

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does asking questions, such as who, what, where, when, why, and how deepen understanding?	Students will understand that: -Answering higher order self-generated questions helps develop key understandings of the text.	To assist in meeting this standard, students may: -Identify key story elements -Interactive read-aloud stopping frequently to assess understanding -Think-Pair-Share -Use the 5 W's and 1 H question strategy, Say Something, to answer questions about the story -Scaffold Say Something Strategy using 5 W's and 1 H graphic organizer, if necessary
Content Statements		
Students will be able to: -Identify why key details help to develop story structure, generate questions, and identify story elements.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Use hand shaped templates to write the main idea of a story of the palm and the details on the fingers		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teachers may use the following: - Appropriate leveled reader -Read-aloud text above student's independent reading level -Interactive Whiteboards -Overhead projector -Chart Paper		
Desired Results		
Sample question to consider for this standard: When does the butterfly lady talk to the children? A _____ Saturday morning		

- A every Saturday morning
- B every Saturday afternoon
- C every Wednesday morning
- D every Wednesday afternoon

RL 2.2 | 2018

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does analyzing various genres from diverse cultures enable students to identify the lesson or moral of the story?</p> <p>How does understanding the central message, moral, or</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Analyzing various genres and cultures creates a deeper understanding of the text. -The central message, moral, or lesson helps with the comprehension of the text. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Orally retell the story -Perform a retelling of the story -Discuss the different elements of each genre (fable, folktale, fiction, etc) -Identify key story elements -Sequence the story using a graphic organizer -Discuss and generate a list of central messages/moral/lessons that could be taught through a text -Read the same story from various points of view or cultures (Cinderella, The True Story of the Three Little Pigs, etc) -Participate in a Think Aloud -Paraphrase each paragraph
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Determine how a specific culture can alter the central message/moral/lesson of the story -Identify the moral/lesson/central theme of the story 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write a summary of the text using key details including the central message/moral/lesson -Retell the story using key details -Students fold sheets of paper in thirds and label sections with the words: Summary, Illustrations, Moral. Students complete the tri-fold papers about self-selected folktales 		<p>corestandards.org</p> <p>sharemylesson.com</p> <p>achievethecore.org</p> <p>scholastic.com</p> <p>connect.mheducation.com</p> <p>janrichardsonguidedreading.com</p> <p>learningally.org</p> <p>kbumreading.com</p>

Equipment Needed	biguniverse.com	readworks.org
Teachers may use the following: - Appropriate leveled reader - Read-aloud text above student's independent reading level - Interactive Whiteboard - Overhead projector - Story Map Graphic Organizer	discovery.com teachingchannel.org betterlesson.com	newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: What happens FIRST in the story? How do you know? What happens LAST in the story? How do you know?		

[RL 2.3](#) | 2018

Domain: Reading Standards for Literature		
Cluster: Key Ideas and Details		
Standards: Describe how characters in a story respond to major events and challenges using key details.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does identifying the story elements and major events lead to better comprehension? How do the specific traits of a character determine how they will respond to various situations?	Students will understand that: - Identifying story elements allows for a better grasp of the story structure. - Analyzing character traits allows the reader to understand the character's response to a major event or challenge.	To assist in meeting this standard, students may: - Identify key story elements - Think-Pair-Share - Sequence the story using a graphic organizer - Highlight key details/major events in a passage - Use a story map - Use a character map
Content Statements		
Students will be able to: - Identify the story elements - Extract key details and events - Identify the traits of the main		
Assessments		Teacher Resources

<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Complete a story/character map -Write about how the character's traits influenced how they reacted to a major event/challenge in the story, using evidence to support the text. 	corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
<p align="center">Equipment Needed</p>	biguniverse.com	readworks.org
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Appropriate leveled reader -Read-aloud text above student's independent reading level -Interactive Whiteboards -Chart Paper -Story Map Graphic Organizers 	discovery.com teachingchannel.org betterlesson.com	newsela.com readingandwritingproject.org pbslearningmedia.org
<p align="center">Desired Results</p>		
<p>Sample question to consider for this standard:</p> <p>How does a character's feelings change from the beginning of the story to the end of the story?</p> <p>Describe a character's traits and the actions that support them.</p>		

[RL 2.4](#) 2018

<p>Domain: Reading Standards for Literature</p>		
<p>Cluster: Craft and Structure</p>		
<p>Standards: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does the use of sensory language enhance the meaning of a story, poem, or song?</p> <p>How does the use of mechanical devices enhance the meaning of a story, song, or poem?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -The author's use of sensory language increases a reader's ability to create mental imagery to enhance comprehension. -Using mechanical devices adds to the rhythm and increases understanding of a story, poem, or song. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Read poetry aloud, highlighting sensory words and phrases -Discuss how the use of sensory languages creates a mental image -Discuss the five sense using adjectives and how they can be used to enhance the tone of the story -Discuss how the use of mechanical devices creates a mental image
Content Statements		
<p>Students will be able to identify words/phrases</p>		

pertaining to the five senses and use those words in a written text.		
Assessments	Teacher Resources	
To show evidence of meeting this standard, students may: -Add mechanical devices to a student generated writing sample -Create a poem or song using various mechanical devices	corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Equipment Needed		
Teachers may use the following: - Appropriate leveled reader - Read-aloud text above student's independent reading level - Thesaurus - Word Webs		
Desired Results		
Sample question to consider for this standard: What are the five senses? What words can appeal to my senses? How can words create pictures in my mind to help with understanding of a story?		

[RL 2.5](#) | 2018

Domain: Reading Standards for Literature		
Cluster: Craft and Structure		
Standards: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sessions.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does the understanding of story structure support overall comprehension? How can one identify the components of each element in the story structure?	Students will understand that: -Story structure will aid in the comprehension and overall understanding of the text. -Identify the components of each story element (beginning: character, setting; middle: problem; end: solution) is important to the author's message	To assist in meeting this standard, students may: -Read-aloud various fiction and non-fiction texts -Complete a story map or sequencing chart -Discuss the differences in text structure between fiction and non-fiction -List the characteristics of the story elements -Identify the beginning/middle/end of a story -Add missing story elements from a chosen selection
Content Statements		
Students will be able to: -Identify elements of a story		

-Describe the overall structure of the story and its importance.	author's message.	
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Create their own beginning/middle/end to a story starter -Engage in a shared writing activity, where each child contributes to a section of the story (beginning, middle, end).		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teachers may use the following: - Appropriate leveled reader -Read-aloud text above student's independent reading level -Venn Diagrams -Chart Paper -Story Starter Prompts		
Desired Results		
Sample question to consider for this standard: How was the story introduced? How does the ending conclude the action?		

[RL 2.6](#) | 2018

Domain: Reading Standards for Literature		
Cluster: Craft and Structure		
Standards: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does the narrator's point of view affect the overall tone of the text? How does the point of view affect the reader's understanding of the text?	Students will understand that: -Point of view provides a complete understanding of what is being read. -Point of view allows the reader to gain a unique perspective into the	To assist in meeting this standard, students may: -Read-aloud various fiction text -Complete a story map or sequence chart - Create a character trait map -Write a story from a different perspective -Use a Venn Diagram to compare a story told from different points of view (The Three Little Pigs/The True Story of the Three Little Pigs)
Content Statements		

<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify the point of view of the text -Determine how the point of view impacts the overall tone of a story. 	<p>character's thoughts and feelings.</p>	<ul style="list-style-type: none"> -Identify the narrator of the story -Act out a story using character voices -Identify examples in the text that determine the point of view
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Assessments	Teacher Resources
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<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write a retelling of a story from a different point of view -List examples from the text that show the point the view -Create two comic strips, each one highlighting a different point of view of the same situation. 	<table style="width: 100%;"> <tr> <td style="vertical-align: top;"> corestandards.org achievethecore.org connect.mheducation.com learningally.org </td> <td style="vertical-align: top;"> sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com </td> </tr> </table>	corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
corestandards.org achievethecore.org connect.mheducation.com learningally.org	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com		

Equipment Needed

<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Appropriate leveled reader -Various stories told from a different point of view at the student's reading level -Read-aloud, demonstrating different points of view -Overhead Whiteboards -Chart Paper/Comic Strip 	<table style="width: 100%;"> <tr> <td style="vertical-align: top;"> biguniverse.com discovery.com teachingchannel.org betterlesson.com </td> <td style="vertical-align: top;"> readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org </td> </tr> </table>	biguniverse.com discovery.com teachingchannel.org betterlesson.com	readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
biguniverse.com discovery.com teachingchannel.org betterlesson.com	readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org		

Desired Results

Sample question to consider for this standard:

How does a character's traits contribute to his/her point of view?

