

Grade Two ELA / Foundational Skills

Anchor Standard <ol style="list-style-type: none"> 1. <i>Students understand and have a working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system.</i> 2. <i>Foundational skills are always in progress; they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</i> 3. <i>Instruction should be differentiated; good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know.</i> 	
Strand <i>Foundational Skills</i>	
Topic <i>Phonics and Word Recognition</i>	Pacing
Standard Statement 3. Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can tell the difference between long and short vowels when reading regularly spelled one-syllable words. • I understand vowel teams and how spelling and sounds go together. • I can decode regularly spelled two-syllable words with long vowels. • I can decode words with prefixes. • I can decode words with suffixes. • I can identify words that do not follow a pattern. • I can identify words that have shared spelling and sound relationships. • I can recognize and read second grade irregular spelled words. 	Content Elaborations <p>The National Reading Panel advocates systematic phonics instruction as part of a balanced program of reading teaching. Phonics, along with other strategies, is used for Word Recognition. Reading is the act of recognizing words and then understanding the individual and collective meanings of those words with the ultimate goal being to get to the meaning of the text. Phonics makes decoding an integral part of the reading and writing experience.</p> <p>In the next grade band, students show their ability to decode all letter-sound correspondences, use affixes appropriately, and sound out unfamiliar multisyllable words using that knowledge.</p>

Content Vocabulary <ul style="list-style-type: none">• regular• irregular• vowel teams• patterns• relationships• self-correct	Academic Vocabulary <ul style="list-style-type: none">• identify• recognize• confirm
Formative Assessments <ul style="list-style-type: none">• DRA	Summative Assessments
Resources <ul style="list-style-type: none">• Strategic Balanced Literacy Framework• Touchphonics	Enrichment Strategies
Integrations	Intervention Strategies

Grade Two ELA / Foundational Skills

Anchor Standard <ol style="list-style-type: none"> 1. <i>Students understand and have a working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system.</i> 2. <i>Foundational skills are always in progress; they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</i> 3. <i>Instruction should be differentiated; good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know.</i> 	
Strand <i>Foundational Skills</i>	
Topic <i>Fluency</i>	Pacing
Standard Statement 3. <i>Read with sufficient accuracy and fluency to support comprehension.</i> <ol style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can read second grade text with purpose and understanding. • I can read aloud second grade text with accuracy, appropriate pace, and expression. • I can use a text to confirm and self-correct words for understanding. 	Content Elaborations Phonics and Fluency are two of the main ingredients in the teaching of reading according to the National Institute of Child Health and Human Development. Repeated oral reading of texts (rehearsal) and modeling fluent reading with expression and accuracy are critical for students to understand the concept of fluency. In the next grade band, students read grade-level text with the fluency and accuracy to support their comprehension of text.
Content Vocabulary <ul style="list-style-type: none"> • regular • irregular • vowel teams • patterns • relationships • self-correct 	Academic Vocabulary <ul style="list-style-type: none"> • identify • recognize • confirm
Formative Assessments <ul style="list-style-type: none"> • Elementary Assessment Folder • DRA2 	Summative Assessments

Resources <ul style="list-style-type: none">• Strategic Balanced Literacy Framework• EAF Word Lists	Enrichment Strategies
Integrations	Intervention Strategies

Grade Two ELA / Reading: Literature

Anchor Standard <ol style="list-style-type: none"> 1. <i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i> 2. <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i> 3. <i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i> 	
Strand <i>Reading: Literature</i>	
Topic <i>Key Ideas and Details</i>	Pacing
Standard Statement <ol style="list-style-type: none"> 1. <i>Ask and answer such questions as who, what, when, where, why, and how to demonstrate understanding of key details in a text.</i> Learning Targets: <ul style="list-style-type: none"> • I can answer who, what, when, where, why, and how questions about the key details in a text. • I can ask who, what, when, where, why, and how questions about the key details in a text. • I can show that I understand key details in a text. 2. <i>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</i> Learning Targets: <ul style="list-style-type: none"> • I can recount different types of stories. • I can explain the central message of stories from around the world. • I can tell the lesson or moral of the story. 3. <i>Describe how characters in a story respond to major events and challenges.</i> Learning Targets: <ul style="list-style-type: none"> • I can describe how a character responds to major events and challenges. 	Content Elaborations <p>The focus of Key Ideas and Details is the reader’s ability to understand the information in what they have read or what has been read to them. In asking and answering questions about a text, readers reconstruct (retell with explanations) the story and begin to use analytical talk. This retelling helps readers build story comprehension and rethink their way through a text. This level of comprehension provides readers with the foundation for discussing and analyzing characters. Doing so requires readers to make inferences about the abstract traits of a character and helps readers craft increasingly rich characters of their own.</p> <p>In the next grade band, students will be expected to identify the main idea and theme of, make inferences from, and make comparisons between plot elements.</p>

