

## Grade 2

### Literary

#2 Students read *fables* and *folktales from diverse cultures* that represent various origin tales, such as Rudyard Kipling's "How the Camel Got His Hump" and Natalie Babbitt's *The Search for Delicious*, and paraphrase *their central message, lesson, or moral*.

#3 Students *describe how the character* of Bud in Christopher Paul Curtis' story *Bud, Not Buddy* responds to a major event in his life of being placed in a foster home.

#5 Students *describe the overall story structure* of *The Thirteen Clocks* by James Thurber, *describing how the interactions of the characters of the Duke and Princess Saralinda introduce the beginning of the story* and how the suspenseful plot comes to an *end*.

### Informational

#1 Students read Alikì's description of *A Medieval Feast* and *demonstrate their understanding* of all that goes into such an event by *asking questions* pertaining to *who, what, where, when, why, and how* such a meal happens and by *answering using key details*.

#4 Students *determine the meanings of words and phrases* encountered in Sarah L. Thomson's *Where Do Polar Bears Live?*, such as *cub, den, blubber, and the Arctic*.

#6 Students read Selby Beeler's *Throw Your Tooth on the Roof: Tooth Traditions Around the World* and *identify what Beeler wants to answer* as well as explain the *main purpose of the text*.

#7 Students *explain how the specific image* of a soap bubble and *other accompanying illustrations* in Walter Wick's *A Drop of Water: A Book of Science and Wonder* contribute to and *clarify* their understanding of bubbles and water.

#8 Students *describe the reasons* behind Joyce Milton's statement that bats are nocturnal in her *Bats: Creatures of the Night* and how she *supports the points* she is making in the text.