Compare and contrast the point of multiple characters.

Distinquish between 1st person and 3rd person narration and support your findings.

[RL 2.7](#) | 2018

Domain: Reading Standards for Literature

Cluster: Integration of Knowledge and Ideas

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

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences																
<p><i>How do illustrations and details in the story help with comprehension and retelling?</i></p> <p><i>How do illustrations and details in the story give the reader a stronger sense of the story element?</i></p> <p><i>How can integrating information from a variety of visual images and text help them draw conclusions when reading?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Illustrations and story details help the reader obtain a deeper understanding of the text. -Characters, setting, and events can be developed through story details as well as illustrations. -They can integrate information presented from visual cues, images, and text to better enable them to draw a conclusion. 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Complete a story map/sequencing chart -Create a character map -Listen to a selection and then illustrate what they heard -Use pictures (magazines/internet/photos...)to write a story -Illustrate their own stories using graphic computer software, such as kidspiration/printshop -Take a picture walk prior to reading the selection -Act out a story using character voices -Write and illustrate their own comic strip -Add captions and text to images provided 																
Content Statements																		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Use illustrations/words in print/digital text to aid in the comprehension of the story. -Make predictions based on illustrations/picture clues. -Explain how illustrations/words in print/digital text allows a greater understanding of the character, setting, and plot in a story. 																		
Assessments		Teacher Resources																
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Write about a picture prompt that they have chosen -Add captions to pictures that they are given so that they can enhance the understanding of the text. 		<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> <tr> <td>biguniverse.com</td> <td>readworks.org</td> </tr> <tr> <td>discovery.com</td> <td>newsela.com</td> </tr> <tr> <td>teachingchannel.org</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>betterlesson.com</td> <td>pbslearningmedia.org</td> </tr> </table>	corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com	biguniverse.com	readworks.org	discovery.com	newsela.com	teachingchannel.org	readingandwritingproject.org	betterlesson.com	pbslearningmedia.org
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teachingchannel.org	readingandwritingproject.org																	
betterlesson.com	pbslearningmedia.org																	
Equipment Needed																		
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> - Appropriate leveled reader -Read-aloud text above student's independent reading level -Graphic Organizers -Comic Strips 																		

-Comic Strips
-Chart Paper

Desired Results

Sample question to consider for this standard:

What conclusion can be drawn from the illustrations?

How can visual cues help you better understand the text?

[RL 2.9](#) 2018

Domain: Reading Standards for Literature

Cluster: Integration of Knowledge and Ideas

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

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does an author's perspective or a different culture alter the way in which a character is represented?</p> <p>How does comparing and contrasting two or more versions of the same story give the reader a greater understanding of the story?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Cultural differences and the author's point of view can cause a character to be portrayed differently. -Recognizing multiple viewpoints allows the reader to consider the cultural nuances embedded in the story's origin. -Comparing and contrasting two or more versions of the same story will allow them to interpret the story on a more complex level. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Create character maps -Take a picture walk prior to reading the selection to determine how setting and characters vary -List the adjectives used to describe the character/setting/event -Orally retell the story -Identify key story elements -Think-Pair-Share -Sequence the story using a graphic organizer -Use compare and contrast chart/Venn Diagram -Read the same story from various points of view or cultures (Cinderella, The True Story of the Three Little Pigs)
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Compare and contrast adventures and experiences of characters in a story. 		
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Use a graphic organizer to compare and contrast the same characters in different versions of a story. -Create their own version of a popular fairytale, such as a 	<p>corestandards.org</p> <p>sharemylesson.com</p> <p>achievethecore.org</p> <p>scholastic.com</p> <p>connect.mheducation.com</p> <p>janrichardsonguidedreading.com</p>	

-Create their own version of a popular fairytale...such as a "Modern Day Cinderella"	learningally.org	kbumreading.com
Equipment Needed	biguniverse.com	readworks.org
Teachers may use the following: - Appropriate leveled reader - Read-aloud text above student's independent reading level - Graphic Organizers - Overhead projector - Chart Paper	discovery.com teachingchannel.org betterlesson.com	newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: Compare and contrast how the characters are introduced? Compare and contrast the plots of two stories/fables/poems. Identify the story elements that differs between two stories/fables/poems.		

[RL 2.10](#) | 2018

Domain: Reading Standards for Literature		
Cluster: Range of Reading and Level of Text Complexity		
Standards: Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does a variety of high-quality reading prepare students for a higher level of learning? Why is it essential to learning about various structures and elements in regards to a variety of genres?	Students will understand that: -Reading a variety of genres helps to develop literary and cultural knowledge. -Familiarity with various text structures and elements leads to a greater literacy knowledge.	To assist in meeting this standard, students may: -Read-aloud a variety of genre at different complexity bands -Identify key structural elements in a variety of genres -Complete a reading log -Author/Poet study -Interactive writing -Read independently/orally different genres on grade level -Reflect in a reader's response journal
Content Statements		
Students will be able to:		

<p>-Identify different types of poetry -Identify strategies authors use within a poem (rhyming, syllabication, alliteration, etc.)</p>		
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may: -Be assessed using reading records -Complete several book reports including different genres -Progress monitoring assessments</p>	<p>corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com</p>	<p>sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org</p>
Equipment Needed		
<p>Teachers may use the following: -Appropriate leveled reader - Various prose and poems -Overhead Projector -Graphic Organizers -Chart Paper</p>		
Desired Results		
<p>Read and comprehend complex literary text independently and proficiently.</p>		

Domain: Reading Standards for Informational Text		
Cluster: Key Ideas and Details		
Standards: Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How do we determine the key details in a text?</i></p> <p><i>How does asking questions, such as who, what, where, when, why, and how deepen understanding?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Identifying the key details of a text that supports the main topic helps with comprehension. -Answering self-generated questions helps develop key understandings of the text. 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Follow the reading of text, using index cards labeled with five W's and H questions to record their responses after reading a text. -Students can record responses to the five W and H questions for two texts and match the responses to the appropriate area of the texts.
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Reflect on informational text by asking and answering the five W and 1 H questions. 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Answer questions about key details after a silent cold read -Generate their own questions and work with a partner to answer questions with evidentiary support 		<p>corestandards.org</p> <p>achievethecore.org</p> <p>connect.mheducation.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>discovery.com</p> <p>teachingchannel.org</p> <p>betterlesson.com</p> <p>sharemylesson.com</p> <p>scholastic.com</p> <p>janrichardsonguidedreading.com</p> <p>kbumreading.com</p> <p>readworks.org</p> <p>newsela.com</p> <p>readingandwritingproject.org</p> <p>pbslearningmedia.org</p>
Equipment Needed		
<p><i>Teachers may use the following:</i></p> <ul style="list-style-type: none"> -Various informational text at student's reading level -Notebook -Graphic Organizers -Sticky Notes -Sentence Strips 		
Desired Results		
<p><i>Sample question to consider for this standard:</i></p>		

Based on paragraph 6, Mr. Gray has kid-sized tables and chairs in his bookstore so that

- A children can enjoy reading in the bookstore.
- B children can eat snacks while their parents shop.
- C children can draw pictures of their friends.
- D children will not fall off adult-sized chairs.