<p>Content Vocabulary</p> <ul style="list-style-type: none"> • central message • character • lesson • moral 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • challenges • key details • major events • recount
<p>Formative Assessments</p> <ul style="list-style-type: none"> • DRA • Elementary Assessment Folder • MAP 	<p>Summative Assessments</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Grade Two ELA / Reading: Literature

<p>Anchor Standard</p> <ol style="list-style-type: none"> 4. <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i> 5. <i>Analyze the structure of texts including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i> 6. <i>Assess how point of view or purpose shapes the content and style of a text.</i> 	
<p>Strand <i>Reading: Literature</i></p>	
<p>Topic <i>Craft and Structure</i></p>	<p>Pacing</p>
<p>Standard Statement</p> <ol style="list-style-type: none"> 4. <i>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</i> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can find words and phrases that show beat in a poem or song. • I can identify words that show alliteration in a story, poem, or song. • I can find words and phrases that rhyme in a story, poem, or song. • I can find words and phrases that are repeated in a story, poem, or song. • I can explain how words and phrases create rhythm and help me understand stories, poems, and songs. <ol style="list-style-type: none"> 5. <i>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</i> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify the beginning of a story. • I can identify the middle of a story. • I can identify the end of a story. • I can recognize the beginning of a story and share its purpose. • I can recognize the end of a story and share its purpose. <ol style="list-style-type: none"> 6. <i>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</i> 	<p>Content Elaborations</p> <p>The focus of the Craft and Structure topic is the reader’s ability to understand word meaning and figurative language, story structure and development, and point of view. As readers become familiar with a wider variety of poets and writers, they are able to access the many ways words can be arranged to produce meaning. Their comprehension increases with an increased understanding of story structure and elements. These readers are more involved in the stories and take greater interest in the details. As they read and determine point of view, they think beyond the written text and begin to develop a conceptual understanding of how point of view impacts text.</p> <p>In the next grade band, students will be expected to know how to use the context of a word to determine its meaning, develop an understanding of the way authors use language figuratively, determine theme and main idea, and begin to identify the way point of view impacts a text.</p>

<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can define point of view (how a character feels about events in a story). • I can share a character’s point of view during different events in the story. • I can change my voice during reading to show my understanding of how the character feels. • I can change my voice during reading to show my understanding of dialogue between characters. 	
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • alliteration • character • dialogue • rhyme • setting 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • action • beat • point of view • rhythm • structure
<p>Formative Assessments</p> <ul style="list-style-type: none"> • DRA • Universal Screener - Fluency 	<p>Summative Assessments</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Grade Two ELA / Reading: Literature

