

Grade 2 English Language Arts, Quarter 1, Unit 1.1

Key Details and Expressing Opinions

Overview

Number of instructional days: 25 (1 day = 90 minutes)

By the end of the year, students will read for key ideas and details, ask and answer questions related to who, what, where, when, why, and how of a text, and demonstrate understanding of key details in a text. Students use text types and purpose to create opinion pieces in which they introduce a topic or book, stating an opinion and supplying reasons to support the opinion. As they write, they focus on using collective nouns and identifying real-life connections between words and their use. With feedback from the teacher and their peers, they strengthen their opinion pieces through revision and editing.

Students have structured whole group discussions about key details of different genres including informational text. During discussions, the teacher engages the questions that refer to who, what, where, when, why, and how of the text. Students are given many opportunities to practice identifying key ideas and details within various texts. Students express their opinion and demonstrate their reasoning with others; students include real-life connections by asking for clarification and further explanations as needed. In order to do so, students need multiple opportunities to express opinions (verbally and in writing) and develop reasoning with others and in their thinking. For example, second grade students need to be able to choose descriptive words to use with their writing that show their thinking, relate their feelings, and describe actions. Students begin to write more complex sentences using linking words (because, and, also) and collective nouns. Students gain a better understanding of multiple meaning words within the context being read.

This unit is taught in the beginning of grade 2 because it is an introduction to what will be learned later. Reading for key ideas and details is reading with a purpose. It expands a reader's understanding of the world. This purposeful reading builds a reader's visual literacy. Readers that engage in learning experiences with informational texts gain a deeper understanding through questioning, discussing, and studying the unique characteristics or features of those texts. The background knowledge developed as a result of comprehending these ideas and details serves to strengthen comprehension of more complicated informational texts.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

Concepts to Be Learned and Skills to Be Used

- ASK **questions** such as **who, what, when, where, why, and how**.
- ANSWER **questions** such as **who, what, when, where, why, and how**.
- DESCRIBE the **connection** between a series of historical **events, scientific ideas** or **concepts**, or **steps** in a technical **procedure** in a text.
- WRITE **opinion pieces** INTRODUCING the **topic** or books they are writing about.
- STATE an **opinion**.
- SUPPLY **reasons** supporting the **opinion**.
- USE **linking words** to CONNECT **opinions** and **reasons**.
- PROVIDE concluding **statement**.
- ASK for **clarification** and further **explanation** as needed about **topics** and **texts** under discussion.
- KNOW **spelling-sounds** for common **vowel teams**.
- USE collective **nouns**.
- IDENTIFY real-life **connections** between **words** and their **use**.
- PARTICIPATE in collaborative conversations with diverse partners.
- ASK for **clarification** about **topics** and **texts**.
- ASK for further **explanations** about **texts** and **topics**.
- FOCUS on a **topic** with guidance and support from **adults** and **peers** to strengthen **writing** by REVISING and EDITING.

Essential Questions

- Who are the characters and what is their purpose in the story?
- How do the characters' actions affect the story?
- What are the key ideas and details in the text and can you outline them?
- Where does the story take place? How does knowing where the story takes place help us to understand the story?
- When did the story take place? How do you know?
- Why did the author write this story and what is the author trying to tell you? Use details from the story to explain.
- How can stories teach us life lessons?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Literature

Key Ideas and Details

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Provides questions and/or answers that show understanding of key details in a text, including answers to such questions as who, what, where, when, why, and how. (1)
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Provides a recounting of stories, including fables, folktales and folktales from diverse cultures. (1)
 - Provides an identification of the central message, lesson or moral in a text. (2)
- RL.2.3 Describe how characters in a story respond to major events and challenges.
- Provides a description of how characters in a story respond to major events. (1)
 - Provides a description of how characters in a story respond to challenges. (2)

Reading Standards: Foundational Skills

Phonics and Word Recognition

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- b. Know spelling-sound correspondences or additional common vowel teams.

Writing Standards

Text Types and Purposes

- W.2.1 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.
- States an opinion in writing. (1)
 - Includes the topic of the book they are writing about when sharing an opinion in writing. (2)
 - Supplies supportive reasons when sharing an opinion in writing. (3)
 - Uses linking words to connect an opinion with reasons when sharing an opinion in writing. (4)

- Provides a concluding statement or section when sharing an opinion in writing. (5)
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- Provides writing that is focused on a topic. (1)
 - Strengthens writing as needed when revising and editing. (2)

Speaking and Listening Standards

Comprehension and Collaboration

- SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Language Standards

Conventions of Standard English

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use collective nouns (e.g., *group*).

Vocabulary Acquisition and Use

- L.2.5 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*).

*The following standards **reinforce and/or support** the unit of study focus standards:*

Language Standards

Vocabulary Acquisition and Use

- L.2.4 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.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using sentence-level context as a clue to the meaning of a word or phrase. (1)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases when a known prefix is added to a known word. (2)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using a known root word as a clue to the meaning of the unknown word with the same root. (3)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using the knowledge of individual words to predict the meaning of compound words. (4)

- Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using glossaries and beginning dictionaries. (5)

The following standards **recur** through many/all of the units of study:

Reading Standards: Foundational Skills

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- f. Recognize and read grade-appropriate irregularly spelled words.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

- RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Clarifying the Standards

Key: *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

RL—RL.2.1 In grade 1, students asked and answered questions about details in a text. **In grade 2, students ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.** In grade 3, students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI—RI.2.1 In grade 1, students asked and answered questions about key details in a text. **In grade 2, students ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in text.** In grade 3, students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.2.3 In grade 1, students described the connection between two individuals, events, ideas, or pieces of information in a text. **In grade 2, students describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.** In grade 3, students will 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.

RF—RF.2.3b In grade 1, students knew and applied grade level phonics and word analysis skills in decoding words by knowing the final –e and common vowel team conventions for representing long vowel sounds. **In grade 2, students know spelling-sound correspondences for additional common vowel teams.** In grade 3, students will decode multisyllable words.

W— W.2.1 In grade 1, students wrote opinion pieces in which they introduced the topic or name of the book they were writing about, state an opinion, supply reasons for the opinion, and provide some sense of closure. **In grade 2, students 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.** In grade 3, students will write opinion pieces on topics or texts, supporting a point of view with reasons.

W.2.5 In grade 1, with guidance and support from adults, students focused on a topic, responded to

questions and suggestions from peers, and added details to strengthen writing as needed. **In grade 2, with guidance and support from adults and peers, students focus on a topic and strengthen writing as needed by revising and editing.** In grade 3, with guidance and support from peers and adults, students will 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 on pages 28 and 29.)

SL—SL.2.1c In grade 1, students participated in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups by asking questions to clear up any confusion about the topics and texts under discussion. **In grade 2, students ask for clarification and further explanation as needed about the topics and texts under discussion.** In grade 3, students will ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

L—L.2.1a In grade 1, students demonstrated command of the conventions of standard English grammar and usage when writing or speaking by using common, proper, and possessive nouns. **In grade 2, students use collective nouns (e.g., *group*).** In grade 3, students will form and use regular and irregular plural nouns and abstract nouns (e.g., *childhood*).

L.2.5a In grade 1, with guidance and support from adults, students demonstrated understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use (e.g., note places at home that are *cozy*). **In grade 2, students identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).** In grade 3, students will identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Speaking and Listening (pp. 26-27)

Argument (p. 23) and *The Special Place of Argument* (pp. 24-25)

General Progression of Phoneme Awareness Skills (K-2) (pp. 19-20)

Appendix B: Text Exemplars and Sample Performance Tasks

Grade 2-3 Text Exemplars (pp. 37-61)

Appendix C: Samples of Student Writing

Student Sample: Grade 2, Argument (Opinion), “Owl Moon” (pp. 15-16)

District Resources

- **RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. TE(1): T48–T58, T146–T152, T230–T234, SE(1): 45, 77, 105
- **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. SE(1): 134, T(1): T165–T167, T309–T316
- **W.2.1** 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. TE(6): T225, T249, T277, T287

Terminology

- **Text complexity:** The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations.
- **Text complexity band:** A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2-3, grades 4-5, grades 6-8, grades 9-10, and grades 11-CCR (college and career readiness).
- **Proficient(ly):** A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with *independent(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text with comprehension.
- **Scaffolding:** Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student’s capacity to perform the task on his or her own later.

