

COMMON CORE

State Standards

DECONSTRUCTED for
CLASSROOM IMPACT

SECOND GRADE

ENGLISH LANGUAGE ARTS

LITERACY IN HISTORY/SOCIAL STUDIES,
SCIENCE & TECHNICAL SUBJECTS



855.809.7018 | www.commoncoreinstitute.com

Introduction

The Common Core Institute is pleased to offer this grade-level tool for educators who are teaching with the Common Core State Standards.

The Common Core Standards Deconstructed for Classroom Impact is designed for educators by educators as a two-pronged resource and tool 1) to help educators increase their depth of understanding of the Common Core Standards and 2) to enable teachers to plan College & Career Ready curriculum and classroom instruction that promotes inquiry and higher levels of cognitive demand.

What we have done is not new. This work is a purposeful and thoughtful compilation of preexisting materials in the public domain, state department of education websites, and original work by the Center for College & Career Readiness. Among the works that have been compiled and/or referenced are the following: Common Core State Standards for ELA/Literacy and the Appendix from the Common Core State Standards Initiative; the North Carolina Department of Public Instruction, the Delaware Department of Education; and numerous Literacy experts across the country.

We hope you will find the concentrated and consolidated resource of value in your own planning. We also hope you will use this resource to facilitate discussion with your colleagues and, perhaps, as a lever to help assess targeted professional learning opportunities.

Understanding the Organization

The **Overview** includes Anchor Standards for Reading which are mirrored in the ELA Common Core Standards themselves. This ensures you have the Anchor Standards easily accessible at all times. One of the key features of the Anchor Standards for Reading is the structure of four organizing areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.

The overall composition of the sections that follow is guided by the strand—Reading Literature (RL), Reading Foundation (RF), etc.—which you might consider the domain or area of literacy, and the organizing content area (Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity) of the Anchor Standards for Reading.

Each section begins with the **Domain**. Again, this represents the area or domain of literacy: reading literature (RL), reading foundation (RF), etc. Think of the domain as a sort of header as the content will reflect standards-focused information within that strand. When each organizing area of the Anchor Standards has been referenced, as appropriate, the same format will be followed for the each subsequent strand.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

What follows the **Domain** are the core anchor standards for an organizing **Content** area (i.e., Key Ideas and Details). Next is the **Critical Focus** or some of the specific learner outcomes related to this domain and the organizing content area.

The **Big Idea** captures the essence of this organizing area (i.e., Key Ideas and Details) for this particular strand (i.e., Reading Literature). Think of this an overarching guiding concept.

Academic Vocabulary supports the **Big Idea** and **Critical Focus** and is meant to help you distinguish some of the specific academic vocabulary your students will encounter.

Moving deeper and more explicitly into the **Anchor Standard** is then the grade-specific standard and deconstruction with the **Standard Number** and the **Standard Statement**.

For each **Standard Number** and **Standard Statement** are **Essential Question(s)**, **Learning Progressions**, **DOK Range for Instruction & Assessment** with the accompanying **Instructional Targets** of **Know: Concepts/Skills**, **Think**, and **Do**, and **Key Strategies**.

The **Essential Question(s)** enable you to focus your instructional strategies and learning objectives as you plan. The **Learning Progressions** are contextual in that the current standard is bracketed by the grade-level standard for the preceding and the following grades. This helps remind you of the proficiency level with which your students enter your grade and the proficiency expectations for the next grade. The **DOK Range for Instruction & Assessment** with the accompanying **Instructional Targets** of **Know: Concepts/Skills**, **Think**, and **Do** offer you further detail to support planning for instructional practice and student learning. The last feature is the **Key Strategies**. As you refine your planning in conjunction with student learning objectives that align to the instructional targets, you can refer to the **Key Strategies** for ideas to ensure you have sufficient differentiation and variety in your classroom to help students achieve the instructional targets and move towards mastery of the standard.

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA.

The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.¹ To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.²

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). Writing framework for the 2007 National Assessment of Educational Progress. Pre-publication edition. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language).

When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms. The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

¹The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

²As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

LITERACY DOMAIN: READING

**READING ANCHOR
STANDARDS FOR
LITERATURE
(RL)**

SECOND GRADE

ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

ANCHOR READING STANDARDS

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CRITICAL FOCUS

LEARNER OUTCOMES

Students are required to use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details.

Students are required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables. Students begin to understand that characters are people who are involved in a story. Character development is discussed in terms of the characters' reaction to what is taking place in the story.

Use questions and prompts such as:

- Who are the characters in the story?
- What are the most important events that happened in the story?
How do you know?
- What lesson is this story teaching you?
- How did the characters solve the problem in this story?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize, palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR READING STANDARD RL.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE SPECIFIC STANDARD:

2.RL.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ESSENTIAL QUESTION(S)

- How can asking and answering questions help me understand the text?
- How can question stems help me demonstrate understanding of the text?

LEARNING PROGRESSIONS

1st Grade:

Ask and answer questions about key details in text.

2nd Grade:

Ask and answer such questions as, who, what, where, when, why, and how to demonstrate understanding of key details in a text.

3rd Grade:

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify key details in text.

Describe key details of the text using who, what, where, when, why, and how.

Determine the answers of informational texts using who, what, where, when, why, and how.

KEY STRATEGIES

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling.
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students, What are you thinking? and Does that make sense?
- Post-It note read along: Students make notes throughout the reading to remind themselves of points they want to share or remember.
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group. Processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask, “What do you think will happen in the story?” Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts. Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher’s role should be to respond to students, requests to clarify concepts and vocabulary which are unclear.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR READING STANDARD RL.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE SPECIFIC STANDARD DECONSTRUCTION

2.RL.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

ESSENTIAL QUESTION(S)

- Why is using key details from the story important in retelling the story?
- How can I use the details of the text to express the theme?
- How do readers determine the central message, lesson, or moral from culturally diverse texts?

LEARNING PROGRESSIONS

1st Grade:

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2nd Grade:

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

3rd Grade:

Recount stories, including fables and folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify fables and folktales from diverse cultures.

Define diverse cultures.

Recall details from stories (e.g., fables and folktales).

Recount details of a story (e.g., fables and folktales).

Determine the message, lesson or moral of a story (e.g., fables and folktales).

KEY STRATEGIES

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling.
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students, What are you thinking? and Does that make sense?
- Post-It note read along: Students make notes throughout the reading to remind themselves of points they want to share or remember.
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group. Processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask, “What do you think will happen in the story?” Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts. Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher’s role should be to respond to students, requests to clarify concepts and vocabulary which are unclear.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR READING STANDARD RL.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GRADE SPECIFIC STANDARD DECONSTRUCTION

STANDARD NUMBER: 2.RL.3

Describe how characters in a story respond to major events and challenges.

ESSENTIAL QUESTION(S)

- What role do characters play in a story?
- How do characters react to story elements?

LEARNING PROGRESSIONS

1st Grade:	Describe characters, settings, and major events in a story, using key details.
2nd Grade:	Describe how characters in a story respond to major events and challenges.
3rd Grade:	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

DOK Range Target for Instruction & Assessment

☒ 1 ☐ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Define character.
Define major events.
Identify major events or challenges of story.

Describe how characters respond to major events and challenges.

KEY STRATEGIES

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling.
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students, What are you thinking? and Does that make sense?
- Post-It note read along: Students make notes throughout the reading to remind themselves of points they want to share or remember.
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group. Processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask, “What do you think will happen in the story?” Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts. Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher’s role should be to respond to students, requests to clarify concepts and vocabulary which are unclear.

ANCHOR READING STANDARDS

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

CRITICAL FOCUS

LEARNER OUTCOMES

Students are required to tell how words and phrases provide meaning to a story, poem, or song. They begin to understand story structure by explaining how the introduction is the beginning and the conclusion is where the action ends. Students at this level begin to understand how characters' points of view differ. As students read orally, they should read using different voices for different characters.

