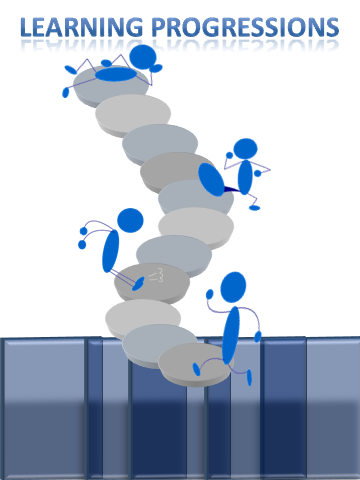
**2**





**Office of School Performance**



|  |  |
| --- | --- |
| The development of the Hillsboro School District K – 6 CCSS Learning Progressions was facilitated by Susan Richmond literacy TOSA at HSD’s Office of School Performance guided by Karin Hess’ Depth of Knowledge Reading Matrix (*National* *Center for Assessment).* <http://www.nciea.org/>  The DOK matrix draws from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb’s Depth-of-Knowledge Levels. The Cognitive Rigor Matrix has been developed to integrate these two models as a strategy for analyzing instruction, for influencing teacher lesson planning, and for designing assessment items and tasks.  *Content and assessment experts who offered advice, counsel, and feedback include:*  Steve Larson Assistant Superintendent  Dayle Spitzer Executive Director of Elementary Schools  Travis ReimanExecutive Director of English Learner Programs & Professional Development  http://clipart.edigg.com/1362998641/People_Clipart/Stickmen_Clipart/Stickmen005.gifHolly Peterson Literacy Specialist TOSA, Office of School Performance  Candace Strohm Administrative Assistant  Kathy Wilson Administrative Assistant  Nancy Grundy Administrative Assistant  The actual Learning Progressions writers were K – 6 teachers and coaches within the Hillsboro School District.  Their expertise, time and commitment made this work possible: | **Contributors to the Development of this Document** |

.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Aliceson Brandt | Holly Haskell | Mandy Wedel | Debbie Alvarado | Deanna Crackel | Cheryl Gary | Deb Ward |
| Alicia Glasscock | Holly Peterson | Mary Hall | Erin Lowther | Julie Jeffery | Jo Strawn | Brianne Dutton |
| Allison Reid | Jamie Goldstein | Mike Strande | Erin Shepherd | Kristin Volk | Trina Schoebel | Jenn Johnson |
| Allyson Bice | Janet Stinson | Nikki Thoen | Heather McCullum | Heather Hafner | Linda Benson | Sheri Fisher |
| Annie Miller | Jean Summers | Penny Jahraus | Kandi Hess | Christie Walters | Carrie Ellis | Gina McLain |
| Arcema Tovar | Jeanin Garrett | Sarah Retzlaff | Karen Dials | Judy Ramer | Jill Russo | Lois Richter |
| Berta Lule | Jenice Herzog | Shannon O’Neal | Krista Geffre | Melissa Hancock | Stephanie Gerig | Liana Duran |

**Learning Progressions Defined**

HSD Elementary Reading Learning Progressions were created working backward from each reading standard in order to create the small ***instructional steps*** called ***learning progressions*** (the predicted set of skills needed to be able to complete the required task demand (DOK) of each standard).

Another definition for Learning Progressions comes from (Corcoran, Mosher, & Rogat, 2009) **“A *hypothesized ordered progression of the levels* through which understandings and skills shift and develop as the student progresses toward the desired target with focused instruction.”**

HSD’s Learning Progressions are based on the difficulty of a task (Bloom’s) and the complexity of a task (Depth of Knowledge/DOK (Webb).

These progressions are sequenced by both Bloom’s Taxonomy and Webb’s Depth of Knowledge following the CR Matrix by Karin Hess (the matrix used by SBAC for developing assessments to match task demands). [ELA - DOK Matrix by Hess](http://static.pdesas.org/content/documents/M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf)

**Using the Learning Progressions**

Each literary and informational reading standard has a learning progression of sequential steps. These steps can be an instructional resource for mapping lessons based on student need. The learning progressions have “purple boxes.” These are identified developmental major key tasks for students. They are natural points for adjusting instruction. The “purple” adjustment points are assessed each quarter in the **K – 6 Pre-Assessments**. The Learning Progressions are also a “class checklist.” The results of the pre-assessments are a bridge to differentiate instruction based on student need and a bridge toward mastering each standard (assessed at the end of each quarter in the **K-6 Common** **Formative Assessments**). The learning progressions and a summary assessment sheet are on the Teaching and Learning Site at HSD as well as <http://sresource.homestead.com/index.html>.

**Learning Progressions Key of DOK Levels**

|  |  |  |  |
| --- | --- | --- | --- |
| **K C**  Knowledge Comprehension | **AP**  Application | **AN EV**  Analysis Evaluation | **SY**  Synthesis |

|  |
| --- |
| **Common Core State Standards Reading Literature Learning Progressions** |
| **If** we know the DOK level of each standard, we can work backwards and create the small sequential steps called ***learning progressions,*** the predicted set of skills needed to be able to complete the required task demand of each standard. |
| ***Understanding the reading literature DOK pattern*** ***allows us to align the Learning Progressions of each standard for developmentally cognitive instruction.*** |
| **Th**e Cognitive Rigor DOK Matrix *(Hess, Jones, Carlock, Walkup 2009)* has been decoded into a learning progressions chart *(Richmond 2013).*  http://l.thumbs.canstockphoto.com/canstock3354940.jpgRoyalty Free RF Clipart Illustration Of A 3d Blanco Man Climbing Up A Red Carpet Staircase by Jiri Moucka |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | | Question Stems for RL.2.1: [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)  • What is \_\_\_\_?  • Where does the story take place?  • When did \_\_\_\_\_?  • Why did \_\_\_\_\_?  • How is \_\_\_\_ different from \_\_\_?   * Who \_\_\_\_ first (any time word)? | | | ***Teacher Hints: Teach this standard in part on a graphic organizer.***  Goals:  **Ask:**  1. who, when and where questions.  2. what, why and how questions.  **Answer:**  3. who, when and where questions.  4. what, why and how questions. | | | | | Resources  [The 5 W's Graphic Organizer](http://www.educationoasis.com/curriculum/GO/GO_pdf/5Ws.pdf)  [Story Elements Lesson Danny and the Dinosaur](https://www.teachervision.com/skill-builder/lesson-plan/48784.html)  [Story Elements Map](https://www.teachervision.com/tv/printables/prodev/PAS_Story-Elements-Map.pdf)  [Question Lessons and Resources - Tons!](http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_4.pdf)  [Who What When Where Why Song Video](http://www.flocabulary.com/five-ws/)  [ESL Grammar Interactive Fun Game for the 5 W's](http://www.eslgamesplus.com/question-words-what-where-who-why-when-which-how-grammar-activity/)  [Creating Questions with Arthur](http://www.pbs.org/parents/arthur/lesson/storywriting/) | | |
| **Grade 2** | | **Path to DOK - 1** | | | | | | **Path to DOK - 2** | | | | |
|  | | | | | | | | | **End Goal** | |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK - Kc** | **DOK 1 - Cd** | | **DOK 1 - Cf** | **DOK 2 - Ch** | | **DOK 2 - Ck** | | **DOK 2 -Cl** | **Standard** |
| **Path to DOK 1,2**  **Reading Literature CCSS**  **Learning Progressions** | | Recall who, what, where, when, why and how about a story read and discussed in class. | Use and define Standard Academic Language:  who, what, where, when, why, and how; ask, answer, questions, key details | Connect the terms who to characters; where and when to setting; what and how to sequence of events. | | **Ask and answer who, what, where, when, why and how questions about key details in a text.** | Concept Development  Student understands that key details help tell who, what, where, when, why and how. | | **Uses key details to identify who, what, where, when, why and how about a story not read in class.** | | **Finds information using key details to answer specific questions about a new story.** | **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 |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  | |  | |  |  |
| 2 |  |  |  |  | |  |  | |  | |  |  |
| 3 |  |  |  |  | |  |  | |  | |  |  |
| 4 |  |  |  |  | |  |  | |  | |  |  |
| 5 |  |  |  |  | |  |  | |  | |  |  |
| 6 |  |  |  |  | |  |  | |  | |  |  |
| 7 |  |  |  |  | |  |  | |  | |  |  |
| 8 |  |  |  |  | |  |  | |  | |  |  |
| 9 |  |  |  |  | |  |  | |  | |  |  |
| 10 |  |  |  |  | |  |  | |  | |  |  |
| 11 |  |  |  |  | |  |  | |  | |  |  |
| 12 |  |  |  |  | |  |  | |  | |  |  |
| 13 |  |  |  |  | |  |  | |  | |  |  |
| 14 |  |  |  |  | |  |  | |  | |  |  |
| 15 |  |  |  |  | |  |  | |  | |  |  |
| 16 |  |  |  |  | |  |  | |  | |  |  |