RI 2.2 | 2018

Domain: Reading Standards for Informational Text

Cluster: Key Ideas and Details

Standards: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How do we look for the main idea of the passage? How do we determine the focus of subsequent paragraphs within the text?</p>	<p>Students will understand that: -Every paragraph revolves around a particular point or idea. -Students will use a variety of text features to understand the structure of non-fiction text.</p>	<p>To assist in meeting this standard, students may: -Read multiparagraph texts. Use hand-shaped templates, students write the main topics of texts on the palms and the focus of each paragraph on the fingers -Create outlines using headings and topics sentences to understand the progression of information within a non-fiction passage</p>
Content Statements		
<p>Students will be able to: -Identify the main topic of a text as well as the focus of the subsequent paragraph</p>		
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may: -Write a summary of the text using key details to support the main idea -Read a passage and complete a Main Idea/Key Details graphic organizer -Write an informational paragraph about a topic of choice</p>	<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com</p>	
Equipment Needed		
<p>Teachers may use the following: -Various informational text of student's reading level -Graphic Organizers -Overhead projector</p>	<p>biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>	

Desired Results
<p><i>Sample question to consider for this standard:</i></p> <p><i>What is the passage mostly about?</i></p> <p>A <i>how beavers live</i> B <i>why beavers swim</i> C <i>what beavers eat</i> D <i>where beavers sleep</i></p>

[RI 2.3](#) 2018

Domain: <i>Reading Standards for Informational Text</i>		
Cluster: <i>Key Ideas and Details</i>		
Standards: <i>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>How do authors show a connection between a series of events, a collection of ideas, or a set of procedures?</i></p>	<p><i>Students will understand that:</i> -Separate events, ideas, and procedures are organized to help a reader make sense of them.</p>	<p><i>To assist in meeting this standard, students may:</i> -Read and follow a series of steps to complete scientific investigations. Students create visual representations of the outcomes and explain the connections between the steps. -Use a series of pictures that represent historical events and think aloud as they sequence the events on timelines.</p>
Content Statements		
<p><i>Students will be able to:</i> -Understand that every paragraph contains a particular point or idea.</p>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i> -read an informational text to compare and contrast events within the same passage by using a Venn Diagram -After reading a non-fiction, informational text, students can create a timeline to show the sequence of events. -Write a "How To" essay on an informational topic</p>		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com</p>
Equipment Needed		
<p><i>Teachers may use the following:</i> -Various informational text of student's reading level</p>		<p>biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org</p>

-Venn Diagram -Character Analysis Organizers -Chart Paper	betterlesson.com	pbslearningmedia.org
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Desired Results

Sample question to consider for this standard:
 What makes an adult spittlebug jump from plant to plant?
 A It is cold. B It is hungry. C It is tired. D It is thirsty.

RI 2.4 | 2018

Domain: Reading Standards for Informational Text

Cluster: Craft and Structure

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

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can we figure out what an unknown word means? Why is understanding vocabulary so important in comprehending text?	Students will understand: -How studying the words that surround an unknown word can be used to obtain its meaning.	To assist in meeting this standard, students may: -Working with partners, students match vocabulary words to definitions and/or pictures with partners. Partner A tells the meaning of the words. Partner B uses the words or phrases in sentences. Students repeat the process, reversing roles. -Use glossaries to locate meanings of selected words. As students work in pairs, partner A restates the meaning of a word and partner B paraphrases the meaning -Highlight context clues that support the meaning of a word -Make an illustration journal for key words
Content Statements Students will be able to: -Use context clues to understand the meaning of an unknown word to deepen comprehension of a text.		

Assessments	Teacher Resources
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To show evidence of meeting this standard, students may: -match vocabulary words with pictures or definitions -highlight context clues that support the meaning of a word	corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
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Equipment Needed

Teachers may use the following: -Various informational text of student's reading level -Vocabulary Notebook -Word Web Organizers -Dictionary/Thesaurus	biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
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Desired Results

Sample question to consider for this standard:

Read the sentence from the passage.

The First Street Bookstore has kid-sized tables and chairs.

What does kid-sized mean in this sentence?

A long

B small

C wide

D tall

[RI 2.5](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Craft and Structure

Standards: 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.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can text features help a reader locate key facts or information in a text efficiently?	Students will understand that: -Understanding the structural elements of a text helps the reader locate key facts and information. -The better a reader understands different text features, the more efficiently he/she is able to locate important information.	To assist in meeting this standard, students may: -Locate and place sticky notes on named features of texts. Students discuss or write information provided by the features. -Respond to prompts in order to identify the most appropriate features to locate specific information. Students answer additional questions that require the use of features (e.g. Where would word meanings be found?; What is the meaning of ____?; Where would we find information about ____?; On what page does ____ begin?)
Content Statements		
Students will be able to: -Use a variety of text features to locate key facts for information within a text.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Locate and identify various text features in an informational text. -Create a pamphlet including captions, subheadings, and glossaries regarding an informational topic -Demonstrate the ability to access electronic menus.		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
Teachers may use the following: -Various informational text of student's reading level -Vocabulary Notebook -Word Web Organizers -Dictionary/Thesaurus		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org

Desired Results			
Sample question to consider for this standard: The part of a book that tells what page each chapter begins on is the:			
A cover	B glossary	C title page	D table of contents

[RI 2.6](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Craft and Structure

Standards: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences	
How can identifying the author's purpose for writing help the reader comprehend the text for effectively?	Students will understand that: -The purpose of the text helps readers to efficiently organize, synthesize, interpret, and summarize information. -The purpose of the text helps students ask and answer questions to help determine or clarify the meaning.	To assist in meeting this standard, students may: -Work in small groups to read common stories and list important details to collaboratively determine the author's purpose -Read selections independently, identify the author's purposes, and cite evidence to support their responses	
Content Statements Students will be able to: -Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.			
Assessments		Teacher Resources	
To show evidence meeting this standard, students may: Read a passage and identify text evidence from the passage that shows the author's purpose - to inform, explain or describe.		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org	
Equipment Needed			
Teachers may use the following: - Informational text -Picture Cards -Sticky Notes -Chart Paper			

Desired Results

Sample question to consider for this standard:

This passage would most likely help the reader

A tell a story.

B write a report.

C plan a trip.

D train a pet.

[RI.2.7](#) 2018

Domain: Reading Standards for Informational Text

Cluster: Integration of Knowledge and Ideas

Standards: Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contributes to and clarify a text.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can we gain a better understanding of a text by focusing on specific images within the text?	Students will understand that: -By using the illustrations and details in a text, students will develop foundational skills to analyze and understand the text.	To assist in meeting this standard, students may: -Look at illustrations from informational text and identify key ideas. Students locate words in the texts that are related to the illustrations. -Locate illustrations that support key ideas from passages read to the class - Write three sentences that details the key idea based on pictures and their captions -Use texts containing graphic representations (e.g. diagrams, illustrations, charts) and explain how the graphic images support
Content Statements		
Students will be able to: -Use specific images in a text to help clarify meaning.		
Assessments	Teacher Resources	
To show evidence of meeting this standards, students may: -Identify and describe the main idea of a non-fiction text using the title and textual evidence -Read paragraphs that do not contain the graphic representations. Students can create graphic images that clarify the text and explain the images in small groups.	corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com	
Equipment Needed		
Teachers may use the following: -Nonfiction text -Sticky Notes -Chart Paper -Writing Journals	biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org	
Desired Results		
<p>Sample question to consider for this standard: The picture at the beginning of the passage helps the reader by showing</p> <p>A how the camel stores water. B how the camel carries loads.</p>		

- B how the camel carries loads.
- C the height and weight of the camel.
- D the important body parts of the camel.

