Grade 2 Expandable Set of Questions aligned to Standards

#### Sample Questions Reflecting the Common Core State Standards for Reading

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| **Reading Standards for Literature – Grade 2** |
| **2RL1 – Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.**   * Who finished the race first? * What is so special about Mario? * Where does the story take place? * When did Tiesha try out for the play? * Why did Tyrone get an “A” on his test? * How is John different from Paul? |
| **2RL2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.**   * 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 Jose 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? |
| **2RL3 – Describe how characters in a story respond to major events and challenges.**   * Why does the boy smile? * How does the girl feel when she learns what happened? * What does the dog do to find his owner? * How does the main character change during the story? |

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| **Reading Standards for Literature – Grade 2** |
| **2RL4 – Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**   * Why does the author repeat the words \_, , and ? * What is the meaning of on page 2? * 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? |
| **2RL5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**   * 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. |
| **2RL6 – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**   * How does Lawanda feel about the trip? How is that different from how her brother feels? * How does Frank feel about getting a new dog? How is that different from how his mother feels? * Read a portion of the story aloud using a different voice for each character. |
| **2RL7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**   * 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 Carlos? Use examples from both the picture and the story to support your answer. * What does the reader learn about Maria by looking at both the picture and reading the story? Use examples from the picture and story to support your answer. |

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| **Reading Standards for Literature – Grade 2** |
| **2RL8 – Not applicable** |
| **2RL9** – **Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**   * 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? |
| **2RL10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**   * Information regarding text complexity can be found in Appendix A of the Common Core State Standards. * Text exemplars can be found in Appendix B of the Common Core State Standards. |

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| **Reading Standards for Informational Text – Grade 2** |
| **2RI1 – Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.**   * Who invented electricity? * What gave Edison the idea for his invention? * Where was the first soccer game played? * When do birds fly south for the winter? * Why was a written language started? * How are insects and mammals alike and different? |
| **2RI2 – Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.**   * What is the main idea of the article? * What is the main idea of paragraph 3? * Why is a good title for the article? |
| **2RI3 – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**   * Describe the life cycle of a . * What events lead up to the first Thanksgiving? * Why was Christopher Columbus’ voyage important? * What are the steps in building a sandbox? Why is it important to sand the wood before it is painted? |

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| **Reading Standards for Informational Text – Grade 2** |
| **2RI4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.**   * What does the word \_ mean in paragraph 2? * What does the phrase, mean in paragraph 4? |
| **2RI5 – 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.**   * 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 dinosaurs be found? |
| **2RI6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.**   * 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? |
| **2RI7 – Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.**   * How does the diagram help the reader understand how a person breathes? Use examples from the diagram and the text to support your answer. * How does the diagram help the reader understand how to put the chair together? Use examples from the diagram and the text to support your answer. * How does the diagram help the reader understand how to work the ? Use information in the diagram and the text to support your answer. |
| **2RI8 – Describe how reasons support specific points the author makes in a text.**   * 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? |
| **2RI9 – Compare and contrast the most important points presented by two texts on the same topic**.   * After reading two texts on dinosaurs, explain how the most important points in each text are alike and different. |

##### Reading Standards for Informational Text – Grade 2

**2RI10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

* Information regarding text complexity can be found in Appendix A of the Common Core State Standards.

Text exemplars can be