| 17 |  |  |  |  | |  |  | |  | |  |  |
| 18 |  |  |  |  | |  |  | |  | |  |  |
| 19 |  |  |  |  | |  |  | |  | |  |  |
| 20 |  |  |  |  | |  |  | |  | |  |  |
| 21 |  |  |  |  | |  |  | |  | |  |  |
| 22 |  |  |  |  | |  |  | |  | |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | | Question Stems for RL.2.2: [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)  • What happens in this story? What is the central message?  • What happens in this story? What does the author hope the reader learns from the story?  • What happens in this story? What lesson does \_\_\_learn in the story?  • What happens in this folktale? What lesson does this folktale teach?  • What happens in this fable? What is the moral of this fable? | | | | Teacher Hints: ***Central Message, lesson or moral is called theme beginning in grade 4.***  Goals  1. Recount stories.  2. Determine central message in a story. | | | Resources  [Lesson Plan Cowboys and Castles](http://www.readwritethink.org/classroom-resources/lesson-plans/cowboys-castles-interacting-with-156.html)  [Lesson Plan: Fractured Fairy Tales (can be used in grade 2)](http://www.readwritethink.org/parent-afterschool-resources/games-tools/fractured-fairy-tales-a-30186.html)  [Main Idea Practice](https://docs.google.com/viewer?a=v&q=cache:W2o7NaWZReYJ:www.ksde.org/LinkClick.aspx?fileticket%3D57Bf4fWq1q0%253D%26tabid%3D4778%26mid%3D11550+main+idea+poster&hl=en&gl=us&pid=bl&srcid=ADGEESiigltodwFnb0BY1b4C622ZjqVVe9dGxRLjmOmcB4SPQcbND2ibwzsMPEbNT5mR10lalRNTP7uQp9Y1hO6yc324BdQogVY3rY8wyMDwIO1gfi3fUWvATXZXTsF2cfIDrWwCboEu&sig=AHIEtbS2T1wzn4AhDbW94XCROJHMOWaZ1Q)  [Main Idea Graphic Organizer and Lesson](http://printables.scholastic.com/printables/detail/?id=35523)  [Main Idea Graphic Teacher can Customize](https://www.teachervision.com/tv/resources/PDF/GOOD_TV_K_2_pdf_s/62176_InRCd_83.pdf) | | | |
| **Grade 2** | | **Path to DOK - 1** | | | | | **Path to DOK - 2** | | | | | |
|  | | | | | | | | **End Goal** | | |
| **DOK Guide 🡺** | | **DOK 1 -Ka** | **DOK 1- Kc** | **DOK 1 -Cd** | **DOK 1 -Cf** | | **DOK 2 - Ch** | **DOK 2 - Ck** | | | **DOK 2 - Cl** | **Standard** |
| **Path to DOK 2**  **Reading Literature CCSS**  **Learning Progressions** | | Recall events in a fable or folktale read and discussed in class. | Uses and understands Standard Academic Language: moral, central message, lesson, fable, folktale, cultures and recount. | Can define or explain what a fable, folktale, central message, lesson or moral is (in general). | **Answers who, what, when, where, how and why questions about events in a story that help determine a message, lesson or moral (read and discussed in class).** | | Concept Development:  Student understands that fables or folktales convey a central message, lesson or moral and gives an example. | **Identify the central message, lesson or moral of a fable or folktale from diverse cultures (new story not read in class).** | | | **Locate information supporting the central message, lesson or moral of a fable or folktale from diverse cultures (new text).** | **RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| **Student NAME** | |
| 1 |  |  |  |  |  | |  |  | | |  |  |
| 2 |  |  |  |  |  | |  |  | | |  |  |
| 3 |  |  |  |  |  | |  |  | | |  |  |
| 4 |  |  |  |  |  | |  |  | | |  |  |
| 5 |  |  |  |  |  | |  |  | | |  |  |
| 6 |  |  |  |  |  | |  |  | | |  |  |
| 7 |  |  |  |  |  | |  |  | | |  |  |
| 8 |  |  |  |  |  | |  |  | | |  |  |
| 9 |  |  |  |  |  | |  |  | | |  |  |
| 10 |  |  |  |  |  | |  |  | | |  |  |
| 11 |  |  |  |  |  | |  |  | | |  |  |
| 12 |  |  |  |  |  | |  |  | | |  |  |
| 13 |  |  |  |  |  | |  |  | | |  |  |
| 14 |  |  |  |  |  | |  |  | | |  |  |
| 15 |  |  |  |  |  | |  |  | | |  |  |
| 16 |  |  |  |  |  | |  |  | | |  |  |
| 17 |  |  |  |  |  | |  |  | | |  |  |
| 18 |  |  |  |  |  | |  |  | | |  |  |
| 19 |  |  |  |  |  | |  |  | | |  |  |
| 20 |  |  |  |  |  | |  |  | | |  |  |
| 21 |  |  |  |  |  | |  |  | | |  |  |
| 22 |  |  |  |  |  | |  |  | | |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RL.2.3** Describe how characters in a story respond to major events and challenges. | | Question Stems from RL.2.3:: [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)  • Why does \_\_\_\_\_?  • How does the \_\_\_\_feel when \_\_\_\_?  • What does the \_\_\_\_ do to \_\_\_\_\_?  • How does the main character change during the story? | | | Teacher Hints: ***Challenge is part of the major events of a story.***  Goal:  1. Describe how characters respond to major events (challenges). | | | | | Resources  [Lesson Plan Julius the Baby of the World](http://www.readwritethink.org/classroom-resources/lesson-plans/text-talk-julius-baby-25.html?tab=1#tabs)  [Readers Theatre Hedgies Surprise](http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-with-brett-420.html?tab=1#tabs)  [Trait Analysis Lesson Plan using Three Texts](http://teachersnetwork.org/NTOL/howto/literacy/charstudy.htm)  [Printable: Introducing Character Traits](https://www.teachervision.com/tv/printables/TCR/1557341478_032.pdf)  [Story Summary in a Little Book Template](http://www.cherylsigmon.com/pdf/Little-book-for-narrative.pdf) | | | |
| **Grade 2** | | **Path to DOK - 1** | | | | | **Path to DOK - 2** | | **Path to DOK - 3** | | | | |
|  | | | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Cl** | **DOK 3 - Cu** | | **DOK 3 - Cv** | **DOK 3 - EVE** | **Standard** |
| **Path to DOK 2,3**  **Reading Literature CCSS**  **Learning Progressions** | | Recall the characters and major events of a story read and discussed in class. | Uses and understands Standard Academic Language: characters, respond, major events, describe and challenges. | Can define or explain what a character, major event and a challenge are (in general). | | **Answers how questions about characters’ responses. Understands the meaning of “respond.”** | Concept Development:  Student understands that characters or people in general respond or react to events and challenges in different ways. | **Locate information in a text that describes a characters response.** | Identifies a specific event that caused a character to respond. | | **Infers how a character might respond to an event or challenge based on prior knowledge of a character’s behaviors or actions.** | **Uses evidence of character analysis of why it’s reasonable to assume a character responded a certain way.** | **RL.2.3** Describe how characters in a story respond to major events and challenges. |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  |  |  | |  |  |  |
| 2 |  |  |  |  | |  |  |  |  | |  |  |  |
| 3 |  |  |  |  | |  |  |  |  | |  |  |  |
| 4 |  |  |  |  | |  |  |  |  | |  |  |  |
| 5 |  |  |  |  | |  |  |  |  | |  |  |  |
| 6 |  |  |  |  | |  |  |  |  | |  |  |  |
| 7 |  |  |  |  | |  |  |  |  | |  |  |  |
| 8 |  |  |  |  | |  |  |  |  | |  |  |  |
| 9 |  |  |  |  | |  |  |  |  | |  |  |  |
| 10 |  |  |  |  | |  |  |  |  | |  |  |  |
| 11 |  |  |  |  | |  |  |  |  | |  |  |  |
| 12 |  |  |  |  | |  |  |  |  | |  |  |  |
| 13 |  |  |  |  | |  |  |  |  | |  |  |  |
| 14 |  |  |  |  | |  |  |  |  | |  |  |  |
| 15 |  |  |  |  | |  |  |  |  | |  |  |  |
| 16 |  |  |  |  | |  |  |  |  | |  |  |  |
| 17 |  |  |  |  | |  |  |  |  | |  |  |  |
| 18 |  |  |  |  | |  |  |  |  | |  |  |  |
| 19 |  |  |  |  | |  |  |  |  | |  |  |  |
| 20 |  |  |  |  | |  |  |  |  | |  |  |  |
| 21 |  |  |  |  | |  |  |  |  | |  |  |  |
| 22 |  |  |  |  | |  |  |  |  | |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | | [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)  • Why does the author repeat the words \_\_\_\_\_\_, \_\_\_\_\_\_\_, and \_\_\_\_\_\_?  • What is the meaning of \_\_\_\_\_\_ on page \_\_\_\_?  • Why does the author use rhyming words?  • Why does the author of the poem use the words \_\_\_\_\_\_, \_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_\_ (words that all start with the same letter)?  • How does the author supply rhythm in the song?  • How do the words \_\_\_\_\_\_, \_\_\_\_\_\_\_, and \_\_\_\_\_\_ supply rhythm in the poem? | | | | Teacher Hints: (regular beats refer to a rhythmic pattern (such as row, row, row your boat).  Goal:  1. Describe how words and phrases supply rhythm.  2. Describe how words and phrases supply meaning. | | | | [Reading Rockets Article: Choosing Poetry](http://www.readingrockets.org/article/35/)  [Reading Rockets Article: The Vocabulary Rich Classroom](http://www.readingrockets.org/article/40991/)  [Lesson Plan Using Poetry to Teach Reading](http://www.readwritethink.org/classroom-resources/lesson-plans/poetry-portfolios-using-poetry-152.html)  [Lesson Plan The Ferocious Fighting Fish (using alliteration)](http://www.readwritethink.org/classroom-resources/lesson-plans/ferocious-fighting-fish-ocean-828.html?tab=1#tabs)  [Making Rain Focus on New Vocabulary Lesson](http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Making_A_Rainstick.aspx#Instruction)  [Repetition, Rhythm and Rhyme Bill Martin's Student Presentation](http://www.readwritethink.org/classroom-resources/lesson-plans/improving-fluency-through-group-793.html?tab=1#tabs) | | |