RI 2.8 2018

Domain: Reading Standards for Informational Text																		
Cluster: Integration of Knowledge and Ideas																		
Standards: Describe and identify the logical connections of how reasons support specific points the author makes in a text.																		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences																
<p>Why is it essential for authors to provide reasons to present a point of view?</p> <p>What are some of the strategies that readers apply to evaluate the main idea of an informational text and/or the author's point of view?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Every book consists of important details that serve individual purposes. -Authors use various writing techniques to focus the reader's attention to detail. -Students who understand the importance of using supporting key points can use this knowledge to improve/revise writing. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Be given key points in a text. Students are asked to explain why the author chose to include those key points in the text. -Read along as texts are read aloud. Given main points, students search the texts to identify the evidence that supports those points. -Read common texts and identify the main points. Students locate words and phrases that support the author's views. 																
Content Statements																		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Identify the reasons an author gives to support points in a text. 																		
Assessments	Teacher Resources																	
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Read informational text, circle the main idea and underline the supporting details. -read informational text and use a graphic organizer to list three supporting details. 	<table border="0"> <tr> <td>corestandards.org</td> <td>sharemylesson.com</td> </tr> <tr> <td>achievethecore.org</td> <td>scholastic.com</td> </tr> <tr> <td>connect.mheducation.com</td> <td>janrichardsonguidedreading.com</td> </tr> <tr> <td>learningally.org</td> <td>kbumreading.com</td> </tr> <tr> <td>biguniverse.com</td> <td>readworks.org</td> </tr> <tr> <td>discovery.com</td> <td>newsela.com</td> </tr> <tr> <td>teachingchannel.org</td> <td>readingandwritingproject.org</td> </tr> <tr> <td>betterlesson.com</td> <td>pbslearningmedia.org</td> </tr> </table>		corestandards.org	sharemylesson.com	achievethecore.org	scholastic.com	connect.mheducation.com	janrichardsonguidedreading.com	learningally.org	kbumreading.com	biguniverse.com	readworks.org	discovery.com	newsela.com	teachingchannel.org	readingandwritingproject.org	betterlesson.com	pbslearningmedia.org
corestandards.org	sharemylesson.com																	
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learningally.org	kbumreading.com																	
biguniverse.com	readworks.org																	
discovery.com	newsela.com																	
teachingchannel.org	readingandwritingproject.org																	
betterlesson.com	pbslearningmedia.org																	
Equipment Needed																		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Informational Text -Graphic Organizers -Highlighters -Chart paper 																		

Desired Results
<p><i>Sample question to consider for this standard:</i></p> <p><i>Read this sentence from the story?</i> <i>The both smiled as their classmates both clapped and <u>cheered</u>.</i></p> <p><i>Which word means the same as <u>cheered</u>.</i></p> <p>A <i>smiled</i> B <i>classmates</i> C <i>clapped</i></p>

[RI 2.9](#) 2018

Domain: Reading Standards for Informational Text				
Cluster: Integration of Knowledge and Ideas				
Standards: Compare and contrast the most important points presented by two texts on the same topic.				
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences		
<p><i>How does comparing and contrasting informational text written by different authors on the same topic help develop knowledge of that topic?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <i>-The ability to compare and contrast the most important points presented by two texts on the same topic supports the student's ability to comprehend increasingly complex text.</i> <i>-Comparing and contrasting key points using different resources on the same topic supports the growth of analytical skills and problem solving skills.</i> 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>-Read texts on the same topics and work with partners to complete a Venn Diagram showing similarities and differences of the text.</i> 		
Content Statements				
<p><i>Student will be able to :</i></p> <ul style="list-style-type: none"> <i>-Understand that background knowledge and prerequisite skills are necessary to identify similarities and difference in two texts of the same topic.</i> 				
Assessments	Teacher Resources			
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>-Complete a Venn Diagram using key words to compare and contrast two informational texts that deal with the same topic.</i> 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> corestandards.org achievethecore.org connect.mheducation.com </td> <td style="width: 50%; vertical-align: top;"> sharemylesson.com scholastic.com janrichardsonguidedreading.com </td> </tr> </table>		corestandards.org achievethecore.org connect.mheducation.com	sharemylesson.com scholastic.com janrichardsonguidedreading.com
corestandards.org achievethecore.org connect.mheducation.com	sharemylesson.com scholastic.com janrichardsonguidedreading.com			

topic.	learningally.org	kbumreading.com
Equipment Needed	biguniverse.com	readworks.org
Teachers may use the following: -Two informational texts on the same topic -Venn Diagram -Highlighters -Sticky Notes -Chart Paper	discovery.com teachingchannel.org betterlesson.com	newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches to the authors take.		

[RI 2.10](#) | 2018

Domain: Reading Standards for Informational Text		
Cluster: Range of Reading and Level of Text Complexity		
Standards: BRead and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently, with scaffolding as needed.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
What are the foundational reading skills students must master in order to be able to read informational texts of increasingly complexity?	Students will understand that: -Reading from a wide and varied range of informational text builds background knowledge that supports reading in content areas.	To assist in meeting this standard, students may: -Provide reading grids containing individualized book levels for students. Students read selections and complete grids showing levels of books read. Strategically increase book levels throughout the year -Create individualized computer files with a spreadsheet program. Students read selections and record the levels of completed texts. Use the spreadsheet program to create graphs that display student progress
Content Statements		
Students will be able to: -Listen to and read informational text in the early grades, they develop the necessary foundation for their reading and understanding of increasingly complex text.		
Assessments	Teacher Resources	

<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Utilize nonfiction leveled readers to monitor fluency and comprehension -Show an increase of reading level on an individualized reading assessment 	<p>corestandards.org achievethecore.org connect.mheducation.com learningally.org</p>	<p>sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com</p>
<p>Equipment Needed</p>	<p>biguniverse.com</p>	<p>readworks.org</p>
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Various nonfiction text at student's independent and instructional reading levels -Fluency reading passages -Timers -Fluency Reading Logs 	<p>discovery.com teachingchannel.org betterlesson.com</p>	<p>newsela.com readingandwritingproject.org pbslearningmedia.org</p>
<p>Desired Results</p>		
<p>Sample question to consider for this standard:</p> <p>Read and comprehend complex informational text independently and proficiently.</p>		

Domain: Reading Foundational Skills		
Cluster: Phonics and Word Recognition		
Standards: Know and apply grade-level phonics and word analysis skills in decoding words. <i>RF 2.3.A Know spelling-sound correspondence for common vowel teams.</i> <i>RF 2.3.B Decode regularly spelled two-syllable words with long vowels.</i> <i>RF 2.3.C Decode words with common prefixes and suffixes.</i> <i>RF 2.3.D Identify words with inconsistent but common spelling-sound correspondences.</i> <i>RF 2.3.E Recognize and read grade-appropriate irregularly spelled words.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>Why is letter-sound correspondence important in reading and writing?</i></p> <p><i>How do readers use their phonics knowledge to help decode and comprehend text?</i></p> <p><i>Why is it important to know grade level words with automaticity?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <i>-Spelling pattern rules helps us spell and read unknown words</i> <i>-Phonics leads to improved reading and writing with better accuracy, decoding, spelling, and reading comprehension</i> 	<p><i>To assist in meeting this standard, students may practice:</i></p> <ul style="list-style-type: none"> <i>-Sounds/picture/object/word sort</i> <i>-Word building puzzles</i> <i>-Matching/memory games</i> <i>-Syllable sorts</i> <i>-Clapping and tapping activities</i> <i>-Word family activities</i> <i>-Literacy Centers</i> <i>-Sand trays/wiki sticks</i> <i>-Tracing of sight words</i> <i>-Guided Reading small group lessons</i>
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <i>-Read regularly spelled one syllable words correctly by distinguishing long and short vowels</i> 		

<p>vowels</p> <ul style="list-style-type: none"> -Associate symbols (graphemes) with sounds (phonemes), and sound with symbols for vowel patterns and diphthongs -Read regular two-syllable words with long vowel sounds -Decode words with common prefixes and suffixes -Identify common irregularly spelled words -Read grade appropriate irregularly spelled words 				
Assessments	Teacher Resources			
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Perform assessments such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) -Active demonstration of mastery skills 	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com </td> <td style="vertical-align: top; width: 50%;"> sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org </td> </tr> </table>		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com	sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
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Equipment Needed				
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Alphabet letters -Card Pack (letters/pictures) -Magnetic letters -Chips -Sand trays/Wiki sticks -Word list/cards -Paper/pencil -White board 				
Desired Results				
<p>Sample question to consider for this standard:</p> <p>Do I know how to syllabicate a word?</p> <p>Do I know how to find a base word?</p> <p>Can I identify patterns in words?</p>				

