

Second Grade Standards Support Document

What does this standard mean and how do I teach it?

This document includes a sampling of activities and ideas for assessment and should not be considered comprehensive or inclusive.

Second Grade Reading Standards

Key:

Literary and Informational Text
<p>Literary Text</p> <p>By the end of second grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they read autobiographical and biographical sketches. In the category of poetry, they read narrative, lyrical, and humorous poems and free verse.</p>
<p>Informational Text</p> <p>By the end of second grade, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedic entries, book reviews, journals, and speeches. They also read directions, maps, timelines, and graphs.</p>

Standard 1: Demonstrate understanding of the organization and basic features of print.	
Indicator(s)	<i>Students are expected to build upon and continue applying previous learning.</i>
Description	<p>In previous grades, students have learned:</p> <p>Kindergarten: directionality, that spoken words are represented by writing, spacing, and upper- and lower-case letters</p> <p>First Grade: recognize the distinguishing features of a sentence</p> <p>If students are having difficulty with concepts about print, the following activities and assessments may provide insight.</p>
Activities	See DRA Word Analysis Minilessons.

Assessments	<ul style="list-style-type: none">• DRA Word Analysis Tasks• Fountas and Pinnell Optional Assessments: Early Literacy Behaviors
Resources	<ul style="list-style-type: none">• <i>Developmental Reading Assessment (DRA)</i> by Joetta M. Beaver• Fountas and Pinnell <i>Benchmark Assessment System</i>

DRAFT

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
Indicator(s)	<i>Students are expected to build upon and continue applying previous learning.</i>
Description	<p>In previous grades, students have learned:</p> <p>Kindergarten: recognize and produce rhymes; count, pronounce, blend, and segment spoken syllables; isolate and pronounce initial, medial, and final sounds; and adding/substituting sounds in words to make new words</p> <p>First Grade: distinguish between long and short vowel sounds; produce one-syllable words by blending sounds; isolate and pronounce initial, medial, and final sounds; and segment spoken single-syllable words</p> <p>If students are having difficulty with understanding spoken words, syllables, and sounds, the following activities and assessments may provide insight.</p>
Activities	<ul style="list-style-type: none"> • <i>Words Their Way Letter and Picture Sorts for Emergent Spellers</i> • DRA Word Analysis Tasks and Minilessons • Elkonin Boxes • Use magnetic letters to break words and put them back together
Assessments	<ul style="list-style-type: none"> • DRA Word Analysis Tasks • Running Records
Resources	<ul style="list-style-type: none"> • <i>Words Their Way Letter and Picture Sorts for Emergent Spellers</i> by Donald Bear, et. al • <i>Developmental Reading Assessment</i> by Joetta M. Beaver

Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.

Indicator(s)	<p>2-RL.3.1, 2-RI.3.1 Use knowledge of r-controlled vowels to read.</p> <p>2-RL.3.2, 2-RI.3.1 Use knowledge of how syllables work to read multisyllabic words.</p> <p>2-RL.3.3, 2-RI.3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p> <p>2-RL.3.4, 2-RI.3.4 Use and apply knowledge of vowel diphthongs.</p> <p>2-RL.3.5, 2-RI.3.5 Use and apply knowledge of how inflectional endings change words.</p> <p>2-RL.3.6, 2-RI.3.6 Recognize and read grade-appropriate irregularly spelled words.</p>
Description	<p>The essence of this standard is understanding patterns in words and how words work. Students need opportunities to notice word patterns and to sort words by their different characteristics. By having an “oddball” category when sorting words, new patterns can emerge.</p> <p><i>Diphthong</i>: a gliding sound made by combining two vowels, specifically when it starts as one vowel sound and goes to another. Examples: oy, oi, ow, ou</p> <p><i>Inflectional Endings</i>: Suffixes that change either the case and number of a noun, the tense and number of a verb, or the degree of an adjective and an adverb.</p>
Activities	<p><i>Words Their Way</i> Sorts Resources:</p> <p>Click here to access Word Study Resources www.tinyurl.com/words101stuff</p> <ul style="list-style-type: none"> • R-Controlled Vowels- Within Word Pattern Spellers Sorts 25-30 • How Syllables Work- Syllables and Affixes Spellers Sorts 12-38 • Affixes- Syllables and Affixes Spellers Sorts 46-52 • Diphthongs- Within Word Pattern Spellers Sorts 31-35 • Inflected Endings- Syllables and Affixes Spellers Sorts 1-9 <p>Types of Sorts and Other Activities:</p> <ul style="list-style-type: none"> • Teacher-Directed Closed Sorts (Teachers define the categories and model sorting with a set of words) • Speed Sorts/Buddy Sorts (Practice sorts-- done AFTER the teacher-directed sorts) • Open Sorts (Students define the category and sort words in new ways-- Guess My Category)

	<ul style="list-style-type: none"> • Blind Sorts (See below) • Word Hunts • Games (See <i>Words Their Way</i> resources for many game ideas)
Assessments	<p>Spelling Tests/Quizzes: Weekly or bi-weekly spelling quizzes can be administered to check students' understanding of a word pattern or high frequency words. When assessing spelling patterns that have been studied in word study, the teacher should select a few examples of words which follow the spelling patterns but are new to the students. This allows the teacher to see if students have applied the principle, rather than memorizing a list of words.</p> <p>Words Their Way Spell Check(s)</p> <ul style="list-style-type: none"> • R-Controlled Vowels- Within Word Pattern Spellers- Spell Check 5 • How Syllables Work- Syllables and Affixes Spellers- Spell Check 2,3,4 • Affixes- Syllables and Affixes Spellers- Spell Check 7 • Diphthongs- Within Word Pattern Spellers- Spell Check 6 • Inflected Endings- Within Word Pattern Spellers- Spell Check 12, Syllables and Affixes Spellers Spell Check 1
Resources	<ul style="list-style-type: none"> • <i>Word Sorts for Within Word Pattern Spellers</i> by Marcia Invernizzi, et. al • <i>Word Sorts for Syllables and Affixes Spellers</i> by Francine Johnston, et. al • <i>Words Their Way</i> by Donald Bear, et. al

Standard 4: Read with sufficient accuracy and fluency to support comprehension.

Indicator(s)	<p>2-RL.4.1, 2-RI.4.1 Read grade-level texts with purpose and understanding.</p> <p>2-RL.4.2, 2-RI.4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>
Description	<p>Students should have learned in previous grades to read with accuracy, appropriate rate, and expression. Intonation and phrasing are both explicitly stated in the standards for the first time at the second grade level. Intonation is the distinctive pattern in the pitch of the voice that contributes to the meaning of a spoken phrase or sentence. Examples: <i>Cut it out!</i> is a command and <i>Cut it out?</i> is a question.</p> <p>In previous grades, students have learned to use picture cues and context to confirm or self-correct word recognition. Students have also learned to reread as necessary.</p>
Activities	<p>The following minilessons are found in <i>The Reading Strategies Book</i>:</p> <ul style="list-style-type: none"> ● 4.5 Say Goodbye to Robot Reading ● 4.6 Punctuation at the End of a Sentence* ● 4.7 Warm Up and Transfer ● 4.8 Punctuation Inside a Sentence ● 4.9 Partners Help to Smooth It Out ● 4.10 Inside Quotes and Outside Quotes* ● 4.11 Make Your Voice Match the Feeling* ● 4.12 Fluency Phone for Feedback ● 4.13 Make Make Your Voice Match the Meaning ● 4.14 Get Your Eyes Ahead of the Words ● 4.15 Warm Up Phrases ● 4.16 Read Like a Storyteller* ● 4.17 Push Your Eyes ● 4.18 Partners Can Be Fluency Teachers ● 4.19 Snap to the Next Line ● 4.20 Make the Pause Match the Meaning ● 4.21 Read It How the Author Tells You (Tags)* <p>*These minilessons are also recommended for first grade.</p> <p>Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader. Students observe an expert reading the text with fluency and expression. The text must be large enough for all the students to see clearly, so they can share in the reading of the text. It is through Shared Reading that the reading process and reading strategies that readers use are demonstrated. In Shared Reading, children participate in</p>