| **Grade 2** | | **Path to DOK - 1** | | | | | | **Path to DOK - 2** | | | | |
|  | | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 -Ka** | **DOK 1 - Kc** | **DOK 1 - Ce** | **DOK 1 - Cf** | | **DOK 2 - Ch** | | **DOK 2 - Cl** | | **DOK 2 - APm** | **Standard** |
| **Path to DOK 1,2**  **Reading Literature CCSS**  **Learning Progressions** | | Locate specific alliteration, rhythmic and rhyming words and phrases in stories, poems and songs read, heard and discussed in class. | Use and Understand Standard Academic Language: words, phrases, regular beats, alliteration, rhymes, repeated lines, rhythm, story, poem and song. | Select appropriate words and phrases connected to rhythm or alliteration (i.e., which word rhymes with….?). | **Explains how a specific word or phrase adds meaning and rhythm to a story, poem or song read, heard or discussed in class.** | | **Concept Development: Understands that words and phrases can add meaning and rhythm to a story and given an example.** | | Locate words or phrases that give specific meaning and rhythm to a story (e.g., what words/phrases help the reader to know why \_\_\_ is important?). | | **Use context to identify how words and phrases give meaning and rhythm to a story, poem or song (e.g., why does the author use the words \_\_\_\_\_?)** | 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 |
| **Student NAME** | |
| 1 |  |  |  |  |  | |  | |  | |  |  |
| 2 |  |  |  |  |  | |  | |  | |  |  |
| 3 |  |  |  |  |  | |  | |  | |  |  |
| 4 |  |  |  |  |  | |  | |  | |  |  |
| 5 |  |  |  |  |  | |  | |  | |  |  |
| 6 |  |  |  |  |  | |  | |  | |  |  |
| 7 |  |  |  |  |  | |  | |  | |  |  |
| 8 |  |  |  |  |  | |  | |  | |  |  |
| 9 |  |  |  |  |  | |  | |  | |  |  |
| 10 |  |  |  |  |  | |  | |  | |  |  |
| 11 |  |  |  |  |  | |  | |  | |  |  |
| 12 |  |  |  |  |  | |  | |  | |  |  |
| 13 |  |  |  |  |  | |  | |  | |  |  |
| 14 |  |  |  |  |  | |  | |  | |  |  |
| 15 |  |  |  |  |  | |  | |  | |  |  |
| 16 |  |  |  |  |  | |  | |  | |  |  |
| 17 |  |  |  |  |  | |  | |  | |  |  |
| 18 |  |  |  |  |  | |  | |  | |  |  |
| 19 |  |  |  |  |  | |  | |  | |  |  |
| 20 |  |  |  |  |  | |  | |  | |  |  |
| 21 |  |  |  |  |  | |  | |  | |  |  |
| 22 |  |  |  |  |  | |  | |  | |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | | Questions for Standard RL.2.5 [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)   * What happens at the beginning of the story? * What happens at the end of the story? * How does the beginning of the story introduce the characters and setting? * How does the end of the story tie up the loose ends of the story? * Complete a story map that shows the overall structure of the story. Be sure to include the beginning, middle, and end. | | | | Teacher Hints: the beginning and ending are defined by what they do, not just by sequence!  **Goals:**  1. Describe the structure of a story. | | | | Links:  [Story Sequence Map](http://www.busyteacherscafe.com/worksheets/graphic_organizers/Story%20Sequence%20Map.pdf)  [beginning-middle-ending story map](http://www.eduplace.com/graphicorganizer/pdf/storymap3.pdf)  [How and Why Characters Change](http://www.readwritethink.org/files/resources/lesson_images/lesson858/change.pdf)  [How and Why Characters Change Rubric](http://www.readwritethink.org/files/resources/lesson_images/lesson858/rubric.pdf)  [Interactive Story Map](http://www.readwritethink.org/classroom-resources/student-interactives/story-30008.html) | | |
| **Grade 2** | | **Path to DOK - 1** | | | | | **Path to DOK - 2** | | | | | |
|  | | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 - Cf** | | **DOK 2 - Ch** | | **DOK 2 - Cl** | | | **Standard** |
| **Path to DOK 2**  **Reading Literature CCSS**  **Learning Progressions** | | Retell specific details about beginning and ending events in a story read and discussed in class. | Define and understand Standard Academic Language: overall, structure, include, describe, beginning, introduce, ending, action and concludes. | Describe what happened at the beginning and ending of a story read and discussed in class. | Answer who, what, when where or how questions about the beginning and ending of a story read but **not discussed in class**. | | **Concept Development**  **Understands that the beginning of a story is an introduction of character, setting and an event.** | Concept Development  Understands that the action (event) of a story changes throughout the story. Gives examples of how the ending concludes the action. | Locates information that contributes to the development of the action. | | **Locates information to support how the beginning introduces a story and the ending concludes the action of a new text**. | **RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action |
| **Student NAME** | |
| 1 |  |  |  |  |  | |  |  |  | |  |  |
| 2 |  |  |  |  |  | |  |  |  | |  |  |
| 3 |  |  |  |  |  | |  |  |  | |  |  |
| 4 |  |  |  |  |  | |  |  |  | |  |  |
| 5 |  |  |  |  |  | |  |  |  | |  |  |
| 6 |  |  |  |  |  | |  |  |  | |  |  |
| 7 |  |  |  |  |  | |  |  |  | |  |  |
| 8 |  |  |  |  |  | |  |  |  | |  |  |
| 9 |  |  |  |  |  | |  |  |  | |  |  |
| 10 |  |  |  |  |  | |  |  |  | |  |  |
| 11 |  |  |  |  |  | |  |  |  | |  |  |
| 12 |  |  |  |  |  | |  |  |  | |  |  |
| 13 |  |  |  |  |  | |  |  |  | |  |  |
| 14 |  |  |  |  |  | |  |  |  | |  |  |
| 15 |  |  |  |  |  | |  |  |  | |  |  |
| 16 |  |  |  |  |  | |  |  |  | |  |  |
| 17 |  |  |  |  |  | |  |  |  | |  |  |
| 18 |  |  |  |  |  | |  |  |  | |  |  |
| 19 |  |  |  |  |  | |  |  |  | |  |  |
| 20 |  |  |  |  |  | |  |  |  | |  |  |
| 21 |  |  |  |  |  | |  |  |  | |  |  |
| 22 |  |  |  |  |  | |  |  |  | |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | | Questions for Standard RL.2.6[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)  • How does \_\_\_feel about \_\_\_? How is that different from how \_\_\_ feels?  • Read a portion of the story aloud using a different voice for each character. | | | | Teacher Hints: Point of View refers to narrator or as a perspective of author. Select stories with **dialogue between characters** so students can read aloud!  **Goal:**  1. Distinguish the points of view of characters. | | | | | Links:  [Reader's Theatre Strategy](http://www.readwritethink.org/professional-development/strategy-guides/readers-theatre-a-30703.html)  Students must be able to infer to distinguish point of view:  [Inference Strategies](http://ohiorc.org/Literacy_K5/strategy/strategy_each.aspx?id=000001)  [Three Little Pigs Point of View Lesson Plan](http://lessonplanspage.com/LAPointOfViewWritingWithThreeLittlePigs25.htm/)  [Dialogue Tags (Words)](http://www.readwritethink.org/files/resources/lesson_images/lesson291/dialogue_tag.pdf)  [Lesson Plan Focus on Character Traits](http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/what_a_character.aspx)  [Dramatize Character Thoughts, Words and Actions Lesson](http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-subtext-strategy-thinking-310.html?tab=4#tabs) | | | |
| **Grade 2** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | | **Path to DOK - 3** | | | | |
|  | | | | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **Ka** | **Kc** | **Cd** | **Cf** | **Ch** | **Cj** | **Cl** | **DOK 2 - ANp** | | | **DOK 2 - ANt** | **DOK 3 - APx** | **Standard** |