[RF 2.4](#) | 2018

Domain: Reading Foundational Skills

Cluster: Fluency		
Standards: Read with sufficient accuracy and fluency to support comprehension. RF 2.4.A Read grade-level text with purpose and understanding.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does using comprehension strategies help build better readers?</p> <p>-What reading strategies can we use to become a better reader?</p> <p>-How do readers construct meaning from text?</p> <p>-How does reading fluently and accurately help you understand what you read?</p>	<p>Students will understand that:</p> <p>-An effective reader must learn to decode print with automaticity, read texts fluently and accurately, and understand what has been read to gain meaning</p>	<p>To assist in meeting this standard, students may:</p> <p>-Participate in partner reading</p> <p>-Listen to fluent reading</p> <p>-Engage in Reader's Theatre</p> <p>-Engage in Guided Reading and read instructional level text with prose and accuracy</p> <p>-Apply scooping to improve reading fluency</p> <p>-Engage in timed independent reading to build reading stamina</p>
Content Statements		
<p>Students will be able to:</p> <p>-Read with purpose and understanding</p> <p>-Read for meaning and stop when meaning breaks down to problem solve with strategies</p> <p>-Use print strategies to figure out tricky words</p> <p>-Read text orally with accuracy, appropriate rate and expression</p> <p>-Reread as necessary to confirm and self-correct word recognition and understanding</p>		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may:		corestandards.org sharemylesson.com

<p>-Orally read text with purpose and understanding during Guided Reading and independent reading</p> <p>-Identify the purpose for reading various texts before they read</p> <p>-Read with accuracy, appropriate rate, and expression score on a fluency rubric</p> <p>-Explain how to adjust their reading rate to increase accuracy with decoding and comprehension</p>	<p>achievethecore.org</p> <p>connect.mheducation.com</p> <p>learningally.org</p> <p>scholastic.com</p> <p>janrichardsonguidedreading.com</p> <p>kbumreading.com</p>
<p>Equipment Needed</p>	<p>biguniverse.com</p> <p>discovery.com</p> <p>teachingchannel.org</p> <p>betterlesson.com</p> <p>readworks.org</p> <p>newsela.com</p> <p>readingandwritingproject.org</p> <p>pbslearningmedia.org</p>
<p>Teachers may use the following:</p> <p>-Scholastic Guided Reading Assessment Kit</p> <p>-Leveled Reading Books from Scholastic</p> <p>-Listening Center/Audio equipment and headphones</p> <p>-Reading materials</p> <p>-Chrome Books</p> <p>-Overhead projector</p>	
<p>Desired Results</p>	
<p>Sample question to consider for this standard:</p> <p>What do I do if I do not understand what I just read?</p> <p>-Did I scoop?</p> <p>-Can I answer my 5 W questions?</p> <p>-Did I use picture clues and captions?</p> <p>-Did I look for text features?</p>	

Domain: Writing		
Cluster: Text Types and Purposes		
Standards: Writing 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 conclusion.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>Why is it important to include details to support your opinion?</i></p> <p><i>How can you use linking words to connect opinions and reasons to your writing?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Details provide a factual foundation to an opinion making it more credible -The use of linking words/conjunction (because, and, also) help to provide cause/effect, elaboration, and alternatives to opinions 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Create a drawing of their opinion -Engage in discussion with a partner -Generate similar and/or opposite opinions using a T-Chart -Share their opinions -Center activities organizers to complete cause and effect chart on the topic the student read
Content Statements		
<p><i>Students will learn how to:</i></p> <p><i>Express their opinions by providing a cohesive introduction to their topic and a clear closure by using facts.</i></p>		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Write a two or more paragraph opinion essay about your favorite character from the book -Write a two or or more paragraph opinion essay using details about their least favorite character from the book -Students will use their cause and effect organizer to create a finished written piece 		<p>corestandards.org</p> <p>sharemylesson.com</p> <p>achievethecore.org</p> <p>scholastic.com</p> <p>connect.mheducation.com</p> <p>janrichardsonguidedreading.com</p> <p>learningally.org</p> <p>kbumreading.com</p>
Equipment Needed		
<p><i>Teacher may use the following:</i></p> <ul style="list-style-type: none"> -Laptop -Overhead projector -Internet -Journals/Notebooks -Holistic Scoring Rubrics 		<p>biguniverse.com</p> <p>readworks.org</p> <p>discovery.com</p> <p>newsela.com</p> <p>teachingchannel.org</p> <p>readingandwritingproject.org</p> <p>betterlesson.com</p> <p>pbslearningmedia.org</p>

Desired Results
<p><i>Sample question to consider for this standard:</i></p> <p><i>"Earth Day" tells about Earth Day. Explain how the information in "Ways to Celebrate Earth Day" helps the reader understand Earth Day. Give two details from "Ways to Celebrate Earth Day" to support your explanation.</i></p> <ul style="list-style-type: none"> -States an opinion in writing -Includes the topic of the book they are writing about when sharing an opinion writing -Supplies supportive reasons when sharing an opinion in writing -Uses linking words to connect an opinion with reasons when sharing an opinion in writing -Provides an concluding statement or section when sharing an opinion in writing -This standard and the evidence are typically elicited by asking students to tell why they think or believe as they do

[W.2.2](#) 2018

Domain: Writing		
Cluster: Text Types and Purposes		
Standards: Write informative/explanatory texts in which they introduce a topic, use evidence based facts and definitions to develop points, and provide a conclusion.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>Why is providing details important to supporting a topic?</i></p> <p><i>How does using facts about your topic provide a sense of closure?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> -Recalling details provides proof -Using facts and definitions provides closure to the text 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Place picture card in logical order according to the text -Engage in discussion with a partner and/or group -Share facts about a task or activity in sequential order leading to a logical conclusion -Activate prior knowledge by using a graphic organizer (5 W's) to supply facts about the topic -Create a KWL chart about a topic
Content Statements		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> -Express their opinions by providing a cohesive introduction to their topic and a clear closure by using facts 		
Assessments		Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> -Write a two or more paragraph informative/explanatory 		<ul style="list-style-type: none"> <li style="width: 50%;">corestandards.org <li style="width: 50%;">sharemylesson.com <li style="width: 50%;">achievethecore.org <li style="width: 50%;">scholastic.com

essay keeping the audience, interest, and knowledge in mind -Create written pieces that are interesting and enjoyable to read	connect.mheducation.com	janrichardsonguidedreading.com
Equipment Needed	learningally.org	kbumreading.com
Teacher may use the following: -Writing journals/notebooks -Holistic Scoring Rubrics -Audio Stories -Internet videos -Chart Paper/Graphic Organizers	biguniverse.com discovery.com teachingchannel.org betterlesson.com	readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: Explain why people spend more time outside in the summer than in the winter. Give two reasons, one from "Seasons" and one from "Seasons in the Arctic and Antarctic." For each reason, include the source title or number. -Introduces a topic in an informational or explanatory text -Uses facts and definitions to develop points in an informational or explanatory text -Provides a concluding statement or section in an informational or explanatory text -This standard and the evidences are typically elicited by asking students to tell what they know or understand		

[W 2.3](#) 2018

Domain: Writing		
Cluster: Text Types and Purposes		
Standards: Write narratives in which they would recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is it important to include time order words in a written piece? How does describing actions, thoughts, and feelings keep a reader engaged in your writing?	Students will understand that: -Time order words convey sequence, signal shifts from one time frame to another. -Adding details, describing actions, thoughts, and feelings will improve your	To assist in meeting this standard, students may: -Place picture cards in logical order according to the text -Engage in discussion with a particular group and/or partner -Share facts about a task or activity in sequential order leading to a logical conclusion -Engage in center activities to create "how to" cards listing steps required to complete a task

<p>Content Statements</p> <p>Students will be able to: -Express sequenced events by providing a cohesive introduction to their topic and a clear closure by using time order words.</p>	<p>written piece and keep the reader engaged.</p>	<p>-Activate prior knowledge by using a graphic organizer (5 W's) to supply facts about the topic -Create a KWL chart about a topic</p>
<p>Assessments</p>		<p>Teacher Resources</p>
<p>To show evidence of meeting this standard, students may: -Write a two or more paragraph informative/explanatory essay keeping the audience and their interest in mind -Create written pieces that contain actions, thoughts, and feelings that are interesting and enjoyable to read, utilizing 21st Century skills</p>		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com</p>
<p>Equipment Needed</p>		<p>biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>
<p>Teacher may use the following: -Chrome Book -Overhead projector -Internet -Writing journals/notebooks</p>		
<p>Desired Results</p>		
<p>Sample question to consider for this standard:</p> <p>Think about an animal that you like. Imagine that the animal can talk. Write a story about an animal that can talk - but only to you. Include a beginning, a middle, and an ending.</p> <p>-Recounts well-elaborated event in a narrative writing -Recounts a short sequence of events in a narrative writing -Includes details to describe actions, thoughts, and feelings in a narrative writing -Uses temporal words to signal event order in a narrative writing -Provides a sense of closure when writing a narrative</p>		