	<p>reading, learn critical concepts of how print works, get the feel of learning and begin to perceive themselves as readers. For more information about Shared Reading, click here. http://www.readingrockets.org/content/pdfs/SharedReading.pdf</p> <p>Click here to see an example of Shared Reading in a Second Grade Classroom. https://vimeo.com/202449944</p> <p>Reader's Theater is a strategy that combines reading practice and performing. It's goal is to enhance students' reading skills and confidence by having them practice reading with a purpose. Reader's Theater gives students a real reason to read aloud.</p> <p>Aaron Shepard's website has many free scripts that can be used for Reader's Theater. http://www.aaronshep.com/rt/</p>
Assessments	<p>Informal Running Records Conference Notes taken during Independent Reading Fountas and Pinnell Six Dimensions of Fluency Rubric (more detailed) Fountas and Pinnell Benchmark Assessment System Fluency Rubric (short)</p>
Resources	<ul style="list-style-type: none">• <i>The Fluent Reader</i> by Timothy V. Rasinski• <i>The Reading Strategies Book</i> by Jennifer Serravallo• Fountas and Pinnell Benchmark Assessment System• Reading Rockets www.readingrockets.org

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
Indicator(s)	<p>2-RL.5.1, 2-RI.5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.</p> <p>2-RL.5.2, 2-RI.5.2 Make predictions before and during reading; confirm or modify thinking.</p>
Description	<p>Asking questions and creating a stance of inquiry and wonder is a natural place for students to go when exposed to texts. It is important for students to be able to ask and answer literal questions about a text read or heard. However, it is critical for students to begin asking inferential questions. Students need to see examples of higher-order questions which do not have one correct answer. These types of questions would require the students to use the text and their own experiences and background to make inferences and draw conclusions. The essence of this standard lies in leading students to make inferences and draw conclusions. In addition, students need to use specific details in the text when making inferences and drawing conclusions. The teacher should ask questions such as the samples listed below to teach students to return to the text to support their inferences:</p> <ul style="list-style-type: none"> • Can you show me where you saw that in the text? • What in the text made you think that? • Can you read the part of the text that helped you know that? <p>Inferring is the act or process of drawing a conclusion or making a prediction based on what one already knows either from prior knowledge, observations, or evidence found in the text. When making an inference, ideas and facts are implied or suggested rather than stated outright.</p> <p>Life is full of opportunities to look at the clues we are given and then to infer what the clue might mean. For example: If we see big black clouds outside, we can infer that it might rain.</p>
Activities	<p>Interactive Read Aloud (click to see description): https://rockhill.instructure.com/courses/22433/files/1759622?module_item_id=424809</p> <p>This a great instructional context to use for both of these indicators, since the wording of the indicator says “texts heard or read.” During Interactive Read</p>

Aloud, the teacher is able to model Think Aloud strategies and invite students to do the same.

The following minilessons are from *The Reading Strategies Book* and are helpful for teaching predicting and inferring in Fiction:

- 5.7 Series Books Have Predictable Plots
- 5.12 Angled Summaries for Highlighting Deeper Ideas in Plot
- 6.1 How's the Character Feeling?
- 6.2 What's in the Bubble?
- 6.4 Feelings Change
- 6.6 Back Up Ideas About Characters with Evidence
- 6.8 Look for a Pattern
- 6.9 Text Clue/Background Knowledge Addition
- 6.12 Empathize to Understand
- 6.13 Yes, But Why?
- 6.14 Interactions Can Lead to Inferences
- 6.15/6.17 Talk and Actions as Windows

Nonfiction:

- 9.18 Answering Questions

RAN (Reading and Analyzing Nonfiction) Chart: This strategy, developed by Tony Stead, is similar to a KWL chart. However, the word “think” allows students to make approximations. Sometimes students’ first ideas about a topic may be incorrect. This strategy is used with nonfiction texts or topics.

Primary Grades Example:

Ladybugs		
What do we think we know?	Yes, we were right ✓	New learning
Ladybugs are red.	✓	Ladybugs can be yellow, orange or red.
Ladybugs eat grass + leaves		white (winter) Ladybugs hibernate They cuddle together
Have wings fly	✓	Beetles Ladybugs can

More Complex Example:



It Says/I Say/And So Strategy by Kylene Beers

Question	It Says...	I Say...	And So...
Step 1... Write the question (created or provided)	Step 2... Find information from the text that will help answer the question.	Step 3... Think about what you know about that information.	Step 4... Combine what the text says with what you know to come up with the answer.

<http://www.readingrockets.org/pdfs/inference-graphic-organizer.pdf>

Assessments	<ul style="list-style-type: none"> • Conduct a comprehension conversation with students using a text previously read or heard. Ask questions that allow students to make inferences and draw conclusions. <ul style="list-style-type: none"> ○ What are some things you are/were wondering as you read? ○ Have you thought about what the answer might be? ○ What part of the text helped you to know that? ○ What are you predicting might happen next? ○ What part of the text helped you to make that prediction? Can you read that part? • Because in third grade, students will be expected to do written analyses of texts, second grade students can also begin to compose written responses to texts. These may be done in a Shared Writing format with strong teacher support initially. These do not need to be as in-depth as the Text-Dependent Analysis that is expected for upper-grade students. It could be done in a reading response journal format (formative), or it could also be done as a stand-alone assessment (summative). For this indicator, students might be asked a question such as: <ul style="list-style-type: none"> ○ As you read the story, what types of questions did you ask yourself? (Allow space for the students to list questions.) ○ Select one of your questions. Write a response and answer your question, using evidence from the text and your own thinking. • The It Says/I Say/And So format could be used as an Independent Reading Assessment if students have been taught the structure and have used it previously. • For both of these indicators, assessments should include opportunities for students to support their thinking with evidence from the text.
Resources	<p>Professional Resources:</p> <ul style="list-style-type: none"> • <i>When Kids Can't Read: What Teachers Can Do</i> by Kylene Beers • <i>Interactive Read-Alouds, 2-3</i> by Linda Hoyt • <i>The Reading Strategies Book</i> by Jennifer Serravallo • <i>The Comprehension Toolkit</i> by Stephanie Harvey and Anne Goudvis • Reading Rockets http://www.readingrockets.org/article/making-inferences-and-drawing-conclusions <p>Read-Aloud Possibilities:</p> <ul style="list-style-type: none"> • <i>Officer Buckle and Gloria</i> by Peggy Rathmann • <i>Where the Wild Things Are</i> by Maurice Sendak • <i>Tuesday</i> by David Wiesner • <i>Crow Boy</i> by Taro Yashima