Challenging Concepts

- Students might encounter difficulty obtaining the comprehension necessary to identify text structure due to lack of fluency and or phonemic awareness.
- Limited-English-speaking students might encounter difficulty comprehending text structure.

Online Resources

Suggested Local Resources

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5 (username: hmsstaff; password: resources)
- www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website
- <http://newmexicocommoncore.org/>: New Mexico Department of Education

Other Websites with CCSS Information, Strategies, or Lessons

- www.Muskingum.edu/~cal/database/general/reading.html: Reading comprehension strategies, graphic organizers, reading strategies for ELL students.
- www.thinkcentral.com: Storytown website
- www.hcschools.org/literacy/graphic_organizers.htn: Graphic organizers
- www.pcboe.net: Storytown Resources
- www.brainpopjr.com: Reading and writing strategies for teachers and students
- <http://www.readingrockets.org/article/82/>: Reading Strategies
- <http://www.edsteps.org/CCSSO/Home.aspx>: A resource for student writing samples
- <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>: Links to 10 Common Core resources from EdTech
- <http://learnzillion.com/overview>: Lessons, assessments, and videos, some aligned to Common Core

Grade 2 English Language Arts, Quarter 1, Unit 1.2

Story Elements

Overview

Number of instructional days: 15 (1 day = 90 minutes)

By the end of the year, students will be able to identify story elements and use information from illustrations and different texts to understand characters, setting, or plot. This knowledge aids in comprehension, leads to deeper understanding and appreciation of the story, and helps students write stories of their own. Within the text, students identify the main purpose including what the author wants to answer, explain, or describe. Students write narratives recounting events including details describing actions, thoughts, and feelings (adjectives/adverbs), using words to signal event order and provide a sense of closure. In writing their narratives, students focus on forming and using frequently occurring irregular plural nouns and capitalization appropriately.

Using different genres, students have structured whole group discussions about story elements (characters, setting, plot events). During discussions the teacher engages them with questions that refer to the story elements, providing them with many opportunities to practice identifying these elements within various texts. Students refer back to details in their texts to support their statements about characters, setting, and plot. They note evidence to support the author’s points. They use information gained from illustrations and words in a print or digital text to demonstrate understanding of the story elements. By discussing, listening, speaking and writing, students are given plenty of opportunities to identify the main purpose of a text, including what the author wants to answer, explain, or describe.

This unit is taught in the first quarter because it is following the unit, “Key Details and Expressing Opinions,” which builds a foundation of learning in which readers gain understanding of characters, setting, and plot. This purposeful reading builds a reader’s visual literacy. The background knowledge helps students gain a greater understanding of the author’s purpose.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

Concepts to Be Learned and Skills to Be Used

- USE **information** gained from **illustrations** and **words** to DEMONSTRATE understanding of its **characters**.
- USE **information** gained from **illustrations** and **words** to DEMONSTRATE understanding of **setting**.
- USE **information** gained from **illustrations** and **words** to DEMONSTRATE understanding of **plot**.
- IDENTIFY main **purpose** of **text**, including what author wants to answer, explain, or describe.

- DESCRIBE how **reasons** support specific **points** in a **text**.
- WRITE **narratives** RECOUNTING a well-elaborated event USING **details** to DESCRIBE **actions** **thoughts, feelings, order,** and **closure**.
- PARTICIPATE in **collaborative conversations** with diverse partners.
 - FOLLOW agreed-upon **rules** for **discussions**.
 - GAIN the **floor** in **respectful ways**.
 - SPEAK **one at a time** about **topics** and **texts** under discussion.
- DISTINGUISH **long** and **short vowels** when reading **one-syllable words**.
- FORM and USE frequently occurring **irregular plural nouns**.
- CAPITALIZE **holidays, product names,** and **geographic names**.
- USE **words** and **phrases** acquired through **conversations** including **adjectives** and **adverbs**.

Essential Questions

- Who are the characters of the story and what role do they play in the story?
- What clues do the illustrations in the story provide to help you understand the setting, characters, and plot in the story?
- What is the author’s intent in this text?
- How would you rewrite this story using a different setting, characters, or plot?
- Where can you add more descriptive words and information to make your story more exciting?
- How might you write the plural of your words? Can you use adjectives to your sentence? What punctuation might you need in your sentences?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Literature

Craft and Structure

- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Provides a description of the overall structure of a story, including how the beginning introduces the story and how the ending concludes the action. (1)

Integration of Knowledge and Ideas

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- Provides a description of the overall structure of a story, including how the beginning introduces the story and how the ending concludes the action. (1)

Reading Standards: Foundational Skills

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

Writing Standards

Text Types and Purposes

W.2.3 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.

- Recounts a well-elaborated event in a narrative writing. (1)
- Recounts a short sequence of events in a narrative writing. (2)
- Includes details to describe actions, thoughts, and feelings in a narrative writing. (3)
- Uses temporal words to signal event order in a narrative writing. (4)

Speaking and Listening Standards

Comprehension and Collaboration

SL.2.1 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).

Language Standards

Conventions of Standard English

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.

Vocabulary Acquisition and Use

L.2.6 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*).

- Provides a statement demonstrating the meaning of words and phrases acquired through conversations and reading, including adjectives and adverbs used. (1)

The following standards **reinforce and/or support** the unit of study focus standards:

Reading Standards for Literature

Key Ideas and Details

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

- Provides questions and/or answers that show understanding of key details in a text, including answers to such questions as *who*, *what*, *where*, *when*, *why*, and *how*. (1)

Writing Standards

Production and Distribution of Writing

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- Provides writing that is focused on a topic. (1)
- Strengthens writing as needed when revising and editing. (2)

The following standards **recur** through many/all of the units of study:

Reading Standards: Foundational Skills

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

f. Recognize and read grade-appropriate irregularly spelled words.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Clarifying the Standards

Key: *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards,

L = Language Standards

RI—RI.2.7 In grade 1, students used illustrations and details in the story to describe its characters, settings or events. **In grade 2, students use information from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.** In grade 3, students will 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).

RI—RI.2.6 In grade 1, students distinguished between information provided by pictures or other illustrations and information provided by the words in the text. **In grade 2, students identify the main purpose of a text, including what the author wants to answer, explain, or describe.** In grade 3, students will distinguish their own point of view from that of the author of a text.

RI.2.8 In grade 1, students identified the reasons an author gave to support points in a text. **In grade 2, students describe how reasons support specific points the author makes in a text.** In grade 3, students will describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RF—RF.2.3a In grade 1, students knew and applied grade-level phonics and word analysis skills in decoding words by knowing final –e and common vowel team conventions for representing long vowel sounds. **In grade 2, students distinguish long and short vowels when reading regularly spelled one-syllable words.** In grade 3, students will decode multisyllable words.

W—W.2.3 In grade 1, students wrote narratives in which they recounted two or more appropriately sequenced events, included some details regarding what happened, used temporal words to signal event order, and provided some sense of closure. **In grade 2, students 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.** In grade 3, students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

SL— SL.2.1.b In grade 1, students participated in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups by building on others’ talk in conversations by responding to the comments of others through multiple exchanges. **In grade 2, students build on others’ talk in conversations by linking their comments to the remarks of others.** In grade 3, students will explain their own ideas and understanding in light of the discussion.

L—L.2.1a In grade 1, students demonstrated command of the conventions of standard English grammar and usage when writing and speaking by using common, proper, and possessive nouns. **In grade 2, students form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).** In grade 3, students will form and use regular and irregular plural nouns and use abstract nouns (e.g., *childhood*).

L.2.2a – In grade 1, students demonstrated command of the conventions of standards English capitalization, punctuation, and spelling when writing by capitalizing dates and names of people. **In grade 2, students capitalize holidays, product names, and geographic names.** In grade 3, students will capitalize appropriate words in titles.