[W 2.5](#) | 2018

<p>Domain: Writing</p>
<p>Cluster: Production and Distribution of Writing</p>

Standards: With guidance and support from adults, focus on a topic and strengthen writing as needed through self-reflection, revising, and editing.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p><i>Why is peer and adult revising necessary in contributing to the final product?</i></p> <p><i>How does point of view affect a particular writing piece to make it unique from another writer's perspective?</i></p>	<p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <i>-The revision process allows for reflection by the students to collaboratively edit their writing pieces</i> <i>-The point of view affects the tone of the final product</i> 	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>-Apply rubric analysis of a written draft (For example, informative/explanatory, and narrative pieces)</i> <i>-Conduct conferences in cooperative groups so that students can take on specific roles (content and organization, mechanics, sentence construction, and usage) to edit their work</i> <i>-Provide a peer editing checklist and work on editing and revisions</i>
<p>Content Statements</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <i>-Coherently develop and organize a written piece for the purpose of the task and the targeted audience.</i> 		

Assessments	Teacher Resources	
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>-Write a two or more paragraph narrative or explanatory piece using clear and coherent language, literary elements, and 21st Century skills when applicable.</i> 	<p>corestandards.org</p> <p>achievethecore.org</p> <p>connect.mheducation.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>discovery.com</p> <p>teachingchannel.org</p> <p>betterlesson.com</p>	<p>sharemylesson.com</p> <p>scholastic.com</p> <p>janrichardsonguidedreading.com</p> <p>kbumreading.com</p> <p>readworks.org</p> <p>newsela.com</p> <p>readingandwritingproject.org</p> <p>pbslearningmedia.org</p>
<p>Equipment Needed</p> <p><i>Teacher may use the following:</i></p> <ul style="list-style-type: none"> <i>-Chrome Book</i> <i>-Overhead projector</i> <i>-Internet</i> <i>-Writing journals/notebooks</i> 		

Desired Results

Sample question to consider for this standard:

Read the sentences from the report.

They gather the reindeer in one group. A group of reindeer is called a herd.

Which is the best way to join the sentences into one?

A They gather the reindeer into one group, and a group of reindeer is called a herd.

B They gather the reindeer in one group, and a group of reindeer is called a herd.

C They gather the reindeer in one group a herd.

D The reindeer they gather them in one group, and the group is a herd

W.2.6 2018

Domain: Writing		
Cluster: Production and Distribution of Writing		
Standards: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
Why is technology a necessary tool to enhance the appearance of the final product?	Students will understand that: -Technology allows for a neat, well organized, professional product in an effective manner	To assist in meeting this standard, students may: -Participate in an internet scavenger hunt to become acclimated with surfing the web (e.g. Google search engine, relevant dictionary/thesaurus sites, etc.) -Create digital centers for students to extend use of technology (e.g. Photo booth, Word, Publisher, etc)
Content Statements		
Students will be able to: -Demonstrate sufficient command of keyboarding skills and be able to use the internet effectively		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Publish a piece, using technology, and be graded on a holistic scoring rubric		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teacher may use the following: -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks		
Desired Results		
Sample question to consider for this standard: -Uses a variety of digital tools to produce and publish writing -Collaborates with peers to produce and publish writing using a variety of digital tools		

-Collaborates with peers to produce and publish writing, using a variety of digital tools

*Digital tools may include word processing software, presentation software, grammar and spell checking software, etc.

W 2.7 | 2018

Domain: Writing

Cluster: Research to Build and Present Knowledge

Standards: Participate in shared research and writing projects (e.g. explore a number of books on a single topic and produce a report; record science observations).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does reading a number of books on a specific topic support students' abilities to analyze, synthesize, and evaluate the information from those books?	Students will understand that: -Skills needed to write a report using information from several sources (such as comprehension and recall what is read, analysis and synthesis of information, ability to determine main idea and supporting details, and compiling and organizing information) support learning expectations across grade levels and content areas.	To assist in meeting this standard, students may: -Place picture cards in logical order according to the text -Engage in discussions with a partner and/or group -Share facts about a task or activity in sequential order leading to a logical conclusion -Engage in center activities to create "how to" cards, listing steps required to complete a task -Write a scientific explanation with students that encourages students to ask questions about a specific topic, choose a particular question to explore in detail, and research the question using a variety of resources.
Content Statements		
Students will be able to: -Recall, analyze, synthesize, compile, and organize information.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Write a shared research piece, using the scientific method of observation and 21st Century skills when appropriate.		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teacher may use the following: -Chrome Book -Holistic Scoring Rubric -Internet -Writing journals/notebooks		

-writing journals/notebooks

Desired Results

Sample question to consider for this standard:

*Participates in shared research and writing projects

[W.2.8](#) 2018

Domain: Writing

Cluster: Research to Build and Present Knowledge

Standards: Recall information from experiences or gather information from provided sources to answer a question.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>Why is it important that students try to connect new information to what they already know from past experience? What types of questions should students know to ask as they recall or gather information from various sources?</p>	<p>Students will understand that: -Recalling details about experiences supports the student's use of long term and working memory during the learning process.</p>	<p>To assist in meeting this standard, students may: -Using an informational wheel graphic organizer to gather information from various resources (e.g. atlas, encyclopedia) on 21st Century themes (global warming, etc.) -Engage in discussions with a partner and/or group -Create a KWL chart and interactive writing as a key component to organizing information -With a partner, create and answer interview questions about a researched topic -Participate in an interactive writing lesson</p>
Content Statements		
<p>Students will be able to: - Focus on key ideas and details as they recall information from experiences, they begin to discern what is most important and relevant. This analytical thinking is essential across grade levels and content areas.</p>		
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may:</p>	<p>corestandards.org</p>	<p>sharemylesson.com</p>

<p><i>-Respond to an open-ended question based on a 21st Century theme.</i></p>	<p>achievethecore.org connect.mheducation.com learningally.org</p>	<p>scholastic.com janrichardsonguidedreading.com kbumreading.com</p>
<p>Equipment Needed</p>	<p>biguniverse.com</p>	<p>readworks.org</p>
<p><i>Teacher may use the following:</i> <i>-Chrome Book</i> <i>-Holistic Scoring Rubric</i> <i>-Internet</i> <i>-Writing journals/notebooks</i></p>	<p>discovery.com teachingchannel.org betterlesson.com</p>	<p>newsela.com readingandwritingproject.org pbslearningmedia.org</p>
<p>Desired Results</p>		
<p><i>Sample question to consider for this standard:</i></p> <p><i>Now answer Number 11. Base your answer on "The Race" and "A Skunk's Tale."</i> <i>How are Turtle and Lily alike? What feelings do they share? Include information from both passages to support your answer.</i></p>		

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
Standards: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL 2.1.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 text under discussion. SL 2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others. SL 2.1.C Ask questions for clarification and further explanation as needed about the topics and text under discussion.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How do good listeners exchange ideas?</p> <p>How can we express and/or present our ideas?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -A speaker's choice of words defines the message. -The development of listening and speaking skills will promote understanding -Incorporate personal questions to the targeted classroom discussion -Retell key details in order to promote comprehension of the story elements 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Engage in songs, poems, and oral reading -Participate in dialogue (question/answer, telephone game) -Orally share ideas/feelings about connections to self, to world, to text -Present projects orally
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Have the opportunity to engage in listening and speaking activities related to 2nd grade topics 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Collaborative work in small group guided reading lessons where answers are scored on a rubric -Participate in teacher conferencing 		<p>corestandards.org</p> <p>achievethecore.org</p> <p>connect.mheducation.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>discovery.com</p> <p>teachingchannel.org</p> <p>betterlesson.com</p> <p>sharemylesson.com</p> <p>scholastic.com</p> <p>janrichardsonguidedreading.com</p> <p>kbumreading.com</p> <p>readworks.org</p> <p>newsela.com</p> <p>readingandwritingproject.org</p> <p>pbslearningmedia.org</p>
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Leveled reading books and discussion groups -Technology for listening and discussion 		
Desired Results		
Sample question to consider for this statement:		

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.

