Standard: **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.		
I Can Statements	**Essential Questions**	**Vocabulary**
● I can tell **who, what, when, where, why and how** after reading stories.	● Why is it important to ask questions before, during, and after reading? ● How can asking myself questions help me better understand what I am reading? ● How do readers ask questions to show they are aware of the key details in a story?	Question Words: Who, What, When, Where, Why, How; Details, Beginning, Middle, and End, Predictions, Connections

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond the text to ask or answer **who, what, when, where, why, and how** questions.	I can ask or answer **who, what, when, where, why, and how** questions after reading stories.	I can ask or answer **who, what, when, and where** questions.	With support**,** I can ask or answer **who, what, when, and where** questions.	Even with support, I still have trouble.

Intervention/Enrichment	
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.	
Close Reading in Elementary Schools By: Fisher & Frey (article) Question Quest Ask and Answer Question Cards Stop and Ask Question Creation Read and Respond Reading Comprehension	QAR: Question Answer Response Text Dependent Questions Asking Questions- Mini Lessons Retell Wheel Close Reading Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **RL.2.2** Recount stories, including **fables** and **folktales** from diverse cultures, and determine their central message, lesson, or moral.		
I Can Statements	**Essential Questions**	**Vocabulary**
- I can **recount (retell)** stories such as **fables and folktales.** - I can **determine** the **central message or lesson (moral)** in stories such as **fables and folktales.**	- How do I **recount (retell)** stories such as **fables and folktales?** - How do I **determine** the **central message or lesson (moral)** in stories such as **fables and folk tales?**	recount (retell), determine central message, lesson (moral), genres: stories, folktales, fables

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond the text to **recount (retell)** stories such as **fables and folktales**, and **determine** their **central message or lesson (moral).**	I can **recount (retell)** stories such as **fables and folktales**, and **determine** their **central message or lesson (moral).**	I can **recount (retell)** stories such as **fables and folktales.**	With support, I can **recount (retell)** stories such as **fables and folktales**, and **determine** their **central message or lesson (moral).**	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Retell Ring Retell A Story Sum Summary Story Element Ease Retell Recap Sum-Thing Special	Reading Comprehension Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **RL.2.3** Describe how characters in story respond to major events and challenges.

I Can Statements	Essential Questions	Vocabulary
- I can **describe** how characters **respond** to **major events** in the story. - I can **describe** how characters respond to challenges in the story.	- How did the characters respond to **major events** in the story? - What examples from the text **describe** how characters **respond to challenges** in the story	character, describe, respond, major events, challenges, cause and effect, character traits

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond the text to **describe** how **characters** in the story **respond** to **major events** and **challenges.**	I can **describe** how **characters** in the story **respond** to **major events AND challenges**.	I can describe how **characters** in the story **respond** to **major events AND challenges**	With support, I can **describe** how **characters** in the story **respond** to **major events OR challenges.**	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Character Characteristics Character Consideration Character Connections Check-A-Trait Connecting Characters with Events Student Center Activities LLI Prompting Guide	

Please see the Intervention Appendix for additional high quality resources.

Standard: **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.

I Can Statements	Essential Questions	Vocabulary
● I can **describe** how words and phrases supply **rhythm in a story, poem, or song.** ● I can describe how words and phrases supply **meaning** in a story, **poem**, or **song**.	● How do words or phrases show **rhythm and meaning** in a story, poem, or song? ● How does the author use **words and phrases** to supply meaning in a **story, poem, or song?**	describe, text, rhythm, genre: story, poem, song; regular beats, figurative language (e.g., alliteration, personification, onomatopoeia, idiom, simile, metaphor), rhymes, repeated lines

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond the text to **describe** how words and phrases supply **rhythm** and meaning in a **story, poem, or song**.	I can **describe** how words and phrases supply **rhythm and meaning** in a **story, poem, or song**.	I can **describe** how words and phrases supply **rhythm** OR **meaning** in a **story, poem, or song.**	With support, I can **describe** how words and phrases supply **rhythm** in a **story, poem, or song.**	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Alliteration Activities All About Alliteration Alliteration All Around Student Center Activities LLI Prompting Guide	

Please see the Intervention Appendix for additional high quality resources.