L.2.6 – In grade 1, students used 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*). **In grade 2, students 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*).** In grade 3, students will acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Narrative Writing (pp. 23-24)

Creative Writing Beyond Narrative (p. 23)

Orthography: Categories of Phoneme-Grapheme Correspondences (p. 21)

Appendix B: Text Exemplars and Sample Performance Tasks

Grades 2-3 Text Exemplars (pp. 37-61)

Appendix C: Samples of Student Writing

Student Sample: Grade 1, Narrative, “I Bot a Little Cotton Ball” (pp. 13-14)

Student Sample: Grade 2, Narrative, “My First Tooth is Gone” (p. 17)

Terminology

- Temporal word: A word that expresses time; a word that relates to time.
- Text complexity: The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations.
- Text complexity band: A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2-3, grades 4-5, grades 6-8, grades 9-10, and grades 11-CCR (college and career readiness).
- Proficient(ly): A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with *independent(ly)* to suggest a successful student performance done without *scaffolding*; in the Reading standards, the act of reading a text with comprehension.
- Scaffolding: Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later.

Challenging Concepts

- Students might encounter difficulty obtaining the comprehension necessary to identify text structure due to lack of fluency or phonemic awareness.
- Limited-English-speaking students might encounter difficulty comprehending text structure.

Online Resources

Suggested Local Resources

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5 (username: hmsstaff; password: resources)
- [www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources](http://www.hobbsschools.net/Departments/Elementary_Instruction/Educational_Resources)

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website
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Other Websites with CCSS Information, Strategies, or Lessons

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- www.thinkcentral.com: Storytown website
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- www.pcboe.net: Storytown Resources
- www.brainpopjr.com: Reading and writing strategies for teachers and students
- <http://www.readingrockets.org/article/82/>: Reading Strategies
- <http://www.edsteps.org/CCSSO/Home.aspx>: A resource for student writing samples
- <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>: Links to 10 Common Core resources from EdTech
- <http://learnzillion.com/overview>: Lessons, assessments, and videos, some aligned to Common Core

Grade 2 English Language Arts, Quarter 2, Unit 2.1

Main Idea/Supporting Details

Overview

Number of instructional days: 25 (1 day = 90 minutes)

By the end of this unit, students will be able to recount stories, including fables and folktales from diverse cultures and determine their central message, moral, and lesson. Students describe how characters in a story respond to major events and challenges, while making connections to previously acquired schema. They identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. As they read and write, students identify and use compound words and use root words to determine the meaning of unknown words.

Mastery of comprehension can be measured by being able to recount stories, both orally and in writing as well as identify their lessons, messages, or morals. The students have structured whole group instruction detailing ways to identify the main idea, describe how characters in a story respond to major events and challenges, and making personal connections to previously acquired schema. During discussions, the teacher will provide plenty of opportunities for the students to engage in oral retelling of the stories at hand. With guidance and support, students write letters to characters or authors using commas. By reading, listening, discussing, writing, and editing, the students strengthen and deepen their understanding of the main idea of literature all the while practicing to read with sufficient accuracy and fluency to support comprehension.

This unit is taught in the second quarter because it is following the “Story Elements” unit, which taught students the various elements of an author’s writing. In a subsequent unit, students gain a better understanding of the composition of a text structure.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

Concepts to Be Learned and Skills to Be Used

- RECOUNT **stories**, including **fables** and **folktales**.
- DETERMINE central **message**, **lesson**, or **moral**.
- DESCRIBE how **characters** in a **story** respond to major **events** and **challenges**.
- IDENTIFY the **main topic** of a **multi-paragraph text** as well as the **focus** of specific **paragraphs** within text.
- DECODE two-syllable **words** with **long vowels**.
- RECOUNT key **ideas** from a **text** read aloud.

- DESCRIBE key **details** from a **text** read aloud.
- USE **commas** in **greetings** and **closings** of **letters**.
- USE root **words** as a **clue** to a meaning of an unknown **word** with the same root.
- USE **knowledge** of the **meaning** of **individual words** to PREDICT the meaning of a **compound word**.

Essential Questions

- What is the central message of this story, fable, or folktale?
- What is the moral of the story, fable, or folktale?
- How do the characters respond to important challenges in the story?
- What are the most important events that happened in the story? How do you know?
- How do the characters solve the problem in this story?
- How can you use a dictionary, or digital media to look for the meaning and correct spelling of a word?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Informational Text

Key Ideas and Details

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

- Provides questions and answers to questions such as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (1)

RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

- Provides an identification of the main topic of a multi- paragraph text. (1)
- Provides an identification of the focus of specific paragraphs within a multi-paragraph text. (2)

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text.

- Provides a description of the connection between a series of **historical events** in a text. (1)

- Provides a description of the connection between a series of **scientific concepts or steps in technical procedures** in a text. (2)

Reading Standards: Foundational Skills

Phonics and Word Recognition

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- c. Decode regularly spelled two-syllable words with long vowels.

Speaking and Listening Standards

Comprehension and Collaboration

- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Language Standards

Conventions of Standard English

- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- b. Use commas in greetings and closings of letters.

Vocabulary Acquisition and Use

- L.2.4 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.
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using sentence-level context as a clue to the meaning of a word or phrase. (1)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases when a known prefix is added to a known word. (2)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using a known root word as a clue to the meaning of the unknown word with the same root. (3)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using the knowledge of individual words to predict the meaning of compound words. (4)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using glossaries and beginning dictionaries. (5)
 - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

*The following standards **reinforce and/or support** the unit of study focus standards:*

Reading Standards: Foundational Skills

Fluency

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.

Writing Standards

Text Types and Purposes

W.2.3 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.

- Recounts a well-elaborated event in a narrative writing. (1)
- Recounts a short sequence of events in a narrative writing. (2)
- Includes details to describe actions, thoughts, and feelings in a narrative writing. (3)
- Uses temporal words to signal event order in a narrative writing. (4)

Production and Distribution of Writing

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- Provides writing that is focused on a topic. (1)
- Strengthens writing as needed when revising and editing. (2)

*The following standards **recur** through many/all of the units of study:*

Reading Standards: Foundational Skills

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- f. Recognize and read grade-appropriate irregularly spelled words.

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.2.10 By the end of 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.

Clarifying the Standards

Key: *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

RL— RL.2.2 In grade 1, student retold stories, including key details, and demonstrated understanding of their central message or lesson. **In grade 2, students recount stories, including fables and folktales from diverse cultures, and demonstrate their central message, lesson, or moral.** In grade 3, students will recount stories, including fables, folktales, and myths; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.2.3 In grade 1, students described characters, settings, and major events in a story, using key details.

In grade 2, students describe how the characters in a story respond to major events and challenges.

In grade 3, students will describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RI— RI.2.2 In grade 1, students identified the main topic and retold key details from the text. **In grade 2, students identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.** In grade 3, students will determine the main idea of a text; recount the key details and explain how they support the main idea.

RF— RF.2.3c In grade 1, students determined understanding of spoken words, syllables, and sounds (phonemes) by isolating and pronouncing initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. **In grade 2, students decode regularly spelled two-syllable words with long vowels.** In grade 3, students will decode multisyllable words.

W—No focus standards at this time.

SL— SL.2.2 In grade 1, students asked and answered questions about key details in a text read aloud or information presented orally or through other media. **In grade 2, students recount or describe key ideas or details from a text read aloud or information presented orally or through other media.** In grade 3, students will determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

L— L.2.2b In grade 1, students demonstrated command of the conventions of standard English capitalization, punctuation, and spelling when writing by using commas in dates and to separate single words in a series. **In grade 2, students use commas in greetings and closings of letters.** In grade 3, students will use commas in addresses.

