

Reading Literature (Level 2)	
Key Ideas and Details	
<i>Student Goal:</i>	<i>What it looks like:</i>
1. Ask and answer questions about key details in a text.	<p>Students at Level 2 continue to build on the skill of asking and answering questions about key details in a text. At this level, students use key details to retell stories in their own words, reveal an understanding about the central message of the text, and tell about the story elements.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me what happened in the story at the beginning? What happened after that? What happened at the end of the story? • Can you tell me where the story took place? • Can you tell me the important things that happened in the story? • Who are the characters in the story? What do you know about them?
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	
3. Describe characters, settings, and major events in a story, using key details.	
Craft and Structure	
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<p>Students at Level 2 begin to look at how words are used in a text by naming words and phrases that contribute to the feeling of the poem or story. They should understand the difference between books that tell stories and books that provide information. Students at Level 2 should be able to name who is telling the story.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you find the feeling words in this poem/story? • Is this book an informational book or a story book? How do you know? • Who is telling the story in this part of the book?
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	
6. Identify who is telling the story at various points in a text.	
Integration of Knowledge and Ideas	
7. Use illustrations and details in a story to describe its characters, setting, or events.	<p>Students are required to use pictures and details in a story to tell about characters, setting, and events. They continue to build on character development by looking at similarities and differences in characters' experiences in stories.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you find an illustration or part that shows the main character? • Can you find an illustration or part that shows the setting? • Can you find an illustration or part that shows the problem in the story? • What is the same about the characters in the two stories? What is different? • What happened to the characters that is the same? What is different? • Did the characters solve the problem in different ways? If so, how?
8. (Not applicable to literature)	
9. Compare and contrast the adventures and experiences of characters in stories.	
Range of Reading and Level of Text Complexity	
10. With prompting and support, read prose and poetry of appropriate complexity for Level 2.	With assistance, students are required to read prose and poetry at the text complexity for Level 2.

Prose is writing that is not poetry.

“The Reading goals place equal emphasis on the sophistication of what students read and the skill with which they read. Goal 10 defines a level-by-level “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”

“Students also acquire the habits of reading independently and closely, which are essential to their future success.”

Students should encounter appropriately complex texts at each level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.

Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.