

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Reading Literature	
Key Ideas and Details	
CC.RL.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Predict what might happen next in a reading selection. • Ask relevant questions in order to comprehend text. • Ask clarifying questions in order to comprehend text. • Use textual evidence to support their thinking as they ask and answer general questions. These questions (who, what, when, where, why, and how) focus on what the text says explicitly and include key details. <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers model asking questions (who, what, where, when, why, and how) to elicit student responses to story. • Teachers model using graphic organizers (e.g., character web, plot, flow-chart). • Teachers include partner sharing: “Let’s discuss what we just read. Turn to your elbow buddy and take turns asking your buddy questions beginning with the words on the board.” • Students practice how to formulate relevant questions. Teachers provide samples to rehearse (e.g., “Who was in the story?” “Where did the story take place?”). • After reading the fictional read-aloud picture books for each of the seasons, have students ask and answer questions using “who, what, where, when, why, and how.” Challenge students to create questions from these stems that apply directly to the books you are reading. Encourage students to answer the questions on Post-Its under each question on the following chart. • Hand Graphic Organizer for Reading Use the drawing of a hand with each finger representing one of the five Ws (who, what, where, when, why). The palm of the hand has a heart that represents the central message, lesson or moral. The teacher can use a large

hand graphic organizer to model retelling the story orally or to create a written summary.

- **Thick and Thin**

After students read a story, the teacher models, asking “thick and thin questions” for students to answer. Thin questions are surface level/recall or literal questions and thick questions require deeper thinking, inferring and synthesizing skills. The teacher uses a think aloud to model the strategies for developing questions.

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CC.RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify cause and effect of specific events in a literary selection. • Make relevant connections (e.g., relationships, cause/effect, and comparisons) between earlier events and later events in text. • Identify the moral of literary selection (e.g., fables, folktales, fairytales, legends). • Be required to retell stories and determine the central message using literature from diverse cultures, including folktales and fables. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Who are the characters in the story? What are the most important events that happened in the story? How do you know? • What lesson is this story teaching you? • Teachers model how to determine a moral/lesson of a well-known story. • Teachers model using a graphic organizer to categorize elements from the story. (e.g., lesson, country of origin, genre). • Teachers conclude reading a fable, folktale or story with: “What message/lesson/moral did we learn?” • Students recount event of stories, fables or folktales to assigned partners in class. • Introduce the genre of tall tales by explaining how they are stories about a special kind of hero that is bigger than life. Even though the story is based on a real person, the person is exaggerated to be stronger or bigger than any real hero can ever be. Read about a hero

	<p>from the 1800s named John Henry. As you read the story, challenge the students to think about the part of the story that is so amazing we know it is not really true. After the children have enjoyed the story, go back through the story and have the students write down one thing that might be real and one thing they think is fantasy. Ask questions such as, “Why do you think we have this tall tale? Why do you think the story has a race between a machine and a human? Why do you think the man beats the machine?”</p>
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CC.RL.2.3. Describe how characters in a story respond to major events and challenges.	<p>Students will:</p> <ul style="list-style-type: none">Describe characters (e.g., traits, roles, similarities) within a literary selection.Begin to understand that characters are people who are involved in a story. Character development is discussed in terms of the characters’ reaction to what is taking place in the story. <p>How?</p> <ul style="list-style-type: none">Use questions and prompts such as:<ul style="list-style-type: none">How did the characters solve the problem in this story?Teachers provide several examples of descriptions of how characters respond to events to serve as a guide to students.Students independently complete graphic organizers to show the relationship between characters and events in a story. <p>Characater/Events Chart</p> <table><tr><th colspan="2">Beginning of the Story</th><th colspan="2">Middle of the Story</th><th colspan="2">End of the Story</th></tr><tr><th>Character</th><th>Events</th><th>Character</th><th>Events</th><th>Character</th><th>Events</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none">Introduce a book such as Snow in Jerusalem by reviewing how unlikely friends become friends through finding something in common. Tell the students that they are going to read a book about two children who were not friends, but they found something in common. As the story is read, have the students focus on how the children find something in common to make a friendship. Talk about how these two characters faced a challenge and made a hard choice.	Beginning of the Story		Middle of the Story		End of the Story		Character	Events	Character	Events	Character	Events						
Beginning of the Story		Middle of the Story		End of the Story															
Character	Events	Character	Events	Character	Events														

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CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Identify words that the author selects to create a rich auditory experience (e.g., alliteration, onomatopoeia, assonance, consonance) in a literary selection. Identify rhyme, rhythm, repetition, and sensory images in poetry. <p><i>How?</i></p> <ul style="list-style-type: none"> Use questions and prompts such as: <ul style="list-style-type: none"> Which parts of this poem rhyme? Can you find the part that shows the beat? Can you find a part that has alliteration? Before Reading/During Reading/After Reading Checklist How are key words or lines way the lines organized? Are there any repeated sounds and/or rhyming words? Can I hear/sense a beat/rhythm as I read? What type of connection do I feel when I read the poem, song, or story? Teachers model well-known rhymes and songs as examples for students. Teachers provide cloze activities for students to complete (e.g., Hickory, Dickory Dock, the mouse ran up the _____). Students tap out the meter and identify the rhyming words. As you read from the poetry collection If Not for the Cat by Jack Prelutsky, explain to students the Haiku style of poetry. Point out to the students that these poems are very short, but they make you think. As you read a poem, keep the accompanying illustrations hidden until students try to guess the animal being described. These

	<p>poems are filled with words that may be new to your students. When you are finished with each poem, ask students to choose one new word to save in their word bank.</p>
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CC.RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Begin to understand story structure by explaining how the introduction is the beginning and the conclusion is where the action ends. • Describe literary elements of text including characters, plot (specific events, problem and solution), and setting. • Sequence a series of events in a literary selection. • Write a narrative that includes: <ul style="list-style-type: none"> a. a main idea based on real or imagined events b. characters(s) c. a sequence of events • Write a response to a literature selection that identifies the: <ul style="list-style-type: none"> a. character(s) b. setting c. sequence of events d. main idea e. problem/solution <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: • Describe the parts of a story (beginning and end). • Have students select a folktale to read. Provide each student with a piece of plain white paper. Then, give these instructions to the children: <ul style="list-style-type: none"> • “Read a folktale with a partner (a stronger reader could read to a weaker reader, or they could take turns, or read chorally). When you are finished reading the folktale, follow these

	<p>directions:</p> <ul style="list-style-type: none">• Fold your paper into fourths.• Draw a picture of the main characters in one square.• Draw the setting in another square.• Draw your favorite part of the plot in another square.• In the last part, write a few sentences describing what you think the folktale is teaching. <ul style="list-style-type: none">• Each time the students do this activity; substitute one more square with writing instead of drawing. As a student reads the last book independently, have them use the four-square outline to write a retelling of the folktale.• Graphic Organizers for classroom use with story structure, compare/contrast, summary, etc., are available online at http://www.eduplace.com/kids/hme/k_5/graphorg/index.html
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CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns. • Begin to understand how characters’ points of view differ. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • How are the characters thinking/feeling about this event? Are the characters thinking the same way about...? • Think about this character. How would this character say this part? • Students participate in reading the text aloud using a different voice for each character. • Explain to the students that Sergei Prokofiev is a Russian musical composer who wrote a musical rendition of the folktale called “Peter and the Wolf.” Explain that he used different musical instruments to represent the characters in the story. Compare and contrast different productions of this piece (e.g., animated version, music-only CD, video of the ballet). • Reader’s Theater: Traits, Feelings, Mood, Tone After reading a story, students analyze the characters to identify their traits, feelings, mood and tone. Create a Reader’s Theatre to demonstrate the differences in characters, their voice and opinions.