L.2.4c In grade 1, students determined or clarified the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading content*, choosing flexibly from an array of strategies by identifying frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). **In grade 2, students use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*), based on *grade 2 reading and content*.** In grade 3, students will use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

L.2.4d **In grade 2, students use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark*) using *grade 2 reading and content*.** In grade 3, students will use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Figure 2. Qualitative Dimensions of Text Complexity (p. 6)

Speaking and Listening, “Read-Alouds and Reading-Speaking-Listening Link” (p. 27)

Language (p. 29)

Appendix B: Text Exemplars and Sample Performance Tasks

Students read fables and folktales from diverse cultures that represent various origin tales, such as:

Rudyard Kipling. How the Camel Got His Hump (p. 46)

Thurber, James. The Thirteen Clocks (p. 46)

White, E. B. Charlotte’s Web (p. 47)

Selden, George. The Cricket in Times Square (p. 47)

Babbitt, Natalie. The Search for Delicious (p. 48)

Curtis, Christopher Paul. Bud, Not Buddy (p. 48)

Say, Allen. The Sign Painter (p. 49)

Appendix C: Samples of Student Writing

Student Sample: Grade 2, Narrative, “My First Tooth is Gone” (p. 17)

District Resources

- **RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text, Teacher’s Edition(3): T149
- **RF.2.3c** Decode regularly spelled two-syllable words with long vowels, TE(1): T256, T266, TE(2): T178, T188, T350, T360
- **RF.2.4a** Read on-level text with purpose and understanding, TE(1): T47, T50, T71, T145, T163, T165, T229, T309, T329, TE(2): T47, T145, T231, T280–T282, T315, T341, TE(3): T47, T67, T143, T147, T225, T249, T276–T279, T311
- **W.2.3** 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, Student Edition(1): 193, 263, 353, SE(2): 139, 197, 237, 467, TE(1): T104–T111, T113, TE(2): T73, T211, T255, T259, TE(3): T27, T71, T75, T255

Terminology

- **Editing:** A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task purpose, and audience; compared to *revising*, a smaller-scale activity often associated with surface aspects of a text.
- **Point of view:** Chiefly, in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.
- **Proficient(ly):** A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with *independent(ly)* to suggest a successful student performance *done without scaffolding*; in the Reading standards, the act of reading a text with comprehension.
- **Revising:** A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to *editing*, a larger-scale activity often associated with the overall content and structure of a text.
- **Standard English:** In the Standards, the most widely accepted and understood form of expression in English in the United States; refers to formal English writing and speaking; the particular focus of Language standards 1 and 2.
- **Text complexity:** The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations.
- **Text complexity band:** A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2-3, grades 4-5, grades 6-8, grades 9-10, and grades 11-CCR (college and career readiness).

Challenging Concepts

- Students might encounter difficulty obtaining the comprehension necessary to identify text structure due to lack of fluency and or phonemic awareness.
- Limited-English-speaking students might encounter difficulty comprehending text structure.
- It may be helpful for the teacher to read the story to the struggling students and assess comprehension orally as opposed to doing it in writing.
- Students can also identify structure by using visual aids.

Online Resources

Suggested Local Resources

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5 (username: hmsstaff; password: resources)
- www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources

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Grade 2 English Language Arts, Quarter 2, Unit 2.2

Text Structure

Overview

Number of instructional days: 20 (1 day = 90 minutes)

By the end of this unit, students will be able to describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. They describe in writing as well as orally, the beginning, middle, and ending of a story, and the importance of sequential order in a story. In discussing stories, students ask and answer questions in order to clarify comprehension, gather additional information, or deepen understanding of a topic. In reading and writing, students note spelling patterns when identifying and writing words and identify words with inconsistent but common spelling-sound correspondences.

While reading any given story, students are provided with many opportunities to describe its overall structure in small or large groups. The students are also given opportunities to read aloud in order to increase or maintain sufficient accuracy and fluency to support their comprehension. They listen to different readers, adults and peers, and are allowed and encouraged to 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.

Being able to identify the overall structure of a story is an essential aspect of reading. This unit is taught in the second quarter because it follows the Main Idea/Supporting Details unit, which builds a foundation of learning in which readers will gain understanding of the most important parts of a story as well as its supporting aspects.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

Concepts to Be Learned and Skills to Be Used

- DESCRIBE the overall **structure** of a **story**.
- DESCRIBE how the **beginning** introduces the **story** and the **ending** concludes the **action**.
- IDENTIFY **words** with inconsistent but common **spelling- sound** correspondence.
- GENERALIZE learned **spelling patterns** when writing **words**.

Essential Questions

- Describe the beginning, middle, and end of the story.
- What features in the text help you find important information about what you are reading?
- What would be one question that you could ask so you could find out more information about a topic?
- How do you use a graphic organizer to strengthen your writing?
- What strategies can you use to revise/edit your work?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Informational Text

Craft and Structure

- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Provides an identification of the main purpose of a text, including what the author wants to answer, explain, or describe. (1)

Integration of Knowledge and Ideas

- RI.2.8 Describe how reasons support specific points the author makes in a text.
- Provides a description of how the reasons in a text support specific points made by the author. (1)

Reading Standards: Foundational Skills

Phonics and Word Recognition

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify words with inconsistent but common spelling-sound correspondences.

Speaking and Listening Standards

Comprehension and Collaboration

- SL.2.3 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.

Language Standards

Conventions of Standard English

- L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

The following standards **reinforce and/or support** the unit of study focus standards:

Reading Standards for Informational Text

Key Ideas and Details

- RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- Provides questions and answers to questions such as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (1)

Reading Standards: Foundational Skills

Fluency

- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Production and Distribution of Writing

- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- Provides writing that is focused on a topic. (1)
 - Strengthens writing as needed when revising and editing. (2)

Language Standards

Vocabulary Acquisition and Use

- L.2.6 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*).
- Provides a statement demonstrating the meaning of words and phrases acquired through conversations and reading, including adjectives and adverbs used. (1)

The following standards **recur** through many/all of the units of study:

Reading Standards: Foundational Skills

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- f. Recognize and read grade-appropriate irregularly spelled words.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

- RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Clarifying the Standards

Key: *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

RL— RL.2.5 In grade 1, students explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. **In grade 2, students describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.** In grade 3, students refer to parts of stories, dramas, and poems when writing and speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RI—No focus standards at this time.

RF— RF.2.3e In grade 1, students know and apply grade-level phonics and word analysis skills in decoding words by decoding two syllable words following basic patterns by breaking the words into syllables. **In grade 2, students identify words with inconsistent but common spelling-sound correspondences.** In grade 3, students read grade-appropriate irregularly spelled words.

W—No focus standards at this time.

SL— SL.2.3 In grade 1, students ask and answer questions about what a speaker says in order to gather additional information presented orally or through other media. **In grade 2, students 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.** In grade 3, students ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

L— L.2.2d In grade 1, students demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing by using conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **In grade 2, students generalize learned spelling patterns when writing words (e.g. cage → badge; boy → boil).** In grade 3, students form and use regular and irregular plural nouns and regular and irregular verbs.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Qualitative and Quantitative Measures of Text Complexity (pp. 5-8)

Appendix B: Text Exemplars and Sample Performance Tasks

Stories (see text below list):

Maclachlan, Patricia. Sarah, Plain and Tall (p. 38)

Rylant, Cynthia. Henry and Mudge: The First Bok of Their Adventures (p. 39)

Stevens, Janet. Tops and Bottons (p. 40)

La Marche, Jim. The Raft (p. 40)

Rylant, Cynthia. Poppleton in Winter (p. 40)

Terminology

- **Editing:** A part of writing and preparing presentations concerned chiefly with improving the clarity, organization, concision, and correctness of expression relative to task purpose, and audience; compared to *revising*, a smaller-scale activity often associated with surface aspects of a text.
- **Evidence:** Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.
- **Proficient(ly):** A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with *independent(ly)* to suggest a successful student performance *done without scaffolding*; in the Reading standards, the act of reading a text with comprehension.
- **Revising:** A part of writing and preparing presentations concerned chiefly with a reconsideration and reworking of the content of a text relative to task, purpose, and audience; compared to *editing*, a larger-scale activity often associated with the overall content and structure of a text.
- **Scaffolding:** Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student’s capacity to perform the task on his or her own later on.
- **Standard English:** In the Standards, the most widely accepted and understood form of expression in English in the United States; refers to formal English writing and speaking; the particular focus of

Language standards 1 and 2.

