Grade 2 Question Stem Bank: Common Core State Standards
Reading Literature (RL) & Reading for Information (RI)

Key Ideas and Details

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 2.1 & RI 2.1 *Standard Description Below*	**Identify explicit information:** Who did this (action) first…? Where does the story take place…? Which (key detail) happened first (next)...? When was the lightbulb invented (specific detail)...?	**Analyze explicit information** What does the author mean by: "quote"...? Which quote best supports the reason for _____...? Which of these examples tells us why...?	**Evaluate explicit information** (Defend a position)Why do you believe...? Is there a better solution to the character's problem...?
RL 2.2 & RI 2.2 *Standard Description Below*	**Identify Theme/Idea:** What happens in this story…? What is the lesson or theme of this folktale (fable, story)...? What is the main topic of this text…?	**Analyze Theme/Idea:** What is the central message of this story…? What are the most important events(key details) in the story...? Which of these is a good summary sentence...?	**Evaluate Theme/Idea:** Which of these details does not support the main idea (message)...? Which of the following quotes from the text supports the main idea? Is ___ a good title for the article…?
RL 2.3 & RI 2.3 *Standard Description Below*	**Identify elements; Cause/Effect** Why does the boy (character) laugh (action)...? What comes third in the steps to build a ___…? What does ____ do to find ____…?	**Analyze Elements; Cause/Effect** How does ___ feel when she learns what happened…? Why does ____ respond the the challenge this way…? How is the life cycle of a butterfly different than a frog…? Why was the voyage (main event) important…?	**Evaluate Elements; Cause/Effect** Did _____ affect the outcome of the story...? What if the events happened in a different order? What is the best…?

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Craft and Structure

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 2.4 & RI 2.4 *Standard Description Below*	**Identify Word Use:** Identify rhyming words in this poem (song, story)...? What does the word _____ mean in this sentence...?	**Analyze Word Use:** Why does the author repeat the words ___, and ____ …? How does the author supply rhythm in the song (poem)..? What other word could be used instead of the underlined word above…?	**Evaluate Word Use:** How does the use of rhyming words change the meaning of the poem…? Create a rhyming poem (song, story)... Using the underlined word, create a new sentence...
RL 2.5 & RI 2.5 *Standard Description Below*	**Identify Structure:** What happens at beginning of the story? Identify words in bold print. Using the index, on what page(s) can information about ____ be found?	**Analyze Structure:** How does the end of the story tie up loose ends…? Predict how the structure…? What clue does the heading give the reader about the next section of text…?	**Evaluate Structure:** Create a story map that shows the structure of the overall story... Evaluate _____ (using text features and search tools)...
RL 2.6 & RI 2.6 *Standard Description Below*	**Identify POV/Purpose:** Who is telling the story...? Who is providing the information...? Identify the purpose of this text…? What does the author want to describe (explain, answer)...?	**Analyze POV/Purpose:** How does the narrator's point of view different than yours...? How does ____ (character) feel about _____…? (is that different than another character?) What would the author change if…?	**Evaluate POV/Purpose:** How would this story be different if another character was telling the story...? From ____ point of view, how effective is...?

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Integration of Knowledge and Ideas

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 2.7 & RI 2.7 *Standard Description Below*	**Identify Media Diversity:** Looking at the picture, what can you tell about Maria (character, setting, plot)...? Using the diagram (image), how does (specific detail) happen...?	**Analyze Media Diversity:** What would the reader learn about Sam (Character) by looking at the picture and reading this story…? How does the diagram help the reader understand ____ …? What does this map (image) tell you about where (key event) occurs...?	**Evaluate Media Diversity:** Does the illustration help the reader understand the setting of the story…? Does this diagram (image) help readers to understand ___…? Create your own illustration to help another student find (use, understand…)....
RI 2.8 Describe how reasons support specific points the author makes in a text.	**Identify Arguments/Claims -Make Connections:** Identify 1 reason for the author's main belief…? What is the author's claim…?	**Analyze Arguments/Claims- Make Connections:** How does the author support the claim that ____ …? How are these quotes different/ similar/related...? Describe how reasons support specific points the author makes…?	**Evaluate Arguments/Claims- Make Connections:** What changes would you make to the author's claim…? What are the pros/cons…? What is a possible solution to…?
RL 2.9 ** & RI 2.9** *Standard Description Below*	**Identify Elements- Multiple Sources:** How the stories similar (in theme, setting, or plot)...? After reading both passages about ___ (same topic) what points are important in both…?	**Analyze Elements- Multiple Sources:** What were similarities (differences) between the two stories...? (ex: cinderella story from China and the US) Compare (key details) "xxx" and "xxx". How are they similar (different)...?	**Evaluate Elements-Multiple Sources:** What important point was key to the argument both texts, and why...? Write another story about the same characters. Compare yours to the original.

**Requires 2 similar passages to assess (RL-by the same author, same or similar characters)

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Grade 2 Common Core State Standards

Key Ideas and Details

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

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

CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

CCSS.ELA-LITERACY.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.

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

CCSS.ELA-LITERACY.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

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Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (RL.2.8 not applicable to literature)

CCSS.ELA-LITERACY.RI.2.8 Describe how reasons support specific points the author makes in a text.

CCSS.ELA-LITERACY.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

CCSS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.RL.2.10 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.