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CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. • Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose. • Plan and present a report, using two or more visual media. • Access, view and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages. • Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text. • Be required to use information from pictures, print, or digital text to show they understand characters, setting and plot. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • What do the illustrations tell you about the setting? • Can you find an illustration that tells you how a character is feeling? • Students retell a story using their own pictures or cartoon frames. • Introduce the idea of a “bridge” as a metaphor by reading the book Pop’s Bridge by Eve Bunting. In this book, a group of boys experience the sacrifice involved in bridge building and the joy that comes with friendship. Discuss the literal bridge in the book and the way the bridge served as a link not only between two places but also between two people. Introduce the following Isaac Newton quotation: “We build too many walls and not enough bridges.” Discuss what Isaac Newton may have meant by his comment.

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CC.RL.2.8. (Not applicable to literature)	<i>Students will:</i> <i>How?</i>

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CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Relate information and events in a reading selection to life experiences and life experiences to the text. • Compare (and contrast) literary elements across stories, including plots, settings, and characters. • Write a response to a literature selection that connects: <ul style="list-style-type: none"> a) text to self (personal connection) b) text to world (social connection) c) text to text (compare within multiple texts) • Read versions of the same story and find similarities and differences. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: • What do the illustrations tell you about the setting? • Can you find an illustration that tells you how a character is feeling? • What is the same about the characters in the two stories? What is different? • What happened to the characters that is the same? What happened that is different? • Look at these two stories. How did the authors solve the same problem in different ways? • Students highlight signal words indicating likenesses and differences. • Students complete graphic organizers (e.g. Venn diagram or T-chart) to compare with other literature, (e.g., character web) to show

relationship of main character to others in text, (e.g., flow-charts or timelines) to show sequence of events.

Two Story Map

	Story #1	Story #2
Main Character		
Main Setting		
Plot/Events		
Conclusion/Resolution		
Theme/Lesson/Moral		

- **Compare and Contrast**

Read a traditional fairy tale and have students list the characters, setting or plot details. Next, read another version of the fairy tale (e.g., a fractured fairy tale) and compare story elements and details.

- **Interactive Venn Diagram**

When comparing characters, students could use an interactive Venn diagram to list the similarities and differences. For an interactive resource that produces a computer-generated comparison chart once information has been entered, visit <http://www.readwritethink.org/files/resources/interactives/venn/>

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Range of Reading and Level of Text Complexity	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Consistently read grade level text with at least 90 percent accuracy. Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity. <p><i>How?</i></p> <ul style="list-style-type: none"> Students read grade-level material with appropriate rate (speed), accuracy (precision) and prosody (expression). Students should be exposed to the differences in reading different types of text with appropriate rhythm, pacing, intonation, and expression relevant to the text. In order to stretch students’ reading skills and test for comprehension and fluency, have students read a variety of fictional texts independently. Although the books share the common theme of food, they have very different messages. For example, <i>Tar Beach</i> (Faith Ringgold), which includes a picnic scene, is literally about rising above prejudice. <i>Gregory the Terrible Eater</i> (Mitchell Sharmat, Jose Aruego, and Ariane Dewey) is a funny book about a goat, but carries a message about healthy eating. These books offer a range of reading in the 2-3 band of grade level and stretch texts. Book in a Bag Students choose and read appropriate-level books of various genres that are in “take home bags.” These are taken home weekly, read and discussed with family members. The book is returned to school at the end of the week and documented on a class chart. A new book is taken home the following week. This promotes wide reading and family involvement. This strategy also can be implemented within the classroom. Individual reading logs can be maintained and students can meet in small groups to discuss their reading with peers.

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CC.RI.2.1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read. • Ask relevant questions in order to comprehend text. • Locate facts in response to questions about expository text. • Use textual evidence to ask and answer general questions about key details using who, what, when, where, why, and how. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Think about what you read and create your own questions (using who, what, when, where, why, and/or how) about an important idea in this text. • Teacher posts the question words (who, what, where, when, why, and how) and s/he says, “Let’s review what we just read. Turn to your elbow buddy and take turns asking your buddy questions beginning with the words on the board.” • Teacher provides opportunities for students to practice formulating questions by providing question stems for students to use with a partner. • Bill Pickett: Rodeo-Ridin’ Cowboy by Andrea Davis Pinkney is a true story of an African-American cowboy. Prior to reading the story write questions they have about the story on a chart. After students read the story discuss the information they have learned. Ask students to choose two questions to answer and write on their white boards. Share the responses from the students.

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CC.RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<p>Students will:</p> <ul style="list-style-type: none"> • Identify the main idea in expository text. • Be able to read several paragraphs and identify the main idea. Along with recognizing main idea, students need to be able to understand the overall focus of a text with several paragraphs. <p>How?</p> <ul style="list-style-type: none"> • Use questions and prompts such as: • What is the main idea of this text? • What are the important ideas in this text? How do you know? • Students identify the focus of each paragraph, for example: <ul style="list-style-type: none"> • 1st paragraph (symbols and monuments of our country) • 2nd paragraph (flag) • 3rd paragraph (Liberty Bell) • 4th paragraph (U.S Capitol) • 5th paragraph (Washington Monument) • Students highlight key ideas. • To introduce the work of organizing informational text, choose a book with a variety of text features and strong paragraphs. Explain to the children that as you read for information, you will also be looking at the author's craft. Guide students to look closely at the way each informational book on the four seasons is arranged (e.g., through the use of headings, subheadings, and paragraphs). Choose one page to look for the purpose of paragraphs in organizing the information in the text. You might want to make a copy of the page for the students to examine as you demonstrate the topical chunks of information in paragraphs. Extend this lesson by listing text features in multiple books on seasons and related topics. Focus on

	<p>the purposes of the text features in the books.</p> <ul style="list-style-type: none">• Read, Remember, Represent, Retell Make It Real by Linda Hoyt – Students read as much as a student’s hand will cover. (Modification for students who are not reading independently – Teacher reads aloud a short segment of informational text containing key detail). Students first say to themselves what they remember about what was read. Then they draw an image that represents that information. Finally, students work with partners to retell what they learned.
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CC.RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Describe how historical events, scientific ideas or “how to” procedures are linked together in a text. • Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences. • Follow a set of written multi-step directions. • Determine whether a specific task is completed, by checking to make sure all the steps were followed in the right order. • Evaluate written directions for sequence and completeness. • Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions). • Write a response to a literature selection that connects: <ul style="list-style-type: none"> • text to self (personal connection). • text to world (social connection). • text to text (compare within multiple texts). • Give and follow multiple-step directions. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Which step comes first? After that? • What happened first? After that? • Can you tell me how these ideas are the same? Can you tell me how they are different? • Students will place historical events from content studied (e.g., events that lead to the Revolutionary War, new forms of transportation) in chronological order on a timeline.