Standard: **RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

I Can Statements	Essential Questions	Vocabulary
- I can **describe** the overall **structure of a story.** - I can find and understand the **beginning** and **end** of the story. - I can tell important **details** about how the **beginning** introduces the story and the ending **concludes** the **action**.	- What is the overall **structure** of the story? - What **details** in the story describe how the **beginning introduces the story**? - What **details** in the story describe how the **ending concludes the action**?	details, story structure, beginning and ending, concludes, action, describe

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond the story to describe the overall **structure**.	I can **describe** the overall **structure** of a story.	I can **describe** the **beginning or end** of the story.	With support, I can **describe** the **beginning or end** of the story.	Even with support, I still have trouble.

Intervention/Enrichment	
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.	
Plotting the Plot Plot Plan Story Book Reading Comprehension	Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **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.

I Can Statements	Essential Questions	Vocabulary
● I can show differences in the **character**s by speaking in a different **voice** for each **character.** ● I can tell the **points of view** of different **characters.**	● How do I know when a different **character** is speaking? ● How do the **points of view** of the **characters** differ? ● Why is it important to know how the **main character** is thinking and feeling in the story?	character, voice, point of view, quotation marks, dialogue, differences, phrases

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can show differences in the **points of view of characters** by **speaking in a different voice** for each **character** when reading **dialogue** aloud with expression.	I can show differences in the **points of view of characters** by **speaking in a different voice** for each **character** when reading **dialogue** aloud.	With support, I can show differences in the **points of view** of characters, by speaking in a **different voice for each character** when reading **dialogue** aloud.	With support, I can show differences in the **points of view of characters.**	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Character Characteristics Character Consideration Character Connections Check-A-Trait	Point of View Game Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **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.

I Can Statements	Essential Questions	Vocabulary
● I can use **illustrations** and **text** to tell about the **characters, setting, and plot** of a story.	● How do the **illustrations** help me to better understand **character, setting, and plot of a story?** ● How do the author's words help me to better understand **characters, setting, and plot of the story?**	illustrations, text (author's words), character, setting, plot

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can use **information** gained beyond the text from the **illustrations and words** in a print or digital text to demonstrate understanding of its **characters, setting, or plot**.	I can use **information** gained from the **illustrations and words** in a print or digital text to demonstrate **understanding of its characters, setting, or plot**.	With support, I can use **information** gained from the **words** in a print or digital text to demonstrate understanding of its **characters, setting, or plot**.	With support, I can use **information** gained from the **illustrations** in a print or digital text to demonstrate understanding of its **characters, setting, or plot.**	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Story Element Ease Story Mapping Side by Side Stories Story Pieces Story Element Web	Reading Comprehension Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **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.

I Can Statements	Essential Questions	Vocabulary
● I can **compare and contrast** two or more versions of the same story by different **authors** <u>or</u> from different **cultures**.	● How do I use graphic organizers to **compare and contrast** two or more versions of the same story?	Graphic Organizers: Venn Diagram, T-Chart; compare and contrast, authors, cultures, theme, setting, plot

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond the text to **compare and contrast** two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	I can **compare and contrast** two or more versions of the same story (e.g., Cinderella stories) by **different authors** or from **different cultures**.	With support, I can **compare and contrast** two or more versions of the same story (e.g., Cinderella stories) by **different authors** or from **different cultures**.	With support, I can **compare or contrast** two versions of the same story (e.g., Cinderella stories) by **different** authors or from **different cultures**.	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Side by Side Stories Story Element Ease Compare-A-Story Story Element Sort Comparing Stories	Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **RL.2.10** By the end of the year, read and comprehend literature, including stories and poetry, with the scaffolding as needed at the high end of the range.