Use questions and prompts such as:

- Describe the parts of a story (beginning and end).
- Which parts of this poem rhyme? Can you find the part that shows the beat? Can you find a part that has alliteration?
- How are the characters thinking/feeling about this event? Are the characters thinking the same way about...?
- Think about this character. How would this character say this part?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RL.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RL.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

ESSENTIAL QUESTION(S)

How does the author's choice of words affect the meaning of the text?
How does word choice impact the overall meaning of the text?

LEARNING PROGRESSIONS

1st Grade:	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
2nd Grade:	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
3rd Grade:	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

DOK Range Target for Instruction & Assessment

☒ 1 ☐ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify literal and nonliteral words and phrases.
Identify rhyming words.
Identify alliteration and other types of figurative language.
Recognize regular beats and repeated lines in a story, poem or song.
Recognize rhythm within a story, poem or song.

Describe how words and phrases supply rhythm or impact meaning in a story, poem or song.

KEY STRATEGIES

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling.
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students, What are you thinking? and Does that make sense?
- Post-It note read along: Students make notes throughout the reading to remind themselves of points they want to share or remember.
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group. Processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask, “What do you think will happen in the story?” Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts. Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher’s role should be to respond to students, requests to clarify concepts and vocabulary which are unclear.

ENGLISH LANGUAGE ARTS

**ANCHOR
READING
STANDARD
RL.5**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RL.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**ESSENTIAL
QUESTION(S)**

How does the text structure help me understand the text?
Why does the structure of the text matter?

**LEARNING
PROGRESSIONS**

1st Grade:

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

2nd Grade:

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

3rd Grade:

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☐ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Identify the structure of the story.
Describe how the beginning introduces the story.
Describe the action that takes place in the middle of the story.
Describe how the ending concludes the action.

KEY STRATEGIES

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling.
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students, What are you thinking? and Does that make sense?
- Post-It note read along: Students make notes throughout the reading to remind themselves of points they want to share or remember.
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group. Processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask, “What do you think will happen in the story?” Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts. Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher’s role should be to respond to students, requests to clarify concepts and vocabulary which are unclear.

ENGLISH LANGUAGE ARTS

**ANCHOR
READING
STANDARD
RL.6**

Assess how point of view or purpose shapes the content and style of a text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RL.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**ESSENTIAL
QUESTION(S)**

How do we identify the point of view of characters in the text?

**LEARNING
PROGRESSIONS**

1st Grade:

Identify who is telling the story at various points in a text.

2nd Grade:

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

3rd Grade:

Distinguish their own point of view from that of the narrator or those of the characters.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Recognize own point of view.
Identify the characters.
Identify traits of each character.
Define point of view.
Recognize dialogue to determine who is speaking.

Analyze characters to know what type of voice to use when speaking the part.

Determine differences in each character's point of view.

Read the dialogue in text using appropriate voices for different characters.

KEY STRATEGIES

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling.
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students, What are you thinking? and Does that make sense?
- Post-It note read along: Students make notes throughout the reading to remind themselves of points they want to share or remember.
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group. Processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask, “What do you think will happen in the story?” Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts. Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher’s role should be to respond to students, requests to clarify concepts and vocabulary which are unclear.

ANCHOR READING STANDARDS

Integration of Knowledge and Ideas

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.***

**Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

CRITICAL FOCUS

LEARNER OUTCOMES

Students are required to use information from pictures, print, or digital text to show they understand characters, setting and plot. They read versions of the same story and find similarities and differences.

Use questions and prompts such as:

- What do the illustrations tell you about the setting?
- Can you find an illustration that tells you how a character is feeling?
- What is the same about the characters in the two stories? What is different?
- What happened to the characters that is the same? What happened that is different?
- Look at these two stories. How did the authors solve the same problem in different ways?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize, palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR READING STANDARD RL.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.		
ESSENTIAL QUESTION(S)	What can illustrations tell me about the story? What can illustrations tell me about story elements?		
LEARNING PROGRESSIONS	1st Grade:	Use illustrations and details in a story to describe its characters, setting, or events.	
	2nd Grade:	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
	3rd Grade:	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify plot. Recognize digital text. Obtain information from illustrations and words in various types of text.	Explain characters based on illustrations and words in print. Explain setting based on illustrations and words in print. Explain plot based on illustrations and words in print. Understand characters from illustrations and words in digital text. Understand setting from illustrations and words in digital text. Understand plot from illustrations and words in digital text.	

KEY STRATEGIES

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling.
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students, What are you thinking? and Does that make sense?
- Post-It note read along: Students make notes throughout the reading to remind themselves of points they want to share or remember.
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group. Processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask, “What do you think will happen in the story?” Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts. Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher’s role should be to respond to students, requests to clarify concepts and vocabulary which are unclear.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR READING STANDARD RL.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

2.RL.8

(Not applicable to literature.)

ENGLISH LANGUAGE ARTS

**ANCHOR
READING
STANDARD
RL.9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RL.9

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

**ESSENTIAL
QUESTION(S)**

How can you compare and contrast characters in similar stories?

**LEARNING
PROGRESSIONS**

1st Grade:

Compare and contrast the adventures and experiences of characters in stories.

2nd Grade:

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

3rd Grade:

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Recall details and events from two or more versions of the same story written by different authors.

Identify characters of two or more versions of the same story written by different authors.

Compare/contrast two or more versions of the same story told from different cultures.

KEY STRATEGIES

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling.
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students, What are you thinking? and Does that make sense?
- Post-It note read along: Students make notes throughout the reading to remind themselves of points they want to share or remember.
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group. Processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask, “What do you think will happen in the story?” Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts. Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher’s role should be to respond to students, requests to clarify concepts and vocabulary which are unclear.

ANCHOR READING STANDARDS

Key Ideas and Details

10. Read and comprehend complex literary and informational texts independently and proficiently.

LITERATURE

CRITICAL FOCUS

LEARNER OUTCOMES

With assistance as needed, students are required to read proficiently and understand various types of literature for the 2-3 text complexity band.

“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘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 grade 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.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR READING STANDARD RL.10

Read and comprehend complex literary and informational texts independently and proficiently.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RL.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.

ESSENTIAL QUESTION(S)

What strategies do I use to become an independent reader?

LEARNING PROGRESSIONS

1st Grade:

With prompting and support, read prose and poetry of appropriate complexity for grade 1.

2nd Grade:

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

3rd Grade:

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify/understand key ideas.
Identify/understand craft and structure.
Identify/understand integration of knowledge.

Comprehend key ideas and details.
Comprehend craft and structure.
Comprehend integration of knowledge.

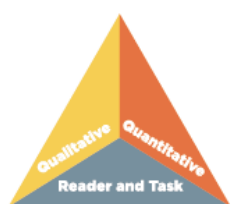
KEY STRATEGIES

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach a student how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling.
- Think aloud model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text – ask students, What are you thinking? and Does that make sense?
- Post-It note read along: Students make notes throughout the reading to remind themselves of points they want to share or remember.
- Stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group. Processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary which might be difficult for them.
- Story introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask, “What do you think will happen in the story?” Later, as students develop more competence, story introductions should be student-led, and include vocabulary and concepts. Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher’s role should be to respond to students, requests to clarify concepts and vocabulary which are unclear.

Standard 10: Range, Quality, and Complexity of Student Reading K-5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	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

LITERACY DOMAIN: READING

**READING ANCHOR
STANDARDS FOR
INFORMATIONAL TEXT
(RI)**

SECOND GRADE

ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.*

ANCHOR READING STANDARDS

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CRITICAL FOCUS

LEARNER OUTCOMES

Students are required to use textual evidence to ask and answer general questions about key details using who, what, when, where, why, and how. They are required to be able to read several paragraphs and identify the main idea. Along with recognizing main idea, students need to be able to understand the overall focus of a text with several paragraphs.

Students at this level are required to describe how historical events, scientific ideas or “how to” procedures are linked together in a text.

- Use questions and prompts such as:
- Think about what you read and create your own questions (using who, what, when, where, why, and/or how) about an important idea in this text.
- What is the main idea of this text?
- What are the important ideas in this text? How do you know?
- Which step comes first? After that?
- What happened first? What happened after that?
- Can you tell me how these ideas are the same? Can you tell me how they are different?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR READING STANDARD RI.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RI.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ESSENTIAL QUESTION(S)

How can asking and answering questions help me understand the text?