- Teachers model use of graphic organizers (e.g., cause and effect chart, Venn diagram, T-Chart, web, flowchart, timeline) to show connections.

Structure	Signal Words
Cause-Effect	Because, due to, since, as a result, consequently
Problem Solution Compare and Contrast	Like, just as, similar, both, also, too, unlike, different, but
Time Order Chronological Order Sequence	Before, first, during, after, then, next finally, last, now

- A focus question is “What would you do to be free?” Ask students to write down their answer to that question. Henry’s Freedom Box by Ellen Levine is a true story of a slave’s journey to freedom. Henry was willing to face danger in order to experience freedom. As you discuss the book, be sure to discuss the characters, setting, plot, and message of the book. Students may enjoy listening to the author read the story, noting the way she changes her voice with the different characters.

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Craft and Structure	
CC.RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify simple prefixes (e.g., un-, re-) to determine the meaning of words. • Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words. • Identify simple suffixes (e.g., -ful, -ly) to determine the meaning of words. • Use knowledge of simple suffixes (e.g., -ful, -ly) to determine the meaning of words. • Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday). <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers model (think-aloud) how to identify and determine meanings of unknown words during shared reading of informational text. • Look at the illustration or graph. • Use background knowledge regarding the subject. • Look at the sentence before and after to help build meaning. • Use morphology, affixes, Greek & Latin roots to help arrive at meaning. • Students use knowledge of word structure, context clues, and picture clues to determine the meaning of an unknown word. • Create a running list of collective nouns (e.g., a herd or drove of cows; a herd or band of horses; a flock of sheep; and a band, tribe, or nation of Native Americans). Keep a growing word bank of people, vocabulary, and phrases that come up in this unit. These might be used in later student writing.

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CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Alphabetize a series of words to the second letter. • Locate facts in response to questions about expository text. • Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, glossary, indices) in expository text. • State the meaning of specific signs, graphics and symbols (e.g., computer icons, map features, simple charts and graphs). • Participate in creating simple summaries from informational texts, graphs, tables, or maps. • Locate specific information by using organizationally features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics) in expository text. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • What features in the text help you find important information about what you are reading? • How do the subheadings help you understand what you are reading? • How does the glossary help you? • How does bold print help you? • Teachers use focus or word walls to illustrate text features. • Students highlight text features in text.

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CC.RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Determine author's main purpose (e.g., to inform, to describe, to explain) for writing the expository text. <p><i>How?</i></p> <ul style="list-style-type: none"> Use questions and prompts such as: <ul style="list-style-type: none"> Why do you think the author wrote this text? What does the author want you to learn from this text? Remind students that when they are doing research in the classroom, they start with a question. Similarly, authors of informational books also begin their work with a question or the desire to explain something. Have the students read an informational book such as <i>Cowboys and Cowgirls: Yippee-Yay</i> by Gail Gibbons. After they finish the book, ask students to think about what question the author wanted to answer or what she wanted to explain in this book. When they are finished reading and writing down their questions, begin a discussion on how authors base research in asking and answering questions.

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Integration of Knowledge and Ideas	
CC.RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose. • Integrate visual and print information to clarify understanding. <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers have students predict and infer based on viewing images, diagrams, maps, graphs and timelines. • Students discuss how the images contributed to their understanding. • Begin a class discussion by asking the students, “If a real hippopotamus had no other companions, what other kind of animal could you imagine her having for a friend?” Be sure to require good reasons for their opinions as they answer. Read the book <i>Owen and Mzee: The True Story of a Remarkable Friendship</i> by Isabella Hatkoff aloud. When you are finished reading, have the students discuss what the author (a six-year old girl) wanted to accomplish by publishing the book, using questions such as, “What did she want to explain? Describe? What questions did she want to answer? Why are there so many photographs?” Ask students to write a paragraph explaining how the two animals in the story became friends. • Artistic Response is a visualizing activity that encourages students to respond to texts by creating an artistic representation. Detailed information is available online at http://reading.ecb.org/downloads/vis_lp_ArtisticResponse.pdf

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Reading Informational Text	
Integration of Knowledge and Ideas	
CC.RI.2.8. Describe how reasons support specific points the author makes in a text.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Identify the main idea in expository text. • Locate facts in response to questions about expository text. • Locate specific information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text. • Identify the main idea and supporting details in expository text. • Describe the author’s reasoning by finding support within the text. <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell ways the author uses specific information in a text to help you understand? • Can you find the reason why the author thinks that...? Can you find the reason why the author believes...? • The emphasis in this standard is how text is created with specific points or main ideas and how it is supported by details or reasons. • Teachers state main idea(s) and ask, “What details did the author use? Why did s/he include them?” • Teachers complete a graphic organizer to illustrate how the details support specific points. • Students read an insect book followed by teacher saying, “Describe the life cycle of this insect.” Students describe/list the stages of the life cycle. Teacher continues, “Why did the author include all of the stages in this order? What would happen if s/he left out a stage (egg stage)?” • Have students independently read informational books to learn about each body system. Students should record new learning about each of the body systems in

