



Delaware English Language Arts Standards Learning Progressions

GRADE 2: Literary Reading Standard 1

<p>College and Career Readiness (CCR): 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.</p>		
<p>Grade 1: Ask and answer questions about key details in a text.</p>	<p>Grade 2: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in the text.</p>	<p>Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Make, test and revise predictions as they read • Use the combination of background knowledge and explicitly stated information to answer questions they have as they read • Demonstrate an understanding of the key details in a text when answering questions about the text • Ask and answer questions which begin with who, what, where, when why, and how to demonstrate understanding of key details in a text 	<ul style="list-style-type: none"> • Prediction • Inference • Background knowledge • Literary elements (e.g., character, setting, events) • 5 W’s + H questions (who, what, where, when, why, and how) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What you have learned from the text? What do you predict will happen next? • What did you learn about ____? • Where in the text did you find your evidence? (show: underline, highlight) • What questions do you have about ____?
<p>2RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]</p> <p>Literary Text Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 2 - Literary Reading Standard 2

<p>College and Career Ready (CCR): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p>Grade 1: Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p>Grade 2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Grade 3: Recount stories, including fables, folktales, and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Recount/retell (or graphically represent) key details from literary texts, including fables and folktales from diverse cultures • Determine central message, lesson or moral • Describe how key details show a central message, lesson or moral • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral 	<ul style="list-style-type: none"> • Literary texts • How to recount literary texts • Characteristics of fables and folktales from diverse cultures • Central message, moral, lesson • Difference between central ideas and key details in a story • Characteristics of an effective retelling/recounting 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • In what order is the story written? • Recount (retell) the text in your own words. • What is the central message of the text? • How is this story different from stories from other cultures that have the same message? • How do the details build the message of the story?
<p>2RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]</p> <p>Literary Text Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 2: Literary Reading Standard 3

<p>College and Career Ready (CCR): Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>		
<p>Grade 1: Describe characters, settings, and major events in a story, using key details.</p>	<p>Grade 2: Describe how characters in a story respond to major events and challenges.</p>	<p>Grade 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the major events in a story or play • Identify the characters in a story or play (e.g., words, thoughts, and feelings) • Describe or graphically represent characters (their words, thoughts and feelings) and events in a story or play • Describe how characters in a story respond to major events and challenges 	<ul style="list-style-type: none"> • Literary texts • Important/supporting details • Story & Play elements <ul style="list-style-type: none"> ○ Plot (e.g., major events) ○ Challenge/conflict (e.g., problem/solution) ○ Character’s feelings, words and actions ○ Setting (e.g., time, place) • How to describe 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Retell the story in sequential order. • Who are the major and minor characters? • How do the major/minor characters respond to important challenges in the story? • What effect do the events in the story have on the characters? • What decision could the characters have responded to differently? • How does the character change?
<p>2RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]</p>		
<p>Literary Text Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 2: Literary Reading Standard 4

<p>College and Career Ready (CCR): Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>		
<p>Grade 1: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>Grade 2: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, and repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Grade 3: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Read and reread other sentences and non-linguistic images (e.g., illustrations) in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Identify words and phrases that have literal and non-literal meanings • Identify figurative language and literary devices • Describe how words and phrases(e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in story, poem and song. 	<ul style="list-style-type: none"> • Literary text • Word choice • Context clues • Literal and non-literal meaning • Figurative language (e.g., simile, metaphor) • Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) • Feeling & sensory words/mood 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is the difference between a word, a phrase, or a sentence? Identify words that rhyme. • How do you know this is a poem and not a story? • Identify and clap the rhythm in a stanza • Develop a sentence where all the words start with the letter ____. • Find a sentence that shows an example of alliteration. . • Do you see any repetition in this story, poem, or song? • Why do you think the author repeated that line?
<p>2RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]</p> <p>Literary Text Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 2: Literary Reading Standard 5

College and Career Ready (CCR): Analyze the structure of text, 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.