- Text complexity: The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations.

Challenging Concepts

- Students might encounter difficulty obtaining the comprehension necessary to identify text structure due to lack of fluency and or phonemic awareness.
- Limited- English-speaking students might encounter difficulty comprehending text structure.
- It may be helpful for the teacher to read the story to the struggling students and assess comprehension orally as opposed to doing it in writing.
- Students can also identify structure by using visual aids.

Online Resources

Suggested Local Resources

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5 (username: hmsstaff; password: resources)
- www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources

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- <http://www.readingrockets.org/article/82/>: Reading Strategies

- <http://www.edsteps.org/CCSSO/Home.aspx>: A resource for student writing samples
- <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>: Links to 10 Common Core resources from EdTech
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Grade 2 English Language Arts, Quarter 3, Unit 3.1

Literal and Figurative Language

Overview

Number of instructional days: 20 (1 day = 90 minutes)

By the end of this unit, students will be able to describe how words and phrases (e. g., regular beats, alliteration*, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Students will determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. They will write informative/explanatory texts* in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

The students will be able to describe how words and phrases supply rhythm and meaning in stories, poems, or songs through read-aloud and independent reading. Students will read for purpose to determine word meanings and phrases in grade 2 which are relevant to the subject area. The students will be able to tell or write informative/explanatory coherent sentences by recounting experiences with appropriate facts, using descriptive adjectives and adverbs.

This unit is taught in the third quarter because it is following the "Text Structure" unit, which builds a foundation of learning in which readers will gain an understanding of the importance of text structure. In the next unit of study students will build and expand on their knowledge of the author's point of view.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

*Definitions provided in the terminology section.

Concepts to Be Learned and Skills to Be Used

- DESCRIBE how **words** and **phrases** SUPPLY rhythm and **meaning** in a **story, poem, or song**.
- DETERMINE **meaning** of **words** and **phrases** in text.
- WRITE **informative/explanatory text** which they:
 - INTRODUCE a **topic**.
 - USE **facts** and **definitions** to DEVELOP **points**.
 - PROVIDE a **concluding statement**.
- USE **adjectives** and **adverbs** when WRITING and SPEAKING, and CHOOSE between them depending on **what** is to be **modified**.
- USE reflexive **pronouns** when **writing** and **speaking**.

- DECODE **words** with common **prefixes** and **suffixes**.
- TELL a **story** or **experience** with appropriate **facts** and **relevant**, descriptive **details**, speaking audibly in complete **coherent sentences**.

Essential Questions

- Can you identify the words that rhyme? Can you identify any repetition in this story, poem, or song?
- Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- Explain and/or demonstrate how to look up words in a dictionary using the first two letters of a word.
- Describe how the characters in a story/poem respond to a major event or challenge.
- How do you use a graphic organizer to strengthen your writing?
- How do you find facts and definitions to develop points and provide these in your writing?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Literature

Craft and Structure

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- Provides a description of how words and phrases supply rhythm and meaning in a story, poem, or song. (1)

Integration of Knowledge and Ideas

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

- Provides a comparison and contrast of two or more versions of the same story written by different authors. (1)
- Provides a comparison and contrast of two or more versions of the same story written from different cultures. (2)

Reading Standards: Foundational Skills

Phonics and Word Recognition

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- d. Decode words with common prefixes and suffixes.

Writing Standards**Text Types and Purposes**

- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Introduces a topic in an informational or explanatory text. (1)
 - Uses facts and definitions to develop points in an informational or explanatory text. (2)
 - Provides a concluding statement or section in an informational or explanatory text. (3)

Speaking and Listening Standards**Presentation of Knowledge and Ideas**

- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language Standards**Conventions of Standard English**

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- c. Use reflexive pronouns (e.g., *myself*, *ourselves*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

*The following standards **reinforce and/or support** the unit of study focus standards:*

Reading Standards for Literature**Key Ideas and Details**

- RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- Provides questions and/or answers that show understanding of key details in a text, including answers to such questions as *who*, *what*, *where*, *when*, *why*, and *how*.

Reading Standards: Foundational Skills**Fluency**

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Production and Distribution of Writing

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- Provides writing that is focused on a topic. (1)
- Strengthens writing as needed when revising and editing. (2)

Vocabulary Acquisition and Use

L.2.6 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*).

- Provides a statement demonstrating the meaning of words and phrases acquired through conversations and reading, including adjectives and adverbs used. (1)

The following standards **recur** through many/all of the units of study:

Reading Standards: Foundational Skills

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- f. Recognize and read grade-appropriate irregularly spelled words.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Clarifying the Standards

Key: *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

RL— RL.2.4 In grade 1, students identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **In grade 2, students describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.** In grade 3, students determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RI— RI.2.4 In grade 1, students ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **In grade 2, students determine the meaning of words and phrases in a**

text relevant to a grade 2 topic or subject area. In grade 3, students determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

RF— RF.2.3d **In grade 2, students know and apply grade level phonics and word analysis skills by decoding words with common prefixes and suffixes.** In grade 3, students decode words with common Latin suffixes and identify and know the meaning of most common prefixes and derivational suffixes.

W— W.2.2 In grade 1, students write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **In grade 2, students write informative/explanatory texts and use facts and definitions to develop points, and provide a concluding statement or section.** In grade 3, students write informative/explanatory texts to examine a topic and convey ideas and information clearly. They introduce a topic, group related information together, develop the topic with facts, definitions, and details, include illustrations when useful to aid comprehension, add linking words and phrases (e.g., *because, therefore, since, for example*) to connect ideas within categories of information, and provide a concluding statement or section.

SL— SL.2.4 In grade 1, students describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **In grade 2, students tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.** In grade 3, students 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.

L— L.2.1c In grade 1, students use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). **In grade 2, students use reflexive pronouns (e.g., *myself, ourselves*).** In grade 3, students ensure subject-verb and pronoun-antecedent agreement.

L.2.1e In grade 1, students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using frequently occurring adjectives. **In grade 2, students use adjectives and adverbs, and choose between them depending on what is to be modified.** In grade 3, students form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Morphemes Represented in English Orthography (p. 22)

Informational/Explanatory Writing (p. 23)

Read-Alouds and the Reading-Speaking-Listening Link (p. 27)

Appendix B: Text Exemplars and Sample Performance Tasks

Poetry (see poems below)

Dickinson, Emily. "Autumn" (p. 43)

Rossetti, Christina. "Who Has Seen the Wind?" (p. 43)

Millay, Edna St. Vincent. "Afternoon on a Hill" (p. 43)

Frost, Robert. "Stopping by Woods on sa Snowy Evening" (p. 44)

Giovanni, Nikki. "Knoxville, Tennessee" (p. 44)

Soto, Gary. "Eating While Reading" (p. 45)

Terminology

- Alliteration: The repetition of usually initial consonant sounds in two or more neighboring words or syllables (as wild and woolly, threatening throngs).
- Explanatory: Serving or intended to serve as an explanation.
- Figurative language: Describes something by comparing it with something else; figurative language paints word pictures and allows us to 'see' a point, e.g., "It is raining cats and dogs."
- Informational/explanatory text: Conveys information accurately and 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.
- Literal language: Most obvious or non-figurative sense of a word or words; language that is not perceived as metaphorical or ironic, e.g., "The sea, the great unifier, is man's only hope. Now, as never before, the phrase has a **literal** meaning: we are all in the same boat." (Jacques Cousteau)

Challenging Concepts

No new challenging concepts at this time.