| **Path to DOK 3**  **Reading Literature CCSS**  **Learning Progressions** | | Retells facts or details about characters from a text read and discussed in class. | Define and understand Standard Academic Language: differences, points of view, characters, speaking, including, voice (sounds like), dialogue and aloud. | Identifies characters, setting and events in a story read and discussed in class. | Answers who, what, when, where and how questions about what specific characters said in a dialogue (read/discussed text). | Understands that different characters may have different points of view. Gives an example. | **Infers what a character may think or feel based on textual evidence.** | Locate actual character dialogue to support an observation of what a character may think of feel. | **Compare differences in points of view between characters in a new text.** | | | Identify characteristic text features that represent dialogue (quotation marks, play scripts, etc.). | **Recognizes different points of views of different characters by their text dialogue.** | **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. |
| **Student NAME** | |
| 1 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 16 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 17 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 18 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 19 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 20 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 21 |  |  |  |  |  |  |  |  |  | | |  |  |  |
| 22 |  |  |  |  |  |  |  |  |  | | |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | | Questions for Standard RL.2.7[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)  • How does the illustration help the reader understand the setting of the story? Use examples from the illustration and story to support your answer.  • What clue to the ending of the story is in the picture? Use examples from the picture and story to support your answer.  • How do the picture and story together help the reader understand \_\_\_? Use examples from both the picture and the story to support your answer.  • What does the reader learn about \_\_\_ by looking at both the picture and reading the story? Use examples from the picture and story to support your answer. | | | | Teacher Hints: This is the first time plot is addressed. The lesson could be taught in parts. Students could use illustrations to describe the different settings in (e.g., Goldilocks).  Goal:  1. Describe characters, setting and plot from the illustrations and words in the story. | | | | | Links:  [Article: Teaching Plot Structure with Picture Books](http://www.readingrockets.org/article/22242/)  [Teaching Story Plot](http://www.readworks.org/sites/default/files/bundles/lessons-grade2-plot.pdf)  [Beginning-Middle-Ending Chart](http://www.readwritethink.org/files/resources/lesson_images/lesson874/bme.pdf)  [Pre-Writing Questions can also be used for Story Mapping](http://www.readwritethink.org/files/resources/lesson_images/lesson874/prewrite.pdf)  [Mini-Lesson Worksheet for Description of Story Elements](http://bogglesworldesl.com/setting.htm) | | | |
| **Grade 2** | | **Path to DOK - 1** | | | | | **Path to DOK - 2** | | | | | | | |
|  | | | | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 - Cf** | | | **DOK 2 - Ch** | **DOK 2 - Cj** | **DOK 2 - Cl** | | **DOK 2 - APn** | **Standard** | |
| **Path to DOK 2**  **Reading Literature CCSS**  **Learning Progressions** | | Recognizes illustrations or words in print that represent characters, setting (read and discussed in class). | Define and understand Standard Academic Language: information, illustration and illustrator, print, text, digital, character, setting and plot. | Describes characters and setting referring to illustrations and words from a print or digital text. | **Answers who, what, when, where, why and how questions about the plot of a story read and discussed in class.** | | | Concept Development  Understands that illustrations and print provide information about characters, setting or plot. | Make inferences and logical predications from illustrations and text about character, setting or plot in a new text. | **Use information gained from the illustrations and words in a print or digital text to answer questions about a central idea (plot).** | | **Obtain and interpret information using text features (illustrations, texts, digital texts) for a specific purpose or assignment (new text).** | **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. | |
| **Student NAME** | |
| 1 |  |  |  |  |  | | |  |  |  | |  |  | |
| 2 |  |  |  |  |  | | |  |  |  | |  |  | |
| 3 |  |  |  |  |  | | |  |  |  | |  |  | |
| 4 |  |  |  |  |  | | |  |  |  | |  |  | |
| 5 |  |  |  |  |  | | |  |  |  | |  |  | |
| 6 |  |  |  |  |  | | |  |  |  | |  |  | |
| 7 |  |  |  |  |  | | |  |  |  | |  |  | |
| 8 |  |  |  |  |  | | |  |  |  | |  |  | |
| 9 |  |  |  |  |  | | |  |  |  | |  |  | |
| 10 |  |  |  |  |  | | |  |  |  | |  |  | |
| 11 |  |  |  |  |  | | |  |  |  | |  |  | |
| 12 |  |  |  |  |  | | |  |  |  | |  |  | |
| 13 |  |  |  |  |  | | |  |  |  | |  |  | |
| 14 |  |  |  |  |  | | |  |  |  | |  |  | |
| 15 |  |  |  |  |  | | |  |  |  | |  |  | |
| 16 |  |  |  |  |  | | |  |  |  | |  |  | |
| 17 |  |  |  |  |  | | |  |  |  | |  |  | |
| 18 |  |  |  |  |  | | |  |  |  | |  |  | |
| 19 |  |  |  |  |  | | |  |  |  | |  |  | |
| 20 |  |  |  |  |  | | |  |  |  | |  |  | |
| 21 |  |  |  |  |  | | |  |  |  | |  |  | |
| 22 |  |  |  |  |  | | |  |  |  | |  |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | | [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)  • After reading two versions of the same folktale by different authors, explain how they are alike and different.  • How are the Cinderella stories from China and the United States the same and different? | | | | | Teacher Hint: Students need lots of practice with comparing and contrasting in different content areas.  Goals:  1. Compare and contrast two versions of the same story. | | | | | Resources  [Article: Using Comparing and Contrasting in Reading](http://ohiorc.org/Literacy_K5/strategy/strategy_each.aspx?id=000005)  [Similarities and Differences Lesson Using a Hoop Story Diagram](http://www.fcrr.org/Curriculum/PDF/GK-1/C_Final.pdf)  [Lesson Plan: Comparing and Contrasting Little Red Riding Hood Stories](http://www.learnnc.org/lp/pages/3814)  [Lesson Plan with Compare and Contrast Graphic](http://www.fcrr.org/FAIR_Search_Tool/PDFs/2-3C_010.pdf)  [Venn Diagram Blank Template](http://www.eduplace.com/graphicorganizer/pdf/venn.pdf) | | | | |
| **Grade 2** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | | **Path to DOK - 3** | | | | **Path to DOK - 4** | | |
|  | | | | | | | | | | | | | **End Goal** | |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | **DOK 1 - Cf** | **DOK 2 - Ch** | | **DOK 2 - Ck** | **DOK 2 - Cl** | **DOK 2 - ANp** | **DOK 2 - ANr** | | **DOK 3 - Cw** | **DOK 4 - SYU** | | **Standard** |
| **Path to DOK 4**  **Reading Literature CCSS**  **Learning Progressions** | | Recall the events in two or more versions of the same story read and discussed in class. | Use and understand Standard Academic Language:  Define author, culture, version, compare and contrast. | Can define or explain the following words: versions, authors, cultures, compare, and contrast. | Answers who, what, where, when or how questions about two or more versions of the same story read and discussed in class. | **Concept Development: Understands that the same story can have differences (versions) based on culture references. Can compare contrast an example.** | | **Identifies details that are the same and different in two versions of the same story and explain why (makes generalizations).** | Locate information to compare and contrast specific events in two version of the same story. | **Compares and contrasts literary elements (characters, setting, events, challenges, and conclusion) between two or more versions of the same story.** | Compare and contrasts the organizational structures (sequence of events) of two or more versions of the same story. | | Describe how two stories from different cultures or interpret the story (are the points of view, opinions the same or different?). | **Synthesize two versions of the same story by comparing and contrasting how specific events are portrayed to be able to reach a conclusion about stories from different cultures**. | | **2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures |
| **Student NAME** | |
