting, or plot

#### **Extended Understanding**

- Understands the purpose of close reading and reading a text for different purposes.

#### **Academic Vocabulary**

- Analyze
- Beginning
- Middle
- End
- Characters
- Plot
- Scene
- Setting
- Stanza
- Text Structure
- Theme

#### **Content Elaborations**

Comprehension improves with an increased understanding of story structure and elements. The end of the action can come before the conclusion.

#### **Next Grade Level Progression Statement**

In the next grade level, students are expected to determine the meaning of words and phrases as they are literally or figuratively used in a text. Literary terms that refer to parts of stories, dramas, and poems such as chapter, scene, and stanza become part of the student's vocabulary. Students will be expected to explain how one part of a story influences or connects to another part of a story. Students are expected to identify point of view and differentiate between first and third person.

### Question Ideas

- What words help the development of the theme, setting, or plot?
- How does \_\_ contribute to the development of the theme, setting, or plot?
- How does the sentence, chapter, scene, or stanza fit into the overall structure of \_\_\_\_\_?
- What information does the author include at the beginning of the story that helps you understand the rest of the story?
- How does the theme, setting, or plot develop?
- Why did the author choose to use a refrain in the poem?
- How does the refrain affect the theme?
- Analyze the text structure and explain why the author chose to write it this way.
- How would leaving out this sentence, chapter, scene, or stanza change the meaning, structure, plot, theme of the work?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students describe the overall story structure of *"The Thirteen Clocks"* by James Thurber, describing how the interactions of the characters of the Duke and Princess Saralinda introduce the beginning of the story and how the suspenseful plot comes to an end.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Roller Coaster**

Read the book *"Roller Coaster"* by Marla Frazee. Use a graphic organizer for story structure and show how the beginning of the roller coaster introduces the characters and setting. As you go up the "roller coaster" the problem starts, at the highest point of the roller coaster is the part of the story where the character has to make a decision or you sense that something is going to happen and the descent of the "roller coaster" is where the problem is solved.

#### **Resources:**

Chatton, Barbara. *Using Poetry Across the Curriculum: Learning to Love Language*. Santa Barbara, Calif: Libraries Unlimited, 2010.

#### **RL.1.5 (Prior Grade Standard)**

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

#### **RL.3.5 (Future Grade Standard)**

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Second Grade

#### **RL.2.6**

**Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.**

#### **CCR Anchor Standard:**

Assess how point of view, perspective, or purpose shapes the content and style of a text.

#### **Essential Understanding**

- Identify the point of view
- Distinguish one character's point of view from another character's
- Understand character's voice in literature
- Distinguish between characters' voices when reading aloud
- Use different voices for different characters (e.g., high, gruff, low exited,).

#### **Extended Understanding**

- Types of points of view
- Close reading
- Dramatic situation (who is speaking? to whom? about what? when/where? why/purpose? tone?)

#### **Academic Vocabulary**

- Analyze
- Character
- Develop
- Dialogue
- Narrator\*
- Point of View\*
- Speaker
- Style

#### **Content Elaborations**

Students differentiate between various narrators in a text. Students also determine when the narrator is or is not a character in the story.

#### **Next Grade Level Progression Statement**

In the next grade level, students are expected to determine the meaning of words and phrases as they are literally or figuratively used in a text. Literary terms that refer to parts of stories, dramas, and poems such as chapter, scene, and stanza become part of the student's vocabulary. Students will be expected to explain how one part of a story influences or connects to another part of a story. Students are expected to identify point of view and differentiate between first and third person.