Standard 6: Summarize key details and ideas to support analysis of thematic development. (LITERARY)	
Indicator(s)	2-RL.6.1 Use information gained from illustrations and words in a print or multimedia text to demonstrate understanding of its characters, setting, or plot.
Description	<p>The essence of this standard is looking at the relationship between the words and the illustrations in a story. In some stories, the illustrations add information that is not included in the words. Students should use both the words and the illustrations to understand characters, setting, and plot of the story.</p> <p>In third grade, students will be expected to explain how illustrations contribute to create mood or emphasize aspects of character or setting.</p>
Activities	<p>Interactive Read Aloud: During Interactive Read Aloud, the teacher is able to model Think Aloud strategies and invite students to do the same. The teacher might pose questions to the class during the Read Aloud such as:</p> <ul style="list-style-type: none"> • What does this illustration tell us about the characters/the setting? • Let's talk about what this illustration tells us about this event/the problem/the solution. • Let's compare the author's words to the picture. What do you notice? <p>Other Activities: The following activities could be taught first through a whole-class minilesson. During Independent Reading, students could practice applying this in a text read on their own. In addition, all of these could be used to assess this indicator as well.</p> <ul style="list-style-type: none"> • Students review all of the illustrations provided, choosing and describing three that provide helpful or telling images of the characters. • Students review all of the illustrations provided, choosing and describing three that provide good images of the setting. • Students review all of the illustrations provided, choosing and describing three that show important events. • Students review all of the illustrations provided, choosing and describing three that show the problem and resolution.
Assessments	During Independent Reading, confer with students to see if they understand the role illustrations make in their comprehension and if they are integrating both sources of information. Check to see if students can describe how the illustrations are related to the characters, setting or events. Use the following

	<p>questions to guide your discussion: What does this illustration tell us about the characters? What does this illustration tell us about the setting? What does this illustration tell us about the important events?</p> <ul style="list-style-type: none">• Choose an illustration. Using a half-sheet piece of paper, write three sentences that tell why the illustrator did a good job of portraying a character on this page. Use your writing to mark your chosen page in the book.• Choose an illustration. Using a half-sheet piece of paper, write three sentences that tell why the illustrator did a good job of portraying the setting on this page. Use your writing to mark your chosen page in the book.• Choose an illustration. Using a half-sheet piece of paper, write three sentences that tell why the illustrator did a good job of portraying the story problem or solution attempt on this page. Use your writing to mark your chosen page in the book.
Resources	<p>Professional Resources:</p> <ul style="list-style-type: none">• <i>Interactive Read-Alouds, 2-3</i> by Linda Hoyt• <i>The Common Core Lesson Plan Book K-5</i> by Gretchen Owocki <p>Read Aloud Possibilities:</p> <ul style="list-style-type: none">• <i>Twilight Comes Twice</i> by Ralph Fletcher• <i>Saturdays and Teacakes</i> by Lester Laminack• <i>The Pink House</i> by Kate Salley Palmer• <i>Night Tree</i> by Eve Bunting• <i>The Memory String</i> by Eve Bunting

Standard 6: Summarize key details and ideas to support analysis of central ideas. (INFORMATIONAL)	
Indicator(s)	2-RI.6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.
Description	<p>In first grade, students were taught to retell the central idea and key details. They also have worked on summarizing. The biggest difference in moving from first grade to second grade is the text length. In second grade, the indicator specifies that the text should be multi-paragraph. When summarizing, students should be able to state the topic of each paragraph.</p>
Activities	<p>The following minilessons are from <i>The Reading Strategies Book</i>:</p> <ul style="list-style-type: none"> • 8.3 Topic/Subtopic/Details • 8.5 Boxes and Bullets • 8.7 Paraphrase Chunks, Then Put It Together • 8.11 Add Up Facts to Determine Main Idea • 9.8 Read, Cover, Remember, Retell <p>Group Activities:</p> <ul style="list-style-type: none"> • Groups write the topic of what they have read in the center of a large piece of chart paper. Working together, each student in the group selects one key paragraph or section and draws or writes a summary of the key information provided by that portion of the text. Students then discuss how their chosen portion relates to the main idea. They add to their work as new insights are generated. • Students use a graphic organizer (see sample below) or create their own diagram to prepare a retelling. After working as a group, students share the retelling with another group or the class.

Figure RIT 2.3

A Main Idea and Its Parts

Name: _____ Date: _____

Title: _____

Main Idea

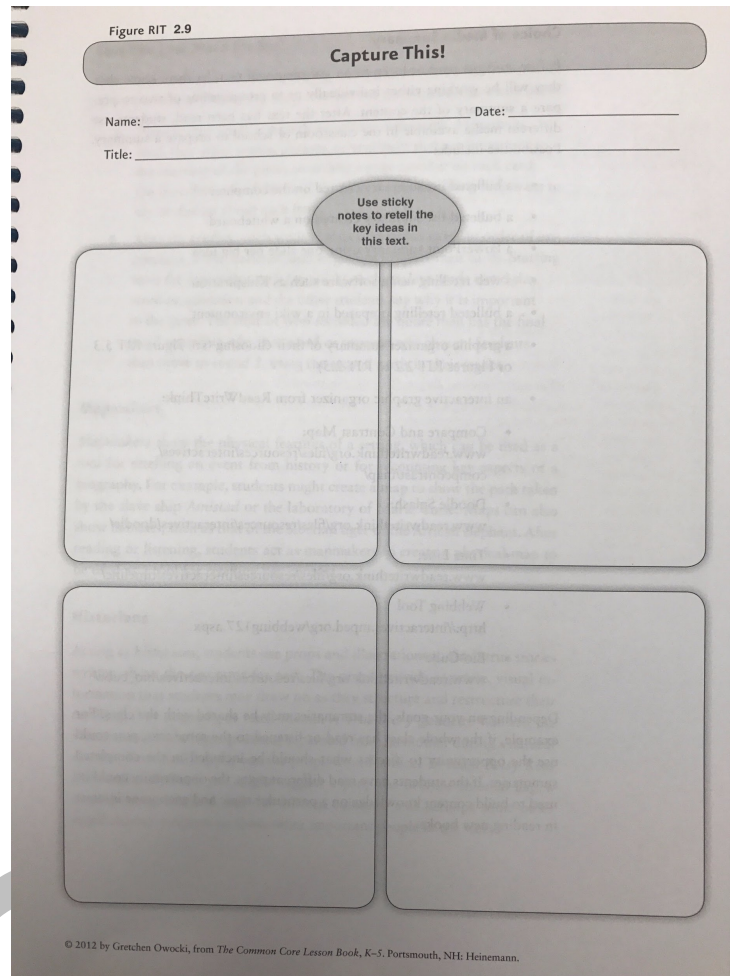
Supporting
Details or Examples

The graphic organizer consists of a large rectangular box on the left labeled 'Main Idea' and three smaller rectangular boxes stacked vertically on the right labeled 'Supporting Details or Examples'. A line connects the top of the 'Main Idea' box to the top of the first 'Supporting Details' box, and another line connects the bottom of the 'Main Idea' box to the bottom of the last 'Supporting Details' box, indicating that the main idea is supported by the details.

The Common Core Lesson Book K-5

Capture This!

Capture This! is a lesson frame for students to think through the most important information in a text by deciding the key parts to retell. Working alone, with a partner, or with a team, students use a graphic organizer (see below) to organize the content into what they think are the most important parts. Sticky notes are placed on the organizer and moved around until students find an order that seems meaningful and a set of statements that captures the key parts.



The Common Core Lesson Book K-5

Historians*

Acting as historians, students use props and illustrations to retell true stories written about the recent or far past. The props provide concrete, visual information that students may draw on as they structure and restructure their retellings. To retell Betsy Ross, you might suggest a prop for Betsy, a colonial flag, a map showing England and the 13 colonies, and perhaps some other small character figures to show other important people in the story.

