

## G2 Reading Series Book Clubs Learning Targets

### Overarching Unit Learning Targets

All Sessions

RL.2.1

RL.2.2

RL.2.3

**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.**

We are learning to identify key details about a topic or a text.

We are looking for information in a text that tells about:

- *who is in the story*
- *what they did or what happened*
- *where and when the story takes place,*
- *why and how* something happened (ex: why the character felt sad or how they solved the problem)

**RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**

We are learning to determine the author's message.

We are looking for:

- the central message or lesson that a character learns about life or themselves (in stories or folktales).
- the moral about right or wrong (in fables).

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

We are learning to describe how different characters respond to major events and challenges.

We are looking for what different characters say, think, or do when a major event or challenge happens in the story.

## G2 Reading Series Book Clubs Learning Targets

### Additional Session Learning Targets

<b>Session 1</b>	<p><b>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b></p> <p>We are learning to describe the structure of a story.</p> <p>We are looking for how:</p> <ul style="list-style-type: none"><li>• the beginning introduces the characters and setting</li><li>• the middle contains actions and events that develop a problem</li><li>• the ending solves the problem</li></ul> <p><b>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.</b></p> <p>We are learning to use clues and evidence from the text and illustrations to help us understand.</p> <p>We are looking for the illustrations that show and words that tell information about characters, setting, or plot of a story.</p>
<b>Sessions: 2, 7, 8, 11</b>	<p><b>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.</b></p> <p>We are learning to describe how authors build meaning in a story, poem, or song.</p> <p>We are looking for ways authors arrange words and phrases such as:</p> <ul style="list-style-type: none"><li>• regular beats (rhythm)</li><li>• words in a row starting with the same sound (alliteration)</li><li>• rhyming words (last parts sound the same)</li><li>• words or lines that repeat</li></ul> <p><b>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.</b></p> <p>We are learning that characters can have different thoughts and feelings (points of view).</p> <p>We are looking for changes in our voice when reading aloud to show which characters are talking and what they are feeling.</p>

## G2 Reading Series Book Clubs Learning Targets

<b>Session 6</b>	<p><b>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.</b></p> <p>We are learning that characters can have different thoughts and feelings (points of view). We are looking for changes in our voice when reading aloud to show which characters are talking and what they are feeling.</p>
<b>Session 9</b>	<p><b>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.</b></p> <p>We are learning to describe how authors build meaning in a story, poem, or song.</p> <p>We are looking for ways authors arrange words and phrases such as:</p> <ul style="list-style-type: none"><li>• regular beats (rhythm)</li><li>• words in a row starting with the same sound (alliteration)</li><li>• rhyming words (last parts sound the same)</li><li>• words or lines that repeat</li></ul>
<b>Session 10</b>	<p><b>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b></p> <p>We are learning to describe the structure of a story. We are looking for how:</p> <ul style="list-style-type: none"><li>• the beginning introduces the characters and setting</li><li>• the middle contains actions and events that develop a problem</li><li>• the ending solves the problem</li></ul>

## G2 Reading Second Grade Becoming Experts: Reading Nonfiction Learning Targets

### Overarching Unit Learning Targets

All Sessions

RI.2.1

RI.2.4

RI.2.5

RI.2.7

**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.**

We are learning to identify key details about a topic or a text by reading closely.

We are looking for:

- questions we can ask ourselves about *who, what, where, when, why, and how*.
- answers supported by the text that tell about *who, what, where, when, why, and how*.

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

We are learning to figure out the meaning of unknown words or phrases in informational texts.

We are looking for clues in the text or text features to understand the meaning of an unknown word or phrase.

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.

We are learning to use informational text features to find information.