How can question stems help me demonstrate understanding of the text?

LEARNING PROGRESSIONS

1st Grade:

Ask and answer questions about key details in a text.

2nd Grade:

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

3rd Grade:

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Identify key details in an informational text.

Describe key details in an informational text using the questions who, what, when, where, why, and how.

Determine the answers to questions about informational texts using the questions who, what, when, where, why, and how.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—Close Reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR READING STANDARD RI.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RI.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		
ESSENTIAL QUESTION(S)	Why is identifying the main topic from the text important? Why is being able to identify the main topic an important skill for readers?		
LEARNING PROGRESSIONS	1st Grade:	Identify the main topic and retell key details of a text.	
	2nd Grade:	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	
	3rd Grade:	Determine the main idea of a text; recount the key details and explain how they support the main idea.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize the main topic of a multi-paragraph informational text. Identify the focus of specific paragraphs that support the main topic of a text.		

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—Close Reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RI.3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RI.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ESSENTIAL QUESTION(S)

How can making connections help understand informational text?

How do you describe the connection between two events?

LEARNING PROGRESSIONS

1st Grade:

Describe the connection between two individuals, events, ideas, or pieces of information in a text.

2nd Grade:

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

3rd Grade:

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify the historical events that occurred in a text.

Identify scientific ideas or concepts that occur in a text.

Identify the steps in a procedure.

Describe the connection between a series of historical events.

Describe the connection between a series of scientific ideas or concepts.

Describe the connection between a series of steps from a procedure.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—Close Reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

ANCHOR READING STANDARDS

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

CRITICAL FOCUS

LEARNER OUTCOMES

Students are required to find out word meanings and phrases that are specific to grade 2. As students continue to build the skill of using text features to find information with proficiency, they need to be able to use captions, bold print, subheadings, glossaries, electronic menus, icons, etc. to analyze the text information.

Students are required to tell the main purpose of a text according to what the author wants the reader to know.

- Use questions and prompts such as:
 - What features in the text help you find important information about what you are reading?
 - How do the subheadings help you understand what you are reading?
 - How does the glossary help you?
 - How does bold print help you?
 - Why do you think the author wrote this text?
 - What does the author want you to learn from this text?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR READING STANDARD RI.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RI.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

ESSENTIAL QUESTION(S)

Why is it important for readers to identify words they do not know? (same as K.RL.4)

What strategies do readers use to determine unknown words?

How can I learn and use second grade vocabulary appropriately?

LEARNING PROGRESSIONS

1st Grade: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

2nd Grade: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

3rd Grade: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify words and phrases in a text relevant to a grade 2 topic or subject area

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—Close Reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RI.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RI.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

ESSENTIAL QUESTION(S)

What are the text features and how do they help me understand the text?
How can search tools help me locate relevant information?

LEARNING PROGRESSIONS

1st Grade:	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
2nd Grade:	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, electronic menus, icons) to locate key facts or information in a text efficiently.
3rd Grade:	Determine how readers use different text features. Identify various text features. Use various text features to locate key facts or information in a text.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Determine how readers use different text features.
Identify various text features.
Use various text features to locate key facts or information in a text.

INFORMATIONAL TEXT

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—Close Reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR READING STANDARD RI.6

Assess how point of view or purpose shapes the content and style of a text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RI.6	Assess how point of view or purpose shapes the content and style of a text.		
ESSENTIAL QUESTION(S)	What is the main purpose of the text?		
LEARNING PROGRESSIONS	1st Grade:	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
	2nd Grade:	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
	3rd Grade:	Distinguish their own point of view from that of the author of a text.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify main purpose of text according to what the author is answering. Identify the author’s main purpose of text to answer what the author wants to describe.	Describe the point of view of author of a text.	

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—Close Reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ANCHOR READING STANDARDS

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CRITICAL FOCUS

LEARNER OUTCOMES

Students are required to integrate visual and print information to clarify understanding. At this level, students should also be able describe the author's reasoning by finding support within the text.

Second grade students are required to identify the most important points in a text. Then, they should be able to find similarities and differences in the points they have identified when reading about two texts that share the same topic.

- Use questions and prompts such as:
- How does the diagram/image help you understand what you are reading?
- Can you tell ways the author uses specific information in a text to help you understand?
- Can you find the reason why the author thinks that...? Can you find the reason why the author believes...?
- Look at these two texts about the same topic. What is the same about the points presented in these two texts? What is different?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR READING STANDARD RI.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		
ESSENTIAL QUESTION(S)	How can illustrations help me understand information?		
LEARNING PROGRESSIONS	1st Grade:	Use the illustrations and details in a text to describe its key ideas.	
	2nd Grade:	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	
	3rd Grade:	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify images in an informational text. Understand the terms explain, contribute, and clarify.	Discuss how specific images add to and clarify informational text.	

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—Close Reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARD RI.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RI.8	Describe how reasons support specific points the author makes in a text.		
ESSENTIAL QUESTION(S)	How does an author support what he says in the text?		
LEARNING PROGRESSIONS	1st Grade:	Identify the reasons an author gives to support points in a text.	
	2nd Grade:	Describe how reasons support specific points the author makes in a text.	
	3rd Grade:	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify the key points in a text Identify details that support key points.	Describe how reasons support the author’s specific points.	

INFORMATIONAL TEXT

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with "signposts" for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—Close Reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR READING STANDARD RI.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none">▪ Why do authors provide reasons in their text?▪ How do reasons support specific points?▪ How can I compare two texts on the same topic?▪ Why is it important to use more than one text on a topic?		
LEARNING PROGRESSIONS	1st Grade:	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
	2nd Grade:	Compare and contrast the most important points presented by two texts on the same topic.	
	3rd Grade:	Compare and contrast the most important points and key details presented in two texts on the same topic.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify the important points presented in two informational texts on the same topic.	Compare the important points in two informational texts on the same topic. Contrast the important points in two informational texts on the same topic.	

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—Close Reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ANCHOR READING STANDARDS

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

CRITICAL FOCUS

LEARNER OUTCOMES

Students are required to read and understand a wide range of informational texts, within the higher end of second to third grade text level efficiently, by the end of the year.

“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘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 grade 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.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR READING STANDARD RI.10

Read and comprehend complex literary and informational texts independently and proficiently.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RI.10

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

ESSENTIAL QUESTION(S)

What strategies do I use to become an independent reader?

LEARNING PROGRESSIONS

1st Grade:

With prompting and support, read informational texts appropriately complex for Grade 1.

2nd Grade:

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.

3rd Grade:

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

DOK Range Target for Instruction & Assessment

☒ 1 ☒ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify and understand key ideas and details.
Identify and understand craft and structure.
Identify and understand integration of knowledge.

Comprehend key ideas and details in an informational text.
Comprehend craft and structure in an informational text.
Comprehend integration of knowledge in an informational text.

KEY STRATEGIES

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—Close Reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in Notice & Note: Strategies for Close Reading, Heinemann, 2013.