	<p>a notebook. They should look for how the author supports the main idea. For example, if reading a book about nutrition, ask students to find reasons in the text for why a person should eat healthy foods.</p> <ul style="list-style-type: none"> • Information About Informational Text • With a whole group, have students pick a topic of their choosing. Help students generate sentences about the topic based on specific informational text types. The topic sneeze might look something like this: <ul style="list-style-type: none"> • Cause and effect: If I laugh too hard, I get the hiccups • Problem and solution: People suggest how to get rid of hiccups. The most popular advice is to hold your breath. • Question and answer: What does my body do when I hiccup? • Compare and contrast: I get hiccups when I laugh too hard, my brother gets them when he sneezes. • Description: Hiccups are funny. Sometimes I can make them quiet so others don't notice. Other times they are loud and sound like I may be burping. • Sequence: To get rid of hiccups, first hold your breath. Then take a sip of water and let your breath out. Next, hold your breath again and repeat the process.
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Reading Informational Text	
Integration of Knowledge and Ideas	
CC.RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Be able to find similarities and differences in the points they have identified when reading about two texts that share the same topic. • Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences. • Compare (and contrast) the characters, events, and setting in a literary selection. • Write a response to a literature selection that identifies the: <ol style="list-style-type: none"> a) character(s) b) setting c) sequence of events d) main idea e) problem/solution <p><i>How?</i></p> <ul style="list-style-type: none"> • Use questions and prompts such as: • Look at these two texts about the same topic. What is the same about the points presented in these two texts? What is different? • Students select various forms of text, brochures, web sites, newspapers, magazines or books to compare. • Teachers can use Social Studies Standards (e.g., Strand 1 American History, Strand 2, and World History) or Science to select appropriate topics. • Students compare and contrast the most important points in two texts about the current lives of a Native American tribe in the United States (e.g., Navajo, Cherokee, Lakota, Iroquois, Nez Perce). • Students complete graphic organizers (e.g., T-chart, 2-column chart, Venn diagram) to illustrate their comparisons.

	Topic	
	Text #1	Text #2
	Most Important Point	Most Important Point
	Similarities	Similarities
	Differences	Differences
	<ul style="list-style-type: none">Read aloud the two texts about Ruby Bridges: Ruby Bridges Goes to School: My True Story by Ruby Bridges and The Story of Ruby Bridges by Robert Coles. Before reading, explain that one of the books is an autobiography (Ruby Bridges Goes to School: My True Story) that Bridges wrote about her own experiences. Explain that the other book, The Story of Ruby Bridges, is biographical, which means that an author wrote the book about Bridges' life. When you finish reading each book aloud, have the students choose the most important parts of the story. Then, students will compare how the books are similar and how they are different. (There are several other opportunities to do this compare/contrast activity, or assessment, with the Greensboro Sit-In and Martin Luther King, Jr. texts.)	

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Reading Informational Text	
Range of Reading and Level of Text Complexity	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Consistently read grade level text with at least 90 percent accuracy. • Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity. • Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text. • Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text. <p><i>How?</i></p> <ul style="list-style-type: none"> • The range of reading may include: biographies and autobiographies; books about history, social studies, science and the arts; technical text, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. A wide range of reading will build background knowledge, vocabulary and concepts. • Teachers have students select topics from Social Studies or Science Standards. • Students read information on simple timelines, historical charts, maps including those found in primary source materials. • Some informational books are based on a theme like “shoes” or “bread.” For example, the author of the following books, Ann Morris, studied, interesting shoes from all around the world, had photographs taken of them, and then published them in a book, Shoes, Shoes, Shoes. As students read the books, ask them to look at the way the book is organized and locate the information about each photograph by using the index. As they study the book,

	<p>challenge them to find the location on a world map from where those shoes came. To link to geography, give each pair of students a world map to mark as the text moves from one place to another. (After the students have had an opportunity to study multiple books in this series, ask them why they think the author wrote these books for children.)</p> <ul style="list-style-type: none">• You're An Expert After reading a series of informational texts that provide directions for completing an activity, encourage students to write how-to guides on a subject with which they are most familiar. When complete, have students share with one another. The reader should make suggestions about steps that might be missing or about ways to make the directions clearer. Student guides can be illustrated and bound into a class how-to book.
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Reading Foundational Skills	
Phonics and Word Recognition	
<p>CC.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words. 	<p>Students will:</p> <ul style="list-style-type: none"> Orally segment a multi-syllable word into its syllables. Blend isolated phonemes to form two syllable words, using r-controlled vowel sounds, digraphs, and diphthongs (e.g., /t/.../i/.../g/.../er/ makes tiger). Distinguish between long and short vowel sounds in orally stated single-syllable words (bit/bite). Decode regularly spelled two syllable words fluently by applying the most common letter-sound correspondences, including the sounds represented by: <ul style="list-style-type: none"> Single letters (consonants and vowels) Consonant blends (e.g., bl, st, tr) Consonant digraphs (e.g., th, sh, ck) Vowel digraphs and diphthongs (e.g., ea, ie, ee) Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words. Read words with common spelling patterns (e.g., -ite, -ill, -ate). Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme. (e.g., tiger make /t/.../i/.../g/.../er while student moves one block for each phoneme). Read multi-syllabic words fluently, using letter-sound knowledge. Apply knowledge to basic syllabication rules when decoding two-or three-syllable written words (e.g., su/per, sup/per, fam/i/ly). Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context. Use knowledge of spelling patterns such as diphthongs, and special vowel spellings when reading. Recognize high frequency words and irregular sight words. Use knowledge of vowel digraphs and r-controlled letter-sound associations

to read words.

- Apply knowledge of the following common spelling patterns to read words:
 - that drop the final e and add endings such as: –ing, -ed, or –able (e.g., use/using/used/usable)
 - with final consonants that need to be doubled when adding an ending (e.g., hop/hopping)
 - that require changing the final y to i (e.g., baby/babies)
 - that end in –tion, -sion, (e.g., election, vision)
 - with complex word families (e.g., -ight, -ought); and
 - that include common prefixes, suffixes and root words.

How?

- Use questions and prompts such as:
 - Does that sound right?
 - Does that look right?
 - Does that make sense?
 - Look for chunks you know and say them.
 - Look at the beginning of the word and try it again.
 - Look at the end of the word and try it again.
- Students create ‘new’ words by adding affixes.
- Students highlight affixes found in passages.
- **Making Big Words**

Give each student a collection of letters either written at the top of a page or letters that can be manipulated. The letters should be a mixture of vowels and consonants, with some of the common letters repeated, such as A, I, M, N, N, O, U, T. Ask students to generate as many words as they can. Tell students letters may not be used twice in a word unless the letter has been given twice. Challenge students to determine the big word formed when using all the letters. This can be done as a whole-class activity using magnetic letters that students can manipulate to form words. Results can be posted on chart paper for future viewing.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Reading Foundational Skills	
Fluency	
<p>CC.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use knowledge of word order (syntax) and context to confirm decoding. • Consistently read grade level text with at least 90 percent accuracy. • Read aloud with fluency in a manner that sounds like natural speech, demonstrating automaticity. • Use punctuation, including commas, periods, and question marks to guide reading for fluency. <p>How?</p> <ul style="list-style-type: none"> • Use questions and prompts such as: <ul style="list-style-type: none"> • Make your reading sound like the characters are talking. • Make your voice go up when you see the question mark at the end. • Make you voice go down when you see the period at the end. • Go back and reread when it doesn't sound or look like you think it should. • Fluency is a bridge to comprehension and is result of accurately decoding words automatically in order to not lose the meaning of the text. It is achieved through multiple opportunities to practice. Students read grade-level material with appropriate rate (speed), accuracy (precision) and prosody (expression). Students will be exposed to the differences in reading different types of text with appropriate rhythm, pacing, intonation, and expression relevant to the text. • Introduce and read the first chapter of Poppleton in Winter by Cynthia Rylant. The following day, look at the chapter again. Explain to the class how Cynthia Rylant is an author who knows exactly how to write the beginning of a story and how to wrap it up with a strong ending. Direct the students to look closely at how the story begins. Reread the section where the story is set up. Students will see the setting, characters, and situation/problem in the first two sentences of the story: "Poppleton's house grew very long icicles in winter. Poppleton was proud of