Online Resources

Suggested Local Resources

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5 (username: hmsstaff; password: resources)
- [www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources](http://www.hobbsschools.net/Departments/Elementary_Instruction/Educational_Resources)

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website
- <http://newmexicocommoncore.org/>: New Mexico Department of Education

Other Websites with CCSS Information, Strategies, or Lessons

- www.Muskingum.edu/~cal/database/general/reading.html: Reading comprehension strategies, graphic organizers, reading strategies for ELL students.
- www.thinkcentral.com: Storytown website
- www.hcschools.org/literacy/graphic_organizers.htn: Graphic organizers
- www.pcboe.net: Storytown Resources
- www.brainpopjr.com: Reading and writing strategies for teachers and students
- <http://www.readingrockets.org/article/82/>: Reading Strategies
- <http://www.edsteps.org/CCSSO/Home.aspx>: A resource for student writing samples
- <http://getttingsmart.com/cms/edreformer/10-common-core-resources/>: Links to 10 Common Core resources from EdTech
- <http://learnzillion.com/overview>: Lessons, assessments, and videos, some aligned to Common Core

Grade 2 English Language Arts, Quarter 3, Unit 3.2

Point of View

Overview

Number of instructional days: 20 (1 day = 90 minutes)

By the end of this unit, students will be able to acknowledge the differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. The students also 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). In preparation, they are introduced to reference materials and text features that can aid them in their research and writing. They use dictionaries, a thesaurus, an almanac, or other resources; learn how to use a book's table of contents, index, and glossary to quickly find information or electronic icons on the digital resources; and understand how captions, bold print, and subheadings can assist their comprehension of informative/explanatory text.

In order to understand, connect and enjoy a piece of literature one must be able to comprehend the points of view of not only the author, but also the characters in a story. Being able to navigate through a book and or other resources aids the students in locating important information, which in turn increases and deepens text comprehension. Students in second grade participate in shared research and writing projects in order to build and present knowledge. Students are given many opportunities to present knowledge and ideas by producing complete sentences when appropriate to task and ask questions in order to provide requested detail or clarifications. By using glossaries, beginning dictionaries, thesaurus, almanac, and table of contents the students locate necessary information to help present the information obtained for the project.

This unit is taught in the third quarter because it follows the unit on literal and figurative language, which builds a foundations of learning in which readers gain understanding of the differences between the two and the importance thereof. In the next unit students will compare and contrast different points of view.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

Concepts to Be Learned and Skills to Be Used

- ACKNOWLEDGE differences in the **point of view** of **characters**, including SPEAKING in different **voice** for each character when READING **dialogue** aloud.
- KNOW and USE various **text features** to LOCATE **key facts** for **information** in a **text** efficiently.
- PARTICIPATE in shared **research** and **writing projects**.
- PRODUCE complete **sentences** when appropriate to **task** and **situation** to PROVIDE **detail** or **clarification**.

- CONSULT **reference materials**.
- USE beginning **dictionaries**, both **print** and **digital**, to CHECK and CORRECT spelling.
- USE **glossaries** and beginning **dictionaries** to DETERMINE the **meaning** of a **word**.
- DISTINGUISH **shades** of **meaning** among closely related **verbs** and **adverbs**.

Essential Questions

- How does one character’s point of view differ from other characters?
- How are the characters thinking/feeling about this event?
- Think about this character. How would this character say this part in the story?
- 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 and bold print help you?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Literature

Key Ideas and Details

- RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- Provides questions and/or answers that show understanding of key details in a text, including answers to such questions as *who*, *what*, *where*, *when*, *why*, and *how*.

Craft and Structure

- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Provides a statement about the differences in the points of view of characters. (1)
 - Speaks in a different voice for each character when reading dialogue aloud to show understanding of the difference in the point of view of characters. (2)

Writing Standards

Research to Build and Present Knowledge

W.2.7 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).

- Participates in shared research and writing projects. (1)

Speaking and Listening Standards

Presentation of Knowledge and Ideas

SL.2.6 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 on pages 26 and 27 for specific expectations.)

Language Standards

Conventions of Standard English

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Vocabulary Acquisition and Use

L.2.4 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.

- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using sentence-level context as a clue to the meaning of a word or phrase. (1)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases when a known prefix is added to a known word. (2)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using a known root word as a clue to the meaning of the unknown word with the same root. (3)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using the knowledge of individual words to predict the meaning of compound words. (4)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using glossaries and beginning dictionaries. (5)
- L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
 - b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).
 - Provides a statement showing understanding of word relationships and nuances in word meanings by identifying real-life connections between words and their use. (1)
 - Provides a statement showing understanding of the shades of meaning among closely related verbs and adjectives. (2)

The following standards **reinforce and/or support** the unit of study focus standards:

Writing Standards

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- Provides writing that is focused on a topic. (1)
- Strengthens writing as needed when revising and editing. (2)

Speaking and Listening Standards

SL.2.1 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 topics and texts under discussion).

Language Standards

Conventions of Standard English

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- e. Use commas in greetings and closings in letters.

The following standards **recur** through many/all of the units of study:

Reading Standards: Foundational Skills

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- f. Recognize and read grade-appropriate irregularly spelled words.

Reading Standards for Literature

Range of Reading and Level of Text Complexity

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.2.10 By the end of 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.

Clarifying the Standards

Key: *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

RL—RL.2.6 In grade 1, students identified who is telling the story at various points in a text. **In grade 2, students acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.** In grade 3, students will distinguish their own point of view from that of the narrator or those of the characters.

RI—RI.2.5 In grade 1, students knew and used various text features to locate key facts or information in a text. **In grade 2, students use various text features and search tools (e.g., key words, sidebars, hyperlinks) to locate key facts and information in a text efficiently.** In grade 3, students will describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RF—No focus standards at this time.

W—W.2.7 In grade 1, students participated in shared research and writing projects (e.g., explored a number of “how-to” books on a given topic and used them to write a sequence of instructions). **In grade 2, students 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).** In grade 3, students will conduct short research projects that build knowledge about a topic.

SL—SL.2.6 In grade 1, students produced complete sentences when appropriate to task and situation. **In grade 2, students produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.** In grade 3, students will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L—L.2.2e In grade 1, students demonstrated command of the conventions of the standard English capitalization, punctuation, and spelling when writing by spelling untaught words phonetically, drawing on knowledge of sound-letter relationships. **In grade 2, students consult reference materials, including beginning dictionaries, as needed to check and correct spellings.** In grade 3, students will consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.4e In grade 1, students determined or clarified the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. **In grade 2, students consult reference material, including beginning dictionaries, as needed to check and correct spellings.** In grade 3, students will use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.2.5e In grade 1, with guidance and support from adults, students demonstrated understanding of word relationships and nuances in word meanings by distinguishing 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. **In grade 2, students distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).**

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

The Standards' Approach to Text Complexity (pp. 4-8)

Appendix B: Text Exemplars and Sample Performance Tasks

Grade 2-3 Text Exemplars (pp. 37-61)

Terminology

- Point of view: Chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.
- Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.
- Proficient(ly): A student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with independent(ly) to suggest a successful student performance done without scaffolding; in the Reading standards, the act of reading a text with comprehension; see also independent(ly), scaffolding.
- Scaffolding: Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.
- Source: A text used largely for informational purposes, as in research.
- Standard English: In the Standards, the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2 (CCSS, pp. 26, 28, 52, 54).
- Text complexity: The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations (CCSS, pp. 31, 57; Reading, pp. 4-16).
- Text complexity band: A range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2-3, grades 4-5, grades 6-8, grades 9-10, and grades 11-CCR (college and career readiness).

Challenging Concepts

- Students might encounter difficulty obtaining the comprehension necessary to identify text structure due to lack of fluency and or phonemic awareness.
- Limited-English-speaking students might encounter difficulty comprehending text structure.
- It may be helpful for the teacher to:
 - read the story to the struggling students and assess comprehension orally as opposed to

- allow students to identify structure by using visual aids.