<p>Anchor Standard</p> <p>7. <i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.</i></p> <p>8. <i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i></p> <p>9. <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i></p>	
<p>Strand <i>Reading: Literature</i></p>	
<p>Topic <i>Integration of Knowledge and Ideas</i></p>	<p>Pacing</p>
<p>Standard Statement</p> <p>7. <i>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</i></p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can use illustrations to help me understand the story. • I can explain how the illustrations help tell more about the characters. • I can explain how the illustrations help tell more about the setting. • I can explain the plot of a story in a simple sentence. • I can explain how the illustrations help tell more about the plot (story line). • I can use the words in the story to help me describe the characters, setting, or plot. <p>8. <i>Not applicable to literature</i></p> <p>9. <i>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</i></p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can compare different versions of the same story from different cultures. • I can contrast different versions of the same story from different cultures. 	<p>Content Elaborations</p> <p>The focus of the Integration of Knowledge and Ideas topic is making connections and comparisons and determining themes and main topics across different texts and genres. When readers integrate information presented from visual cues, images, and text (print, non-print, and digital), they are better able to draw conclusions. Reading widely is critical to increasing reading ability. Readers that do so are better able to compare and contrast story variations. This encourages the recognition that there are multiple viewpoints to consider when reading and pushes the reader to consider the cultural nuances embedded in the story’s origin.</p> <p>In the next grade band, students will be expected to analyze the contributions of the visual text to the overall meaning of the story and compare and contrast themes and topics and the ways these are treated in texts within and across genres.</p>

<p>Content Vocabulary</p> <ul style="list-style-type: none"> • character • plot • setting 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • compare • contrast • illustration • version
<p>Formative Assessments</p> <ul style="list-style-type: none"> • DRA • Universal Screener – Fluency • Elementary Assessment Folder 	<p>Summative Assessments</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Grade Two ELA / Reading: Literature

Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.	
Strand <i>Reading: Literature</i>	
Topic <i>Range of Reading and Level of Text Complexity</i>	Pacing
Standard Statement 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. Learning Targets: <ul style="list-style-type: none"> • I can closely read and understand texts on a second grade level or above. • I can reread a text to find more details. • I can use reading strategies (ask questions, make connections, take notes, make inferences, visualize, reread) to deepen my understanding of difficult texts. 	Content Elaborations <p>The focus of the Integration of Knowledge and Ideas topic is making connections and comparisons and determining themes and main topics across different texts and genres. When readers integrate information presented from visual cues, images, and text (print, non-print, and digital), they are better able to draw conclusions. Reading widely is critical to increasing reading ability. Readers that do so are better able to compare and contrast story variations. This encourages the recognition that there are multiple viewpoints to consider when reading and pushes the reader to consider the cultural nuances embedded in the story's origin.</p> <p>In the next grade band, students will be expected to analyze the contributions of the visual text to the overall meaning of the story and compare and contrast themes and topics and the ways these are treated in texts within and across genres.</p>
Content Vocabulary <ul style="list-style-type: none"> • reread 	Academic Vocabulary <ul style="list-style-type: none"> • reading strategies
Formative Assessments <ul style="list-style-type: none"> • DRA • Universal Screener – Fluency • Elementary Assessment Folder • MAP 	Summative Assessments
Resources <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) 	Enrichment Strategies

<ul style="list-style-type: none">• www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension.	
Integrations	Intervention Strategies

Grade Two ELA / Reading: Informational Text

<p>Anchor Standard</p> <ol style="list-style-type: none"> 1. <i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i> 2. <i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i> 3. <i>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</i> 	
<p>Strand <i>Reading: Informational Text</i></p>	
<p>Topic <i>Key Ideas and Details</i></p>	<p>Pacing</p>
<p>Standard Statement</p> <ol style="list-style-type: none"> 1. <i>Ask and answer such questions as who, what, when, where, why, and how to demonstrate understanding of key details in a text.</i> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can ask and answer questions with who, what, when, where, why, and how to understand key details in a text. <ol style="list-style-type: none"> 2. <i>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</i> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can find and tell the main idea or topic in a text. • I can explain the main idea or topic of each paragraph in a text. <ol style="list-style-type: none"> 3. <i>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</i> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify historical events. • I can identify scientific ideas or concepts. • I can identify the step in a process. • I can explain how historical events connect. • I can explain how scientific ideas or concepts connect. • I can explain how the steps in a process connect. 	<p>Content Elaborations</p> <p>Reading for Key Ideas and Details is reading with purpose. It expands a reader’s understanding of the world. The background knowledge developed as a result of comprehending these ideas and details serves to strengthen comprehension of more difficult texts. Additionally, 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.</p> <p>In the next grade band, students are expected to use questioning strategies to improve comprehension of text, use text details to support findings and inferences, and begin to use direct quotes as evidence or support in discussions and writing.</p>