them.” Create a bulleted list as the students discuss what they see, finishing the sentence “A strong beginning has...” Then turn to the end of the story and discuss what is contained in an ending. Read Rylant’s final sentences: “Poppleton was glad his icicles were knocked down. Icicles always melted. But a new friend would stay. Continue the bulleted list, having students finish the sentence “A strong ending has...” As the students read each successive chapter independently, with a partner, or with the teacher, make these charts a focus of discussion. Eventually add a chart for the action in the middle of the story.

- **Passionate Poetry**

Select a short poem project for the group to see. Make a copy of the poem for each student. Read the poem aloud several times while your students listen and follow along. Take a moment to explicitly discuss the things that contribute to reading fluency: phrasing (i.e., the ability to read several words together in one breath), rate (the speed at which we read), and intonation (the emphasis we give to particular words or phrases. Have students do echo reading: read a line and students read the line using the expression and rate that was modeled. Following echo reading, have students participate in a choral read.

- **Exactly the Opposite**

Print several sentences on sentence strips or chart paper. Read each aloud to the students. Give students the opportunity to choral read each. Change the sentences by the way they are read. For example, a sentence like “My dog chased the ball.” will change intonation and rate if it is read with anger and will change again if read as though sad. Practicing simple texts in this way helps build understanding of expression and reading rate.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Writing	
Text Types and Purposes	
CC.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., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Write persuasive text (e.g., advertisements, paragraph) that attempts to influence the reader. • Express their opinion and demonstrate the ability to share their opinion and reasoning with others. <p><i>How?</i></p> <ul style="list-style-type: none"> • Give the students this prompt: “We have listened to and read folktales from all over the world. Why do you think stories are handed down from one group of people to another? Be sure to support your opinion with strong reasons.” • Mentor Text Use mentor texts of various genres to help show examples of a writer’s craft (i.e., characteristics of a genre, inclusion of details/elaboration, sentence structure, temporal words or specific word choice to create meaning). Teachers and students examine the texts and identify features to imitate in their own writing.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Writing	
Text Types and Purposes	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Write an expository paragraph that contains: <ol style="list-style-type: none"> a) a topic sentence b) supporting details c) relevant information • Plan and present a report, using two or more visual media. • Need to engage in behaviors (turn and talk, small group discussion, and emergent writing and speaking activities) that lead to the expression of ideas both verbally and in writing. <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers create a rubric of expectations for the students (e.g., There should be a clearly stated topic sentence. The topic should be developed through facts, details, and relevant information and a concluding statement should be included). • Teachers model the writing process (e.g., pre-writing, writing, editing draft, publishing). • Teachers use topics from Social Studies or Science Standards. • Students use graphic organizers (e.g., webs, T-charts, timelines) to assist in organizing their information. • Students may use information from written documents and the media to describe current events or to connect current events with historical events from content studied. • Introduce a digital tool for organizing information, such as that found in the computer program Kidspiration. Model the organization of gathered information into broad topics through webbing. Use one part of the graphic organizer (web) to demonstrate to the class how to write one well-developed paragraph. Working in

	<p>small groups, use the webbed information to write the remaining paragraphs. When the paragraphs are completed, combine them into a book. Assign students to add illustrations. If small groups of children researched different regions, the books could be called “If I Lived in the Midwest” or “If I Lived in the Rockies.”</p>
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Writing	
Text Types and Purposes	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Write a narrative that includes: <ul style="list-style-type: none"> a. a main idea based on real or imagined events b. character(s) c. a sequence of events • Write a narrative based on imagined or real events, observations, or memories that includes: <ul style="list-style-type: none"> a. characters. b. setting c. plot d. sensory details e. clear language f. a logical sequence of events <p><i>How?</i></p> <ul style="list-style-type: none"> • Give the students this prompt: “Choose one of the people we have studied who you think is the greatest hero in this long journey to freedom. Draw a detailed picture of the person. Write an opinion piece introducing the person and giving strong reasons why you chose her or him. Give two or three reasons why the person was chosen, using words like “because” and “also.” Use as many details as you can and close your piece with a strong statement.”

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 2

CCSS STANDARD	UNPACKING
Writing	
Text Types and Purposes	
CC.W.2.4. (Begins in grade 3)	<i>Students will:</i> <i>How?</i>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Writing	
Production and Distribution of Writing	
CC.W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<p>Students will:</p> <ul style="list-style-type: none"> • With assistance from adults and peers, focus their writing on a topic and develop revising and editing skills. • Understand how to change word choice and sentence structure in their writing to strengthen their piece. • Develop the ability to recognize spelling, grammar, and punctuation errors and have strategies for correcting these errors with assistance (conferences, check sheets, peer editing). <p>How?</p> <ul style="list-style-type: none"> • Teachers model refining a rough draft for clarity and effectiveness: <ul style="list-style-type: none"> • Evaluate the draft for use of ideas, content, organization, voice, word choice, and sentence fluency. • Add details to the draft to more effectively accomplish the purpose. • Rearrange the words, word choice, sentences, and paragraphs to clarify or enhance the meaning of the draft. • Use a combination of sentence structures such as simple and compound sentences to improve fluency. • Teachers create tools or strategies such as peer review, checklists and rubrics to refine the draft. • Students use resources and reference materials to select precise vocabulary. • Students proofread the draft and correct it for appropriate conventions. • Students conference with a teacher or classmate for feedback. • To encourage the communication among unlikely friends, arrange for your students to be pen pals, or email pals, with students from another class in a place far away. Setting parameters for what can be shared, ask students to write letters