## Question Ideas

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• From whose point of view is the text written?</li><li>• Who is speaking? To whom?</li><li>• What point of view is being used in the text?</li><li>• Describe the different points of view of each main character.</li><li>• Who is the narrator? How does the author develop the narrator's point of view?</li><li>• Is the narrator and the author the same person? How do you know?</li></ul> | <ul style="list-style-type: none"><li>• Does the speaker's point of view differ from the author's? How do you know?</li><li>• Is the narrator a character in the story? How do you know?</li><li>• How is the (first person, third person, omniscient, etc.) point of view developed through diction, setting, characterization, etc. by the author?</li><li>• What details from the text help develop the narrator's point of view?</li></ul> |
|---|--|

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

When discussing E. B. White's book "*Charlotte's Web*", students distinguish their own point of view regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Debate**

After reading a story, students are divided in groups to debate points of view from various characters in the story. Have class "argue" who was "right," if the problem could have been solved differently, etc. If interactive whiteboards are available with timers, recorders, voice-overs for a delegating leader and such could be used here to incorporate technology. Vocaroo is a free online voice recorder for all platforms.

#### **Resources: From Children's Literature to Readers Theatre**

Poe, Elizabeth A. From Children's Literature to Readers Theatre. Chicago: ALA Editions, 2013. This resource explains the rationale for using reader's theatre in the classroom and provides multiple examples of scripts to use. Another resource for scripts can be found [here](#).

#### **RL.1.6 (Prior Grade Standard)**

Identify who is telling the story at various points in a text.

#### **RL.3.6 (Future Grade Standard)**

Describe the difference between points of view in texts, particularly first- and third-person narration.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Second Grade

## 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.**

### CCR Anchor Standard:

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. \*

### Essential Understanding

- Evaluate how illustrations and words in print provide details about a story
- Contrast what is seen in the illustrations to what is read/heard in the text
- Reading, viewing, and listening comprehension

### Extended Understanding

- Competent readers can synthesize information from a variety of sources, including print, audio and visual.
- Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.

### Academic Vocabulary

- Analyze
- Characters
- Demonstrate
- Evaluate
- Illustrations
- Information
- Perceive/Perception
- Plot
- Setting
- Text

### Content Elaborations

Readers begin to synthesize information from print, audio, and visual sources that connect to a single story or theme. Good readers recognize that the illustrations in a picture book carry meaning that supports or goes beyond the written text.

### Next Grade Level Progression Statement

In the next grade level, students are expected to explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting). Students will compare and contrast story elements in texts written by a single author.

## Question Ideas

- What information about the characters, setting, or plot is gained from the words in the text?
- What information about the characters, setting, or plot is gained from the illustrations?
- How does the information gained from the words of the text compare to the illustrations?
- How does the information gained, from the words of text contrast to the illustrations?
- List three similarities/differences between what you see in the illustrations of the characters and what you read in the text.
- List three similarities/differences between what you see in the illustrations of the setting and what you read in the text.
- List three similarities/differences between what you see in the illustrations of the plot and what you read in the text.

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students explain how Mark Teague's illustrations contribute to what is conveyed in Cynthia Rylant's "*Poppleton in Winter*" to create the mood and emphasize aspects of characters and setting in the story.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Study Caldecott Winners**

In order to be win a Caldecott medal, a book's illustrations must aid in telling the story. Look at previous Caldecott winners or strong contenders for the current year. How do illustrations help our understanding of the story? Specific requirements for the Caldecott medal and past winners can be found [here](#).

#### **Resources: Fairy Tales Around the World**

From the EdSitement [website](#) (National Endowment for the Humanities) Activity number 5 provides a strategy that promotes the understanding of how illustrations can tell a story.

#### **RL.1.7 (Prior Grade Standard)**

Use illustrations and details in a story to describe its characters, setting, or events.

#### **RL.3.7 (Future Grade Standard)**

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Second Grade

#### 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.**

#### CCR Anchor Standard:

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Essential Understanding

- Reading comprehension
- Compare and contrast different versions of the same text from different cultures
- Compare and contrast the themes and topics of different versions of the same text

#### Extended Understanding

- Close reading
- Dramatic situation (who is speaking? to whom? about what? when/where? why/purpose? tone?)