Success Criteria:

We are looking for text features that help us find and understand information quickly and easily, such as:

- captions – words located near a picture that tell information about the picture
- bold print—print that is darker than the rest of the text
- subheadings— a title within the text (usually bolded or made different in some way) that tells what a section of the text will be about
- glossary – mini dictionary in the text that tells the meaning of important words
- index – a list of words or names at the end of some texts, in alphabetical order, that tells page numbers of where to find information
- electronic menus—a table of contents that links to different sections of a website or an electronic text
- icons—a picture on an electronic screen that links to a file, program, or website

## G2 Reading Second Grade Becoming Experts: Reading Nonfiction Learning Targets

	<p><b>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.</b></p> <p>We are learning to use text features to locate information easily.</p> <p>We are looking for:</p> <ul style="list-style-type: none"><li>• captions—words located near a picture that tell about the picture</li><li>• bold print—print that is darker than the rest of the text</li><li>• subheadings— a title within the text (usually bolded) that tells what a section of the text will be about</li><li>• glossary—mini dictionary in the text that tells the meaning of important words</li><li>• index—a list of words or names at the end of some texts, in alphabetical order, that tells page numbers of where to find information</li><li>• electronic menus—a table of contents that links to different sections of a website or an electronic text</li><li>• icons— pictures on electronic screens that link to a file, program, or website</li></ul> <p><b>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</b></p> <p>We are learning to explain how specific images (photographs, illustrations, diagrams, charts, graphs, tables, etc.) help us understand information in texts.</p> <p>We are looking for what specific information is gained from the image that helps us understand the author’s words.</p>
<b>Additional Session Learning Targets</b>	
<b>Session 12-15</b>	<p><b>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</b></p> <p>We are learning to compare and contrast main ideas between two texts on the same topic.</p> <p>We are looking for:</p> <ul style="list-style-type: none"><li>• how the main ideas between two texts are similar</li><li>• how the main ideas between two texts are different</li></ul>

## G2 Reading Second Grade Becoming Experts: Reading Nonfiction Learning Targets

<b>Session 16</b>	<p><b>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</b> We are learning to identify the main ideas of an informational text.</p> <p>We are looking for:</p> <ul style="list-style-type: none"><li>• the main topic or big idea of an entire text.</li><li>• the main topic or big idea of some paragraphs within a text.</li></ul> <p><b>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b> We are learning to describe the relationship between individuals, events, and ideas within informational text.</p> <p>We are looking for details that tell how or why historical events, scientific ideas, or steps in technical procedures go together.</p> <p><b>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</b> We are learning to identify the author’s purpose for writing an informational text.</p> <p>We are looking for:</p> <ul style="list-style-type: none"><li>• what question the author wanted to answer</li><li>• what topic (person, place, or thing) the author wanted to describe</li><li>• what the author wanted to explain about how or why something happened</li></ul>
-------------------	--

## G2 Reading Bigger Books Mean Amping Up Reading Power Learning Targets

### Overarching Unit Learning Targets

All Sessions

RL.2.1

RL.2.2

RL.2.3

RL.2.4

**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.**

We are learning to identify key details about a topic or a text.

We are looking for information in a text that tells about:

- *who is in the story*
- *what they did or what happened*
- *where and when the story takes place,*
- *why and how* something happened (ex: why the character felt sad or how they solved the problem)

**RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**

We are learning to determine the author's message.

We are looking for:

- the central message or lesson that a character learns about life or themselves (in stories or folktales).
- the moral about right or wrong (in fables).

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

We are learning to describe how different characters respond to major events and challenges.

We are looking for what different characters say, think, or do when a major event or challenge happens in the story.

## G2 Reading Bigger Books Mean Amping Up Reading Power Learning Targets

	<p><b>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.</b></p> <p>We are learning to describe how authors build meaning in a story, poem, or song.</p> <p>We are looking for ways authors arrange words and phrases such as:</p> <ul style="list-style-type: none"> <li>• regular beats (rhythm)</li> <li>• words in a row starting with the same sound (alliteration)</li> <li>• rhyming words (last parts sound the same)</li> <li>• words or lines that repeat</li> </ul>
<b>Additional Session Learning Targets</b>	
<p><b>Sessions: 3, 5, 8</b></p>	<p><b>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.</b></p> <p>We are learning that characters can have different thoughts and feelings (points of view).</p> <p>We are looking for changes in our voice when reading aloud to show which characters are talking and what they are feeling.</p>
<p><b>Session 9</b></p>	<p><b>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.</b></p> <p>We are learning that characters can have different thoughts and feelings (points of view).</p> <p>We are looking for changes in our voice when reading aloud to show which characters are talking and what they are feeling.</p>