<p>Content Vocabulary</p> <ul style="list-style-type: none"> • key detail 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • topic • main idea • focus • identify • events • connect • scientific ideas and concepts • subject • historical events
<p>Formative Assessments</p> <ul style="list-style-type: none"> • DRA • Elementary Assessment Folder • MAP 	<p>Summative Assessments</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Grade Two ELA / Reading: Informational Text

Anchor Standard 4. <i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i> 5. <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</i> 6. <i>Assess how point of view or purpose shapes the content and style of a text.</i>	
Strand <i>Reading: Informational Text</i>	
Topic <i>Craft and Structure</i>	Pacing
Standard Statement 4. <i>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</i> Learning Targets: <ul style="list-style-type: none"> • I know the meaning of words and phrases in a second grade informational text. 5. <i>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.</i> Learning Targets: <ul style="list-style-type: none"> • I can identify and give examples of text features. • I can explain how to use text features to help locate information or key facts. 6. <i>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</i> Learning Targets: <ul style="list-style-type: none"> • I can identify the main purpose of a text (to inform, to explain, to describe). • I can read a text and identify the author’s main purpose for writing it. 	Content Elaborations <p>The Craft and Structure of informational text serve as a vehicle to enhance reader understanding. Informational texts provide information about the world in which readers exist. The text includes specialized vocabulary that builds a reader’s academic or domain-specific language. The features specific to informational text (i.e., headings, diagrams, images) introduce readers to the concept of nonlinear reading, a skill that is critical as students begin to work with and interpret information from new technologies.</p> <p>In the next grade band, students are expected to understand and identify main ideas as they appear in a text and be able to find the ways authors support these ideas. Additionally, they are expected to understand the strategy of summarizing portions of as well as entire texts.</p>

<p>Content Vocabulary</p> <ul style="list-style-type: none"> • key detail • purpose • inform • text features • author’s purpose 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • text features • informational text
<p>Formative Assessments</p> <ul style="list-style-type: none"> • DRA • Elementary Reading Assessment • MAP 	<p>Summative Assessments</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Grade Two ELA / Reading: Informational Text

<p>Anchor Standard</p> <p>7. <i>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words.</i></p> <p>8. <i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i></p> <p>9. <i>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</i></p>	
<p>Strand <i>Reading: Informational Text</i></p>	
<p>Topic <i>Integration of Knowledge and Ideas</i></p>	<p>Pacing</p>
<p>Standard Statement</p> <p>7. <i>Explain how specific images (e.g., diagram showing how a machine works) contribute to and clarify a text.</i></p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can explain how images in a text add meaning to the topic. • I can use the images to help me understand the topic I am reading. <p>8. <i>Describe how reasons support specific points the author makes in a text.</i></p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify specific points the author makes in a text. • I can describe the reasons that support the author’s specific points. <p>9. <i>Compare and contrast the most important points presented by two texts on the same topic.</i></p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify the important points in two texts on the same topic. • I can compare (similarities) the important points of two texts on the same topic. • I can contrast (differences) the important points of two texts on the same topic. 	<p>Content Elaborations</p> <p>Illustrations or graphics in informational texts provide the reader with a visual representation of the content and can be used to help readers Integrate Knowledge and Ideas gathered from multiple sources. They help readers focus on important relevant information as they read. In addition, as readers make connections across texts, their ability to think critically improves. Making connections involves metacognition (thinking about thinking) and activating prior knowledge. Teacher modeling is critical if young readers are to understand this process. Readers begin to understand that authors write to inform, educate, persuade, convince, or defend. This understanding enables them to read more critically when examining texts for author’s points and details.</p> <p>In the next grade band, students are expected to describe and explain the way topics in historical, scientific, and technical texts connect using language specific to that content.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • specific points • important points • topic 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • identify • reasons • diagram

	<ul style="list-style-type: none"> • compare • contrast • similarities • differences
Formative Assessments <ul style="list-style-type: none"> • DRA • Elementary Assessment Folder • MAP 	Summative Assessments
Resources <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. 	Enrichment Strategies
Integrations	Intervention Strategies