#### Academic Vocabulary

- Analyze
- Compare
- Contrast
- Cultures
- Genre (fiction, fairytale, folktale, myths, tall tales, etc.)
- Text Form (graphic novel, picture book, manuscript, etc.)
- Theme
- Topic

#### Content Elaborations

Readers understand that manipulating characters and setting impact the story when comparing and contrasting multiple versions of the same story. This level of understanding helps build the foundation for comparing more complex literary elements such as mood and tone.

#### Next Grade Level Progression Statement

In the next grade level, students are expected to explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting). Students will compare and contrast story elements in texts written by a single author.

## Question Ideas

- How do the two texts differ in the treatment of that theme?
- How are the two texts similar in the treatment of that theme?
- Compare the same folktale from different cultures and explain.
- After reading both texts, state the theme of both. How are the themes similar? How are they different?
- What topics can be found in both texts? Do both texts approach the topics the same?
- How do the authors' approaches to the topic differ in the same story?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students compare and contrast the characters, setting, problem, events and solution of James Marshall's *The Three Little Pigs* to those in *The Three Little Javelinas* by Susan Lowell.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Multiple Versions**

Read aloud multiple versions of the same story. Compare the characters, setting, problem and events, and solution using a graphic organizer. Students can then work in collaborative groups to write and illustrate a different version of the same story.

#### **Resources: Character Map**

This [lesson](#) from the Florida Center for Reading Research provides a template for early elementary students that encourages them to think about characters, their attributes, and their actions in a story.

#### **RL.1.9 (Prior Grade Standard)**

Compare and contrast the adventures and experiences of characters in stories.

#### **RL.3.9 (Future Grade Standard)**

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).



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### Second Grade

#### **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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.**

#### **CCR Anchor Standard:**

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

#### **Essential Understanding**

- Demonstrate comprehension of grade-level, complex literary text
- Demonstrate comprehension of above grade-level, complex literary text with scaffolding
- Identify/evaluate text complexity

#### **Extended Understanding**

- Demonstrate comprehension of above grade-level literary text without scaffolding

#### **Academic Vocabulary**

- Comprehension
- Decoding
- Fluency
- Lexile/Reading Levels
- Literary Text/Literature
- Proficient
- Text Complexity\*
- Scaffolding

#### **Content Elaborations**

Readers activate prior knowledge and make text-to-text and text-to-self connections and comparisons as they develop a strong understanding of the text. Scaffolding is the gradual withdrawal of adult support within the learning process in order to shift more and more responsibility for learning onto the student.

#### **Next Grade Level Progression Statement**

In the next grade level, students are expected to read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity range independently and proficiently by the end of the year. Students are expected to activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

## Question Ideas

- How should you choose which literary texts to read?
- What strategies should you use to comprehend a complex text?
- How do you monitor your own comprehension as you read?
- What steps are involved in close reading of a text?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

After reading Arnold Lobel's *Frog and Toad are Friends*, students will participate in class discussions and group activities that draw on previous experiences to make text-to-self connections (connect the story to personal experiences and feelings) and text-to-text connections (connect the characters, setting and events to another story).

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Direct Modeling**

Comprehending poetry and stories at the second/third grade levels requires lots of time and practice with the skills. Students can keep a reflection log. This log can be for students to draw pictures and write sentences to help them make text-to-self and text-to-text connections. The process works best if started at the beginning of the school year. Direct Instruction by the teacher to show students how to use the log for text-to-self examples (This reminds me when...) with both poetry and stories is necessary. Try to pick selections that all students in your class can relate to. Then, select text-to-text examples (This reminds me of when I read...) of stories or poems that have been used in the classroom. Remember that some students may need this shown repeatedly to be proficient enough to do these tasks independently.

#### **Resources: Comprehension Strategies: Making Connections**

This [document](#) is the first in a series of support materials from Northern Adelaide Senior College, Department for Education and Child Development South Australia. This strategy is designed to help students make text-to-text, text-to-self, and text-to-world connections.

#### **RL.1.10 (Prior Grade Standard)**

With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

#### **RL.3.10 (Future Grade Standard)**

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.