Standard 10: Range, Quality, and Complexity of Student Reading K-5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

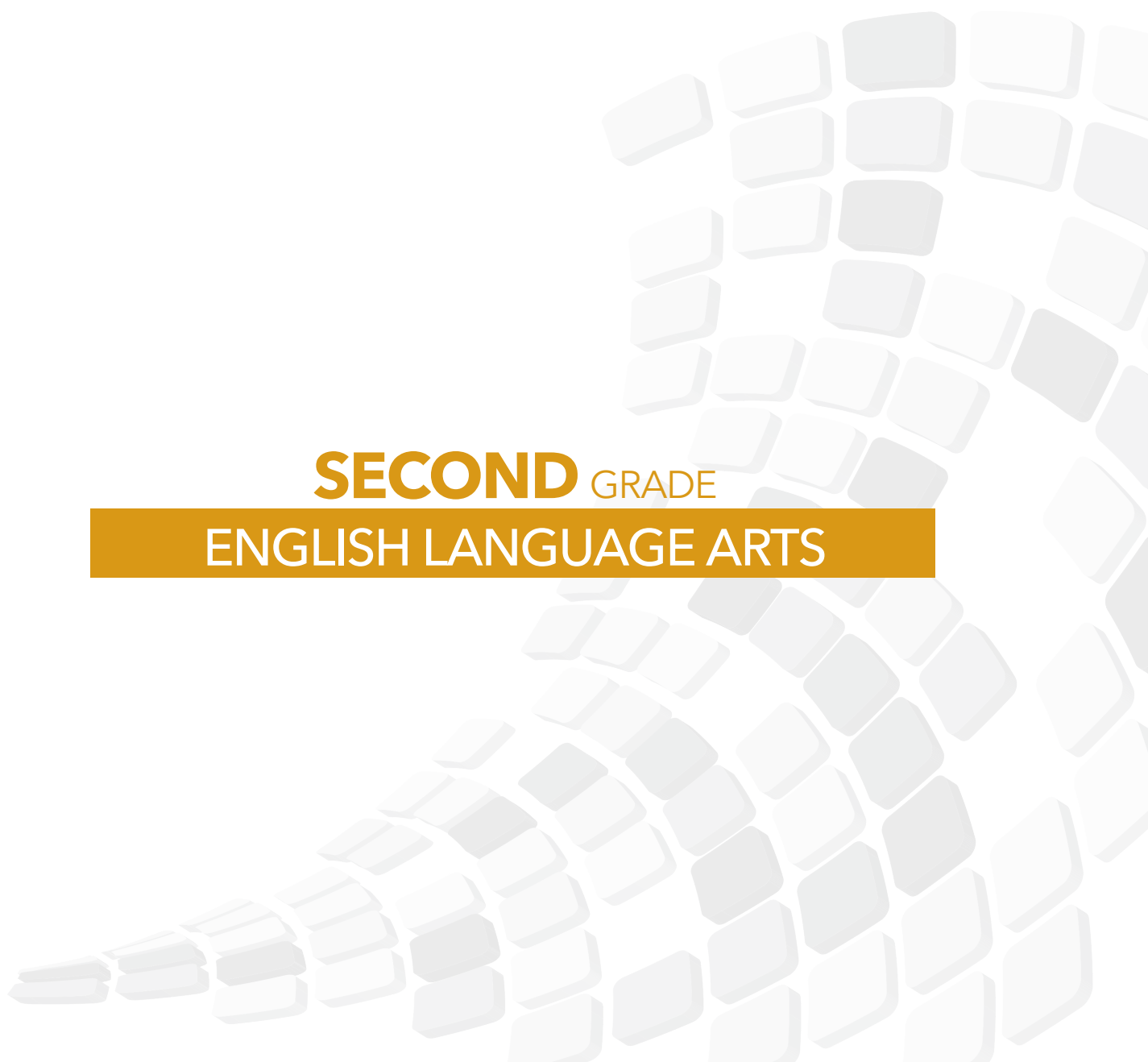
Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	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

LITERACY DOMAIN: READING

**READING
FOUNDATIONAL SKILLS
(RF)**

SECOND GRADE

ENGLISH LANGUAGE ARTS



Reading Standards: Foundational Skills (K-5)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Print Concepts (K-1)

Phonological Awareness (K-1)

Phonics and Word Recognition (K-5)

Fluency (K-5)

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARDS

Reading Foundational Skills

Phonics and Word Recognition

CRITICAL FOCUS

LEARNER OUTCOMES

Students continue learning specific strategies for decoding words in texts. Learning prefixes, suffixes, and vowel patterns enhances decoding, spelling ability, and vocabulary development.

Use questions and prompts such as:

- Does that sound right?
- Does that look right?
- Does that make sense?
- Look for chunks you know and say them.
- Look at the beginning of the word and try it again.
- Look at the end of the word and try it again.
- Look at the word, does it look like ...?
- You said ...does it look like ...?

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

FOUNDATIONAL SKILLS

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none">How can sounds help me understand a word?How can recognizing grade level words help me be a better reader?		
LEARNING PROGRESSIONS	1st Grade:	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">a. Know the spelling-sound correspondences for common consonant digraphs.b. Decode regularly spelled one-syllable words.c. Know final –e and common vowel team conventions for representing long vowel sounds.d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.e. Decode two-syllable words following basic patterns by breaking the words into syllables.f. Read words with inflectional endings.g. Recognize and read grade-appropriate irregularly spelled words.	
	2nd Grade:	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">a. Distinguish long and short vowels when reading regularly spelled one-syllable words.b. Know spelling-sound correspondences for additional common vowel teams.c. Decode regularly spelled two-syllable words with long vowels.d. Decode words with common prefixes and suffixes.e. Identify words with inconsistent but common spelling-sound correspondences.f. Recognize and read grade-appropriate irregularly spelled words.	
	3rd Grade:	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none">a. Identify and know the meaning of the most common prefixes and derivational suffixes.b. Decode words with common Latin suffixes.c. Decode multi-syllable words.d. Read grade-appropriate irregularly spelled words.	
Substandard Deconstruction	2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.		
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify long vowel and short vowel sounds in one-syllable words.		

ENGLISH LANGUAGE ARTS

Substandard Deconstruction 2.RF.3b. Know spelling-sound correspondences for additional common vowel teams.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify long and short sounds made by vowel teams.		
Substandard Deconstruction 2.RF.3c. Decode regularly spelled two-syllable words with long vowels.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Know the rules for long vowels in two-syllable words. Read two-syllable words with long vowel sounds.		
Substandard Deconstruction 2.RF.3d. Decode words with common prefixes and suffixes.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize a prefix and a suffix in words. Read words with common prefixes and suffixes.		
Substandard Deconstruction 2.RF.3e. Identify words with inconsistent but common spelling-sound correspondences.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize that some words have inconsistent spelling-sound correspondence (e.g., cow, row, bow, or pint, mint).		
Substandard Deconstruction 2.RF.3f. Recognize and read grade-appropriate irregularly spelled words.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize irregularly spelled words.		Read grade-appropriate irregularly spelled.

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text.

Encourage sharing their strategy by saying: “Can you find the part of the word which was difficult for you to read? How did you figure it out?”

- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers’ theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—Close Reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

ENGLISH LANGUAGE ARTS

ANCHOR READING STANDARDS

Reading Foundational Skills

Fluency

CRITICAL FOCUS

LEARNER OUTCOMES

Fluency helps the reader process language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of the text. Readers at this stage still benefit from opportunities to read texts multiple times at an independent level.

Use questions and prompts such as:

- Make your reading sound like the characters are talking.
- Make your voice go up when you see the question mark at the end.
- Make your voice go down when you see the period at the end.
- Go back and reread when it doesn't sound or look like you think it should.

BIG IDEA

- We read to develop as people and citizens in our global society.
- We make interpretations and draw conclusions both from what we read and experience in life.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.RF.4	Read with sufficient accuracy and fluency to support comprehension.				
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none">▪ Why is it important to read with purpose?▪ How do I read for understanding?▪ Why is reading with expression important?				
LEARNING PROGRESSIONS	1st Grade:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
	2nd Grade:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
	3rd Grade:	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/> 3 <input type="checkbox"/> 4

ENGLISH LANGUAGE ARTS

Substandard Deconstruction 2.RF.4a. Read on-level text with purpose and understanding.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify and understand foundational reading skills.	Determine the purpose for reading on-level text.	
	Identify textual purpose and understanding.		
Substandard Deconstruction 2.RF.4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize oral reading with accuracy, appropriate rate, and expression on successive readings.	Apply reading strategies for accuracy, rate, and expression.	Read on-level text fluently and accurately.
			Read at the appropriate rate.
			Read with accuracy and expression at the appropriate rate on successive reading.
Substandard Deconstruction 2.RF.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify rereading as a strategy when confirming or self-correcting words.	Confirm or self-correct word recognition.	
	Understand how context can help to confirm or self-correct word recognition.	Confirm or self-correct word understanding.	
	Understand how to confirm or self-correct using context.		

KEY STRATEGIES

Promote self-correction strategies:

- Think aloud model: Does it make sense?
- Teacher modeling of self-correction, stressing importance of making meaning from the text.

Encourage sharing their strategy by saying: “Can you find the part of the word which was difficult for you to read? How did you figure it out?”