Grade Two ELA / Reading: Informational Text

Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.	
Strand <i>Reading: Informational Text</i>	
Topic <i>Range of Reading and Level of Text Complexity</i>	Pacing
Standard Statement 10. By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. Learning Targets: <ul style="list-style-type: none"> • I know when a text I am reading is too easy or too difficult for me (Just Right book or I Pick). • I can use my reading strategies with help to understand difficult text when reading (rereading, questioning, making connections, using the picture, etc.). 	Content Elaborations <p>The <i>Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects</i> states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <ol style="list-style-type: none"> 1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands) 2) Quantitative dimension of text complexity (word length or frequency, sentence length, text cohesion—typically measured by computer software) 3) Reader and task considerations (motivation, knowledge and experiences, purpose, and complexity of task assigned) <p>The three-part model is explained in detail in Appendix A of the <i>Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects</i>. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</p> <p>The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that “a turning away from complex texts is likely to lead to a general impoverishment of knowledge...” This trend can be “turned around” when teachers match students with challenging, engaging</p>

	<p>text in the classroom, creating an atmosphere that helps to nurture curious, capable, and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.</p>
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • reading strategies • easy • hard • reread • connections • questioning • help • difficult text 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • reading strategies
<p>Formative Assessments</p> <ul style="list-style-type: none"> • DRA • Elementary Assessment Folder • MAP 	<p>Summative Assessments</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Reading A-Z (new 2012-2013) • www.readworks.org: ReadWorks provides K-6 teachers and school leaders with a proven, research-based program focused specifically on teaching reading comprehension. 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Grade Two ELA / Writing

Anchor Standard <ol style="list-style-type: none"> 1. <i>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i> 2. <i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i> 3. <i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i> 	
Strand <i>Writing</i>	
Topic <i>Text Type and Purpose</i>	Pacing
Standard Statement <ol style="list-style-type: none"> 1. <i>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.</i> Learning Targets: <ul style="list-style-type: none"> • I can identify my opinion on a topic or book. • I can support my opinion with reason. • I can use linking words to connect opinion and reasons. • I can write an opinion piece with an introduction, supporting reasons, and a concluding statement. 2. <i>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</i> Learning Targets: <ul style="list-style-type: none"> • I can write to inform or explain about my topic. • I can write an introduction about my topic. • I can write using facts and definitions about my topic. • I can write a concluding statement about my topic. 3. <i>Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feeling; use temporal words to signal event order; and provide a sense of closure.</i> 	Content Elaborations <p>The knowledge base of student writers grows as they explore the variety of Text Types and Purposes for which they can compose text. Each phase of composing requires problem solving and critical thinking. Research shows that the best writers are those who are supported in their efforts and those who write often across content. Authentic purposes for writing create situations that allow student writers to celebrate the work that they do.</p> <p>In the next grade band, student writers will craft opinion, informational, and narrative pieces that reflect the structures and elements most common to those forms.</p>

<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can write my story with my events in the correct order. • I can describe actions, thoughts, and feelings in my story. • I can use temporal words to sequence events. • I can create an ending for my story. 	
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • narrative • temporal words • closure • concluding statement/section • linking words • topic • reasons • introductions 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • sequence • event • facts/opinion • definition
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Writing Diagnostic 	<p>Summative Assessments</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Grade Two ELA / Writing

Anchor Standard 4. <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i> 5. <i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i> 6. <i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>	
Strand <i>Writing</i>	
Topic <i>Production of Writing</i>	Pacing
Standard Statement 4. <i>Begins in grade 3</i> 5. <i>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</i> Learning Targets: <ul style="list-style-type: none"> • I can focus on my topic. • I can revise my writing with the help of others. • I can edit my writing. • I can write a new draft that makes my writing better. 6. <i>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i> Learning Targets: <ul style="list-style-type: none"> • I can use digital tools to produce and publish my writing when working with a group of my classmates. 	Content Elaborations Students at this age are writing more independently and have begun to understand that words are powerful ways to express themselves. They begin to draw their messages less as their ability to work with text increases. As students learn the craft of writing, they also must understand the pieces of the Production and Distribution of Writing. Peer editing can begin at this level. Student writers are capable of providing editing and revision feedback as long as this has been focused or targeted on specific writing areas. In the next grade band, students are expected to produce texts that reflect planning, organization, and evidence of revision and editing. In addition, students are expected to use appropriate technologies to enhance their messages further.
Content Vocabulary <ul style="list-style-type: none"> • revise • edit • publish • digital tools 	Academic Vocabulary <ul style="list-style-type: none"> • digital tools • collaborate
Formative Assessments <ul style="list-style-type: none"> • Writing Diagnostic 	Summative Assessments