Mapmakers*

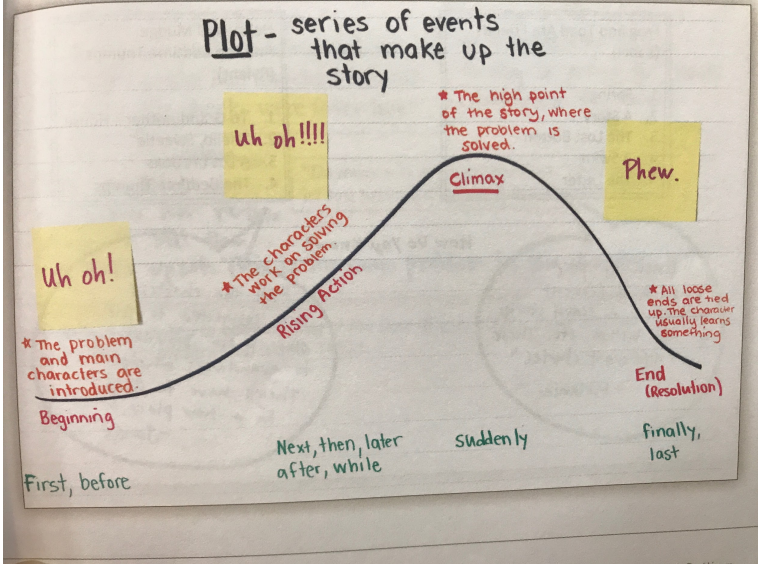
Mapmakers show the physical features of a setting, which can be used as a tool for retelling an event from history or for recounting key aspects of a biography. For example, students might create a map to show the path taken by a key figure in history. Maps can also show habitats, such as that of the African Elephant. After reading or listening, students act as mapmakers to create a physical map to be used as a tool for retelling key content.

*could be used as a center/station.

Assessments	<p>This indicator can be assessed through Independent Reading Conferences. The teacher may ask questions such as:</p> <ul style="list-style-type: none">• What is this part about? How about this part?• What is the main idea of the entire text?• Can you retell/summarize what you've read? <p>Students in second grade can also begin to write written summaries of multi-paragraph texts.</p>
Resources	<ul style="list-style-type: none">• <i>The Common Core Lesson Book K-5</i> by Gretchen Owocki• <i>The Reading Strategies Book</i> by Jennifer Serravallo

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities. (LITERARY)

Indicator(s)	<p>2-RL.7.1 Retell the sequence of major events using key details; determine the theme in a text heard or read.</p> <p>2-RL.7.2 Read or listen closely to compare and contrast multiple versions of the same story; compare and contrast texts in author and genre studies.</p>
Description	<p>2-RL.7.1: In first grade, students have learned to retell texts, including beginning, middle, and end. They have also learned to determine the theme of a story, using key details. As students move into second grade, the biggest difference in the indicator is that students should include the major events of a story in the retelling. This means that retellings will be more detailed. For example, in the story of <i>Little Red Riding Hood</i>, the major events might be:</p> <ul style="list-style-type: none"> • Mom asks LRRH to go and visit Grandma. Mom tells her not to talk to strangers. • LRRH journeys through the woods and meets the wolf. She tells him where she is going. • LRRH arrives at Grandma's house and is fooled by the wolf who is dressed as Grandma. • The wolf eats LRRH. • The woodcutter comes along and rescues LRRH and Grandma. The wolf dies. <p>(Based on the Brother Grimm Version)</p> <p>Using the major events of the story, students then should be able to determine the theme of a story. For example, in <i>Little Red Riding Hood</i>, one of the possible themes might be the importance of listening to your parents. Another possible theme might be to not talk to strangers.</p> <p><i>Theme</i> is defined as a salient abstract idea that emerges from a literary work's treatment of its subject-matter; or a topic recurring in a number of literary works. Theme is broadly and commonly a topic explored in a literary work (e.g., "the value of all life"). More narrowly, it is the insight about a topic communicated in a work (e.g., "All living things are equally precious"). Most literary works have multiple themes. Usually, a theme is implicitly communicated by the work as a whole rather than explicitly stated in it, though fables are an exception.</p> <p>2-RL.7.2: In first grade, students had experience with comparing and contrasting</p>

	<p>texts in author and genre studies. In second grade, students continue with author and genre studies, and they also move into comparing multiple versions of the same story.</p>
<p>Activities</p>	<p>The following minilessons are from <i>The Reading Strategies Book</i>:</p> <ul style="list-style-type: none"> 5.4 Uh Oh...Phew  <p><i>The Reading Strategies Book</i></p> <ul style="list-style-type: none"> 7.2 The Difference Between Plot and Theme 7.3 We Can Learn (and Give Advice) Based on How Characters Treat Each Other 7.4 What Can Characters Teach Us? 7.5 Look Out for What Characters Teach Each Other 7.6 What Are You Left With? 7.7 Mistakes Can Lead to Lessons 7.8 Feelings Help Us Learn 7.9 Compare Lessons Across Books in a Series 7.10 Actions, Outcomes, Response <p>2-RL.7.2 Semantic Features Analysis Class Chart This type of chart (see example below) can be used to compare several stories over time. This can be used before, during, and after whole-class Read Alouds OR in small groups to notice similarities and differences of different stories. (see example below)</p>

Story Title	Beautiful Girl	Boy Character	Helper	Big Event
Yeh Shen	Yeh Shen	King	Fish	Festival
The Algonquin Cinderella	The Rough-Faced Girl	Spirit- Invisible Being	Sister of the Wise One	Going to the Wigwam
Cinderella	Cinderella	Prince Charming	Fairy Godmother	Ball

Theme Boards: Each time the class reads a book aloud together, consider adding a “theme” to the board. This Theme Board will serve as a collection of themes that can be referred to again and again. Working with such a list can help students understand what a theme is, to begin to identify themes on their own, and compare themes across books.

Assessments

Independent Reading Conferences: These indicators can be assessed through conferring. The teacher might ask questions such as:

2-RL.7.1

- Talk about what happened in the story.
- What do you think we (the readers) could learn from this story? What might the author want us to learn?

2-RL.7.2

- What are you noticing about both (all) of these versions of this story?
- What do they have in common? What differences do you notice?

Written Responses to Text: Although students in second grade are not required to complete a Text-Dependent Analysis item, students can begin writing written responses to text. A sample prompt that would address indicator 2-RL.7.1 might be:

- The story of Little Red Riding Hood teaches some important lessons. Write a response explaining the lesson you think the story teaches. Include some of the events and details that teach this lesson to the reader.

	<p>Possible Rubric for 2-RL.7.1:</p> <p>4-Exceeding- The student can determine a theme of a story and can provide evidence for their reasoning.</p> <p>3- Meeting-Retells a text, including major events and key details from the story AND a possible theme.</p> <p>2- Developing-Retells a familiar text with beginning, middle, and end and uses key details to determine a possible theme.</p> <p>1- Beginning- Retells part of a familiar text, including beginning, middle, and/OR end; may or may not be able to suggest a possible theme.</p>
Resources	<p>Professional Resources:</p> <ul style="list-style-type: none">• <i>The Reading Strategies Book</i> by Jennifer Serravallo• South Carolina Department of Education Suggested Elementary Instructional Units <p>Read-Aloud/Mentor Text Possibilities:</p> <p>Theme</p> <ul style="list-style-type: none">• <i>The Empty Pot</i> by Demi• <i>The Greatest Treasure</i> by Demi• <i>The Wise Old Woman</i> by Yoshiko Uchida• <i>The Green Frogs: A Korean Folktale</i> Retold by Yumi Iko• <i>The Legend of the Bluebonnet</i> by Tomie DePaola• <i>Moon Rope</i> by Lois Ehlert• <i>The Bad Case of Stripes</i> by David Shannon• <i>A Chair for My Mother</i> by Vera Williams <p>Comparing Multiple Versions of a Story</p> <ul style="list-style-type: none">• <i>Little Red Riding Hood</i> (any version)/<i>Lon Po Po</i> by Ed Young• <i>The Boy Who Cried Wolf</i> (any version)/<i>Betsy Who Cried Wolf</i> by Gail Carson Levine

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. (INFORMATIONAL)

Indicator(s)

2-RL.7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.