I Can Statements	Essential Questions	Vocabulary
● I can establish a **purpose** for reading. ● I can **fluently** read second grade stories and poems with or without my teacher's help. ● I can **comprehend (understand)** second grade stories and poems with or without my teacher's help.	● How can I use **comprehension strategies** to help me understand what I am reading? ● What strategies should I use to **decode unfamiliar words**? ● Why is it important for our reading to sound **fluent**? ● Why is it important to **establish** a **purpose** before I read?	purpose, fluency, fluent, comprehension strategies, self monitoring, decode, unfamiliar words, establish

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can **read fluently and comprehend** beyond the second grade expectations.	I can read **fluently and comprehend** at the second grade level.	With support, I can **read and comprehend** at the second grade level.	With support, I can **read and comprehend** below the second grade level.	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Reader's Theater Scripts and Plays Oral Reading Fluency Passages Strategy Success Monitor and Mend Show- U- Know Reading Repair	Strategic Strategies Monitoring for Understanding Fluency practice Nuclear Reading Intervention Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **RI.2.1** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

I Can Statements	Essential Questions	Vocabulary
● I can tell **who, what, when, where, why and how** to find key details in informational text.	● Why is it important to ask **questions** before, during, and after reading? ● How can asking myself **questions** help me better understand what I am reading? ● How do readers ask **questions** to show they are aware of the key **details** in a story?	Question words: who, what, when, where, why, how; key detail, beginning, middle, and end, informational text

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond the text to ask **and** answer **who, what, when, where, why, and how** questions about informational texts by myself.	I can ask **and** answer **who, what, when, where, why, and how** questions about informational texts after reading stories.	I can ask **or** answer **who, what, when, and where** questions about informational texts.	With support**,** I can ask **or** answer **who, what, when, and where** questions about informational texts.	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Close Reading Evidence Evidence Based Terms Using Textual Evidence Close Reading Strategies Become a Better Reader article K-W-L	Classic Classifying Reading the Research Read and Ask Book: 10 Things I Can Do to Help My World Student Center Activities

Please see the Intervention Appendix for additional high quality resources.

This resource was developed with Ohio's Early Literacy and Reading Readiness grant funds through Trumbull County Educational Service Center.

Standard: **RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

I Can Statements	Essential Questions	Vocabulary
● I can identify the **main topic** of a **multiparagraph text**. ● I can identify the **main topic** of a **paragraph**. ● I can tell the **difference** between the **main topic and a key detail**.	● How do I identify the **main topic** if there is more than one **paragraph**? ● How do I identify the **main topic** for a **paragraph**? ● How do I identify **key details** that support the **main topic**? ● Why is it helpful for good readers to **identify the main idea/main topic?**	Main topic: main idea, central message, multiparagraph text, paragraph, key details, selection

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond text to identify the **main idea and key details** of a **multiparagraph selection** .	I can identify the **main idea and key details** of a **multiparagraph selection.**	With support, I can identify the **main idea** and **key details** of a **multiparagraph selection**.	With support, I can identify the **main idea or key details** of a paragraph.	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Main Idea Lesson Main Idea Text Message Main Idea Activity Main Idea Bag Main Idea Poster Main Idea Lesson Plans for grades K - 4 Expository Fact Strip Just the Facts	Expository Text Wheel Keys to the Main Idea Book: 10 Things I Can Do to Help My World Book: Jump! From the Life of Michael Jordan Book: Mama Book: Owen & Mzee Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **RI.2.3** Describe the connections between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

I Can Statements	Essential Questions	Vocabulary
● I can **describe** the **connections** between a series of **historical events.** ● I can **describe** the **connections** between **scientific ideas** or concepts. ● I can **describe** the **connections** between steps in a **technical procedure**.	● How do I **connect** series of **historical events** as I read? ● How do I use details to **describe scientific ideas** or concepts? ● How do I describe the necessary steps in a **technical procedure**?	connections, scientific ideas, technical procedures, sequence, series, historical events, describe

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond the text to describe the **connections** between **historical events, scientific ideas** (concepts), and steps in a **technical procedure**.	I can describe the **connections** between **historical events, scientific ideas** (concepts), and steps in a **technical procedure**.	I can **describe historical events, scientific ideas** (concepts), or steps in a **technical procedure**.	With support, I can **describe historical events, scientific ideas** (concepts), or steps in a **technical procedure.**	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Reading in the History Classroom Article Kid History Timeline Flap Book Cause and Effect Roll Cause and Effect Organizer Cause and Effect Match Cause and Effect Lessons K-4 Book: A Picture Book of Martin Luther King Jr. Lesson Plan Book: The First Egg Lesson Plan	Book: From Acorn to Oak Tree Lesson Plan Book: Jump! From the Life of Michael Jordan Lesson Plan Book: Mama Lesson Plan Book: Monarch Butterfly Lesson Plan Book: Owen & Mzee Lesson Plan Book: Sea Turtles Lesson Plan Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