Resources <ul style="list-style-type: none">• Strategic Balanced Literacy Framework	Enrichment Strategies
Integrations	Intervention Strategies

Grade Two ELA / Writing

Anchor Standard 7. <i>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</i> 8. <i>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</i> 9. <i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i>	
Strand <i>Writing</i>	
Topic <i>Research to Build and Present Knowledge</i>	Pacing
Standard Statement 7. <i>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).</i> Learning Targets: <ul style="list-style-type: none"> • I can research and write about topics with others. 8. <i>Recall information from experiences or gather information from provided sources to answer a question.</i> Learning Targets: <ul style="list-style-type: none"> • I can answer a question by recalling information from experiences. • I can answer a question by gathering information from sources. 9. <i>Begins in grade 4</i>	Content Elaborations Teaching research skills can help satisfy students’ natural curiosity. As they conduct Research to Build and Present Knowledge, they learn how and why things/concepts appear as they do. As they work collaboratively, these student researchers begin to see the value in finding answers to their own questions. Student researchers use collaborative conversation to share and gather information as they plan, investigate, observe, record, represent, and present information. In the next grade band, students are expected to use evidence (personal and textual) to conduct short research projects that include relevant information and reflect (through citations) the use of print and digital sources.
Content Vocabulary <ul style="list-style-type: none"> • topic • recall • experiences 	Academic Vocabulary <ul style="list-style-type: none"> • research • sources
Formative Assessments <ul style="list-style-type: none"> • Writing Diagnostic 	Summative Assessments

Resources <ul style="list-style-type: none">• Strategic Balanced Literacy Framework	Enrichment Strategies
Integrations	Intervention Strategies

Grade Two ELA / Writing

Anchor Standard <i>10. Range of Writing</i>	
Strand <i>Writing</i>	
Topic <i>Begins in grade 3</i>	Pacing
Standard Statement	Content Elaborations
Content Vocabulary	Academic Vocabulary
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Two ELA / Speaking and Listening

Anchor Standard <ol style="list-style-type: none"> 1. <i>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i> 2. <i>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</i> 3. <i>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</i> 	
Strand <i>Speaking and Listening</i>	
Topic <i>Comprehension and Collaboration</i>	Pacing
Standard Statement <ol style="list-style-type: none"> 1. <i>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</i> <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>Learning Targets:</p> <ul style="list-style-type: none"> • I know and can follow the rules for listening and speaking in the classroom. • I can make connections between the comments of others. • I can ask questions when I do not understand. 2. <i>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</i> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify key ideas from a text read aloud that can be presented in different formats (media, charts, graphs, websites, speeches). • I can describe key ideas from a text or presentation. 3. <i>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.</i> 	Content Elaborations <p>The Comprehension of spoken messages and students' abilities to Collaborate with other speakers are critical to academic success. Kathy Mills states, "Teachers need to rediscover the transforming potential of talk for developing students' reading comprehension." Speaking and listening are the vehicles by which classroom culture is established, a culture that promotes critical thinking and inquiry. In a classroom where oral communication is valued and encouraged, students have a greater opportunity to develop critical thinking, sequence their ideas, find support for their opinions, and listen and restate the main ideas of a speaker.</p> <p>In the next grade band, students are expected to paraphrase and summarize information gathered from visual and oral presentations and use that information as a basis for discussion or composing text.</p>