Description

This essence of this standard is comparing and contrasting diverse texts. Students need lots of opportunities to compare and contrast examples of texts. This can be done many different ways. A few possibilities are listed below:

- Author Study (Ex: Read two books or articles by the same author and discuss similarities and differences)
- Genre Study (Genres could include opinion texts, how-to/procedural texts, simple articles, etc.)
- Topic Study (Ex: a study of ladybugs using a feature article, an online encyclopedia, and 2 books by two different authors)

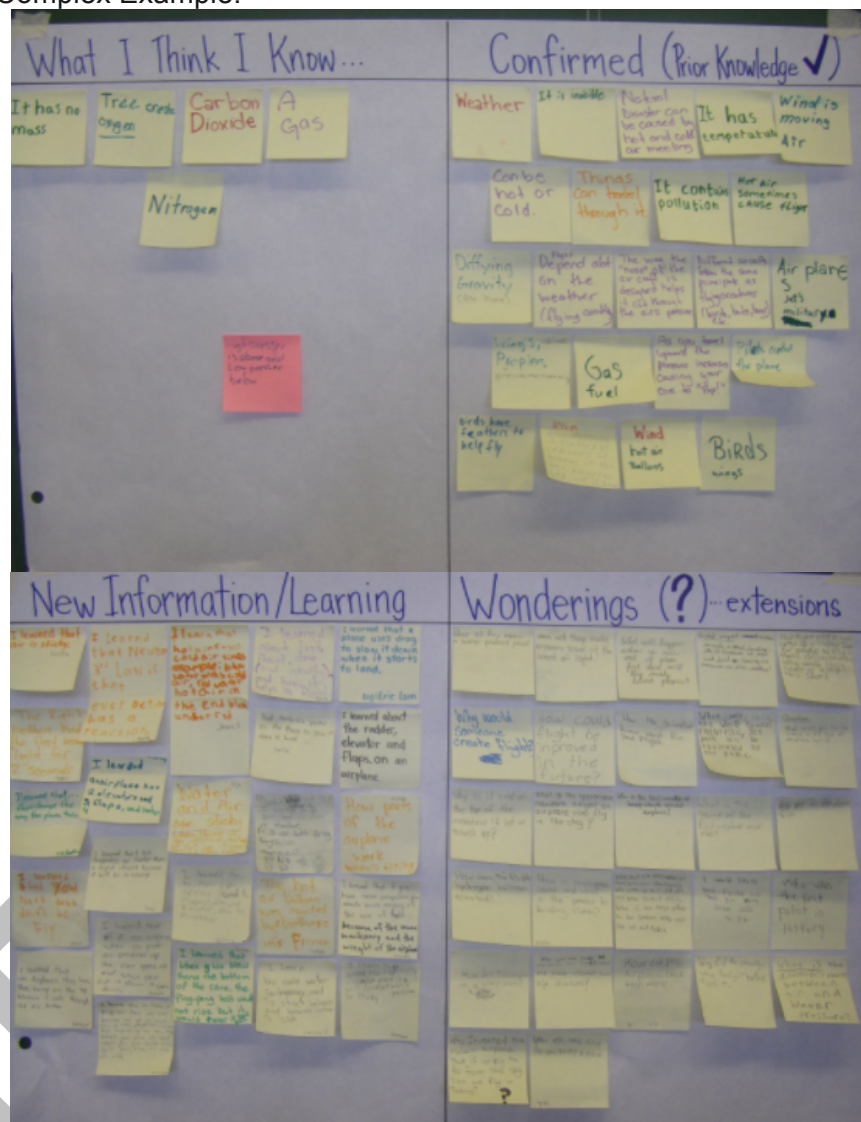
Activities

RAN (Reading and Analyzing Nonfiction) Chart: This strategy, developed by Tony Stead, is similar to a KWL chart. However, the word “think” allows students to make approximations. Sometimes students’ first ideas about a topic may be incorrect. This strategy is used with nonfiction texts or topics.

Primary Grades Example:

Ladybugs		
What do we think we know?	Yes, we were right ✓	New learning
Ladybugs are red.	✓	Ladybugs can be yellow, orange or red.
Ladybugs eat grass + leaves		white (winter)
Have wings fly	✓	Ladybugs hibernate They cuddle together Beetles Ladybugs can

More Complex Example:



Read Multiple Texts by the Same Author: Allow students opportunities to read multiple books by the same author (Gail Gibbons, Seymour Simon, Jim Arnosky). A Semantic Features Analysis could be used to organize information.

Story Title	Beautiful Girl	Boy Character	Helper	Big Event
Yeh Shen	Yeh Shen	King	Fish	Festival
The Algonquin Cinderella	The Rough-Faced Girl	Spirit- Invisible Being	Sister of the Wise One	Going to the Wigwam
Cinderella	Cinderella	Prince Charming	Fairy Godmother	Ball

Genre Study: Read several examples of the same type of text.

<p>Assessments</p>	<p>Personal RAN Charts- After learning to use the RAN Chart, students can complete independent studies of different topics, genres, and authors. Students can use the RAN chart to organize their learning.</p> <p>During an Independent Reading Conference, have a comprehension conversation with students. Prompts might include: What information did we find in both books? In just one book? How was the information presented similar? And how was it different?</p> <p>Place two books focused on the same topic in a center (or display the books in a central area of the classroom) and ask each student to draw and/or write about something similar that each author taught. For example, if the topic is gorillas, both books might show that gorillas play or that the babies stay with their mothers for a long time. Students work in proximity to one another as a way to discuss similarities among books.</p> <p>Give students ten to twelve books focused on two different topics and ask them to sort the books into appropriate piles based on their content. Students must tell what the books in each pile have in common and what is different. They may be asked to write or draw as an extension.</p>
<p>Resources</p>	<p>Professional Resources:</p> <ul style="list-style-type: none"> • <i>Genre Study: Teaching with Fiction and Nonfiction Books</i> by Irene C. Fountas and Gay Su Pinnell • <i>Reality Checks</i> by Tony Stead <p>Suggested Authors of Engaging Informational Texts:</p> <ul style="list-style-type: none"> • Jim Arnosky • Sandra Markle • Seymour Simon • Gail Gibbons

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. (LITERARY)