- Does it make sense?
- Do those letters make the word?
- Does that look like ...?
- Does that sound right?

Promote fluency:

- Cloze procedure
- Think aloud model: rereading
- Buddy reading with a fluent partner
- Choral reading used with text that is difficult
- Poetry
- Echo reading
- Tracking and reverse tracking
- Readers’ theater/plays to encourage expression, timing, intonation, phrasing
- Rereading fluently what has been read slowly and methodically
- Taped books
- Rereading familiar text

Promote Comprehension and Vocabulary:

- Fiction-Nonfiction Pairs
- Text-based questions
- Close Reading strategies (ie, *Using Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—Close Reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research based strategies developed by Kylene Beers and Robert Probst. Found in [Notice & Note: Strategies for Close Reading](#), Heinemann, 2013.

LITERACY DOMAIN: WRITING

WRITING ANCHOR STANDARDS (W)

SECOND GRADE

ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.*

WRITING ANCHOR STANDARDS

Text Types and Purposes*

1. **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
2. **Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**
3. **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

CRITICAL FOCUS

LEARNER OUTCOMES

Second grade students should be able to express their opinion and demonstrate the ability to share their opinion and reasoning with others. In order to do so, students need multiple opportunities to express opinions (verbally and in writing) and develop reasoning to support their thinking.

Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.

For example, second grade students need to be able to choose descriptive words to use within their writing that show their thinking, relate their feelings, and describe actions.

At this level, students begin to write more complex sentences using linking words (because, and, also). Second grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question about the topic) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use transitional words to show order of events and write with more complex sentences to link the parts of their writing together.

Second grade students write across genres including (opinion, informative/explanatory, and narrative). They must be able to find and include facts and definitions as part of informative/explanatory writing. In order to do so, students need strategies for researching a topic (gathering facts), selecting relevant information (picking the facts to use/note taking), and developing a way to present the ideas from beginning to end (format and organization of written presentation). Narrative writing must describe the order of events as they occurred using temporal words (first, next, then, last, etc).

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR WRITING STANDARD W.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.W.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

ESSENTIAL QUESTION(S)

- How do writers express an opinion?
- How can I use reasons to support my opinion?

LEARNING PROGRESSIONS

1st Grade:

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure

2nd Grade:

Write opinion pieces in which they introduce the topic or book they are writing about, state and opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

3rd Grade:

- Write opinion pieces on topic or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state and opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - Provide a concluding statement or section.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Identify a topic or title of a book to write about.
Recognize and define opinions.
Recognize and define concluding sections or statements.
Recognize and define linking words.

Formulate and articulate an opinion about a text or topic.
Generate reasons that support stated opinions.
Organize writing to introduce, support, and conclude.
Link ideas with effective words in order to connect opinions and reasons.

Write an opinion piece which introduces the topic or book.
Write an opinion piece which supplies at least 2 supporting reasons for the opinion.
Write an opinion piece which uses effective words to link opinions and reasons.
Write an opinion piece which provides a concluding statement or section.

KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR WRITING STANDARD W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
ESSENTIAL QUESTION(S)	How can I use facts to write an informational piece?		
LEARNING PROGRESSIONS	1st Grade:	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	
	2nd Grade:	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
	3rd Grade:	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize an informative text. Recognize explanatory text. Identify topic sentences. Identify facts. Identify definitions. Identify concluding statements.	Use facts and definitions to develop points. Determine an appropriate concluding statement or section.	Write informative/explanatory texts that focus on a specific topic. Write informative/explanatory texts that use facts and definitions to develop the topic. Write informative/explanatory texts that include a concluding statement or section.

KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR WRITING STANDARD W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.W.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

ESSENTIAL QUESTION(S)

How can I include details to express an event in order?

LEARNING PROGRESSIONS

Grade: 1st

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Grade: 2nd

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure.

Grade: 3rd

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use a dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Identify components of a narrative including beginning and ending.
Identify sequence of events.
Identify details related to events.
Identify temporal words.

Choose relevant details that correspond to a chosen event.
Reflect on identified event.
Apply appropriate temporal words in order to signal change of events in a narrative.
Create relevant and elaborated details to support events of a narrative.

Write a narrative that recounts a well-elaborated event or short sequence of events.
Write a narrative that includes supporting details, temporal words, and a sense of closure.

KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ANCHOR WRITING STANDARDS

Production and Distribution of Writing

4. **Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
5. **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
6. **Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

CRITICAL FOCUS

LEARNER OUTCOMES

With assistance from adults and peers, students should focus their writing on a topic and develop revising and editing skills. In order to do so, students need to understand how to change word choice and sentence structure in their writing to strengthen their piece. They also need to develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing).

With assistance, students continue to use digital tools to publish their writing independently and in collaboration with peers (use of keyboarding and technology). At this grade level, students will need to be able to “log on” to programs, computer stations, and hand-held devices to engage with digital media.

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.W.4

(Begins in grade 3)

LEARNING PROGRESSIONS

1st Grade: (Begins in grade 3)

2nd Grade: (Begins in grade 3)

3rd Grade:

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR WRITING STANDARD W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.W.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

ESSENTIAL QUESTION(S)

How can answering questions from others help improve my writing?

LEARNING PROGRESSIONS

1st Grade:

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

2nd Grade:

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

3rd Grade:

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3, up to and including grade 3.)

DOK Range Target for Instruction & Assessment

☐ 1 ☒ 2 ☒ 3 ☒ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Recognize how to focus on a topic.
Recognize how to revise and edit.

Strengthen writing by revising.
Strengthen writing by editing.

KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR WRITING STANDARD W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
ESSENTIAL QUESTION(S)	How can technology be used as a tool to write, publish, and/or collaborate?		
LEARNING PROGRESSIONS	1st Grade:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
	2nd Grade:	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
	3rd Grade:	How can technology be used as a tool to write, publish, and/or collaborate?	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Use basic computer skills.	Choose digital tools for producing and publishing writing.	Use technology to produce and publish writing individually and with peers.

KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARDS

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CRITICAL FOCUS

LEARNER OUTCOMES

Second grade students are required to participate in shared research projects. Students will need to understand their role (job on the team) and how they will contribute (work they will do) on the project from beginning to end. Items, such as, task charts, check sheets, and graphic organizers will be helpful to students as they learn to work together.

At this level, students are working with provided research. They need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge to find the key information they need to answer research questions and take notes.

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR WRITING STANDARD W.7

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.W.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to product a report; record science observations).		
ESSENTIAL QUESTION(S)	How can I contribute to a shared research project?		
LEARNING PROGRESSIONS	1st Grade:	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	
	2nd Grade:	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	
	3rd Grade:	Conduct short research projects that build knowledge about a topic.	
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Apply sources and tools to conduct shared research on a single topic.	Organize relevant information on a topic. Participate in shared research and writing projects.	

KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARD W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.W.8	Recall information from experiences or gather information from provided sources to answer a question.		
ESSENTIAL QUESTION(S)	How can I gather information to answer a question?		
LEARNING PROGRESSIONS	1st Grade:	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
	2nd Grade:	Recall information from experiences or gather information from provided sources to answer a question.	
	3rd Grade:	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recall information. Gather information from sources.	Answer a question by recalling information from experiences. Answer a question using information from a provided source or multiple sources.	

KEY STRATEGIES

- Move from writing simple sentences to descriptive sentences by expanding the sentences.
- Word boxes and word walls
- Use writing prompts
- Journal writing
- Vocabulary journals
- Cloze activities
- Pattern writing
- Mini-lessons
- Language-Experience writing
- Morning message
- Shared writing using predictable charts
- Teacher modeling -- Interactive writing
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR WRITING STANDARD W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.W.9

(Begins in grade 4)

ESSENTIAL QUESTION(S)

How can I use evidence to support my purpose?

LEARNING PROGRESSIONS

Grade: 1st

(Begins in grade 4)

Grade: 2nd

(Begins in grade 4)

Grade: 3rd

(Begins in grade 4)

ENGLISH LANGUAGE ARTS

ANCHOR WRITING STANDARDS

Range of Writing

10. Write routinely over extended time frames (time for research), reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CRITICAL FOCUS

LEARNER OUTCOMES

Second grade students should be able to express their opinion and demonstrate the ability to share their opinion and reasoning with others. In order to do so, students need multiple opportunities to express opinions (verbally and in writing) and develop reasoning to support their thinking.

