LINKING THE COMMON CORE STATE STANDARDS FOR READING, CLASSROOM INSTRUCTION, AND DCAS

GRADE 2

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Accountability Resources Workgroup
Linking the Common Core State Standards for Reading, Classroom Instruction, and DCAS – Grade 2

Purpose of This Document

The purpose of this document is to provide teachers with sample questions that are similar in content to those asked on the reading portion of DCAS. While DCAS is primarily a multiple choice test, rich discussions and writing tasks about what students read should be the focus of classroom instruction. The Common Core State Standards in reading provide an excellent framework from which to craft probing questions to encourage students to think deeply and critically about what they read. Students who are engaged, critical readers and thinkers will be able to transfer those skills and be successful no matter the question format.

For additional information on the Common Core State Standards see David Coleman and Susan Pimentel’s “Publishers’ Criteria for the Common Core State Standards” at http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/ela/publisherscriteria_lit_k-2.pdf.

DCAS Content and Structure

Text Types

- **Literary Text:** Reading to explore others’ experiences; reading for enjoyment
  - Stories
    - Includes adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myths
  - Dramas
    - Includes staged dialogue and brief familiar scenes
  - Poetry
    - Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem

- **Informational Text:** Reading to be informed
  - Literary Nonfiction and Historical, Scientific, and Technical Texts
    - Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Text Type (approximate distribution)</th>
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<tbody>
<tr>
<td></td>
<td>Literary</td>
</tr>
<tr>
<td>2</td>
<td>50%</td>
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Students should be exposed to a variety of texts that elicit close reading. Word counts will vary. The Lexile ranges presented in the Common Core State Standards should be used to guide the selection of texts. These ranges will be used to guide the selection of passages for the reading portion of DCAS. See Appendix A in the Common Core State Standards for further information regarding text complexity.

<table>
<thead>
<tr>
<th>GRADES</th>
<th>LEXILE RANGE (approximate)</th>
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<tbody>
<tr>
<td>2-3</td>
<td>420-820</td>
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DCAS Item Types

- **Multiple Choice:**
  - Multiple choice items require students to show what they know and are able to do by selecting the best response from the four choices provided.
  - Multiple choice items are scored as one point each.

- **Grid/Innovative Items:**
  - There are two separate methods used when answering grid or innovative items. Students may be required to either “drag and drop” their answers into an answer box, or they may be required to select an answer and an option that supports their response.
  - Grid or innovative items are usually scored on a 0–1–2 scale, using an item-specific rubric.

Cognitive Levels – Depth of Knowledge (based on Norm Webb’s criteria)

- **Recall of Information:** Requires students to recall and recite facts from a text.

- **Basic Reasoning:** Requires mental processing beyond recalling information—summarizing, interpreting, classifying, predicting, comparing.

- **Complex Reasoning:** Requires students to show a deep understanding of the text—explaining, generalizing, synthesizing, connecting, analyzing.

- **Extended Reasoning:** Requires higher-order thinking on a multi-stepped task over an extended period of time.
Examples of Questions Using the Depth-of-Knowledge Criteria
“Goldilocks and the Three Bears”

RECALL OF INFORMATION

Question: How did Goldilocks get her name?
Answer: Goldilocks got her name from the color of her hair which is yellow.
[Note: The information is “right there” in the text, but the reader needs to recognize the relevant content.]

BASIC REASONING

Question: What is porridge?
Answer: Porridge is a breakfast food that is heated.
[Note: The response is based on making an inference using context clues.]

COMPLEX REASONING

Question: How would the story be different if told from another point of view? What information from the story supports your answer?
Answer: Answers will vary.
[Note: The response requires the reader to critically analyze the information presented in the text to draw a conclusion.]

EXTENDED REASONING

Question: Does the Goldilocks tale appear in any other culture? How is each tale a reflection of its culture?
Answer: Answers will vary.
[Note: The answer would require research over an extended period of time.]

DCAS Reading – Cognitive Level Goals

<table>
<thead>
<tr>
<th>Grade</th>
<th>Recall of Information</th>
<th>Basic Reasoning</th>
<th>Complex Reasoning</th>
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<tbody>
<tr>
<td>2</td>
<td>30%</td>
<td>50%</td>
<td>20%</td>
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While extended reasoning activities and projects are excellent for classroom instruction, they are not included on DCAS.
Sample Questions Reflecting the Common Core State Standards for Reading

### 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?
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.
## Reading Standards for Literature – Grade 2

<table>
<thead>
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<th>Standard</th>
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<td>2RL8</td>
<td>Not applicable</td>
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| 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. |

## Reading Standards for Informational Text – Grade 2

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| 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? |
# 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.
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