Indicator(s)	<p>2-RL.8.1 Read or listen closely to:</p> <p>a. compare and contrast characters' actions, feelings, and responses to major events or challenges;</p> <p>b. describe how cultural context influences characters, setting, and the development of the plot; and</p> <p>c. explain how cause and effect relationships affect the development of plot.</p>
Description	<p>There are some major shifts in the rigor of this standard between first and second grade. In first grade, students learn to describe characters' actions and feelings. In second grade, students begin comparing and contrasting the way different characters feel and act within a story and how they respond differently to the same situations.</p> <p>In second grade, students must also begin to think about how cultural context influences a story. This is evident in much traditional literature, but it is also evident in many other types of stories. For example: In <i>The Other Side</i> by Jacqueline Woodson, two children are separated by a fence, but they are friends. While they are the same age, they do not have the same rights.</p> <p>In second grade, students now move from describing cause and effect relationships to explaining how these cause and effect relationships affect the plot of the story. For example, in the story of Cinderella, the stepmother's jealousy of her husband's deep love for his daughter causes her to treat Cinderella with disrespect. This affects the entire plot of the story. Students should begin to understand that as complications arise in stories, they get more interesting and complex.</p>
Activities	<p>Comparing and Contrasting Characters: This chart/organizer could be used first in a whole class setting, using a text read previously. Once students have learned to use the chart or a variation of it, they could then use it to compare and contrast characters in books they read independently or texts they hear. (See sample chart below. This could also be used as an Independent Reading Assessment.)</p>

Chart for Comparing and Contrasting Characters

Name: _____ Date: _____

Title: _____

<div style="background-color: #d3d3d3; border-radius: 50%; padding: 5px; margin: 5px auto; width: 80%;"> Characters </div> <div style="height: 50px;"></div>	
<div style="background-color: #d3d3d3; border-radius: 50%; padding: 5px; margin: 5px auto; width: 80%;"> Description of Character </div> <div style="height: 50px;"></div>	
<div style="background-color: #d3d3d3; border-radius: 50%; padding: 5px; margin: 5px auto; width: 80%;"> Character's Major Challenge or Goal </div> <div style="height: 50px;"></div>	
<div style="background-color: #d3d3d3; border-radius: 50%; padding: 5px; margin: 5px auto; width: 80%;"> Response to Major Challenge or Goal </div> <div style="height: 50px;"></div>	
<div style="background-color: #d3d3d3; border-radius: 50%; padding: 5px; margin: 5px auto; width: 80%;"> Character Changes over Time </div> <div style="height: 50px;"></div>	

Ph

The Common Core Lesson Book K-5

The following minilessons are from *The Reading Strategies Book*:

- 6.11 Character Comparisons
- 6.14 Interactions Can Lead to Inferences
- 5.8 What's Your Problem?

Read Texts with Cultural Context (Suggestions are provided in the resources section below) This can be done initially with the whole class using the Interactive Read Aloud format. The teacher can then allow students to read texts with cultural context on their own and continue to notice ways that the cultural context affects characters, setting, and plot.

Assessments	<p>Independent Reading Conferences</p> <p>Comparing and Contrasting Characters Chart (see above)</p> <p>Written Responses Sample text-based writing prompt: Cam's actions are described throughout the story. Write a response explaining how Cam's actions make the story more interesting and exciting. Use examples from the book in your response.</p>
Resources	<p>Professional Resources:</p> <ul style="list-style-type: none">• <i>Interactive Read Alouds, 2-3</i> by Linda Hoyt• <i>The Common Core Lesson Book K-5</i> by Gretchen Owocki• <i>The Reading Strategies Book</i> by Jennifer Serravallo <p>Read Aloud Possibilities:</p> <ul style="list-style-type: none">• <i>Cheyenne Again</i> by Eve Bunting• <i>Mufaro's Beautiful Daughters</i> by John Steptoe• <i>Grandfather's Journey</i> by Allen Say• <i>Lon Po Po</i> (any version)• <i>Strega Nona</i> by Tomie DePaola• <i>The Other Side</i> by Jacqueline Woodson

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. (INFORMATIONAL)

Indicator(s)	<p>2-RI.8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.</p> <p>2-RI.8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.</p>
Description	<p>The essence of indicator 2-RI.8.1 is looking at author's craft techniques and being able to identify how the author uses certain techniques to inform, explain, and describe. In first grade, students identified features used to provide information (words, phrases, illustrations, and photographs), but in second grade students need to be able to identify how the author uses these elements to explain and describe, as well as provide information. Students should be able to identify descriptive words, phrases, or even passages and identify illustrations or photographs that explain how something works or how something happens. For example: A drawing with labels might explain a process.</p> <p>Indicator 2-RI.8.2 is all about using text features to locate facts and information. Just being able to point out a heading or an index is not enough. Students need to be able to use them. In addition to using them, students need to be able to explain the relationship between these features and the text. For example, a student would need to be able to explain that a bulleted list provides short, straight-to-the-point information, while the text of an article is much more detailed.</p> <p>In first grade, students learned about title pages, illustrations/photographs, fonts, glossaries, and tables of contents.</p> <p>In second grade, students learn for the first time about using an index, headings, bullets, and captions.</p> <p>In third grade, students will learn to use appendices, timelines, maps, and charts to locate information and gain meaning.</p>
Activities	<p>The following minilessons are from <i>The Reading Strategies Book</i>:</p> <ul style="list-style-type: none"> ● 10.6 Labels Teach ● 10.8 Fast Facts (often presented like a bulleted list) ● 10.9 Diagrams Show and Tell ● 10.10 Why a Visual? ● 10.12 Don't Skip It! ● 10.13 Integrate Features and Running Text ● 11.6 Look to Text Features

	<p>Interactive Read Aloud: This context is a great way to model for students how we can use text features in authentic ways. The teacher may want to scan or project a mentor text so that students can see how the teacher uses the different features. In addition, the teacher can stop and provide time to talk about the author's craft techniques.</p> <p>Shared Reading: This is another instructional context that can be very helpful for looking at ways authors use words and phrases to inform, explain, and describe.</p> <p>Browsing Bins: Provide bins of books at each table group or perhaps at a center/station. Allow time for students to read texts. Before, during, or after reading, students should name text features they used during their reading and ways the features were useful. Students can list page numbers. After reading, students can share findings with the class.</p> <p>Independent or Small Group Topic Studies: This is an authentic way to get students to use text features to locate facts and information. Students can use their questions on a RAN chart as a way into research.</p> <p>Website Browsing: Students in second grade can also begin to look at electronic resources. Many of the features in traditional texts are also used on websites (illustrations, photographs, headings, captions).</p> <p>Reading/Writing Connection: While this is a reading indicator, giving students the opportunity to create informational books with the same craft techniques and text features they are studying will help to deepen their understanding. Students can create informational books about topics they know well or have studied in-depth.</p>
Assessments	<p>Independent Reading Conferences: The teacher can assess students' understanding of these two indicators as students are reading informational text on their own. The teacher might ask questions such as:</p> <ul style="list-style-type: none"> • What kinds of words and phrases did the author use to explain how the water cycle works? • Can you show me some of the text features that helped you find the information you were looking for? • How did these illustrations/drawings relate to the text? <p>Independent Reading Assessment: Students can also complete an Independent Reading Assessment. Students can select an informational text to read on their own. As they read, they can use sticky notes to identify craft techniques and text features and describe how those features and techniques were useful. The teacher could also use copies of a simple magazine article and ask the students to record what they notice directly on the copies.</p>
Resources	<ul style="list-style-type: none"> • <i>The Reading Strategies Book</i> by Jennifer Serravallo • <i>The Common Core Lesson Book K-5</i> by Gretchen Owocki

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. (LITERARY)