Students need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA.

For example, second grade students need to be able to choose descriptive words to use within their writing that show their thinking, relate their feelings, and describe actions.

At this level, students begin to write more complex sentences using linking words (because, and, also). Second grade students are required to include both an introduction and a sense of closure or a closing statement in their writing. Students will need to build strategies for introducing concepts (such as beginning with a fact or question about the topic) and concluding their thoughts (learning to write a summary statement) when writing. They will begin to use transitional words to show order of events and write with more complex sentences to link the parts of their writing together.

Second grade students write across genres including (opinion, informative/explanatory, and narrative). They must be able to find and include facts and definitions as part of informative/explanatory writing. In order to do so, students need strategies for researching a topic (gathering facts), selecting relevant information (picking the facts to use/note taking), and developing a way to present the ideas from beginning to end (format and organization of written presentation). Narrative writing must describe the order of events as they occurred using temporal words (first, next, then, last, etc).

BIG IDEA

- A good writer uses the writing process effectively.
- A good writer expresses and produces his ideas in ways that connect to the reader.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR WRITING STANDARD W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.W.10

(Begins in grade 3)

**LITERACY DOMAIN:
SPEAKING AND LISTENING**

**SPEAKING AND
LISTENING ANCHOR
STANDARDS
(SL)**

SECOND GRADE

ENGLISH LANGUAGE ARTS

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

ANCHOR SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CRITICAL FOCUS

LEARNER OUTCOMES

Students in grade two will engage in conversations about grade-appropriate topics and texts. In order to do so, students will need ample opportunities to take part in a variety of rich, structured conversations. Students actively engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer. Students at this level should engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speakers' idea, sharing the floor, etc).

Second grade students should also be able to listen carefully to a text read aloud and to recount or describe details about what they heard. Students need to ask questions and understand and answer questions asked of them in order to clarify or gain more information.

BIG IDEA

- A good communicator is able to express ideas effectively and listen actively.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR SPEAKING AND LISTENING STANDARD SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.SL.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

ESSENTIAL QUESTION(S)

When is an appropriate time to ask or answer questions?
How can I add to a conversation?

LEARNING PROGRESSIONS

1st Grade:

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

2nd Grade:

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

3rd Grade:

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studies required material; explicitly draw on that preparation and other information know about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☐ 3 ☐ 4

ENGLISH LANGUAGE ARTS

Substandard Deconstruction	2.SL.1ba Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify key ideas from second grade topics and texts. Identify agreed-upon rules for discussion. Recognize how others listen.	Determine if agreed-upon discussion rules are being followed.	Follow agreed-upon rules for discussion.

Substandard Deconstruction	2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize how others ask questions on topics. Recognize how others move conversations along.	Formulate comments and questions appropriate to the topic of discussion.	Connect comments to the comments of others.

Substandard Deconstruction	2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:			Ask questions to better understand topics and text.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others.
- Note taking both to deliver oral presentations and to listen to oral presentations.
- Use audience feedback tools and protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR SPEAKING AND LISTENING STANDARD SL.2

Integrate and evaluate content presented in diverse media and formats, including visually, quantitatively, and orally.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.SL.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

ESSENTIAL QUESTION(S)

How can I verbally express key details from information?

LEARNING PROGRESSIONS

1st Grade:

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

2nd Grade:

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

3rd Grade:

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☐ 2 ☐ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Recount key ideas and/or details from a text read aloud.
Recount key ideas and/or details from information presented orally.
Recount key ideas and/or details through other media.
Describe key ideas or details from a text read aloud.
Describe key ideas or details from information presented orally.
Describe key ideas or details through other media.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others.
- Note taking both to deliver oral presentations and to listen to oral presentations.
- Use audience feedback tools and protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR SPEAKING AND LISTENING STANDARD SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.SL.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

ESSENTIAL QUESTION(S)

What kinds of questions should I ask during a presentation to increase my understanding?

LEARNING PROGRESSIONS

1st Grade:

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

2nd Grade:

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

3rd Grade:

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Identify a speaker's topic or issue.
Identify situations where information is needed about what a speaker says.
Identify situations where understanding could be deepened.
Identify situations where comprehension needs to be clarified.

Formulate appropriate questions about a speaker's statements to clarify comprehension.
Formulate appropriate questions about a speaker's statements to gather additional information.
Formulate appropriate questions about a speaker's statements to deepen understanding of a topic or issue.
Formulate answers to questions about what a speaker says to clarify comprehension.
Formulate answers to questions about what a speaker says to provide additional information.
Formulate answers to questions about what a speaker says to deepen understanding of a topic or issue.

Ask and answer questions about what a speaker says to clarify comprehension.
Ask and answer questions about what a speaker says to gather additional information.
Ask and answer questions about what a speaker says to deepen understanding of a topic or issue.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others.
- Note taking both to deliver oral presentations and to listen to oral presentations.
- Use audience feedback tools and protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

SPEAKING AND LISTENING ANCHOR STANDARDS

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

CRITICAL FOCUS

LEARNER OUTCOMES

Second grade students should be able to engage in storytelling and report facts and relevant details about an experience. This should be done orally, with some detail, and with clarity of thought and emotions.

They should be able to utilize digital media (Garage Band, personal computers) to make audio recordings of stories or poems and add visual displays to illuminate chosen facts or details. In order to do so, students will need multiple opportunities to present information to others and develop behaviors that will lead to the ability to add appropriate digital media and visual displays.

Students will need to engage in behaviors that lead to the expression of complete ideas both verbally and in writing: turn and talk, small group discussion, computer use, and writing and speaking learning activities. Students will also need a purposeful focus on choice-making throughout ELA.

For example, second grade students need to be able to choose visual displays that add to and support their thinking about a topic.

Students must be able to articulate their ideas in complete sentences.

BIG IDEA

- A good communicator is able to express ideas effectively and listen actively.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

ENGLISH LANGUAGE ARTS

ANCHOR SPEAKING AND LISTENING STANDARD SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		
ESSENTIAL QUESTION(S)	Why is it important to describe people, places, things, and events with details? How can I speak clearly in sentences that make sense to the listener?		
LEARNING PROGRESSIONS	1st Grade:	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
	2nd Grade:	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	
	3rd Grade:	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify appropriate facts. Identify relevant, descriptive details. Identify and recall an experience. Recognize what constitutes a coherent sentence. Recognize what constitutes an adequate audible volume.	Determine appropriate facts. Determine relevant, descriptive details. Formulate coherent sentences.	Tell a story or recount an experience aloud, with appropriate facts. Tell a story or recount an experience aloud, with relevant, descriptive details. Tell a story while speaking audibly in coherent sentences.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others.
- Note taking both to deliver oral presentations and to listen to oral presentations.
- Use audience feedback tools and protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR SPEAKING AND LISTENING STANDARD SL.5

SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.SL.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

ESSENTIAL QUESTION(S)

How can I use audio recordings and visual displays to make my presentation more engaging for the audience?

LEARNING PROGRESSIONS

1st Grade:

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thought, and feelings.

2nd Grade:

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

3rd Grade:

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Recognize an audio recording.
Recount an experience.

Determine when it is appropriate to clarify ideas with drawings or visually.
Determine when it is appropriate to clarify thoughts with drawings or visually.
Determine when it is appropriate to clarify feelings with drawings or visually.
Clarify ideas, thoughts, and feelings by adding drawings/visual displays.

Create audio recordings of stories or poems.
Add drawings/visual displays to stories.
Add drawings/visual displays to experiences.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others.
- Note taking both to deliver oral presentations and to listen to oral presentations.
- Use audience feedback tools and protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR SPEAKING AND LISTENING STANDARD SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.SL.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3).

ESSENTIAL QUESTION(S)

- How can I express my ideas clearly?
- Why do I need to speak in complete sentences?

LEARNING PROGRESSIONS

1st Grade:

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific descriptions.)