| 1 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 2 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 3 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 4 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 5 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 6 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 7 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 8 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 9 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 10 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 11 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 12 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 13 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 14 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 15 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 16 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 17 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 18 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 19 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 20 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 21 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 22 |  |  |  |  |  |  | |  |  |  |  | |  |  | |  |

|  |
| --- |
| **Common Core State Standards Reading Informational Text Learning Progressions** |
| **If** we know the DOK level of each standard, we can work backwards and create the small sequential steps called ***learning progressions,*** the predicted set of skills needed to be able to complete the required task demand of each standard. |
| ***Understanding the reading literature DOK pattern*** ***allows us to align the Learning Progressions of each standard for developmentally cognitive instruction.*** |
| **Th**e Cognitive Rigor DOK Matrix *(Hess, Jones, Carlock, Walkup 2009)* has been decoded into a learning progressions chart *(Richmond 2013).*  Royalty Free RF Clipart Illustration Of A 3d Blanco Man Climbing Up A Red Carpet Staircase by Jiri Mouckahttp://l.thumbs.canstockphoto.com/canstock3354940.jpg |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | | Question Stems from RL.2.1:: [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)  • Who invented \_\_\_\_\_?  • What gave \_\_\_\_\_the idea for \_\_\_\_\_?  • Where was the first \_\_\_\_\_?  • When do \_\_\_\_\_?  • Why was a \_\_\_\_\_ started?  • How are \_\_\_\_ and \_\_\_\_\_alike and different? | | | Teacher Hints: ***Use a graphic organizer with question words.***  Goals:  Ask:  1. who, when and where questions.  2. what, why and how questions.  Answer:  3. who, when and where questions.  4. what, why and how questions. | | | | Resources  [Features of Informational Text Resource Graphic](http://www.readtennessee.org/sites/www/Uploads/articles/informationaltext.pdf)  [Creating Questions with Arthur (can be used for informational text)](http://www.pbs.org/parents/arthur/lesson/storywriting/)  [Reading Informational Text using the 3-2-1 Strategy](http://www.readwritethink.org/classroom-resources/lesson-plans/reading-informational-texts-using-951.html)  [The Frog Beyond the Fairy Tale - Searching Informational Text Lesson](http://www.readwritethink.org/classroom-resources/lesson-plans/frog-beyond-fairy-tale-7.html)  [The 5 W's Graphic Organizer](http://teacher.scholastic.com/writewit/tguide/5doubleyous.pdf) | | |
| **Grade 2** | | **Path to DOK - 1** | | | | | **Path to DOK - 2** | | | | |
|  | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cd** | | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Ck** | | **DOK 2 - Cl** | **Standard** |
| **Path to DOK 1,2**  **Informational Text**  **Learning Progressions** | | Recall who, what, where, when, why and how. | Define who, what, where, when, *why* and how. | Connect the terms who or what to topic/events, when and where to location; why and how to ideas and concepts. | | **Explain who, what, where, when, why or how.** | Show the relationship between key details and answering questions. | **Identify who, what, where, when, how and why.** | | **Locate information using key details in a text.** | **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 |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  |  | |  |  |
| 2 |  |  |  |  | |  |  |  | |  |  |
| 3 |  |  |  |  | |  |  |  | |  |  |
| 4 |  |  |  |  | |  |  |  | |  |  |
| 5 |  |  |  |  | |  |  |  | |  |  |
| 6 |  |  |  |  | |  |  |  | |  |  |
| 7 |  |  |  |  | |  |  |  | |  |  |
| 8 |  |  |  |  | |  |  |  | |  |  |
| 9 |  |  |  |  | |  |  |  | |  |  |
| 10 |  |  |  |  | |  |  |  | |  |  |
| 11 |  |  |  |  | |  |  |  | |  |  |
| 12 |  |  |  |  | |  |  |  | |  |  |
| 13 |  |  |  |  | |  |  |  | |  |  |
| 14 |  |  |  |  | |  |  |  | |  |  |
| 15 |  |  |  |  | |  |  |  | |  |  |
| 16 |  |  |  |  | |  |  |  | |  |  |
| 17 |  |  |  |  | |  |  |  | |  |  |
| 18 |  |  |  |  | |  |  |  | |  |  |
| 19 |  |  |  |  | |  |  |  | |  |  |
| 20 |  |  |  |  | |  |  |  | |  |  |
| 21 |  |  |  |  | |  |  |  | |  |  |
| 22 |  |  |  |  | |  |  |  | |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. | | Question Stems for RI.2.2: : [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)  • What is the main idea of the article?  • What is the main idea of paragraph 3?  • Why is \_\_\_\_ a good title for the article? | | | Teacher Hints: ***This is the first time identifying the focus of each paragraph is addressed.***  **Goal:**  1. Identify the main topic of a multiparagraph text.  2. Identify the focus of each paragraph within the text. | | | Resources:  [Brain Pop Main Idea Fun](http://www.brainpop.com/educators/community/bp-jr-topic/main-idea/)  [Main Idea Activities (scroll down to excellent main idea video)](http://www.primary-education-oasis.com/main-idea-activities.html#.UWwN_EqwUpM)  [Main Idea Activities](http://kc3rd.pbworks.com/w/page/22310389/RC-MainIdea)  [Main Idea Graphic Organizer](http://kc3rd.pbworks.com/f/Main+idea+organizer.pdf) | | |
| **Grade 2** | | **Path to DOK - 1** | | | | **Path to DOK - 2** | | | | |
|  | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | | **DOK 2 - Ch** | **DOK 2 - Ck** | | **DOK 2 - Cl** | **Standard** |
| **Path to DOK 2**  **Informational Text**  **Learning Progressions** | | Recall or locate basic facts within a multiparagraph text and specific paragraphs. | Define: identify, main topic, paragraph, text | **Describe facts in a multiparagraph text and within specific paragraphs.** | | Show relationships between the main topic and facts within paragraphs (conceptual understanding). | **Identify the main topic of a multiparagraph text.** | | **Locate information to support the main topic in specific paragraphs.** | RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  | |  |  |
| 2 |  |  |  |  | |  |  | |  |  |
| 3 |  |  |  |  | |  |  | |  |  |
| 4 |  |  |  |  | |  |  | |  |  |
| 5 |  |  |  |  | |  |  | |  |  |
| 6 |  |  |  |  | |  |  | |  |  |
| 7 |  |  |  |  | |  |  | |  |  |
| 8 |  |  |  |  | |  |  | |  |  |
| 9 |  |  |  |  | |  |  | |  |  |
| 10 |  |  |  |  | |  |  | |  |  |
| 11 |  |  |  |  | |  |  | |  |  |
| 12 |  |  |  |  | |  |  | |  |  |
| 13 |  |  |  |  | |  |  | |  |  |
| 14 |  |  |  |  | |  |  | |  |  |
| 15 |  |  |  |  | |  |  | |  |  |
| 16 |  |  |  |  | |  |  | |  |  |
| 17 |  |  |  |  | |  |  | |  |  |
| 18 |  |  |  |  | |  |  | |  |  |
| 19 |  |  |  |  | |  |  | |  |  |
| 20 |  |  |  |  | |  |  | |  |  |
| 21 |  |  |  |  | |  |  | |  |  |
| 22 |  |  |  |  | |  |  | |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | | Question Stems for RI.2.3: [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)  • Describe the \_\_\_\_ of a \_\_\_\_\_\_\_.  • What events lead up to \_\_\_\_\_?  • Why was \_\_\_\_\_\_ important?  • What are the steps in \_\_\_\_\_?   * Why is it important to \_\_\_\_\_ before \_\_\_\_\_? | | | | Teacher Hints: ***Use time, sequence and cause/effect as the “connection.”***  Goals:   1. Describe the connection between historical events.   2. Describe the connection between concepts and scientific ideas.  3. Describe the connection between steps in a technical procedure. | | | | | | Resources:  [Use Cause and Effect to Show Connections - Lesson Plan](http://www.fcrr.org/studentactivities/c_020b.pdf)  [Connecting Concepts or Ideas with Comprehension Strategies](http://www.readwritethink.org/classroom-resources/lesson-plans/read-again-comprehension-strategies-1045.html)  [Concept Web Worksheet](http://www.readwritethink.org/files/resources/lesson_images/lesson1045/concept.pdf)  [Connecting Scientific Ideas with Questioning Strategies](http://www.readwritethink.org/classroom-resources/lesson-plans/weather-journey-nonfiction-219.html) | | | | |
