

COMMON CORE STANDARDS

GRAPHIC ORGANIZERS TO USE

Key Ideas and Details	
<p>RL 2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>	<p>News Hound Summary (p. 110) T-chart (p. 40)</p>
<p>RL 2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Literary Response Scroll (p. 144) News Hound Summary (p. 110)</p>
<p>RL 2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>Cause and Effect Rockets (p. 115) Character Feelings Flow Map (p. 132)</p>
Craft and Structure	
<p>RL 2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Poetry Peace Map (p. 146) Attribute Chart (p. 76)</p>
<p>RL 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Story Plot Map (p. 139) Summarizing Sequencer (p. 134) Multi-column Chart (p. 44)</p>
<p>RL 2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>T-chart (p. 40) Multi-column Chart (p. 44)</p>
Integration of Knowledge and Ideas	
<p>RL 2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Story Map (p. 139) Story Plot Map (p. 139) Sequencing Strip (p. 66)</p>
<p>RL 2.8 (Not applicable to literature)</p>	
<p>RL 2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Venn Diagram (p. 49)</p>
Range of Reading and Level of Text Complexity	
<p>RL 2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Literature Sharing Board (p. 70) Poetry Peace Map (p. 146) Poetic Reflections (p. 149) Literature Discussion Flapper (p. 64)</p>

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Key Ideas and Details	
RI 2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	News Hound Summary (p. 110)
RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Main Idea Neighborhood (p. 93)
RI 2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Cause and Effect Rockets (p. 115) Sequencing Frames (p. 66)
Craft and Structure	
RI 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Vocabulary Flapper (p. 112)
RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Informational Text Features Search (p. 87) Research and Record (p. 99)
RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Main Idea Neighborhood (p. 93)
Integration of Knowledge and Ideas	
RI 2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Seeing Is Believing (p. 120)
RI 2.8 Describe how reasons support specific points the author makes in a text.	Folded Flapper (p. 58)
RI 2.9 Compare and contrast the most important points presented by two texts on the same topic.	Venn Diagram (p. 49)
Range of Reading and Level of Text Complexity	
RI 2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Informational Text Sharing Board (p. 70) Informational Text Discussion Flapper (p. 63) Research and Record (p. 99) Biographical Bits (p. 95)