	<p>introducing themselves and asking the other student about him/herself. The purpose of this activity would be to find ways the students are similar and the ways the students are different from one another.</p> <ul style="list-style-type: none">• Constructive Feedback Model how to provide constructive feedback to an author's work and then have students provide feedback to each other. For example, after hearing a peer's story, students offer one compliment focused on the craft used and one suggestion for next steps.
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Writing	
Production and Distribution of Writing	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • With assistance, continue to use digital tools to publish their writing independently and in collaboration with peers (use of keyboarding and technology). • Need to be able to “log on” to programs, computer stations, and hand-held devices to engage with digital media. <p><i>How?</i></p> <ul style="list-style-type: none"> • Students can publish their opinion pieces by scanning the drawing and putting it into a Power Point slide. Opinion pieces should be recorded and played as the drawing is projected. These slides and recordings could be posted on a web page to be viewed by friends and relatives. Arrange the Power Point slides chronologically to reinforce the linking of ideas. • Writing and Technology Students share their writing with their peers through the use of technology such as ELMO, SMARTBoard or PowerPoint. After the share, provide opportunities for peers to contribute constructive feedback to the author. The author uses the suggestions. The revised writing is again shared and the impact of the suggestions is noted. • Wordle This website at http://www.wordle.net/ gives students the opportunity to play graphically with words to create a word collage.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
CC.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).	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Participate in creating simple summaries from informational texts, graphs, tables, or maps. • Locate and use informational sources to write a simple report that includes: <ol style="list-style-type: none"> a) a title b) a main idea c) supporting details • Plan and present a report, using two or more visual media. • Participate in shared research projects. <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers create a rubric to inform students of the expectations of the assignment. • Teachers provide graphic organizers (e.g., web, flow-chart, time-line) for students to use for note-taking. • Students create a checklist to assure that all elements are included. • Students work in partners or groups to assist each other with their topic and assignment. • Teachers select topics from Social Studies (e.g., Strand 1 American History, Strand 2 World History) or Science Standards. • Have students select a folktale to read. Provide each student with a piece of plain white paper. Then, give these instructions to the children: <p style="margin-left: 40px;">“Read a folktale with a partner (a stronger reader could read to a weaker reader, or they could take turns, or read chorally). When you are finished reading the folktale, follow these</p>

directions:

- Fold your paper into fourths.
- Draw a picture of the main characters in one square.
- Draw the setting in another square.
- Draw your favorite part of the plot in another square.
- In the last part, write a few sentences describing what you think the folktale is teaching.
- Each time the students do this activity; substitute one more square with writing instead of drawing. As a student reads the last book independently, have them use the four-square outline to write a retelling of the folktale.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
CC.W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Need to know how to scan the information provided (words, pictures, digital sources) and/or recall from their own background knowledge to find the key information they need to answer research questions and take notes. <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers model organizing notes in a meaningful sequence. • Teachers use Social Studies Standards (e.g., Strand 1: American History, Strand 2: World History) or Science to select appropriate topics. • Students create categories to organize note taking. • Students use graphic organizers (e.g., webs, flow-charts) to assist in summarizing or paraphrasing information. • Questioning Technique Students begin by formulating questions on a subject. Then they classify questions into topic areas. After grouping students by topic areas and having each student select a question previously generated, students read nonfiction sources to find answers to the questions. Using information, students may collaborate with others in their group or work individually to write their non-fiction piece. A visual image to reflect the topic may be included and published in a chosen format (print or digital).

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 2

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
CC.W.2.9. (Begins in grade 4)	<i>Students will:</i> <i>How?</i>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS
GRADE 2

CCSS STANDARD	UNPACKING
Writing	
Research to Build and Present Knowledge	
CC.W.2.10. (Begins in grade 3)	<i>Students will:</i> <i>How?</i>

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Language	
Conventions of Standard English	
<p>CC.L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use collective nouns (e.g., <i>group</i>). Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). Use reflexive pronouns (e.g., <i>myself, ourselves</i>). Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). Use adjectives and adverbs, and choose between them depending on what is to be modified. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, quotation marks). Recognize regular plurals (e.g., hat/hats, watch/watches) and irregular plurals (e.g., fly/flies, wife/wives) in context. <p><i>How?</i></p> <ul style="list-style-type: none"> Teachers use color-coded word wall to assist students in selecting appropriate conventions. Teacher models grammar conventions in isolation. Teacher identifies the use of conventions in context as it appears in writing, speaking, and literature. Teacher presents a grammatically incorrect text; students will identify and correct errors. Students identify given conventions in context. After reading “The Pied Piper of Hamelin,” do a word activity based on the poem. Collect some plural nouns from the poem. Talk about the singular for each word and how it is made plural (e.g., rats, babies, vats, children, tongues, shoes, and mice). Extend this activity by especially collecting the plurals of irregular nouns. The focus of this activity is “Taking Care of Ourselves.” Ask students what other words they know that end with –self or –selves? (Possible answers: myself, himself, herself, themselves, yourself, and yourselves.)Practice using these special kinds of pronouns in sentences: “I can do it _____.” “She climbed the monkey bars by _____.” “They went to the playground by _____.”

	<ul style="list-style-type: none">• To learn new words or increase understanding of a word, create a concept map. The map can include synonyms, images and definitions. A more sophisticated version of word mapping is the Frayer Model, which includes a synonym, an antonym, an example and a non-example. For early elementary students, simple concept maps can be done in pairs or with large groups to engage students in word learning.
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Language	
Conventions of Standard English	
<p>CC.L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Recognize words represented by common abbreviations (e.g., Mr., Ave., Oct.). Read common contractions fluently (e.g., haven't, it's, aren't). Identify the words that comprise a contraction (e.g., can't - cannot, it's - it is, aren't - are not). Determine the meanings, and other features of words (e.g. pronunciation, syllabication, synonyms, parts of speech) using the dictionary and thesaurus. <p><i>How?</i></p> <ul style="list-style-type: none"> Teachers model conventions and spelling patterns in isolation. Teachers identify conventions and spelling patterns in context as they appear in writing, speaking and literature. Teachers provide text with convention errors. Students will identify and correct errors. Teachers create a resource wall of common conventions or spelling patterns for easy referral. Students highlight given conventions and spelling patterns in context. Introduce a digital tool for organizing information, such as that found in the computer program Kidspiration. Model the organization of gathered information into broad topics through webbing. Use one part of the graphic organizer (web) to demonstrate to the class how to write one well-developed paragraph. Working in small groups, use the webbed information to write the remaining paragraphs. When the paragraphs are completed, combine them into a book. Assign students to add illustrations. If small groups of children researched different regions, the books could be called "If I Lived in the Midwest" or "If I Lived in the Rockies." Give the students this prompt: "Write an imaginary narrative telling about a time you passed through a mysterious door and ended up in a different country. The