## G2 Reading Bigger Books Mean Amping Up Reading Power Learning Targets

	<p><b>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.</b></p> <p>We are learning to use clues and evidence from the text and illustrations to help us understand.</p> <p>We are looking for the illustrations that show and words that tell information about characters, setting, or plot of a story.</p>
<b>Session 11</b>	<p><b>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b></p> <p>We are learning to describe the structure of a story.</p> <p>We are looking for how:</p> <ul style="list-style-type: none"><li>• the beginning introduces the characters and setting</li><li>• the middle contains actions and events that develop a problem</li><li>• the ending solves the problem</li></ul>
<b>Session 12</b>	<p><b>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b></p> <p>We are learning to describe the structure of a story.</p> <p>We are looking for how:</p> <ul style="list-style-type: none"><li>• the beginning introduces the characters and setting</li><li>• the middle contains actions and events that develop a problem</li><li>• the ending solves the problem</li></ul> <p><b>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.</b></p> <p>We are learning that characters can have different thoughts and feelings (points of view).</p> <p>We are looking for changes in our voice when reading aloud to show which characters are talking and what they are feeling.</p>

## G2 Reading Bigger Books Mean Amping Up Reading Power Learning Targets

	<p><b>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.</b></p> <p>We are learning to use clues and evidence from the text and illustrations to help us understand.</p> <p>We are looking for the illustrations that show and words that tell information about characters, setting, or plot of a story.</p>
<b>Session 13</b>	<p><b>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b></p> <p>We are learning to describe the structure of a story.</p> <p>We are looking for how:</p> <ul style="list-style-type: none"><li>• the beginning introduces the characters and setting</li><li>• the middle contains actions and events that develop a problem</li><li>• the ending solves the problem</li></ul>
<b>Session 14</b>	<p><b>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b></p> <p>We are learning to describe the structure of a story.</p> <p>We are looking for how:</p> <ul style="list-style-type: none"><li>• the beginning introduces the characters and setting</li><li>• the middle contains actions and events that develop a problem</li><li>• the ending solves the problem</li></ul> <p><b>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.</b></p> <p>We are learning that characters can have different thoughts and feelings (points of view).</p> <p>We are looking for changes in our voice when reading aloud to show which characters are talking and what they are feeling.</p>

## G2 Reading Bigger Books Mean Amping Up Reading Power Learning Targets

	<p><b>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.</b></p> <p>We are learning to use clues and evidence from the text and illustrations to help us understand.</p> <p>We are looking for the illustrations that show and words that tell information about characters, setting, or plot of a story.</p>
<b>Session 16</b>	<p><b>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.</b></p> <p>We are learning that characters can have different thoughts and feelings (points of view).</p> <p>We are looking for changes in our voice when reading aloud to show which characters are talking and what they are feeling.</p>

## G2 Reading Second Grade Growth Spurt Learning Targets

### Overarching Unit Learning Targets

All Sessions  
RL.2.1  
RL.2.2

**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.**

We are learning to identify key details about a topic or a text.

We are looking for information in a text that tells about:

- *who is in the story*
- *what they did or what happened*
- *where and when the story takes place,*
- *why and how* something happened (ex: why the character felt sad or how they solved the problem)

**RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**

We are learning to determine the author’s message.

We are looking for:

- the central message or lesson that a character learns about life or themselves (in stories or folktales).
- the moral about right or wrong (in fables).

### Additional Session Learning Targets

**Session 7**

**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.**

We are learning to use clues and evidence from the text and illustrations to help us understand.

We are looking for the illustrations that show and words that tell information about characters, setting, or plot of a story.

**Session 14**

**Reading:**

**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.**

## G2 Reading Second Grade Growth Spurt Learning Targets

	<p>We are learning that characters can have different thoughts and feelings (points of view).</p> <p>We are looking for changes in our voice when reading aloud to show which characters are talking and what they are feeling.</p>
<b>Session 15, 16</b>	<p><b>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b></p> <p>We are learning to describe the structure of a story.</p> <p>We are looking for how:</p> <ul style="list-style-type: none"><li>• the beginning introduces the characters and setting</li><li>• the middle contains actions and events that develop a problem</li><li>• the ending solves the problem</li></ul>