Online Resources

Suggested Local Resources

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5 (username: hmsstaff; password: resources)
- [www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources](http://www.hobbsschools.net/Departments/Elementary_Instruction/Educational_Resources)

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website
- <http://newmexicocommoncore.org/>: New Mexico Department of Education

Other Websites with CCSS Information, Strategies, or Lessons

Common Core State Standard: RL.2.6

- http://www.readtennessee.org/teachers/common_core_standards/2nd_grade/reading_literature/rl26.aspx

Common Core State Standard: RI.2.5

- http://www.readtennessee.org/teachers/common_core_standards/2nd_grade/reading_informational_text/ri25.aspx

Common Core State Standard: W.2.7

- http://www.readtennessee.org/teachers/common_core_standards/2nd_grade/writing/w27.aspx
- www.Muskingum.edu/~cal/database/general/reading.html, Reading Strategies
- www.thinkcentral.com, Storytown website
- www.hcschools.org/literacy/graphic_organizers.htn, Graphic organizers
- www.pcboe.net, Storytown Resources
- www.brainpopjr.com: Reading and writing strategies for teachers and students
- <http://www.readingrockets.org/article/82/>, Reading Strategies
- <http://www.edsteps.org/CCSSO/Home.aspx>: A resource for student writing samples
- <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>: Links to 10 Common Core resources from EdTech
- <http://learnzillion.com/overview>: Lessons, assessments, and videos, some aligned to Common Core

Grade 2 English Language Arts, Quarter 4, Unit 4.1

Compare and Contrast

Overview

Number of instructional days: 20 (1 day = 90 minutes)

By the end of this unit, students will be able to compare and contrast two or more versions of the same story by different authors or from different cultures as well as compare and contrast the most important points presented by two texts on the same topic. Students recall or gather information from provided relevant sources to answer questions. Students collaborate in conversations with diverse partners about grade 2 topics and texts with peers and adults and build on others conversations by linking comments and remarks of others.

The students compare and contrast different aspects of literature throughout genres and from different cultures as a compelling indicator of reading comprehension. This is done by allowing the students to convene, discuss and listen to one another, and build on other's talk in conversations by linking their comments to the remarks of others. The students 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. By employing well organized group instruction, holding discussions and utilizing various resources the teacher provides students with the opportunity to determine the meaning of new words formed when a known prefix is added to a known word (*e.g., happy/unhappy, tell/retell*). Students produce, expand and rearrange complete simple and compound sentences within their daily writing experiences.

This unit is taught in the fourth quarter because it is following the Point of View unit, which builds a foundation of learning in which readers gain understanding of the point of view of the author and the characters in a story. In the following unit the students learn how to clarify their point of view.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

Concepts to Be Learned and Skills to Be Used

- COMPARE and CONTRAST two or more **versions** of the same **story** by **different authors** or from **different cultures**.
- COMPARE and CONTRAST the most **important parts** presented by two **texts** on the **same topic**.
- RECALL **information** or GATHER **information** from provided **sources** to answer a **question**.
- BUILD on others' talk in **conversations** by LINKING **comments**.
- FORM and USE the past tense of **irregular verbs**.
- PRODUCE, EXPAND, and REARRANGE **complete** and **simple compound sentences**.

- COMPARE **formal** and **informal** uses of **English**.
- DETERMINE the **meaning** of a **new word** formed when ADDING a **prefix** to a known **word**.

Essential Questions

- Identify similarities and differences between two texts.
- What is the same about the characters in the two stories? What is different?
- How did the author solve the problem?
- Compare and contrast the conflict and resolution in both stories.
- Have you determined the purpose for your speech, writing, or presentation?
- What strategies could you use to help you figure out what a word means?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Informational Text

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- Demonstrates the ability to determine the meaning of words or phrases in a text relevant to a grade 2 topic or subject area. (1)

Integration of Knowledge and Ideas

- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.
- Provides a comparison and contrast of the most important points presented by two texts on the same topic. (1)

Writing Standards

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- Recalls information from experiences to answer a question in writing. (1)
 - Gathers information from provided sources to answer a question in writing. (2)

Speaking and Listening Standards

Comprehension and Collaboration

- SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- b. Build on others' talk in conversations by linking their comments to the remarks of others.

Language Standards

Conventions of Standard English

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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.

Knowledge of Language

- L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

- L.2.4 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.
- 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*).
- Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using sentence-level context as a clue to the meaning of a word or phrase. (1)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases when a known prefix is added to a known word. (2)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using a known root word as a clue to the meaning of the unknown word with the same root. (3)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases by using the knowledge of individual words to predict the meaning of compound words. (4)
 - Demonstrates the ability to determine or clarify the meaning of unknown and multiple-meaning words and phrases

The following standards **reinforce and/or support** the unit of study focus standards:

Reading Standards for Informational Text

Key Ideas and Details

- RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- Provides questions and answers to questions such as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (1)

Writing Standards**Production and Distribution of Writing**

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- Uses a variety of digital tools to produce and publish writing. (1)
- Collaborates with peers to produce and publish writing, using a variety of digital tools. (2)

Language Standards**Conventions of Standard English**

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- e. Use adjectives and adverbs and choose between them depending on what is to be modified.

The following standards recur through many/all of the units of study:

Reading Standards: Foundational Skills**Phonics and Word Recognition**

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- f. Recognize and read grade-appropriate irregularly spelled words.

Reading Standards for Informational Text**Range of Reading and Level of Text Complexity**

- RI.2.10 By the end of 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.

Clarifying the Standards

Key: *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

RL— RL.2.9 In grade 1, students compare and contrast the adventures and experiences of characters in the

stories. **In grade 2, students compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.** In grade 3, students 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).

RI— RI.2.9 In grade 1, students identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **In grade 2, students compare and contrast the most important points and key details presented in two texts on the same topic.** In grade 3, students integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RF—No focus standards at this time.

W— W.2.8 In grade 1, with guidance and support from adults, students recall information from experiences or gather information from provided sources to answer a question. **In grade 2, students recall information from experiences or gather information from provided sources to answer a question.** In grade 3, students recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL—No focus standards at this time.

L— L.2.1d In grade 1, students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by using 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*). **In grade 2, students form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).** In grade 3, students form and use regular and irregular verbs.

L.2.1f In grade 1, students demonstrate command of the conventions of standard English grammar and usage when writing or speaking by producing and expanding complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **In grade 2, students 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*).** In grade 3, students produce simple, compound, and complex sentences.

L.2.3a **In grade 2, students use knowledge of language and its conventions when writing, speaking, reading, or listening by comparing formal and informal uses of English.** In grade 3, students choose words and phrases for effect and recognize and observe differences between the conventions of spoken and written standard English.

L.2.4b In grade 1, students determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies by using frequently occurring affixes as a clue to the meaning of a word. **In grade 2, students determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).** In grade 3, students 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*).

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

General Progression of Phoneme Awareness Skills (K–2) (pp. 19-20)

Appendix B: Text Exemplars and Sample Performance Tasks

K-1 Text Exemplars, Laura Ingalls Wilder. "Two Big Bears" from Little House in the Big Woods (p. 20)

Grades 2-3 Text Exemplars, Patricia MacLachlan. Sarah, Plain and Tall (p. 38)

Terminology

- Compare and contrast: to describe how things are the same or different.
- Point of view: chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.
- Evidence: facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.
- Proficient(ly): a student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with independent(ly) to suggest a successful student performance done without scaffolding; in the Reading standards, the act of reading a text with comprehension; see also independent(ly), scaffolding.
- Scaffolding: temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.
- Source: a text used largely for informational purposes, as in research.
- Standard English: in the Standards, the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2 (CCSS, pp. 26, 28, 52, 54).
- Text complexity: the inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations (CCSS, pp. 31, 57; Reading, pp. 4-16).
- Text complexity band: a range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2-3, grades 4-5, grades 6-8, grades 9-10, and grades 11-CCR (college and career readiness).

Challenging Concepts

- Students might encounter difficulty obtaining the comprehension necessary to identify text structure due to lack of fluency and or phonemic awareness.
- Limited-English-speaking students might encounter difficulty comprehending text structure.
- It may be helpful for the teacher to:
 - Read the story to the struggling students and assess comprehension orally as opposed to doing so in writing, and/or
 - Allow students to identify structure by using visual aids.