	<p>country may be from our folktale stories or from a book you have read, or just a place you want to visit. Be sure to say where you find the door, the country where the door leads, and how you arrive back where you began. Include details to describe action, thoughts, and feelings. Be sure to end your story well, thinking about how authors wrap up stories.”</p> <ul style="list-style-type: none">• Use the informational book, How Do You Know It’s Fall? by Allan Fowler to introduce apostrophes. Discuss the concept of contractions by creating sentences starting with “It is...” and then contracting the words to “It’s.” Extend the lesson by discussing apostrophes used to show possession.
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Language	
Knowledge of Language	
<p>CC.L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Use what they know about HOW language works when they write, speak, read, and listen. • Compare writing and speaking that is formal and informal. <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers provide two sentences that relay the same message but demonstrate the difference between formal and informal language. • Students re-write printed text into spoken language or take spoken language and put it into written Standard English. • Focus a discussion on the characteristics of seasons in your local climate. Discuss activities that your students might associate with each season. Talk about how one of the seasons' activities might help the local economy more than others by asking questions such as, "Which season is most important to our community? Think of a place in the United States with seasons that are very different from ours. What is an interesting activity from that region or state that we could research?" (e.g., fishing, mountain climbing, ice hockey). Use digital resources and speakers who have visited to gather information. Important topics to cover include geographical information, the weather/climate/season, and a description of the activity or sport. • The poems about Harriet Tubman by Eloise Greenfield and Abraham Lincoln by Nancy Byrd Turner are narrative poems that tell a story. Use these questions to discuss the poems: <ul style="list-style-type: none"> • How are the poems similar and how are they different? • What poetic elements do you hear/see in the poetry

	<p>(e.g., alliteration, repetition, regular beats, and rhyme)?</p> <ul style="list-style-type: none">• What is the message of each poem? Are they similar or different?• Which of the poems uses formal English and which one uses more informal English? <ul style="list-style-type: none">• Formalities Use a T-Chart to record informal structure on one side and corresponding formal register on the other side. Teacher models use of appropriate register and students can role play different situations in which each register is appropriate. Teachers can use the book <i>Yo! Yes?</i> by Chris Raschka to introduce this lesson.• Messages Students create messages for different audiences using an appropriate format (formal or informal), e.g., text message, friendly letter, business letter, email.
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2





CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
<p>CC.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.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<p>Students will:</p> <ul style="list-style-type: none"> Use knowledge of simple prefixes (e.g., un-, re-) to determine the meaning of words. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday). Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary and thesaurus. Use knowledge of root words and affixes to determine the meaning of unknown words. Use context to determine the relevant meaning of a word. <p>How?</p> <ul style="list-style-type: none"> Teachers model decoding strategies through think-aloud, pictures, and text and word structures. Students read sentences before and after the unknown word to determine the meaning (context clues). Students use background knowledge regarding the topic to determine the meaning. Students use illustrations or graphics to determine the meaning of the unknown word. Students use glossaries or student-friendly dictionaries to look up the word. As you have the students read literature look for words that might lend themselves to a discussion of affixes and roots. Teach the students that by knowing the root word, you can approximate the meaning of another word that they may not know. For example, if the children have learned the meaning of “prejudice” and then come across the word “prejudicial,” they may have an idea of its meaning, especially if they see “prejudicial” in context as they read. Encourage students to

use dictionaries to determine accurate meanings and to check spelling while writing.

- After reading about bridges, have students predict the meaning of compound words that contain the word “bridge”: footbridge, drawbridge, flybridge, and bridgework. Repeat the activity using another root word such as “water”: waterbed, watercolor, watermelon, waterlog, watershed, waterproof, watertight, rainwater, waterway, and waterspout. Extend this lesson by discussing idioms using the word “bridge” such as, “we’ll cross that bridge when we come to it,” “that’s water under the bridge,” and “don’t burn your bridges.”

- **Knowledge Rating Chart**

This activity can be done independently or whole group. On paper or a chart, make a list of words that are to be used in the lesson, story or unit. Have students code the words according to their familiarity with them. For example:

I never saw it before.	
I've heard of it, but I do not know what it means.	
I recognize it-it has something to do with...	
I know it well.	

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
<p>CC.L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Relate information and events in a reading selection to life experiences and life experiences to the text. • Use context to determine the relevant meaning of a word. • Identify figurative language, including similes, personification, and idioms. <p>How?</p> <ul style="list-style-type: none"> • Teachers use actions to explain verbs and adjectives (verbs: talk, whisper, shout, yell; adjectives: mad, angry, frustrated, furious). • Students sort word into categories by their use. • Students place words in a continuum according to the intensity of their meaning (e.g., hot, warm, tepid, cool, cold, freezing; tiny, small, petite, average, big, large, huge). • As you read from the poetry collection <i>If Not for the Cat</i> by Jack Prelutsky, explain to students the Haiku style of poetry. Point out to the students that these poems are very short, but they make you think. As you read a poem, keep the accompanying illustration hidden until students try to guess the animal being described. These poems are filled with words that may be new to your students. When you are finished with each poem, ask students to choose one new word to save in the word bank. • Have the students “taste test” healthy snacks, fruits, and vegetables. Encourage them to use adjectives by challenging the students to come up with at least three descriptive words between each new taste. For example, “This apple is tangy, sweet, and crunchy!” Encourage students to use a dictionary to check the spelling of the

words as needed.

- **Word Wheels**

Construct word wheels in shared or interactive writing. This will help students to choose different words when writing. For example:

- **Happy** – the center of the wheel. On the spokes, write synonyms for happy: exuberant, joyous, content, blissful, pleased, overjoyed, etc.
- **Like** – the center of the wheel. On the spokes, write synonyms for like: enjoy, prefer, choose, wish, want, etc.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Language	
Vocabulary Acquisition and Use	
CC.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., <i>When other kids are happy that makes me happy</i>).	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Relate information and events in a reading selection to life experiences and life experiences to the text. • Show awareness of the audience through word choice and style. <p><i>How?</i></p> <ul style="list-style-type: none"> • Teachers use cloze procedure (teacher leaves out key word, students fill in) for students to practice using vocabulary correctly. • Students highlight adjectives and adverbs in a passage. • Students create individual journals of student-friendly definitions with non linguistic representations (illustrations). • Talk about the life of Ruby Bridges. Show the students some photographs of Bridges and the Norman Rockwell painting, “The Problem We All Live With,” which was painted after a photograph of her. Use these questions to discuss the title and the painting: <ul style="list-style-type: none"> • Do you think it is a good name for the painting? Why or why not? • Knowing the story of Ruby Bridges, what details from her character can you see in the painting?