Indicator(s)	<p>2-RL.9.1 Identify the literary devices of simile and metaphor and sound devices; explain how the author uses each.</p> <p>2-RL.9.2 Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning.</p>
Description	<p>Similes were introduced during first grade, but metaphors are introduced for the first time in second grade. Students need to be able to identify these as they read, but they also need to be able to explain how the author uses them. The following sound devices have been introduced in kindergarten and first grade: rhyme, onomatopoeia, and alliteration. Students should continue to deepen their understanding of all of these, finding them in more difficult texts and explaining how the author uses each.</p> <p>Students need to notice the ways that authors use words, phrases, conventions, and illustrations as a way of reaching the reader. Lester Laminack says, "Writers are like composers. Writers put words on paper just like composers put notes on a page." This is such a great comparison. It reminds us that the author's words are carefully considered, chosen and crafted to communicate the message intended. Many writers use words and phrases in such a way that it makes us laugh out loud or bring tears to our eyes. Writers do this in a meaningful way to add humor, interest, emotion, enjoyment and just plain fun!</p>
Activities	<p>Shared Reading: This instructional context is wonderful for teaching students to notice language and to read it the way that the author intended. Poems are especially fun to use for Shared Reading.</p> <p>Interactive Read Aloud: This instructional context is also a great tool for teaching students to notice language and author's intentional choices. The teacher can lift out examples of similes, metaphors, words, phrases, and sound devices for students to discuss.</p> <p>Independent Reading Practice: Students need opportunities to read texts on their own and notice literary devices and authors' craft techniques. Students can annotate texts with sticky notes and/or flags and write reflections about their reading.</p> <p>Poetry Station/Center: Because poetry is full of sound devices and figurative language, teachers can create a poetry center in the classroom that students can visit. At the center, students can read individually or in pairs/groups and notice characteristics of the poems.</p>

<p>Assessments</p>	<p>Independent Reading Conferences: The teacher can assess students' understanding of these two indicators as students are reading texts on their own. The teacher might ask questions such as:</p> <ul style="list-style-type: none"> • What kinds of words and phrases did the author use that made you feel a certain way? Can you show me some places in the book? • Can you show me some of the places that the author used sound devices? <p>Independent Reading Assessment: Students can also complete an Independent Reading Assessment. Students can select a text (book and/or poem) to read on their own. As they read, they can use sticky notes to identify sound devices, figurative language, and craft techniques and describe how those features contributed to the meaning.</p>
<p>Resources</p>	<p>Professional Resources:</p> <ul style="list-style-type: none"> • <i>Interactive Read-Alouds, K-1</i> by Linda Hoyt • <i>Learning Under the Influence of Language and Literature</i> by Lester L. Laminack and Reba M. Wadsworth • <i>Cracking Open Author's Craft</i> by Lester L. Laminack • <i>Interactive Read Alouds, 2-3</i> by Linda Hoyt <p>Read Aloud Possibilities</p> <p>Anchor Text Suggestion:</p> <ul style="list-style-type: none"> • <i>Saturdays and Teacakes</i> by Lester Laminack (This text has many examples of figurative language as well as rich, descriptive language.) <p>Sound Devices:</p> <ul style="list-style-type: none"> • <i>Roller Coaster</i> by Marla Frazee • <i>Mr. George Baker</i> by Amy Hest • <i>Mirandy and Brother Wind</i> by Patricia McKissack • Poetry by Shel Silverstein, Jack Prelutsky, Brod Bagert • <i>Some Smug Slug</i> by Pamela Duncan Edwards • <i>Kitten's First Full Moon</i> by Kevin Henkes • <i>When I Was Young in the Mountains</i> by Cynthia Rylant <p>Figurative Language:</p> <ul style="list-style-type: none"> • <i>Scarecrow</i> by Cythia Rylant • <i>In November</i> Cynthia Rylant • <i>The Barn Owls</i> by Tony Johnston • Poetry by Mattie J. Stepanek • <i>Seven Blind Mice</i> by Ed Young • <i>Quiet as a Cricket</i> by Audrey Wood <p>Descriptive Words and Phrases/Rich Language:</p> <ul style="list-style-type: none"> • <i>The Three Chairs</i> by Kate Salley Palmer • <i>Stellaluna</i> by Janell cannon • Poetry by Mattie J. Stepanek <p>When studying figurative language, sound devices, and/or description, popular songs could also be considered.</p>

Standard 10 (LITERARY) / STANDARD 9 (INFORMATIONAL): Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

Indicator(s)	<p>2-RL.10.1, 2-RI.9.1 Use context to determine the meaning of words and phrases.</p> <p>2-RL.10.2, 2-RI.9.2 Determine the meaning of a newly formed word when a known affix is added to a known word.</p> <p>2-RL.10.3, 2-RI.9.3 Use a base word to determine the meaning of an unknown word with the same base.</p> <p>2-RL.10.4 Use the meanings of individual words to predict the meaning of compound words.</p> <p>2-RL.10.5, 2-RI.9.4 Use print and multimedia resources to determine or clarify the precise meaning of words or phrases.</p> <p>2-RL.10.6, 2-RI.9.5 Use general academic and domain specific words and phrases acquired through talk and text; explore nuances of words and phrases.</p>
Description	<p>The purpose of this standard is two-fold. First, students need to be taught how to use resources that are available to them to help them learn about and read new words. Students must be explicitly taught how to use context clues to figure out unknown words. Simply cueing student to “look at clues in the sentence” is not enough. Students must also be taught how to use base words, affixes, individual words in a compound word, and multimedia resources. Print and multimedia resources could include dictionaries and thesauruses, both print and online, as well as glossaries, other books and websites. Second, students need to be able to use the words they acquire, both general and domain-specific.</p> <p><i>General Academic Vocabulary:</i> Words used in the learning of academic subject matter including specific academic terms and technical language related to each field of study. These could include words that are specific to content, e.g., <i>simile</i>, <i>telescope</i>, and <i>photosynthesis</i> or that are related to learning tasks, e.g. <i>draw conclusions</i> and <i>hypothesize</i>.</p> <p><i>Domain-Specific Vocabulary:</i> Relatively low-frequency, content-specific words that appear in textbooks and other instructional materials. Examples: <i>quadrilaterals</i> in math and <i>orbit</i> in science.</p>
Activities	<p>Shades of Meaning: Assign students various words with similar meanings yet different degrees. Paint sample cards are useful for this. Select paint samples with shades of the same color. Students can use these to create a list of words</p>

that range in intensity. (see below)



Word of the Day: The teacher can select a word of the day or word of the week. This activity works well in a Morning Meeting. The teacher would introduce the word and explain what it means, and use it in a sentence. The teacher would encourage students to try and use that word in their talk or writing throughout the day or week. As students use the word, the teacher can add examples to a class chart so that students see the word used in different contexts. The teacher may even want to keep a chart with all of the words of the day for a certain time period (month/quarter) so that students continue to see and use the words.

Word Study Activities: Small Group Lessons, Sorts, Games, etc. Resources from the *Words Their Way Sorts for Syllables and Affixes Spellers* will be particularly helpful.

Alphaboxes: This is a great strategy to use for teaching domain-specific (or unit-specific) vocabulary. These are sometimes called “Portable Word Walls” and students can keep them in folders or notebooks. Throughout a unit of study, students add words they learn to the Alphaboxes. During class discussions, the teacher should encourage the students to use the language acquired in their conversation. Students should also use this vocabulary in their writing.