I Can Statements	Essential Questions	Vocabulary
● I can use **strategies** to **figure out** the meaning of **words and phrases** in a text (e.g. glossary).	● What **strategies** can I use to determine the meaning of words and phrases in a text? ● How can I use clues from the text to determine or clarify meaning?	figure out (determine), strategies (e.g. glossary, use context, reread, ask a friend, use picture cues).

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond the text to determine the meaning of words and phrases.	I can determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	I can determine the meaning of words and phrases in a text below a grade 2 topic or subject area.	With support, I can determine the meaning of words or a phrase in a text below a grade 2 topic or subject area.	Even with support, I still have trouble.

Intervention/Enrichment
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Vocabulary Graphic Organizer Using Context Clues Reading Repair Show-U-Know Vocabulary in Context Lesson Plans K-4 Book: Weather Words Lesson Plan	Word Wall for Content Article: Interactive Word Walls Frayer Model for Vocabulary Frayer Model Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **RI.2.5** Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menu (toolbar), icons) to locate key facts or information in a text efficiently.

I Can Statements	Essential Questions	Vocabulary
● I can use various **text features** to help find **information** in nonfiction.	● How do I use **text features** to help me find **information** in a nonfiction text? ● Why is it helpful to know and understand the **text features** in a nonfiction text?	text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, toolbar, icons), key facts, information

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can **use** and make connections beyond the text using various text features.	I **know and use** various text features to help me understand what I read.	With support, I **know and use** various text features to help me understand what I read.	With support, I know the various text features.	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Text Features Lesson Planet Text Features Text Feature Lesson Plan Text Feature Treasure Hunt Using Text Features Book Look Finding Nonfiction Features **Parts of a Book** Title, Author, and Illustrator	**Sample Text with Lessons** Book: Cats Lesson Plan Book: Pond Animals Lesson Plan Book: Sharks! Lesson Plan **Supplemental Resources** Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **RI.2.6** Identify the main purpose of a text including what the author wants to answer, explain, or describe.

I Can Statements	Essential Questions	Vocabulary
● I can identify the **author's purpose**. ● I can tell what the author is trying to **answer**, **explain,** or **describe**.	● What is the **author's purpose**? ● Why did the author write the text?	author's purpose, main purpose, genre, persuade, inform, entertain, answer, explain, describe

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond the text to identify the **main purpose** of a text including what the author wants to **answer, explain, or describe.**	I can identify the **main purpose** of a text including what the author wants to **answer, explain, or describe.**	With support, I can identify the **main purpose** of a text including what the author wants to **answer, explain, or describe.**	With support, I can identify the **main purpose** of a text or identify what the author wants to **answer, explain, or describe**.	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Point of View Point of View Activities Point of View Starters Organizing My Opinion **Author and Illustrator** Author: Seymor Simon Author: Gail Gibbons We are All Authors Lesson Plan	Fact and Opinion Lessons Plans K-4 Explicit Information Lesson Plans K-4 **Supplemental Resources** Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **RI.2.7** Explain how specific images (e.g., diagram showing how a machine works) contribute to and clarify a text.

I Can Statements	Essential Questions	Vocabulary
● I can use **pictures** and **photographs** to help me understand nonfiction. ● I can use **diagrams** to help me understand nonfiction.	● How can I use **pictures, photographs,** and **captions** to help me determine the meaning of the text? ● How can I use **diagram**s to **clarify** information from the text? ● Why is it important to read the **pictures and diagrams** in a nonfiction text?	specific images: picture, photograph, diagram, captions, clarify

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond the text to identify and gain meaning from **pictures** and **diagrams** in nonfiction.	I can identify and gain meaning from **pictures and diagrams** in nonfiction.	With support, I can identify and gain meaning from **pictures and diagrams** in nonfiction.	With support, I can identify meaning from **pictures** in nonfiction.	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Text Feature Power Point	ABC Of Text Features Book
Parts of Informational Text	Introducing Non-Fiction vs Fiction
File Folder Information Organizer	Text Features and Read Non-Fiction
Book Look	Nonfiction Text Features
Finding Nonfiction Features	Nonfiction Unit
Explicit Information Lesson Plans K-4	Student Center Activities
Fact and Opinion Lessons Plans K-4	LLI Prompting Guide
Text Feature Lesson Activities	

Please see the Intervention Appendix for additional high quality resources.