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Speaking and Listening	
Comprehension and Collaboration	
<p>CC.SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> 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). Build on others' talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<p>Students will:</p> <ul style="list-style-type: none"> Distinguish fact from opinion in persuasive text (e.g. advertisements, product labels, written communications). Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives. Use effective vocabulary and logical organization to relate or summarize ideas, events and other information. Give and follow multiple-step directions. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report. <p>How?</p> <ul style="list-style-type: none"> Introduce the genre of "still life" to the students: "One genre of art is called 'still life'. A long time ago, painters felt they should paint religious scenes or famous people. In the 1500s, someone named Annibale Carracci decided to paint a regular person eating beans. Later, artists began to paint objects that may have been gathered into a bowl for the purpose of painting them, and with as many interesting details as possible." As students view the paintings, talk about what they see in the paintings such as, details, objects, and positions of objects. Extend this discussion by creating a still life in class and then having students paint it. Begin by creating a collection of healthy snacks on a table. Encourage the students to help with the arrangement of objects, thinking about spaces between objects on the table. Talk about how the details make the painting interesting. Give students time to paint. Conversation Station Create a location in the classroom with no more than three chairs. Use

	<p>the space to ask open-ended questions that engage children in conversations and promote opportunities to use language. The number of children in the Conversation Station should not be more than two at a time to provide ample opportunity for true conversation. The teacher can model how conversations can take place in this center. The station can include artifacts related to the class theme, recently read books and writing materials. This place for conversation can eventually be a place for peers to share with one another. Adapted from Conversation Stations: Promoting Language Development in Young Children Mary Alice Bond and Barbara A. Wasik (Journal of Early Childhood Education, 2009, 36:467-473)</p>
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Speaking and Listening	
Comprehension and Collaboration	
CC.SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Determine whether a literary selection, heard or read, is realistic or fantasy. • Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read. • Listen and respond to stories, poems and nonfiction. <p><i>How?</i></p> <ul style="list-style-type: none"> • Literature Circles Once a book has been read by a student group or read aloud to a whole group, facilitate literature circles giving students specific roles. <ul style="list-style-type: none"> • Artful Artist – uses visual art to represent significant ideas or scenes from the book • Capable Connector – finds connections between the book and personal events or experiences, something studied in another content area or another book. • Discussion Director – serves as facilitator (may initially be the teacher, but students will soon begin to assume the role) and writes questions that will initiate and guide group discussion. • Literary Luminary – selects “beautiful language” (can be focused on figurative language, dialogue, description) and/or interesting or important passages. • Other roles can be created and added to adjust for group size (i.e., Reliable Reteller – to bring group up to speed on what was read previously; Word Wizard – to research words that are unique or

	<p>difficult). With specific roles, students are focused and ready to enter the discussion armed with their information. Roles can diminish as students become more and more comfortable with literature circles.</p> <ul style="list-style-type: none">• Explain to the students that George Catlin was a famous artist who traveled out west on horseback during the 1800s to paint pictures of Native Americans. Display several of his works. Ask questions such as these:<ul style="list-style-type: none">• What do you notice in the paintings?• What can you learn about Native Americans by studying these paintings closely?• Why do you think these paintings are very important to history?
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Speaking and Listening	
Comprehension and Collaboration	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Give and follow multiple-step directions. • Ask questions and understand and answer questions asked of them in order to clarify or gain more information. <p><i>How?</i></p> <ul style="list-style-type: none"> • Invite speakers to read folktales from their home countries. For example, invite someone from Cuba or the Caribbean to read <i>Martina the Beautiful Cochroach: A Cuban Folktale</i> by Carmen Agra Deedy. As the visitor reads the story, have students consider what message the folktale might teach. When the story is over, the speaker could share some information about the country from which the folktale comes. Give an opportunity for students to ask questions about the folktale and the country.

ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Speaking and Listening	
Presentation and Knowledge of Ideas	
CC.SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Be able to engage in storytelling and report facts and relevant details about an experience. • Do this orally, with some detail, and with clarity of thought and emotions. • Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report. <p><i>How?</i></p> <ul style="list-style-type: none"> • Introduce the poem “The Pied Piper of Hamelin” by Robert Browning. This poem is a narrative based on a legend that is thought to have happened in Hamelin, Germany. Remind students that a legend is a story in which some things really happened and other things have been exaggerated over time as the story was passed down through generations. Read the poem to the children. Give the children an opportunity to retell the story, confirming that they understood the main events of the story. (The language in this poem is quite sophisticated. Reading “The Pied Piper’s Magic” by Steven Kellogg first will scaffold student comprehension of the poem. It will also provide another opportunity to compare versions.) • Ask questions such as: <ul style="list-style-type: none"> • How many of you think this story could have really happened? • What was the story teaching?

	<ul style="list-style-type: none">• Images Talk Collect images of faces from newspapers and magazines. Use open-ended questions to encourage conversation about how the person might be feeling and what their expression can tell someone. Provide time for students to develop hypotheses about why the person feels/looks the way they do. As students present hypotheses, have them support them with details from the picture.
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Speaking and Listening	
Presentation and Knowledge of Ideas	
CC.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.	<p><i>Students will:</i></p> <ul style="list-style-type: none"> Utilize digital media to make audio recordings of stories or poems and add visual displays to illuminate chosen facts or details. Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report. <p><i>How?</i></p> <ul style="list-style-type: none"> Introduce the poem “The Pied Piper of Hamelin” by Robert Browning. This poem is a narrative based on a legend that is thought to have happened in Hamelin, Germany. Remind students that a legend is a story in which some things really happened and other things have been exaggerated over time as the story was passed down through generations. Read the poem to the children. Give the children an opportunity to retell the story, confirming that they understood the main events of the story. (The language in this poem is quite sophisticated. Reading “The Pied Piper’s Magic” by Steven Kellogg first will scaffold student comprehension of the poem. It will also provide another opportunity to compare versions.) Ask questions such as: <ul style="list-style-type: none"> How many of you think this story could have really happened? What was the story teaching? Investigations When introducing a new theme or topic in the classroom,

	<p>encourage students to present what they know about it to a small group of their peers. Encourage students to use their own drawings and drafts of posters with information as a part of their presentations. This type of mini-presentation provides practice and enhances skills that students will use in more formal situations.</p>
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ENGLISH LANGUAGE ARTS COMMON CORE STATE STANDARDS

GRADE 2

CCSS STANDARD	UNPACKING
Speaking and Listening	
Presentation and Knowledge of Ideas	
CC.SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>Students will:</p> <ul style="list-style-type: none"> Engage in behaviors that lead to the expression of complete ideas both verbally and in writing: turn and talk, small group discussion, computer use, and writing and speaking learning activities. Write a response to a literature selection that identifies the: <ol style="list-style-type: none"> character(s). setting. sequence of events. main idea. problem/solution. Write a response to a literature selection that connects: <ol style="list-style-type: none"> text to self (personal connection). text to world (social connection). text to text (compare within multiple texts). <p>How?</p> <ul style="list-style-type: none"> Introduce a chapter from Bridges: Amazing Structures to Design, Build & Test. by Carol A. Johmann. This is an informational book, but it is also a “how-to” book: It will teach “how to” build bridge structures in the classroom or at home. Read the text to the children and allow them to view the way the “how to” section is set up in steps to follow. Gather the supplies and allow the students to follow the directions to experiment with building a bridge. Discuss how diagrams help to explain the directions. Have the students write an explanatory paragraph telling someone else how they made their respective bridges.