| **Grade 2** | | **Path to DOK - 1** | | | | | **Path to DOK - 2** | | | | **Path to DOK - 3** | | | | | |
|  | | | | | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 -Ka** | **DOK 1 - Kc** | **DOK 1 - Ce** | **DOK 1 - Cf** | | **DOK 2 - Cf** | **DOK 2- Ck** | | **DOK 2 - APn** | **DOK 1 - ANo** | | **DOK 2 - ANr** | **DOK 3 -Cu** | **Standard** | |
| **Path to DOK 3**  **Informational Text**  **Learning Progressions** | | Recall a series of historical events or scientific ideas or concepts, or steps | Define historical, scientific, steps in a technical procedure, ideas and concepts. | Select appropriate words to determine meaning of ideas or concepts. | Describe or explain a specific idea or concept from a text. | | **Explain why events can be connected to other events (concept development).** | **Describe the connection between two historical events.** | **Describe the connection between two scientific ideas or concepts.** | **Interpret information presented in text, about historical events; scientific ideas or concepts; or steps in a technical procedure.** | Identify graphic features of text such as: historical timelines, format for technical procedures, heading, captions, diagrams, and numbered steps. | | Analyze the unique text structure of steps in technical procedures. | **Explain the connection of ideas within the given context (historical events, scientific ideas or concepts, or steps in technical procedures)** | **RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | |
| **Student NAME** | |
| 1 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 2 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 3 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 4 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 5 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 6 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 7 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 8 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 9 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 10 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 11 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 12 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 13 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 14 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 15 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 16 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 17 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 18 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 19 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 20 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 21 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 22 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |
| 23 |  |  |  |  |  | |  |  |  |  |  | |  |  |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.2.4** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.* | | [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)  • What does the word \_\_\_\_\_ mean in paragraph \_\_\_?  • What does the phrase, \_\_\_\_\_ mean in paragraph \_\_\_? | | | Teacher Hints: The words should be embedded in other lessons.  Goals:  1. Determine the meaning of words and phrases. | | | | Resources  [Brain Pop Synonyms and Antonyms](http://www.brainpop.com/educators/community/bp-jr-topic/synonyms-and-antonyms/)  [Synonyms and Antonyms Lesson "Sea Scenes" with Reproducible](http://teacher.scholastic.com/lessonplans/sharktale/lesson1.htm)  [Synonyms Lesson Plan](http://www.instructorweb.com/lesson/synonyms.asp)  [Word Meaning Context Clues Game](http://www.k12reader.com/context-clues/gr1_word_meaning_game.pdf)  [Introducing Context Clues](http://www.k12reader.com/context-clues/gr1_pick_the_meaning.pdf) | | | | |
| **Grade 2** | | **Path to DOK - 1** | | | | | | | | **Path to DOK - 2** | | | |
|  | | | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Ce** | | **DOK 1 - Cf** | **DOK 1 - APg** | | | **DOK 2 -Ch** | **DOK 2 - APn** | | **Standard** |
| **Path to DOK 1,2**  **Informational Text**  **Learning Progressions** | | Locate or recall specific words and phrases in an informational text read and discussed in class. | Use and understand Standard Academic Language: determine, words, phrases and topic. | **Select appropriate words or phrases connected to a specific topic read and discussed in class.**  **L.2.4e Use glossaries and beginning dictionaries…** | | Use accurate words and phrases to explain who, what, where, when or how about an informational topic.. | **2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).** | **L.2.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). | | Concept Development: Understands that specific words and phrases have meaning that is relevant to the text they are in. | **Use context to identify and determine the meaning of words and phrases.**  **L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.** | Identify…  **L.2.4d** compound word meanings based on individual words within.  **L.2.5b** distinguish shades or meaning among closely related verbs | **RI.2.4** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.* |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  |  | |  |  |  |  |
| 2 |  |  |  |  | |  |  |  | |  |  |  |  |
| 3 |  |  |  |  | |  |  |  | |  |  |  |  |
| 4 |  |  |  |  | |  |  |  | |  |  |  |  |
| 5 |  |  |  |  | |  |  |  | |  |  |  |  |
| 6 |  |  |  |  | |  |  |  | |  |  |  |  |
| 7 |  |  |  |  | |  |  |  | |  |  |  |  |
| 8 |  |  |  |  | |  |  |  | |  |  |  |  |
| 9 |  |  |  |  | |  |  |  | |  |  |  |  |
| 10 |  |  |  |  | |  |  |  | |  |  |  |  |
| 11 |  |  |  |  | |  |  |  | |  |  |  |  |
| 12 |  |  |  |  | |  |  |  | |  |  |  |  |
| 13 |  |  |  |  | |  |  |  | |  |  |  |  |
| 14 |  |  |  |  | |  |  |  | |  |  |  |  |
| 15 |  |  |  |  | |  |  |  | |  |  |  |  |
| 16 |  |  |  |  | |  |  |  | |  |  |  |  |
| 17 |  |  |  |  | |  |  |  | |  |  |  |  |
| 18 |  |  |  |  | |  |  |  | |  |  |  |  |
| 19 |  |  |  |  | |  |  |  | |  |  |  |  |
| 20 |  |  |  |  | |  |  |  | |  |  |  |  |
| 21 |  |  |  |  | |  |  |  | |  |  |  |  |
| 22 |  |  |  |  | |  |  |  | |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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. | | Questions for Standard RL.2.5[Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)  • What does the caption under the picture tell the reader?  • What clue does the heading give the reader about the next section of the text?  • Why are some words in bold print?  • Why did the author include a glossary?  • Find the word \_\_\_\_\_ in the glossary. What does the word mean?  • Look in the index. On what page can more information about\_\_\_ be found? | | | Teacher Hints: This is the first time captions, bold print, subheadings and indexes are addressed. Teach lesson in parts.  Goal:  1. Use text features to locate information (captions, subheadings).  2. Use glossaries to locate information (bold print).  3. Use indexes to locate information.  4. Use electronic menus and icons to locate information. | | | | | Links:  [Teaching Grade 2 Text Structure with Fire Trucks on the Move - Super!!](https://www.lernerbooks.com/SiteCollectionDocuments/TextFeatures/Grade-2-Text-Features-Social-Studies.pdf)  [Discover the Planets Printable for Magic School bus](http://printables.scholastic.com/content/collateral_resources/pdf/08/TEASEP08_009.pdf)  [Smart Exchange Use an Index and Glossary](http://exchange.smarttech.com/details.html?id=4cf6559f-8249-4c05-84c5-ad1b5668860a)  [Planet Printables with Many Subheads and Captions](http://printables.scholastic.com/content/collateral_resources/pdf/00/SPB00_116.pdf)  [Interactive Resources](http://www.iboard.co.uk/)  [Index and Table of Contents Mini-Lesson Worksheet](http://www.gscdn.org/library/cms/64/16564.pdf)  [Cloud, Rain and Fog Lesson Plan](http://www.uen.org/Lessonplan/preview?LPid=13664) | | |
| **Grade 2** | | **Path to DOK - 1** | | | | | | **Path to DOK - 2** | | | | |
| **End Goal** | | | | | | | | | | |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Ce** | | **DOK 1 - Cf** | **DOK 2 - Ch** | | **DOK 2 - Cl** | | **DOK – 2 APn** | **Standard** |