Grade 1: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Grade 2: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Grade 3: 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

Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Identify the beginning middle, and end of a story • Explain how the parts of a story work together • Know that actions in the story lead to the resolution • Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action 	<ul style="list-style-type: none"> • Types of Literary text (e.g., storybooks, poems, fables, fairytales, fantasy) • General elements of a storybook (e.g., characters, setting, events) • Story structure(e.g., beginning, middle, end) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Describe the beginning, middle, and end of the story. • Explain how the beginning introduces the story. • What information does the author include at the beginning of the story that helps you understand the rest of the story? • What important things happen in the middle of this story? • Identify the section where the character’s problem begins to be solved.

2RL10: Range of Reading and Level of Text Complexity: 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. **[Lexile Band: 420-820]**

Literary Text

Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).



Delaware English Language Arts Standards Learning Progressions

GRADE 2: Literary Reading Standard 6

<p>College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.</p>		
<p>Grade 1: Identify who is telling the story at various points in a text.</p>	<p>Grade 2: 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>Grade 3: Distinguish their own point of view from that of the narrator or those of the characters.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Understand and identify point of view • Distinguish one character’s point of view from another character’s • Understand character’s voice in literature • Identify how the “voice” of a character could reflect his/her point of view • Acknowledge differences in point of views of characters • Distinguish between characters’ voices when reading aloud • Speak in a different voice for each character when reading dialogue aloud (e.g., high, gruff, low, excited) • Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. 	<ul style="list-style-type: none"> • Literary text(s) • Point of View • Characters • Author’s purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text • Voice tone, rate, and loudness • Dialogue • Distinguish • opinion • contrast 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Whose point of view is the story being told? How do you know? • What is the difference between the two characters’ points of view? • What makes the characters speak or act differently? • Why was it important for the author to use dialogue? • How are the characters’ dialogue different or alike? Explain using evidence from the text.
<p>2RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]</p> <p>Literary Text Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 2: Literary Reading Standard 7

College and Career Ready (CCR): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Grade 1: Use illustrations and details in a story to describe its characters, setting, or events.

Grade 2: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Grade 3: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Understand character, plot, and setting • Describe essential details/information from illustrations • Analyze text information & illustrations to understand deeper meaning of the story • Combine information from illustrations with words from the text to make meaning • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot 	<ul style="list-style-type: none"> • Illustrations (e.g., photos, pictures, drawings) • Versions of text (e.g., written, print, digital) • Story details (e.g., character, setting, plot/events) • 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Does the illustration match what the writer is trying to say? • How are the text and the picture connected? • What did you learn about the characters, setting, or plot from the words the author used? • What clues do the illustrations in the story provide to help you understand the setting/characters/plot in the story? • What information did you gather from the illustrations that aided your understanding? • Describe how the picture helps the reader understand what the author has written.

2RL10: Range of Reading and Level of Text Complexity: 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. **[Lexile Band: 420-820]**

Literary Text

Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).



Delaware English Language Arts Standards Learning Progressions

GRADE 2: Literary Reading Standard 9

<p>College and Career Ready (CCR): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
<p>Grade 1: Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Grade 2: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Grade 3: 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).</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify and describe the settings of two or more texts • Identify and describe character(s') traits in two or more texts • Retell the plots of two or more texts • Identify the central message/lesson of two or more texts • Compare and contrast two or more versions of the same story by different authors or from different cultures 	<ul style="list-style-type: none"> • Compare • Contrast • Author(s) • Culture • Central message/lesson • Setting • Plot (main events, problem/solution) • Character/character traits • Text-to-self, text-to-text, text-to-world connections 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What are the settings of the text(s)? What makes each unique to the text(s)? • Do the characters share any common traits in the text(s)? What are they? Are the traits essential to the text(s)? • What belongs in a retelling? Graphically represent or tell your partner the plot of the text(s). • What is the central message/lesson of the text(s)? How do you know? • How is the central message/lesson of the texts different? The same? • Why do you think the authors created their own version of the same story? • Did the authors change the main ideas in their versions of the story? • Which culture (country) is represented in this story? • What would have happened in the story if the cultural setting were different?
<p>2RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 420-820]</p>		
<p>Literary Text Includes stories (children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).</p>		