Standard: **RI.2.8** Describe how reasons support specific points the author makes in a text.

I Can Statements	Essential Questions	Vocabulary
● I can find **facts (reasons)** to support the **main idea** of **informational text (nonfiction).** ● I can **explain** why the author includes certain **facts (reasons)** in a text.	● How do I find **facts (reasons)** in the text to support points the author makes?	main topic, main idea, central message, informational text (nonfiction), facts (reasons), nonfiction, explain

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond the text to describe how **facts (reasons)** support specific points the author makes in a text.	I can describe how **facts (reasons)** support specific points the author makes in a text.	With support, I can describe how **facts (reasons)** support specific points the author makes in a text.	With support, I can describe how a fact (reason) supports one specific point the author makes in a text.	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Context Clues in Non-Fiction Cause and Effect Sequencing Printables Tomie dePaola **For other ideas refer back to: RI.2.2, RI.2.3,** Student Center Activities LLI Prompting Guide	

Please see the Intervention Appendix for additional high quality resources.

Standard: **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

I Can Statements	Essential Questions	Vocabulary
● I can **compare** the **main topic** of two **informational texts.** ● I can **contrast** the **main topic** of two **informational texts.**	● How can I use **prior knowledge** to **compare** the **main topic** of two **informational texts**? ● How can I use **prior knowledge** to **contrast** the **main topic** of two **informational** texts?	prior knowledge, compare, contrast, main topic (main idea), informational text, nonfiction, true story, making connections

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond the text to **compare and contrast** the **main topic of two informational texts**.	I can **compare and contrast** the **main topic of two informational texts**.	With support, I can **compare and contrast** the **main topic of two informational texts**.	With support, I can **compare** the **main topic of informational texts.**	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Compare and Contrast Mini Lessons Comparing 3 Little Pigs Comparing and Contrasting Blog Compare and Contrast Compare and Contrast Lessons for K-4 Compare and Contrast Information Book: Sea Turtles	**For more information refer back to RI.2.3** Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **RI.2.10** By the end of the year, read and comprehend informational text, 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.

I Can Statements	Essential Questions	Vocabulary
- I can **read and understand** history/ social studies **informational texts** at my grade level. - I can **read and understand** science informational texts at my grade level. - I can read and understand **technical texts** at my grade level.	- How can I use comprehension strategies to help me understand **history/ social studies texts**? - How can I use comprehension **strategies** to help me understand **science texts**? - What **strategies** should I use to help me understand **technical texts?**	technical texts, comprehend, strategies, informational texts: history, science, social studies

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond to **read and comprehend** informational texts.	I can **read and comprehend** grade level informational texts in the areas of **social studies, science, and informational texts**.	With support, I can **read and comprehend** grade level informational texts in the areas of **social studies, science, and informational texts**.	With support, I can **read and comprehend** below grade level informational texts in the areas of **social studies, science, and informational texts.**	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Reading That Sticks
7 Comprehension Strategies
Comprehension Strategies for Non-Fiction
Increasing Student Reading Comprehension with Non-Fiction Article
3 Comprehension Strategies for Non-Fiction
Guided Reading for Non-Fiction

Guided Reading and Non-Fiction Books
Fountas and Pinnell Leveled Book Website
Common Core Appendix A
Lexile Level Chart
For this standard, there are several activities listed on the following link:
Student Center Activities
LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **RF.2.3a** 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.