Online Resources

- www.Muskingum.edu/~cal/database/general/reading.html, Reading strategies
- www.thinkcentral.com, Storytown website
- www.hcschools.org/literacy/graphic_organizers.htn: Graphic organizers
- www.pcboe.net, Storytown resources
- www.brainpopjr.com, Reading and writing strategies for teachers and students
- <http://www.readingrockets.org/article/82/>: Reading Strategies
- <http://www.learningtogive.org/lessons/unit205/lesson2.html>, Lesson on comparing African version of Cinderella, *Mufaro's Beautiful Daughters*, with other versions

Suggested Local Resources

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5 (username: hmsstaff; password: resources)
- www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website
- <http://newmexicocommoncore.org/>: New Mexico Department of Education

Other Websites with CCSS Information, Strategies, or Lessons

- <http://www.edsteps.org/CCSSO/Home.aspx>: A resource for student writing samples
- <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>: Links to 10 Common Core resources from EdTech
- <http://learnzillion.com/overview>: Lessons, assessments, and videos, some aligned to Common Core

Grade 2 English Language Arts, Quarter 4, Unit 4.2

Clarifying

Overview

Number of instructional days: 20 (1 day = 90 minutes)

The students will be able to explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text, 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. Students fluently use apostrophes to form contractions and frequently occurring possessives.

The connection readers make with a literary piece is noted by the images that are created in their minds as the story is read. By using, identifying, and explaining the benefits of visual aids, the students are better able to create mental pictures as they read. Being able to read fluently is imperative to comprehension. Listening to their own reading, students become responsible for their own learning. With guidance from adults and peers, the students focus on a topic and strengthen writing as needed by revising and editing. They use a variety of digital tools to produce and publish writing, individually and in collaboration with their peers. The students are given plenty of opportunities to demonstrate command of the conventions of standard English grammar and usage when writing and speaking. This is done by producing, expanding, and rearranging complete, simple, and compound sentences, using apostrophes to form contractions and frequently occurring possessives. They use adjectives and adverbs accurately within their writing.

This unit is taught in the fourth quarter because it is following the unit on compare and contrast, which builds a foundation of learning in which readers gain understanding of the differences and similarities of different stories, genres, and cultures.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently.

Concepts to Be Learned and Skills to Be Used

- EXPLAIN how specific **images** contribute to and **clarify** a **text**.
- CREATE **audio recordings** of **stories** or **poems**.
- ADD **drawings** or other visual displays to stories or recounts of **experiences** to CLARIFY **ideas, thoughts, and feelings**.
- USE an **apostrophe** to form **contractions** and **possessives**.

Essential Questions

- How does a diagram/image help you understand what you are reading?
- How will you articulate your ideas in complete sentences?
- What steps would you use to record yourself reading a story or poem?
- What will you use to organize your ideas to strengthen your writing?
- What punctuation do you need to show something belongs to someone?

Written Curriculum

The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.

*The following standards are the **focus** of this unit of study:*

Reading Standards for Informational Text

Integration of Knowledge and Ideas

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

- Provides an explanation of how specific images contribute to and/or clarify a text. (1)

Speaking and Listening Standards

Presentation of Knowledge and Ideas

SL.2.5 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.

Language Standards

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. Use an apostrophe to form contractions and frequently occurring possessives.

*The following standards **reinforce and/or support** the unit of study focus standards:*

Reading Standards for Informational Text

Key Ideas and Details

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate

understanding of key details in a text.

- Provides questions and answers to questions such as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. (1)

Craft and Structure

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

- Demonstrates the ability to determine the meaning of words or phrases in a text relevant to a grade 2 topic or subject area. (1)

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

- Demonstrates knowledge and use of text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text. (1)

Reading Standards: Foundational Skills

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- d. Decode words with common prefixes and suffixes.

Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Writing Standards

Production and Distribution of Writing

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- Provides writing that is focused on a topic. (1)
- Strengthens writing as needed when revising and editing. (2)

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

- Uses a variety of digital tools to produce and publish writing. (1)
- Collaborates with peers to produce and publish writing, using a variety of digital tools. (2)

Speaking and Listening Standards

Presentation of Knowledge and Ideas

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Language Standards

Conventions of Standard English

- L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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*).
- L.2.6 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*).

- Provides a statement demonstrating the meaning of words and phrases acquired through conversations and reading, including adjectives and adverbs used. (1)

The following standards **recur** through many/all of the units of study:

Reading Standards: Foundational Skills

Phonics and Word Recognition

- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- f. Recognize and read grade-appropriate irregularly spelled words.

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

- RI.2.10 By the end of 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.

Clarifying the Standards

Key: *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

RL—No focus standards at this time.

RI— RI.2.7 In grade 1, students use the illustrations and details in a text to describe its key ideas. **In grade 2, students explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.** In grade 3, students 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).

RF—No focus standards at this time.

W—No focus standards at this time.

SL— SL.2.5 In grade 1, students add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **In grade 2, students 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.** In grade 3, students 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 factors or details.

L— L.2.2c In grade 1, students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing by using commas in dates and to separate single words in a series. **In grade 2, students use an apostrophe to form contractions and frequently occurring possessives.** In grade 3, students form and use possessives.

Resources: References to Appendices A–C and Other Resources

Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Speaking and Listening (pp. 26-27)

Appendix B: Text Exemplars and Sample Performance Tasks

Grades 2-3 Text Exemplars, Informational Text, Gibbons, Gail. From Seed to Plant (p. 48)

Terminology

- Compare and contrast: to describe how things are the same or different.
- Point of view: chiefly in literary texts, the narrative point of view (as in first- or third-person narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character.
- Evidence: facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science.
- Proficient(ly): a student performance that meets the criterion established in the Standards as measured by a teacher or assessment; in the Standards, often paired with independent(ly) to suggest a successful student performance done without scaffolding; in the Reading standards, the act of reading a text with comprehension; see also independent(ly), scaffolding.
- Scaffolding: temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student’s capacity to perform the task on his or her own later on.
- Source: a text used largely for informational purposes, as in research.
- Standard English: in the Standards, the most widely accepted and understood form of expression in English in the United States; used in the Standards to refer to formal English writing and speaking; the particular focus of Language standards 1 and 2 (CCSS, pp. 26, 28, 52, 54).

- Text complexity: the inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations (CCSS, pp. 31, 57; Reading, pp. 4-16).
- Text complexity band: a range of text difficulty corresponding to grade spans within the Standards; specifically, the spans from grades 2-3, grades 4-5, grades 6-8, grades 9-10, and grades 11-CCR (college and career readiness).

Challenging Concepts

- Students might encounter difficulty obtaining the comprehension necessary to identify text structure due to lack of fluency and or phonemic awareness.
- Limited-English-speaking students might encounter difficulty comprehending text structure.
- It may be helpful for the teacher to:
 - Read the story to the struggling students and assess comprehension orally as opposed to doing so in writing, and/or
 - Allow students to identify structure by using visual aids.

Online Resources

- www.Muskingum.edu/~cal/database/general/reading.html, Reading strategies
- www.thinkcentral.com, Storytown website
- www.hcschools.org/literacy/graphic_organizers.htm: Graphic organizers
- www.pcboe.net, Storytown resources
- www.brainpopjr.com, Reading and writing strategies for teachers and students
- <http://www.readingrockets.org/article/82/>: Reading Strategies

Suggested Local Resources

- Compass Learning: <http://compass.hobbsschools.net/clologin.aspx>
- http://www.hobbsschools.net/department/elementary_instruction/curriculum_k-5 (username: hmsstaff; password: resources)
- www.hobbsschools.net: Departments/Elementary Instruction/Educational Resources

Common Core State Standards, Appendices, and PARCC Assessments

The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

- <http://newmexicocommoncore.org/>: New Mexico Department of Education

Other Websites with CCSS Information, Strategies, or Lessons

- <http://www.edsteps.org/CCSSO/Home.aspx>: A resource for student writing samples
- <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>: Links to 10 Common Core resources from EdTech
- <http://learnzillion.com/overview>: Lessons, assessments, and videos, some aligned to Common Core