| **Path to DOK 2**  **Informational Text**  **Learning Progressions** | | Recalls or recognizes key facts or information in a text with various text features (read and discussed in class). | Define and understand Standard Academic Language: captions, headings, subheadings, bold print, glossaries, indexes, table of contents, electronic menus, icons, locate efficient, key facts and text features. | Uses correct text feature words when referring (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus or icons). | | **Answer who, what, when, where or how questions about key facts or information in a text using text features as evidence (new text read but not discussed in class).** | Concept Development  Understands that text features are a source to locate information efficiently. | | **Locates text features to provide sufficient evidence for a purpose (to support a conclusion, answer a question, etc…).** | | **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. | |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  | |  | |  | |
| 2 |  |  |  |  | |  |  | |  | |  | |
| 3 |  |  |  |  | |  |  | |  | |  | |
| 4 |  |  |  |  | |  |  | |  | |  | |
| 5 |  |  |  |  | |  |  | |  | |  | |
| 6 |  |  |  |  | |  |  | |  | |  | |
| 7 |  |  |  |  | |  |  | |  | |  | |
| 8 |  |  |  |  | |  |  | |  | |  | |
| 9 |  |  |  |  | |  |  | |  | |  | |
| 10 |  |  |  |  | |  |  | |  | |  | |
| 11 |  |  |  |  | |  |  | |  | |  | |
| 12 |  |  |  |  | |  |  | |  | |  | |
| 13 |  |  |  |  | |  |  | |  | |  | |
| 14 |  |  |  |  | |  |  | |  | |  | |
| 15 |  |  |  |  | |  |  | |  | |  | |
| 16 |  |  |  |  | |  |  | |  | |  | |
| 17 |  |  |  |  | |  |  | |  | |  | |
| 18 |  |  |  |  | |  |  | |  | |  | |
| 19 |  |  |  |  | |  |  | |  | |  | |
| 20 |  |  |  |  | |  |  | |  | |  | |
| 21 |  |  |  |  | |  |  | |  | |  | |
| 22 |  |  |  |  | |  |  | |  | |  | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | Questions for Standard RL.2.6 [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)   * What question does the author want to answer in the article? What information from the article supports your answer? * What is the author’s purpose? What information from the article supports your answer? * What process does the author want to explain? What information from the article supports your answer? * What does the author want to describe? What information from the article supports your answer? | | | | Teacher Hints: This standard defines author’s purpose as what the author wants to answer, explain or describe.  Goal:  1. Identify the main purpose of a text. | | | | | Links:  How do I know what the author wants to answer, explain, or describe  Author’s purpose  Main purpose  [Interactive Practice Identifying Author's Purpose](http://www.studyzone.org/testprep/ela4/h/authorpur.cfm)  [Author's Purpose Lesson](http://www.studyzone.org/testprep/ela4/o/authorspurposep.cfm)  [Author's Purpose Interactive Game](http://www.oswego.org/ocsd-web/match/term/matchgeneric2.asp?filename=kderitteauth) | | | | |
| **Grade 2** | | **Path to DOK - 1** | | | **Path to DOK - 2** | | | | | **Path to DOK - 3** | | | | | |
|  | | | | | | | | | | | | **End Goal** | |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | | **DOK 2 - Ck** | **DOK 2 - Cl** | **DOK 2 - ANp** | **DOK 3 - Cu** | | **DOK 3 - Cv** | **DOK 3 - APx** | | **Standard** |
| **Path to DOK 2,3**  **Informational Text**  **Learning Progressions** | | Retells parts of a text that answer, explain or describe specific information about a topic (read and discussed in class). | Define and understand Standard Academic Language: main purpose, author’s purpose, answer, explains and describe. | **Answer who, what, when, where or how questions that answer, explain or describe (read and discussed in class).** | Concept Development  Understands that authors write text to answer, explain or describe information. | | Identify main ideas or makes accurate generalizations about a topic based on author’s evidence. | **Locate information to support a purpose (answer a question, explain or describe) in a new text.** | Categorize facts in a text that the author explain, describes or answers on a graphic organizer. | Connects ideas (more than one) within a text that explain or answer a question. | | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | **Identifies a main purpose in a new text (not read or discussed in class) using specific statements about what the author wants to answer, explain or describe.** | | **RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| **Student NAME** | |
| 1 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 2 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 3 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 4 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 5 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 6 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 7 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 8 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 9 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 10 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 11 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 12 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 13 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 14 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 15 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 16 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 17 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 18 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 19 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 20 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 21 |  |  |  |  |  | |  |  |  |  | |  |  | |  |
| 22 |  |  |  |  |  | |  |  |  |  | |  |  | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | Questions for Standard RL.2.7 [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)   * How does the diagram help the reader understand \_\_\_\_? Use examples from the diagram and the text to support your answer. | | | Teacher Hints: This is the first time the word images are used. Previous grades used the term illustrations. It is also the first time diagrams are addressed.  **Goal:**  1. Explain how images clarify text. | | | | Links:  [Teaching about Electricity (logs of diagrams)](http://sciencewithme.com/learn-about-electricity/)  [Amazing Article Teaching with Venn for Critical Thinking](http://www.learnnc.org/lp/pages/2646)  [Teaching about Clouds (has many visuals)](http://eo.ucar.edu/webweather/cloud3.html)  [Using a Dinner Diagram Unit Lesson](http://printables.scholastic.com/printables/detail/?id=43564&query=diagram&N=0&Ntk=printables_minibooks&Ntt=diagram&_fq=fff&No=0&spellcheck=false)  [Using a Venn Diagram Lesson Plan](http://printables.scholastic.com/printables/detail/?id=44418&query=diagram&N=0&Ntk=printables_minibooks&Ntt=diagram&_fq=fff&No=0&spellcheck=false)  [Venn Diagram](http://www.superteacherworksheets.com/graphic-organizers/venn-no-lines_WBRFF.pdf) | | |
| **Grade 2** | | **Path to DOK - 1** | | | | | **Path to DOK - 2** | | | | |
|  | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - c** | **DOK 1 - Ce** | | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Cl** | | **DOK 2 - APn** | **Standard** |
| **Path to DOK 2**  **Informational Text**  **Learning Progressions** | | Recall or recognize specific images in a visual representation from a text read and discussed in class. | Define and understand Standard Academic Language:  Specific, explain, images, (e.g. diagram, chart, etc..), contributes and clarify. | Uses correct words when referring to visual images (diagrams, charts, tables, etc...). | | **Answers questions that require referring to visual images**  **in a new text).** | Concept Development  Understands that visual images can help contribute or clarify a text. | **Locate the accurate visual representations that contribute to and clarify a text.** | | **Interpret information from a visual representation in order to answer clarifying questions about a text.** | **RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| **Student NAME** | |
| 1 |  |  |  |  | |  |  |  | |  |  |
| 2 |  |  |  |  | |  |  |  | |  |  |
| 3 |  |  |  |  | |  |  |  | |  |  |
| 4 |  |  |  |  | |  |  |  | |  |  |
| 5 |  |  |  |  | |  |  |  | |  |  |
| 6 |  |  |  |  | |  |  |  | |  |  |
| 7 |  |  |  |  | |  |  |  | |  |  |
| 8 |  |  |  |  | |  |  |  | |  |  |
| 9 |  |  |  |  | |  |  |  | |  |  |
| 10 |  |  |  |  | |  |  |  | |  |  |
| 11 |  |  |  |  | |  |  |  | |  |  |
| 12 |  |  |  |  | |  |  |  | |  |  |
| 13 |  |  |  |  | |  |  |  | |  |  |
| 14 |  |  |  |  | |  |  |  | |  |  |
| 15 |  |  |  |  | |  |  |  | |  |  |
| 16 |  |  |  |  | |  |  |  | |  |  |