I Can Statements	Essential Questions	Vocabulary
● I can use what I know about **short vowels** to read unknown words. ● I can use what I know about **long vowels** to read unknown words.	● How can I use **short vowels** to help me read words? ● How can I use **long vowels** to help me make a long sound when reading words?	decode, vowel teams, vowel patterns, phonemes, (Refer to Reading Foundational Skills in Appendix A in the Content Standards)

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can identify long and short vowel words beyond second grade level.	I can identify long and short vowel words in text at a second grade level.	With support, I can identify long and short vowel words in text at a second grade level.	With support, I can identify long and short vowel words below second grade level.	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Word Slide- Vowel Diagraphs ELA: Unit 1- teacher's guide, readers, workbook Dipthong Word Sort Long a word patterns Phonics in Chrysanthemum The two voices of "ow"	Fishing For Vowel Digraphs- 2nd grade Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **RF.2.3b** Know spelling-sound correspondences for additional common vowel teams.		
I Can Statements	**Essential Questions**	**Vocabulary**
● I can spell second grade words using common **vowel teams.**	● How can I use **vowel teams** to spell long vowel words?	vowel teams

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can spell words beyond grade level containing common vowel teams.	I can spell grade level words containing common vowel teams.	I can spell common vowel team words on a **modified** list.	With support, I can spell long and short vowels words on a **modified** list.	Even with support, I still have trouble.

Intervention/Enrichment	
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.	
ELA: Unit 1- teacher's guide, readers, workbooks Letter to Sound Correspondence Word Study with Henry and Mudge Spell and Sort- 2nd grade Pick-a-Part- 2nd grade LLI Prompting Guide	
Please see the Intervention Appendix for additional high quality resources.	

Standard: **RF.2.3c** Decode regularly spelled two-syllable words with long vowels.

I Can Statements	Essential Questions	Vocabulary
• I can use what I know about long vowels **(vowel teams)** to decode two-syllable words.	● How can I use long vowels (**vowel teams**) to help me decode two syllable words?	decode, vowel teams

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read text beyond grade level containing two-syllable long vowel words.	I can read two-syllable long vowel words within grade level texts.	With support, I can identify two-syllable long vowel words within grade level texts.	With support, I can identify two-syllable long vowel words below second grade level.	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Magic E ELA: Unit 1- teacher's guide, readers, workbooks ELA: Unit 2- teacher's guide, readers, workbooks Syllable Cut-ups- 2nd grade Syllable Scoops- 2nd grade Student Center Activities LLI Prompting Guide	

Please see the Intervention Appendix for additional high quality resources.

Standard: **RF.2.3d** Decode words with common prefixes and suffixes.

I Can Statements	Essential Questions	Vocabulary
- I can decode words with common **prefixes**. - I can decode words with common **suffixes**. - I can understand how **prefixes and suffixes** change a word.	- What are common **prefixes?** - What are common **suffixes?** - How do I know how **prefixes and suffixes** change the meanings of words?	prefix (e.g., re-, un-, dis-, etc.), suffix (e.g., -er, -ing, -ed, -ful, -est, etc.)

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond the common **prefixes and suffixes** to understand what I read.	I can decode common **prefixes and suffixes** at grade level.	I can decode **prefixes or suffixes** at grade level.	With support, I can decode **prefixes and/or suffixes**.	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Carl's Corner- Suffix City ELA: Unit 2- teacher's guide, readers, workbook Intergrating Movement with Spelling Word Construction- 2nd grade Prefix/Suffix Hunt- 2nd grade Student Center Activities LLI Prompting Guide	

Please see the Intervention Appendix for additional high quality resources.

This resource was developed with Ohio's Early Literacy and Reading Readiness grant funds through Trumbull County Educational Service Center.

Standard: **RF.2.3e** Identify words with inconsistent but common spelling-sound correspondences.

I Can Statements	Essential Questions	Vocabulary
● I can **identify common** second grade words that cannot be sounded out.	● How do I use what I know about letters and sounds to help me with spelling? ● How do I decode words that **do not** follow the phonics rules?	common, decode, word families, phonics

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can **identify** words beyond a second grade level that cannot be sounded out.	I can **identify** common second grade words that cannot be sounded out.	With support, I can **identify** common second grade words that cannot be sounded out.	With support, I can **identify** common second grade level words.	Even with support, I still have trouble.