<p>Learning Targets:</p> <ul style="list-style-type: none"> • I can ask questions if I don't understand a topic or need to know more. • I can answer questions about a speaker's presentation. 	
<p>Content Vocabulary</p> <ul style="list-style-type: none"> • format • key ideas • details • describe 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • key ideas • details • describe • topic • questions • presentation
<p>Formative Assessments</p>	<p>Summative Assessments</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Grade Two ELA / Speaking and Listening

Anchor Standard 4. <i>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</i> 5. <i>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i> 6. <i>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</i>	
Strand <i>Speaking and Listening</i>	
Topic <i>Presentation of Knowledge and Ideas</i>	Pacing
Standard Statement 4. <i>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</i> Learning Targets: <ul style="list-style-type: none"> • I can recount or tell a story about an experience with correct facts. • I will be able to describe an experience by speaking clearly in complete sentences to an audience. 5. <i>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.</i> Learning Targets: <ul style="list-style-type: none"> • I can read aloud stories or poems with an appropriate pace while using expression. • I can show visual displays to make my ideas and feelings clear. 6. <i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</i> Learning Targets: <ul style="list-style-type: none"> • I can produce a complete sentence to a situation being discussed. • I can provide details about a situation to make my thoughts clear. 	Content Elaborations Children develop their abilities to Present their Knowledge and Ideas as their speaking and listening skills advance. Oral communication (speaking and listening) is a critical part of the classroom because of its role in social interaction as well as in developing and presenting knowledge. As students develop listening skills, participate in discussions, and develop topic-related questions, they develop the ability to understand a perspective other than their own, elaborate or expand on explanations given by someone else, and use evidence-based logic to explain their ideas or defend points. Oral presentations (by peers, teachers, experts) provide students with the opportunity to construct meaning from what they have seen and heard and to convey that meaning to others. In the next grade band, students are expected to make oral presentations that include multimedia components that enhance their topic and begin to develop an understanding of formal and informal English and the appropriate purposes and audiences in which each can be used.
Content Vocabulary <ul style="list-style-type: none"> • recount • visual displays 	Academic Vocabulary <ul style="list-style-type: none"> • key ideas • details

<ul style="list-style-type: none"> • pace • appropriate • expression 	<ul style="list-style-type: none"> • describe • topic • questions • presentation • complete sentences • produce • situation
<p>Formative Assessments</p>	<p>Summative Assessments</p>
<p>Resources</p> <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework 	<p>Enrichment Strategies</p>
<p>Integrations</p>	<p>Intervention Strategies</p>

Grade Two ELA / Language

Anchor Standard <ol style="list-style-type: none"> 1. <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> 2. <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> 	
Strand <i>Language</i>	
Topic <i>Conventions of Standard English</i>	Pacing
Standard Statement <ol style="list-style-type: none"> 1. <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> <ol style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify and use collective nouns. • I can identify and use irregular plural nouns. • I can identify and use reflexive pronouns. • I can identify and use irregular past tense verbs. • I can use adjectives to describe nouns and pronouns. • I can use adverbs to describe verbs, adjectives, and adverbs. • I can identify and create simple sentences. • I can expand and rearrange simple sentences. • I can identify and create compound sentences. • I can expand and rearrange compound sentences. 	Content Elaborations <p>Writers and speakers use the rules and Conventions of Standard English, parts of speech, sentence structure, mechanics, and spelling to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking, and listening. As writing competency increases, young writers begin to understand the importance of the audience for whom they are composing text. Teacher modeling of the conventions of grammar and punctuation is critical. Using think alouds as they compose, teachers provide students with the inner dialogue that occurs during the composition process. Creating an environment that supports word learning and encourages word play is critical.</p> <p>In the next grade band, students focus on more complex grammatical constructions (such as abstractions and complex sentences) and punctuation (quotation marks, underlining, commas) to communicate text.</p>