| 17 |  |  |  |  | |  |  |  | |  |  |
| 18 |  |  |  |  | |  |  |  | |  |  |
| 19 |  |  |  |  | |  |  |  | |  |  |
| 20 |  |  |  |  | |  |  |  | |  |  |
| 21 |  |  |  |  | |  |  |  | |  |  |
| 22 |  |  |  |  | |  |  |  | |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.2.8** Describe how reasons support specific points the author makes in a text. | | [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)  Which details in the article support the main points of the text?  • How do the reasons the author gives support specific points?  • How does the author support the point that dolphins are smart? | | | | Teacher Hints: In grade 1, students “identify.” In grade 2 students “describe.” Ask how each reason in a text supports the author’s opinion or topic.  Goals:  1. Describe how reasons support points the author makes. | | | | | [Many Resources Exploring Author's Purpose](http://www.woodland.k12.mo.us/faculty/rgarner/Reading/Authors%20puropse.htm)  [Lesson Plan: A Purpose for Reading](http://www.freereading.net/index.php?title=Introduce:_Purpose_for_Reading)  [Identifying Details Lesson Plan (supports specific points in a text)](http://www.freereading.net/index.php?title=Introduce:_Identifying_Details)  [EXCELLENT!! Lessons Author's Purpose](http://www.readworks.org/sites/default/files/bundles/lessons-grade2-authors-purpose.pdf)  [Graphic Organizer (p.5) Author's Purpose](http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf)  [Author's Purpose On-Line fun](http://www.studyzone.org/testprep/ela4/h/authorpur.cfm) | | |
| **Grade 2** | | **Path to DOK - 1** | | | **Path to DOK - 2** | | | | | **Path to DOK - 3** | | | |
|  | | | | | | | | | | | **End Goal** |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | **DOK 1 - Cf** | **DOK 2 - Ch** | | **DOK 2 - Ck** | **DOK 2 - Cl** | **DOK 2 - APs** | **DOK 3 - Cu** | | **DOK 3 - EVC** | **DOK 3 - AN-z**  **Standard** |
| **Path to DOK 3**  **Informational Text**  **Learning Progressions** | | Recall reasons about a topic the author makes in a text read and discussed in class. | Define and understand Standard Academic Language:  reasons, support, specific points, author, text | Can answer questions about specific points in a text read and discussed in class. | Concept Development: Understands that there are reasons authors make specific points text. | | Identifies specific points the author makes | **Locate reasons to support points the author makes.** | Distinguish between reasons that do and do not support specific points. | **Answers a question that requires students to connect reasons to supporting points in a new text.** | | **Cites evidence to explain logically an author’s reason for making a specific point.** | **RI.2.8** Describe how reasons support specific points the author makes in a text. |
| **Student NAME** | |
| 1 |  |  |  |  |  | |  |  |  |  | |  |  |
| 2 |  |  |  |  |  | |  |  |  |  | |  |  |
| 3 |  |  |  |  |  | |  |  |  |  | |  |  |
| 4 |  |  |  |  |  | |  |  |  |  | |  |  |
| 5 |  |  |  |  |  | |  |  |  |  | |  |  |
| 6 |  |  |  |  |  | |  |  |  |  | |  |  |
| 7 |  |  |  |  |  | |  |  |  |  | |  |  |
| 8 |  |  |  |  |  | |  |  |  |  | |  |  |
| 9 |  |  |  |  |  | |  |  |  |  | |  |  |
| 10 |  |  |  |  |  | |  |  |  |  | |  |  |
| 11 |  |  |  |  |  | |  |  |  |  | |  |  |
| 12 |  |  |  |  |  | |  |  |  |  | |  |  |
| 13 |  |  |  |  |  | |  |  |  |  | |  |  |
| 14 |  |  |  |  |  | |  |  |  |  | |  |  |
| 15 |  |  |  |  |  | |  |  |  |  | |  |  |
| 16 |  |  |  |  |  | |  |  |  |  | |  |  |
| 17 |  |  |  |  |  | |  |  |  |  | |  |  |
| 18 |  |  |  |  |  | |  |  |  |  | |  |  |
| 19 |  |  |  |  |  | |  |  |  |  | |  |  |
| 20 |  |  |  |  |  | |  |  |  |  | |  |  |
| 21 |  |  |  |  |  | |  |  |  |  | |  |  |
| 23 |  |  |  |  |  | |  |  |  |  | |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic. | | [Delaware CCSS Questions](http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Linking_Documents/Linking_Doc_Gr3_2013.pdf)  • After reading two texts on dinosaurs, explain how the most important points in each text are alike and different. | | | | | Teacher Hints: This is the first time compare and contrast is used in the standards. Students read two texts about a topic and describe what is the same and what is different.  Goals:  1. Compare and contrast two texts on the same topic. | | | | Resources  [Venn Diagram Blank Template](http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf)  [CCore Lesson A Long Journey to Freedom](http://www.readtennessee.org/sites/www/Uploads/Grade%202%20Unit%204%20A%20Long%20Journey%20to%20Freedom.pdf)  [Fiction and Non-Fiction Review Lesson](http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_3.pdf)  [Determining Important Points Lesson](http://static.ehe.osu.edu/sites/beyond/penguins/downloads/feature-story-templates/whats-it-all-about-23-reader-of-rocks.pdf)  [Mini-Lessons!!](http://grants.coehd.utsa.edu/crest/minilessonpage.htm)  [Article: What is Determining Importance?](http://ohiorc.org/Literacy_K5/strategy/strategy_each.aspx?id=000006)  [Compare and Contrast Words (go to lesson 2)](http://www.readworks.org/sites/default/files/bundles/lessons-grade2-compare-and-contrast-lesson-2.pdf)  [Compare and Contrast Scripted Lesson](http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_2CCCS1T.pdf) | | | | | | | |
| **Grade 2** | | **Path to DOK - 1** | | | | | | **Path to DOK - 2** | | | | | **Path to DOK - 3** | | | | | **DOK - 4** |
|  | |  | | | | | | | | | | | | | **End Goal** |  |
| **DOK Guide 🡺** | | **DOK 1 - Ka** | **DOK 1 - Kc** | | **DOK 1 - Ce** | **DOK 1 - Cf** | | **DOK 2 - Ch** | **DOK 2 - Ck** | **DOK 2 - Cl** | | **DOK 2 - ANp** | | **DOK 2 - ANs** | **DOK 3 - ANy** | **DOK 3 Cu**  **Standard** | | **DOK 4 - SYU** |
| **Path to DOK 4**  **Informational Text**  **Learning Progressions** | | Recall basic facts in two texts on the same topic read and discussed in class. | Define and understand Standard Academic Language:  compare and contrast, points, important and topic | | Select appropriate domain-specific words when discussing the topic. | **Answer questions about the most important points in a text read and discussed in class**. | | Concept Development:  Student understands that some points are more important than others and can give an example. | **Identifies the most important points in two texts on the same topic.** | Locates key details as evidence of which information is important in two texts on the same topic (new text). | | Categorizes or lists important points from two texts on the same topic using a graphic organizer (teacher has provided categories). | | Using a list of categorized important points in two texts on the same topic, can discuss similarities and differences between the two texts. | Completes a Venn diagram to compare and contrast important points in two texts on the same topic. | **RI.2.9** Compare and contrast the most important points presented by two texts on the same topic (answers constructed response CFA questions at this level). | | To move to a DOK-4 students analyze points in two texts in order to write a new generalization, observation or conclusion about the topic. |
| **Student NAME** | |
| 1 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 2 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 3 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 4 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 5 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 6 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 7 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 8 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 9 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 10 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 11 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 12 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 13 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 14 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 15 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 16 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 17 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 18 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 19 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 20 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 21 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |
| 22 |  |  |  | |  |  | |  |  |  | |  | |  |  |  | |  |