Intervention/Enrichment	
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.	
ELA: Unit 1- teacher's guide, readers, workbooks Sight Word BIngo The Big Green Monster- Reading WordsThe Enormous Watermellon-Active Reading Quick Words- 2nd grade Student Center Activities LLI Prompting Guide	
Please see the Intervention Appendix for additional high quality resources.	

Standard: **RF.2.3f** Recognize and read grade-appropriate irregularly spelled words.

I Can Statements	Essential Questions	Vocabulary
• I can **recognize** and **read** grade-appropriate irregularly spelled words.	● How do I use what I know about letters and sounds to help me **recognize and read** irregularly spelled words? ● How do I decode words that **do not** follow the phonics rules?	recognize, irregular, sight words, phonics

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can go beyond to **recognize and read** irregularly spelled words.	I can **recognize and read** second grade irregularly spelled words.	With support, I can **read and recognize** second grade irregularly spelled words.	With support, I can **recognize or read** a list of irregularly spelled second grade words.	Even with support, I still have trouble.

Intervention/Enrichment	
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.	
ELA: Unit 3- teacher's guide, workbook, readers ELA: Unit 2- teacher's guide, workbook, readers Vowel Influence on the Letter G Word Speed Practice- 2nd grade Student Center Activities LLI Prompting Guide	

Please see the Intervention Appendix for additional high quality resources.

Standard: **RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
RF.2.4a. Read grade-level text with purpose and understanding.

I Can Statements	Essential Questions	Vocabulary
● I can determine the **purpose for reading**. ● I can **understand** what I read.	● How do I know the **purpose** for what I am reading? ● How do I show that I **understand** what I am reading?	purpose for reading: enjoyment and information, understand

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read text beyond second grade-level for **purpose and understanding.**	I can read text at second grade-level for **purpose and understanding.**	With support, I can read text at second grade-level for **purpose and understanding**.	With support, I can read text below second grade-level with **purpose and understanding.**	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Carl's Corner- Dolch Words comprehension Thank You Bear Wild Boars Cook Picture Understanding Partner Talk: Develop Understanding Create Primary Level Close Readings Literature Response	Family Ties: Making Connections Between stories Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

Standard: **RF.2.4b** Read grade-level text orally with accuracy, appropriate rate, and expression.		
I Can Statements	**Essential Questions**	**Vocabulary**
- I can read with **accuracy**. - I can read with **expression.** - I can read at an **appropriate rate.**	- How do I read with **fluency**, **accuracy,** and **expression**? - What does it sound like when I read at an **appropriate rate** with **fluency, accuracy, and expression?**	fluency/fluently, accuracy, expression, appropriate rate (word by word vs. phrasing) *Listening to a student read orally is recommended using a fluency scale.

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read text beyond second grade- level orally with accuracy, **appropriate rate, and expression.**	I can read text at second grade-level orally with **accuracy, appropriate rate, and expression.**	I can read text at second grade- level orally with **accuracy**.	I can read text below second grade- level orally with **accuracy**.	Even with support, I still have trouble.

Intervention/Enrichment	
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.	
Carl's Corner- Fluency Reader's Theatre Performing Poetry Going digital: using e-books Chunk King- 2nd grade Reader's Evaluation- 2nd grade	Phrase Progression- 2nd grade Student Center Activities LLI Prompting Guide
Please see the Intervention Appendix for additional high quality resources.	

Standard: **RF.2.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

I Can Statements	Essential Questions	Vocabulary
• I can use **self monitoring** while I read. • I can correct myself using **meaning, structure, and/or visual cues** if I make a mistake while I read.	● Why is it important to **self monitor** while I read? ● How do I use **meaning** to **self monitor** while I read? ● How do I use **structure** to **self monitor** while I read? ● How do I use **visual cues** to **self monitor** while read?	context (meaning, structure, visual cues), self monitoring

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
Within a text beyond second grade- level, I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Within a text at second grade-level, I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Within a text at second grade level, I can use some context to confirm or self-correct word recognition and understanding, rereading as necessary.	Within a text below second grade- level, I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Even with support, I still have trouble.

Intervention/Enrichment
Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

ELA: Unit 3- teacher's guide, workbook, readers ELA: Skills Unit 2- teacher's guide, workbook, readers Stapleless Books Fluency Progression	Student Center Activities LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.

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