<p>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., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. <p>Learning Targets:</p> <ul style="list-style-type: none"> I can capitalize holidays, product names, and names of places. I can use a comma after the greeting of a letter. I can use a comma after the closing of a letter. I can correctly write contractions. I can use an apostrophe to write possessive words. I can use spelling patterns to write words. I can use resources to check my spelling. 	
<p>Content Vocabulary</p> <ul style="list-style-type: none"> simple sentences compound sentences reflexive pronouns irregular verbs adjective adverb product names apostrophe contraction possessive spelling pattern 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> expand rearrange resource greeting closing
<p>Formative Assessments</p>	<p>Summative Assessments</p>
<p>Resources</p> <ul style="list-style-type: none"> Strategic Balanced Literacy Framework 	<p>Enrichment Strategies</p>

<ul style="list-style-type: none">• Sitton Spelling• Write Source	
Integrations	Intervention Strategies

Grade Two ELA / Language

Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
Strand <i>Language</i>	
Topic <i>Knowledge of Language</i>	Pacing
Standard Statement 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English. Learning Targets: <ul style="list-style-type: none"> • I can recognize how formal English differs from informal English. • I can explain how formal English differs from informal English. • I can use formal and informal English when appropriate. 	Content Elaborations <p>Writers and speakers use the rules and Conventions of Standard English, parts of speech, sentence structure, mechanics, and spelling to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking, and listening. As writing competency increases, young writers begin to understand the importance of the audience for whom they are composing text. Teacher modeling of the conventions of grammar and punctuation is critical. Using think alouds as they compose, teachers provide students with the inner dialogue that occurs during the composition process. Creating an environment that supports word learning and encourages word play is critical.</p> <p>In the next grade band, students focus on more complex grammatical constructions (such as abstractions and complex sentences) and punctuation (quotation marks, underlining, commas) to communicate text.</p>
Content Vocabulary	Academic Vocabulary <ul style="list-style-type: none"> • formal English • informal English • differ • appropriate
Formative Assessments	Summative Assessments
Resources <ul style="list-style-type: none"> • Strategic Balanced Literacy Framework • Sitton Spelling 	Enrichment Strategies

• Write Source	
Integrations	Intervention Strategies

Grade Two ELA / Language

Anchor Standard 4. <i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.</i> 5. <i>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</i> 6. <i>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</i>	
Strand <i>Language</i>	
Topic <i>Vocabulary Acquisition and Use</i>	Pacing
Standard Statement 4. <i>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.</i> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. Learning Targets: <ul style="list-style-type: none"> • I can use context clues to determine the meaning of a word. • I can recognize and define common prefixes. • I can use a prefix to define a word. • I can use a root word to define an unknown word. • I can recognize a compound word. • I can use the individual words to predict the meaning of a compound word. • I can use dictionaries and glossaries to define words. 	Content Elaborations Writers and speakers use the rules and Conventions of Standard English, parts of speech, sentence structure, mechanics, and spelling to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking, and listening. As writing competency increases, young writers begin to understand the importance of the audience for whom they are composing text. Teacher modeling of the conventions of grammar and punctuation is critical. Using think alouds as they compose, teachers provide students with the inner dialogue that occurs during the composition process. Creating an environment that supports word learning and encourages word play is critical. In the next grade band, students focus on more complex grammatical constructions (such as abstractions and complex sentences) and punctuation (quotation marks, underlining, commas) to communicate text.

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).
- b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Learning Targets:

- I can make real-life connections to words I hear and read.
- I can recognize verbs that have similar meanings.
- I can choose the verb that best fits the action.
- I can recognize adjectives that have similar meanings.
- I can use the adjective that best fits the description.

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).

Learning Targets:

- I can learn new words through reading, listening, and conversation.
- I can use new words and phrases that I hear in reading, listening, and conversation.
- I can use adjectives and adverbs when speaking and writing.

Content Vocabulary

- prefix
- root word
- compound word
- adjectives
- adverbs
- phrase
- verb

Academic Vocabulary

- context clues
- glossary
- dictionary
- define
- conversation
- connection
- real-life connection
- similar
- recognize

Formative Assessments <ul style="list-style-type: none">• Writing Diagnostic	Summative Assessments
Resources <ul style="list-style-type: none">• Strategic Balanced Literacy Framework• Sitton Spelling• Write Source• Writer’s Workshop Strategies	Enrichment Strategies
Integrations	Intervention Strategies