2nd Grade:

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

3rd Grade:

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Recognize complete sentences in writing and when spoken.
Identify the audience.
Recognize task and situation.

Differentiate when a situation calls for speaking in complete sentences.
Interpret requested detail or clarification.
Formulate a response.

Speak in complete sentences when appropriate to task and situation.
Respond to answer questions or to clarify.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others.
- Note taking both to deliver oral presentations and to listen to oral presentations.
- Use audience feedback tools and protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

LITERACY DOMAIN: LANGUAGE

LANGUAGE ANCHOR STANDARDS (L)

SECOND GRADE

ENGLISH LANGUAGE ARTS

College and Career Ready Language Anchor Standards

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

ANCHOR LANGUAGE STANDARDS

Conventions of Standard English

1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CRITICAL FOCUS

LEARNER OUTCOMES

An understanding of language is essential for effective communication. "The inclusion of Language standards in their own strand should not be taken as in indication that skills related to conventions, knowledge of language, and vocabulary are unimportant to reading, writing, speaking, listening, and viewing; indeed, they are inseparable from such contexts."

Second grade students must have a command of the grammar and usage of spoken and written standard English. Standards that are related to conventions are appropriate to formal spoken English as they are to formal written English.

In this grade, emphasis expands to include irregular nouns and verbs, reflexive pronouns, adverbs, and more complex sentences. With conventions, students are becoming more adept at ending punctuation, expanding their understanding and usage of capitalization, and are beginning to use reference materials.

BIG IDEA

- The way we use language influences how others perceive us.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

LANGUAGE ANCHOR STANDARD L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ESSENTIAL QUESTION(S)

Why is grammar important when speaking or writing?

LEARNING PROGRESSIONS

1st Grade:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2nd Grade:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g. group)
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

3rd Grade:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
- f. Ensure subject-verb and pronoun-antecedent agreement. *
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

ENGLISH LANGUAGE ARTS

Substandard Deconstruction	2.L.1a Use collective nouns (e.g., group).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify collective nouns. Identify when to use collective nouns when writing.		Use collective nouns when speaking.

Substandard Deconstruction	2.L.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize irregular plural nouns.	Identify when to form irregular plural nouns when writing.	Form and use regular and irregular plural nouns when speaking.

Substandard Deconstruction	2.L.1c Use reflexive pronouns (e.g., myself, ourselves).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Recognize reflexive pronouns.	Identify when to use reflexive pronouns when speaking.	Use reflexive pronouns when speaking.

Substandard Deconstruction	2.L.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Know past tense forms of irregular verbs.	Identify when to use past tense of irregular verbs when writing and speaking.	Form and use regular and irregular verbs when writing and speaking.

Substandard Deconstruction	2.L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify adjectives. Identify adverbs.	Identify when to choose between adjectives and adverbs when writing and speaking.	When writing and speaking, use adjectives and adverbs, and choose between them depending on what is to be modified.

Substandard Deconstruction	2.L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify when to rearrange complete, simple, and compound sentences when writing.	Produce, expand, and rearrange complete, simple, and compound sentences.	

KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others.
- Note taking both to deliver oral presentations and to listen to oral presentations.
- Use audience feedback tools and protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

ENGLISH LANGUAGE ARTS

LANGUAGE ANCHOR STANDARD L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"> Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? 	
LEARNING PROGRESSIONS	1st Grade:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	2nd Grade:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	3rd Grade:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
DOK Range Target for Instruction & Assessment	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4	

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

Substandard Deconstruction	2.SL.2a Capitalize holidays, product names, and geographic names.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Capitalize holidays. Capitalize product names. Capitalize geographic names.	Apply correct capitalization when writing.
Substandard Deconstruction	2.SL.2b Use commas in greetings and closings of letters.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Use commas in greetings of letters. Use commas in closings of letters.	Apply correct punctuation when writing.
Substandard Deconstruction	2.SL.2c Use an apostrophe to form contractions and frequently occurring possessives.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Use an apostrophe to form contractions. Use an apostrophe to form frequently occurring possessives.	Apply correct punctuation when writing.
Substandard Deconstruction	2.SL.2d Generalize learned spelling patterns when writing words (e.g., cage > badge; boy > boil).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Use spelling rules and patterns.	Apply correct spelling when writing.
Substandard Deconstruction	2.SL.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:			Use reference materials, including beginning dictionaries, as needed to check and correct spelling.

KEY STRATEGIES

- Listening: Teach receptive and expressive skills.
- Engage in reflective conversation about their own writing and the writing of others.
- Note taking both to deliver oral presentations and to listen to oral presentations.
- Use audience feedback tools and protocols.
- Use written and oral English appropriate for various purposes and audiences.
- Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.
- Development: The topic, theme, stand/perspective, argument or character is fully developed.
- Organization: The text exhibits a discernible progression of ideas.
- Style: The writer demonstrates a quality of imagination, individuality, and a distinctive voice.
- Word Choice: The words are precise, vivid, and economical.
- Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.
- Sentence Formation: Sentences are complete and varied in length and structure.
- Conventions: Appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

ANCHOR LANGUAGE STANDARDS

Knowledge of Language

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CRITICAL FOCUS

LEARNER OUTCOMES

- Students in grade 2 will use what they know about HOW language works when they write, speak, read, and listen.
- Students at this level will compare writing and speaking that is formal and informal. In order to do so, students will need strategies for reading across various authors and genres to compare writing styles and effects of language usage.

BIG IDEA

- The way we use language influences how others perceive us.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

ENGLISH LANGUAGE ARTS

LANGUAGE ANCHOR STANDARD L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.L.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

ESSENTIAL QUESTION(S)

How does language impact speaking, listening, reading, and writing?

LEARNING PROGRESSIONS

1st Grade: (Begins in grade 2)

2nd Grade: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Compare formal and informal uses of English.

3rd Grade: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Choose words and phrases for effect.
b. Recognize and observe differences between the conventions of spoken and written standard English.

SUBSTANDARD DECONSTRUCTION

2.L.3a Compare formal and informal uses of English.

Learning Expectations:

Know: Concepts/Skills

Think

Do

Students should be able to:

Recognize language conventions for writing.
Recognize language conventions for speaking.
Recognize language conventions for reading.
Recognize language conventions for listening.
Identify conventions of language for formal use of English.
Identify conventions of language for informal use of English.

Apply language knowledge when writing.
Apply language knowledge when reading.
Apply language knowledge when listening.
Apply knowledge of language conventions when writing.
Apply knowledge of language conventions when reading.
Apply knowledge of language conventions when listening.
Compare formal and informal uses of English.

Use knowledge of language when speaking.
Use knowledge of language conventions when speaking.

KEY STRATEGIES

- Segmenting the word and spelling each sound (often called sound it out) teach word patterns.
- Spelling unknown words by analogy to familiar words.
- Applying affixes to root words.
- Proofreading to locate spelling errors in a rough draft.
- Locating the spelling of unfamiliar words in a dictionary.
- Providing daily reading and writing opportunities.
- Teaching students to learn to spell high-frequency words.
- Linguistic and nonlinguistic representations are taught.
- Organize words into categories.
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps).
- Graphic organizers.
- Vocabulary Notebooks.
- Seeking meaning of unknown vocabulary.
- Making and revising predictions.
- Direct instruction and modeling of appropriate grammar.
- Assimilating prior knowledge.
- Provide appropriate input.
- Use language in authentic ways.
- Provide context.

LANGUAGE ANCHOR STANDARDS

Vocabulary Acquisition and Use

4. **Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
5. **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
6. **Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.**

CRITICAL FOCUS

LEARNER OUTCOMES

As students at this level focus on word acquisition and use, the intent of the CCSS is to introduce grammatical knowledge in basic ways that will be relearned in more sophisticated contexts in the upper grades.

The overall focus of language learning in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate effectively in a wide range of print and digital texts.

Students need to understand the diversity in standard English and the ways authors use formal and informal voice (dialects, registers) to craft their message for specific purposes. Students also need strategies for learning to make these kinds of choices for themselves as they write and speak in different contexts and for different purposes.