SL 2.2 | 2018

Domain: Speaking & Listening		
Cluster: Comprehension and Collaboration		
Standards: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can I listen and respond to what I hear?	Students will understand that: -A speaker will respond to and question literary works. -Listeners are able to interpret and express information.	To assist in meeting this standard, students may: -Engage in listening centers -Participate in small and large group discussions about text -Orally share ideas/feelings about connections to self, to world, to text -Creating questions to ask a partner -Interviewing through role play of story characters
Content Statements		
Students will be able to: -Ask and answer questions about key details in literary works.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Collaborative work in small group guided reading lessons where answers are scored on a rubric -Participate in teacher conferencing		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Equipment Needed		
Teachers may use the following: -Leveled reading books and discussion groups -Technology for listening and discussion		
Desired Results		
Sample question to consider for this standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		

SL 2.3 | 2018

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can I clarify what I hear and what I say? How can I gain knowledge of what I say and hear?	Students will understand that: -A speaker will question what is presented. -A speaker will respond to and question literary works. -Listeners are able to interpret and express information.	To assist in meeting this standard, students may: -Question the speaker for more understanding -Answer explicit questions about stories read aloud (5 W & 1 H questions) -Interview the speaker and report findings
Content Statements		
Students will be able to: -Use, ask, and answer questions about what the speaker says.		
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Collaborative work in small group guided reading lessons where answers are scored on a rubric -Participate in teacher conferencing		corestandards.org achievethecore.org connect.mheducation.com learningally.org biguniverse.com discovery.com teachingchannel.org betterlesson.com
Equipment Needed		sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Teachers may use the following: -Leveled reading books and discussion groups -Technology for listening and discussion -Whiteboard		
Desired Results		
Sample question to consider for this standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		

[SL 2.4](#) 2018

Domain: Speaking & Listening

Cluster: Presentation of Knowledge and Ideas		
Standards: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How can we tell a story? How can we recount an experience?	Students will understand that: -A story has a beginning, middle, and an end. -Expressing in complete sentences will result in a coherent thought. -Transitional words are needed to recount an experience.	To assist in meeting this standard, students may: -Map the plot of a story in an oral manner -Distinguish between what happens first and next in oral activities -Respond to questions with complete sentences -Express likes, dislikes, or preferences with reasons -Recall past events (e.g., Last weekend, I..., Yesterday, I...)
Content Statements		
Students will be able to: -Tell a story and recount an experience.	-Summarization is also a way to retell a story and recount an experience.	
Assessments		Teacher Resources
To show evidence of meeting this standard, students may: -Students will orally present information to an audience and will be graded on a holistic scoring rubric -Participate in a teacher conference to retell a story and graded on a retelling rubric		corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Teachers may use the following: -Graphic Organizers, Chart -Technology for listening and discussion -Art & Crafts materials -Newspapers -Retell Rubric		
Desired Results		
Sample question to consider for this standard: 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.		

Domain: <i>Speaking & Listening</i>		
Cluster: <i>Presentation of Knowledge and Ideas</i>		
Standards: <i>Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</i>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How can we use visuals and audio to clarify meaning of text or personal experiences?</i>	<i>Students will understand that:</i> -Visuals can be used to help present information more clearly. -The use of technology (audio) can contribute to clarifying ideas, thoughts, and feelings.	<i>To assist in meeting this standard, students may:</i> -Use graphic organizers to display information -Use technology to record own voices (e.g., dictation application) -Experiment with a karaoke machine to recount past experiences -Draw an illustration and orally present using descriptive words -Create posters -Create a comic/cartoon -Use pictures from an Interactive Whiteboard
Content Statements		
<i>Students will be able to:</i> -Use pictures, audio, and other visuals to present information to an audience.		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i> -Recall a past experience and orally retell using the karaoke machine -Teacher conferencing will be used to inquire about specific details of the assignment. -Students will provide feedback to other student's work		corestandards.org achievethecore.org connect.mheducation.com learningally.org sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com
Equipment Needed		biguniverse.com discovery.com teachingchannel.org betterlesson.com readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
<i>Teachers may use the following:</i> -Technology for listening and discussion -Art & Crafts materials -Fluency worksheets		
Desired Results		
<i>Sample question to consider for this standard:</i> <i>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</i>		

Domain: Speaking & Listening		
Cluster: Presentation of Knowledge and Ideas		
Standards: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>When should we use complete sentences?</p> <p>When should we use formal and informal sentences?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Proper grammar structure is necessary to form a complete sentence. -A complete sentence contains different components such as subject verb agreement, etc. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Match naming parts and telling parts, then orally reading the sentence -Edit sentences in a oral manner -Verbally convert a declarative sentence to an interrogative sentence -Echo various types of sentences using the correct tone of voice -Role-playing given situations where formal or informal language may be necessary
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Use a complete sentence in appropriate situations. 	<ul style="list-style-type: none"> -Different types of sentence are necessary to convey meaning. -There is a difference between formal and informal 	
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Role-play different conversations (formal and informal scenarios) -Teacher conferencing will be used to inquire about specific details of the assignment. -Provide feedback to other student's work 		<ul style="list-style-type: none"> corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> -Technology for listening and discussion -Art & Crafts materials -Fluency worksheets 		<ul style="list-style-type: none"> biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org
Desired Results		
<p>Sample questions to consider for this standard:</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>		

Domain: Language		
Cluster: Conventions of Standard English		
Standards: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L 2.1.A Use collective nouns (e.g., group). L 2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L 2.1.C Use reflexive pronouns (e.g. myself, ourselves). L 2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L 2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified. L 2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How can writers use grammar and mechanics to develop a written product?</p> <p>How can writers expand and critique a written piece?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Using proper grammar and sentence structure will promote fluency of communication. -Sentences should be detailed and interesting to read. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Participate in peer editing -Match singular nouns to irregular plural nouns on an Interactive White Board -Use letter tiles to create present tense verbs to the past tense verb -Working in groups to elaborate on simple sentences (e.g., adding adjectives, adverbs, details, etc.) -Create a collage of nouns, verbs, adjectives found in newspapers and magazines -Categorize nouns, verbs, and adjectives
Content Statements		
<p>Students will be able to :</p> <ul style="list-style-type: none"> -Build complete sentences using appropriate conventions (e.g., nouns, verbs, adjectives, prepositions, etc.) 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Proof-read and edit given writing pieces and grade with rubric -Participate in teacher conference to inquire about specific details of the assignment -Student will provide feedback to other student's work 		<p>corestandards.org</p> <p>sharemylesson.com</p> <p>achievethecore.org</p> <p>scholastic.com</p> <p>connect.mheducation.com</p> <p>janrichardsonguidedreading.com</p> <p>learningally.org</p> <p>kbumreading.com</p>
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Various text of student's reading level 		<p>biguniverse.com</p> <p>readworks.org</p> <p>discovery.com</p> <p>newsela.com</p> <p>teachingchannel.org</p> <p>readingandwritingproject.org</p>

- Writing Journals/Notebooks
- Whiteboard
- Sentence Strips
- Newspaper/Magazine articles

betterlesson.com

pbslearningmedia.org

Desired Results

Sample question to consider for this standard:

Read the sentence.

Penny has a coat.

Which is the best way to change the sentence to add more details?

- A Penny has a red coat.
- B Penny has a coat for the rain.
- C Penny has a coat to wear.
- D Penny wears a bright red raincoat.

[L.2.2](#) | 2018

Domain: Language

Cluster: Conventions of Standard English

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

L.2.2.A Capitalize holidays, product names, and geographic names.

L.2.2.B Use commas in greetings and closing of letters.

L.2.2.C Use an apostrophe to form contractions and frequently occurring possessives.

L.2.2.D Generalize learned spelling patterns when writing words (e.g., cage --badge; boy --boil).

L.2.2.E Consult print and digital resources, including beginning dictionaries, as needed to check and correct spelling.

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>How does capitalization and punctuation help me understand what I read and write?</p> <p>Why is spelling important in writing?</p> <p>How can we use references as a tool for writing?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Capitalization and punctuation are relevant in order to develop a complete thought -Correct spelling will make thoughts clear. -Utilizing appropriate references will enhance writing 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Write friendly letters or emails -Label parts of a friendly letter or email -Draw groceries and label them appropriately -Use a New Jersey map outline, students will label appropriate proper nouns -Use mini white boards (if available) to spell words with spelling patterns -Alphabetize selected words using the dictionary for assistance
<p>Content Statements</p> <p>Students will be able to:</p>		

<p>-Use capitalization and punctuation correctly, draw upon spelling patterns, and use references in order to spell words</p>		
Assessments	Teacher Resources	
<p>To show evidence of meeting this standard, students may: -complete word building activities using a specific spelling skill -Participate in a teacher conference to discuss friendly letters -Students will provide feedback to there student's work (editing for correct capitalization and punctuation)</p>	<p>corestandards.org achievethecore.org connect.mheducation.com learningally.org</p>	<p>sharemylesson.com scholastic.com janrichardsonguidedreading.com kbumreading.com</p>
Equipment Needed		
<p>Teachers may use the following: -Crayons/Markers/Pencils/Chart Paper -Magnetic/Letter Tiles -White Boards -Appropriate word building games -Technology</p>	<p>biguniverse.com discovery.com teachingchannel.org betterlesson.com</p>	<p>readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org</p>
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Listen while I read a sentence. The boat was on a lake. What is the correct spelling for the word lake?</p> <p>A lak B lac C lake</p>		

[L.2.3](#) 2018

Domain: Language		
Cluster: Vocabulary Acquisition and Use		
Standards: Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3.A Compare formal and informal uses of English.		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences

<p>Why is learning about language and its conventions important? How can we distinguish between different types of languages?</p>	<p>Students will understand that: -Grammar is an important part of language -The difference between formal and informal languag.</p>	<p>To assist in meeting this standard, students may: -Notice the differences between formal and informal Thank You notes -Write a formal and informal "Thank You" notes -Role-play formal and informal introductions -Read different texts and determine whether they are formal or informal pieces -Listen to recordings of formal and informal speeches</p>	
<p>Content Statements</p>			
<p>Students will be able to: -Use language in formal and informal settings</p>			
<p>Assessments</p>		<p>Teacher Resources</p>	
<p>To show evidence of meeting this standard, students may: -Create a Venn Diagram comparing formal and informal phrases -Teacher conferences will be used to discuss diagrams -Provide feedback to other student's work (editing for correct capitalization and punctuation)</p>		<p>corestandards.org sharemylesson.com achievethecore.org scholastic.com connect.mheducation.com janrichardsonguidedreading.com learningally.org kbumreading.com</p>	
<p>Equipment Needed</p>		<p>biguniverse.com readworks.org discovery.com newsela.com teachingchannel.org readingandwritingproject.org betterlesson.com pbslearningmedia.org</p>	
<p>Teachers may use the following: - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Technology</p>			
<p>Desired Results</p>			
<p>Sample question to consider for this standard:</p> <p>Listen to the sentence.</p> <p>Our school has a _____.</p> <p>Which word is _____?</p> <p>A football B flashlight C flagpole</p>			

Domain: Language		
Cluster: Vocabulary Acquisition and Use		
<p>Standards: 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> <p>L 2.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L 2.4.B Determine the meaning of the new word formed when a known prefix is added to an unknown word (e.g. happy/unhappy).</p> <p>L 2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>L 2.4.D Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>L 2.4.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<p>What strategies can be used to identify the meaning of word a or phrase?</p> <p>How are words related to one another?</p>	<p>Students will understand that:</p> <ul style="list-style-type: none"> -Context clues can aid the understanding of a word. -Knowledge of root words, compound words, and other affixes can affect meaning of words. 	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> -Define vocabulary using pictures and words surrounding the word in text. -Use Interactive White Board to match root words to words with inflected endings. -Draw a picture that depicts the meaning of a give word -Create a student Pictionary -Create your own compound word puzzle -Use pictures to make compound words -Define vocabulary words using the glossary or dictionary -Develop an individual student vocabulary booklet
Content Statements		
<p>Students will be able to:</p> <ul style="list-style-type: none"> -Use reading strategies and references (glossary, dictionary) help to clarify meanings of words. 		
Assessments		Teacher Resources
<p>To show evidence of meeting this standard, students may:</p> <ul style="list-style-type: none"> -Fill in the blank with the correct word usage -Match pictures to make compound words -Participate in teacher conference to discuss vocabulary usage 		<p>corestandards.org</p> <p>achievethecore.org</p> <p>connect.mheducation.com</p> <p>learningally.org</p> <p>biguniverse.com</p> <p>discovery.com</p> <p>teachingchannel.org</p> <p>sharemylesson.com</p> <p>scholastic.com</p> <p>janrichardsonguidedreading.com</p> <p>kbumreading.com</p> <p>readworks.org</p> <p>newsela.com</p> <p>readingandwritingproject.org</p>
Equipment Needed		
<p>Teachers may use the following:</p> <ul style="list-style-type: none"> - Pencils/Markers/Crayons 		

-Writing Journals/Notebooks -Picture Cards -Technology	betterlesson.com	pbslearningmedia.org
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Desired Results

Sample question to consider for this standard:

Read the sentences from the article.
Texas borders are unique. Some are straight, and some are curvy.
What does the word unique mean in the sentences?

A different
B old
C rough
D wild

[L.2.5](#) 2018

Domain: Language

Cluster: Vocabulary Acquisition and Use

Standards: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
L.2.5.A Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives e.g., thin, slender, skinny, scrawny).

Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
How does making personal connections to words help with comprehending the text?	Students will understand that: -Making a personal connection to words keeps the reader's attention and helps provide an understanding of what the author is trying to communicate to the reader.	To assist in meeting this standard, students may: -Rewrite the ending of a story -Enhance sentences with descriptive words to help create imagery
Content Statements Students will be able to: -Categorizing words and making real life connections can help clarify vocabulary		

Assessments	Teacher Resources
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To show evidence of meeting this standard, students may: -Participate in shared writing in small group to write a	corestandards.org	sharemylesson.com
	achievethecore.org	scholastic.com

<i>paragraph rich in descriptive words within a given topic</i>	connect.mheducation.com	janrichardsonguidedreading.com
Equipment Needed	learningally.org	kbumreading.com
Teachers may use the following: - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Technology	biguniverse.com discovery.com teachingchannel.org betterlesson.com	readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org
Desired Results		
Sample question to consider for this standard: Which word means to say something loudly? A shout B speak C talk D tell		

[L 2.6](#) 2018

Domain: Language		
Cluster: Vocabulary Acquisition and Use		
Standards: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).		
Essential Questions	Enduring Understandings	Activities, Investigations, and Student Experiences
<i>How does word choice affect the speaker's message?</i>	<i>Students will understand that: -A speaker's choice of words defines the message.</i>	<i>To assist in meeting this standard, students may: -Participate in shared and guided reading using teacher's choice of text: Respond to said text for comprehension in oral communication -Use Interactive Whiteboard to match adjectives and conjunctions -Create conversations to expand on give topic, and cause and effect -Add adjectives and adverbs to sentences -Use picture prompts to initiate conversations -Highlight the adjectives and adverbs of a familiar story</i>
Content Statements		
<i>Students will be able to: -Understand that the comprehension of varying text can help enhance a speaker's word choice</i>		
Assessments		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i>		corestandards.org sharemylesson.com

<p>-Participate in shared writing in small group to write a paragraph rich in adjectives and adverbs. -Rewrite the ending of a fairy tale using adjectives and adverbs to enhance text.</p>	<p>achievethecore.org connect.mheducation.com learningally.org</p>	<p>scholastic.com janrichardsonguidedreading.com kbumreading.com</p>
<p>Equipment Needed</p> <p>Teachers may use the following: - Pencils/Markers/Crayons -Writing Journals/Notebooks -Picture Cards -Technology</p>	<p>biguniverse.com discovery.com teachingchannel.org betterlesson.com</p>	<p>readworks.org newsela.com readingandwritingproject.org pbslearningmedia.org</p>
Desired Results		
<p>Sample question to consider for this standard:</p> <p>Read the sentence from the passage. "This pool looks like a giant sink," Kenny called over the noise. What does "This pool looks like a giant sink" mean?</p> <p>A The pool is used by giants. B The pool looks like it could sink. C The pool is very small and shiny. D The pool holds water the way a sink does.</p>		