Learning words at this stage consists in part of exploring different shades of the same verb (run/sprint) and closely related adjectives, growing vocabulary by using known word parts (prefix, root or compound part) to acquire unknown words, and developing print and digital reference use (glossary and dictionary).

BIG IDEA

- The way we use language influences how others perceive us.

ACADEMIC VOCABULARY

abbreviation, alliteration, alphabetize, analyze, assonance, bold print, capitalization, caption, cause and effect, character, clarify, comma, communicate, compare, conduct, conflict, consonance, construct, contraction, contrast, create, demonstrate, design, directions, electronic sources, encyclopedia, evaluate, event, examine, expository text, fact, fiction, fluency, formulate, glossary, guide words, heading, identify, index, indices, infer, inferences, interpret, investigate, locate, magazine, main idea, nonfiction, observe, onomatopoeia, organize palindromes, participate, perform, period, plan, plot, plural, predict, prefix, problem, punctuation, question mark, quotation marks, recognize, record, relate, relevant, sentence, sequence, setting, solution, sort, step, suffix, syllable, table of contents, textbook, title, trade books, trait, vowel

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

LANGUAGE ANCHOR STANDARD L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

ESSENTIAL QUESTION(S)

What strategies can help me determine the meaning of unknown words?

LEARNING PROGRESSIONS

1st Grade:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

2nd Grade:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

3rd Grade:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**DOK Range Target
for Instruction &
Assessment**

☒ 1 ☒ 2 ☒ 3 ☐ 4

ENGLISH LANGUAGE ARTS

Substandard Deconstruction	2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:		Identify context clues within sentences and know how to use them to construct meaning of unknown or multiple meaning words.	

Substandard Deconstruction	2.L.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify meaning of common grade appropriate prefixes and new words formed with them (e.g., happy/unhappy, tell/retell).		

Substandard Deconstruction	2.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify grade appropriate root words and their meanings.	Apply knowledge of common root words to problem solve novel words with same root (e.g., addition, additional).	

Substandard Deconstruction	2.L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify compound words. Identify and define individual words within the compound word.	Predict the meaning of compound words by using meaning of individual parts.	

Substandard Deconstruction	2.L.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Use print glossaries and beginning dictionaries to determine or clarify meaning of words or phrases. Use digital glossaries and beginning dictionaries to determine or clarify the meaning of words or phrases. Use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases.	Apply ABC order to appropriate resources. Choose to use a glossary or dictionary to determine or clarify meaning of an unknown word. Determine or clarify meaning of unknown or multiple-meaning words and phrases.	

KEY STRATEGIES

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns.
- Spelling unknown words by analogy to familiar words.
- Applying affixes to root words.
- Proofreading to locate spelling errors in a rough draft.
- Locating the spelling of unfamiliar words in a dictionary.
- Providing daily reading and writing opportunities.
- Teaching students to learn to spell high-frequency words.
- Linguistic and nonlinguistic representations are taught.
- Organize words into categories.
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps).
- Graphic organizers.
- Vocabulary notebooks.
- Seeking meaning of unknown vocabulary.
- Making and revising predictions.
- Direct instruction and modeling of appropriate grammar.
- Assimilating prior knowledge.
- Provide appropriate input.
- Use language in authentic ways.
- Provide context.

ENGLISH LANGUAGE ARTS

LANGUAGE ANCHOR STANDARD L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.L.5

Demonstrate understanding of word relationships and nuances in word meanings.

ESSENTIAL QUESTION(S)

How do I recognize word patterns?

LEARNING PROGRESSIONS

1st Grade:

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; and a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

2nd Grade:

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

3rd Grade:

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connection between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

Substandard Deconstruction	2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify real life connections between words and their use.		

Substandard Deconstruction	2.L.4b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify verbs. Identify adjectives.	Distinguish meaning between closely related verbs. Distinguish meaning between closely related adjectives.	Demonstrate understanding of word relationships. Demonstrate understanding of nuances in word meanings.

KEY STRATEGIES

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns.
- Spelling unknown words by analogy to familiar words.
- Applying affixes to root words.
- Proofreading to locate spelling errors in a rough draft.
- Locating the spelling of unfamiliar words in a dictionary.
- Providing daily reading and writing opportunities.
- Teaching students to learn to spell high-frequency words.
- Linguistic and nonlinguistic representations are taught.
- Organize words into categories.
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps).
- Graphic organizers.
- Vocabulary notebooks.
- Seeking meaning of unknown vocabulary.
- Making and revising predictions.
- Direct instruction and modeling of appropriate grammar.
- Assimilating prior knowledge.
- Provide appropriate input.
- Use language in authentic ways.
- Provide context.

ENGLISH LANGUAGE ARTS

LANGUAGE ANCHOR STANDARD L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

2.L.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

ESSENTIAL QUESTION(S)

- What strategies will I use to learn and use words?
- How do I use new words I learn in my language?

LEARNING PROGRESSIONS

1st Grade:

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

2nd Grade:

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

3rd Grade:

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., After dinner that night we went looking for them).

**DOK Range Target
for Instruction &
Assessment**

☐ 1 ☒ 2 ☒ 3 ☐ 4

Learning Expectations:

Know: Concepts/Skills

Think

Do

**Students should
be able to:**

Identify and use adjectives.
Identify and use adverbs.

Use words and phrases, including adjectives and adverbs, acquired through conversations.

Use words and phrases, including adjectives and adverbs, acquired through reading.

Use words and phrases, including adjectives and adverbs, acquired through being read to.

Use words and phrases, including adjectives and adverbs, acquired through responding to texts.

Use words and phrases acquired through conversations.

Use words and phrases acquired through reading.

Use words and phrases acquired through being read to.

Use words and phrases acquired through responding to texts.

KEY STRATEGIES

- Segmenting the word and spelling each sound, often called sound it out, teach word patterns.
- Spelling unknown words by analogy to familiar words.
- Applying affixes to root words.
- Proofreading to locate spelling errors in a rough draft.
- Locating the spelling of unfamiliar words in a dictionary.
- Providing daily reading and writing opportunities.
- Teaching students to learn to spell high-frequency words.
- Linguistic and nonlinguistic representations are taught.
- Organize words into categories.
- Direct and Indirect Vocabulary Instruction (i.e., Marzano's Six Steps).
- Graphic organizers.
- Vocabulary notebooks.
- Seeking meaning of unknown vocabulary.
- Making and revising predictions.
- Direct instruction and modeling of appropriate grammar.
- Assimilating prior knowledge.
- Provide appropriate input.
- Use language in authentic ways.
- Provide context.

APPENDIX:

SECOND GRADE

ENGLISH LANGUAGE ARTS

Appendix

Writing

Definitions of the standards' three text types.

The following is an excerpt from the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, Appendix B. For further definition of writing standards, reading, reading fundamentals, writing and language standards, use the Appendix B document for reference.

Argument

Arguments are used for many purposes—to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

“Argument” and “Persuasion”

When writing to persuade, writers employ a variety of persuasive strategies. One common strategy is an appeal to the credibility, character, or authority of the writer (or speaker). When writers establish that they are knowledgeable and trustworthy, audiences are more likely to believe what they say. Another is an appeal to the audience's self-interest, sense of identity, or emotions, any of which can sway an audience. A logical argument, on the other hand, convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer. The Standards place special emphasis on writing logical arguments as a particularly important form of college- and career-ready writing.

Informational/Explanatory Writing

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

Narrative Writing

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator’s and characters’ personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

Creative Writing beyond Narrative

The narrative category does not include all of the possible forms of creative writing, such as many types of poetry. The Standards leave the inclusion and evaluation of other such forms to teacher discretion.

Texts that Blend Types

Skilled writers many times use a blend of these three text types to accomplish their purposes. Effective student writing can also cross the boundaries of type, as does the grade 12 student sample “Fact vs. Fiction and All the Grey Space In Between” found in Appendix C of the Common Core State Standards documents.

ENGLISH LANGUAGE ARTS

LEXILE GRADE LEVEL BAND: 420L TO 650L

COMMON CORE

State Standards

**DECONSTRUCTED for
CLASSROOM IMPACT**



The
COMMON CORE
Institute