	<p style="text-align: center;">Alphaboxes</p> <p>The Book <u>Earth Science</u></p> <p>The Reader(s)</p> <table border="1"> <tr> <td>A ash atmosphere anthracite aa</td> <td>B basalt beaches</td> <td>C Crest cone composite clouds continental drift</td> <td>D divergent boundary deposition decay dinosaurs diamonds</td> </tr> <tr> <td>E earth erupt earthquake erosion extinct</td> <td>F fault fossil fossil fuel</td> <td>G geysers gems granite</td> <td>H hot hardness Hawaii</td> </tr> <tr> <td>I igneous Ice</td> <td>J Jagged Jetty Jewelry</td> <td>K Kilauea kinetic energy</td> <td>L limestone luster lava layers</td> </tr> <tr> <td>M mantle magma minerals metamorphic</td> <td>N nature new land</td> <td>O Ozone</td> <td>P Pangea Plants</td> </tr> <tr> <td>Q quartz quakes</td> <td>R rocks rock cycle</td> <td>S shield streak sediment seismograph sedimentary</td> <td>T tides tsunami tectonic plates tornadoes</td> </tr> <tr> <td>U underground</td> <td>V volcano violent</td> <td>W weathering water</td> <td>Xxz extreme extra zig zag Yellowstone</td> </tr> </table>	A ash atmosphere anthracite aa	B basalt beaches	C Crest cone composite clouds continental drift	D divergent boundary deposition decay dinosaurs diamonds	E earth erupt earthquake erosion extinct	F fault fossil fossil fuel	G geysers gems granite	H hot hardness Hawaii	I igneous Ice	J Jagged Jetty Jewelry	K Kilauea kinetic energy	L limestone luster lava layers	M mantle magma minerals metamorphic	N nature new land	O Ozone	P Pangea Plants	Q quartz quakes	R rocks rock cycle	S shield streak sediment seismograph sedimentary	T tides tsunami tectonic plates tornadoes	U underground	V volcano violent	W weathering water	Xxz extreme extra zig zag Yellowstone
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Assessments	<p>These indicators can be assessed during Independent Reading Conferences. The teacher can select words that have affixes, compound words, or words that have surrounding context clues and ask the student, "What might this word mean? How do you know?"</p> <p>Exit slips or short reflections about science/social studies topics can also be used to assess students' use of domain-specific words.</p>																								

Resources	<ul style="list-style-type: none">• <i>No More “Look Up the List” Vocabulary Instruction</i> by Charlene Cobb, et. al• <i>The Reading Strategies Book</i> by Jennifer Serravallo• <i>Inside Words</i> by Janet Allen• <i>Words Their Way Sorts for Syllables and Affixes Spellers</i> by Francine Johnston, et. al• Reading Rockets www.readingrockets.org
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DRAFT

Standard 11 (LITERARY): Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.

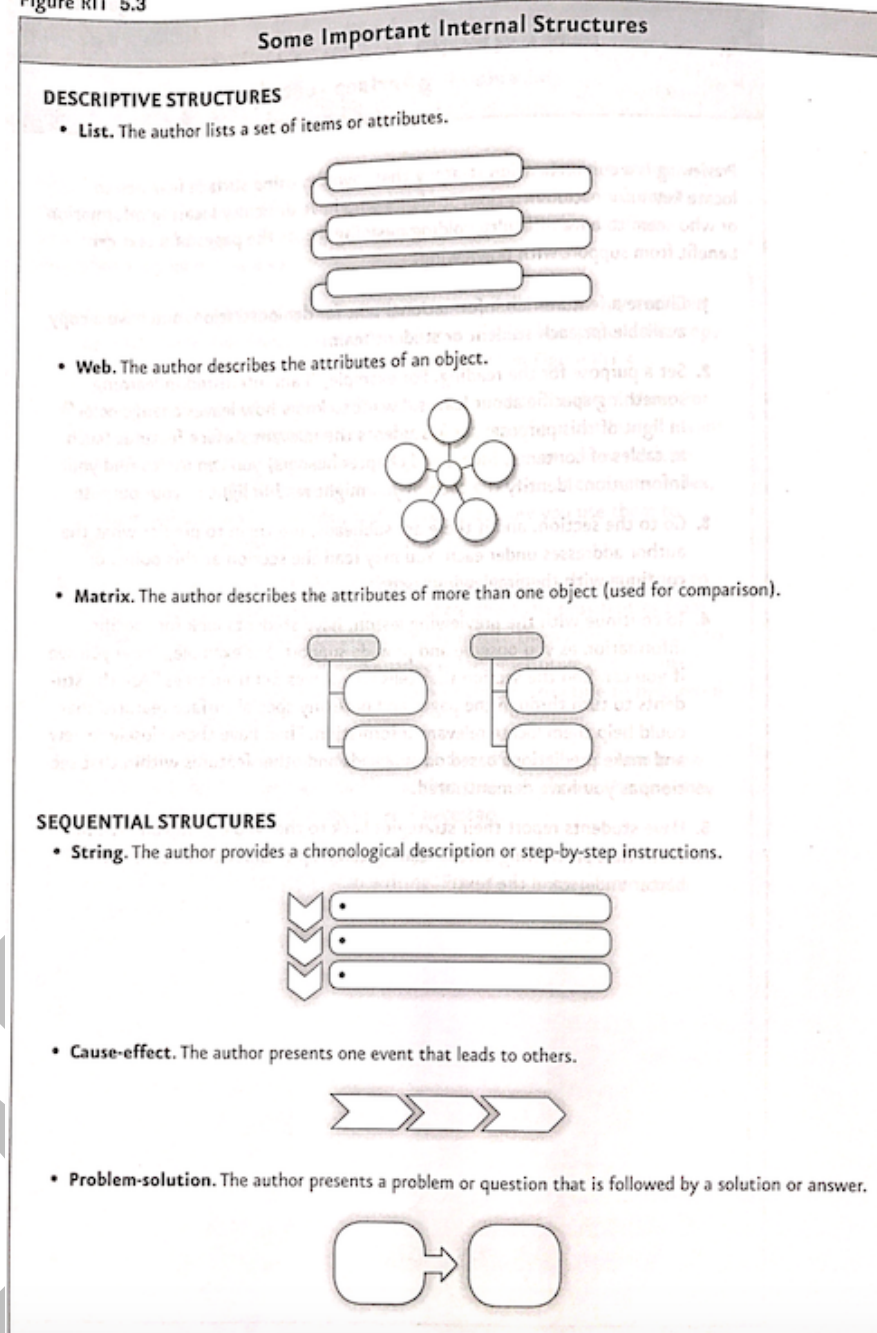
Standard 10 (INFORMATIONAL): Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style

Indicator(s)	<p>2-RL.11.1, 2-RI.10.1 Identify and analyze the author's purpose.</p> <p>2-RL.11.2 Recognize differences between the points of view and perspectives of the narrator and various characters.*</p> <p>*This indicator applies to literary texts ONLY.</p>
Description	<p>In first grade, students learned to identify the author's purpose: to explain, entertain, inform, or convince. Students will continue to do this, but in second grade, students should identify AND analyze the author's purpose. This means that students need to name the author's purpose but also give examples of where the author was entertaining, where the author was informative, etc. Students should then think about how the entertaining parts of the text affected the text as a whole. This gives students an opportunity to make judgments and evaluate texts.</p> <p>In kindergarten and first grade, students learned to identify and distinguish who is telling a story. In second grade, students will need to begin thinking about point-of-view and perspective. It is not necessary to require students to know or use terms such as first person, third person, etc. at this level. First and third person points of view will be introduced for the first time in third grade. However, second grade students should be able to think about how the narrator of a story may feel (and as a result, act) in a way that is different than one of the characters.</p>
Activities	<p>The following minilessons are from <i>The Reading Strategies Book</i>:</p> <ul style="list-style-type: none"> • 6.10 Who's Telling the Story? • 6.11 Character Comparisons <p>Group Activity: Students work with their group to record a response to the following: Who narrates the story? Describe the point of view. How would things be different if the story were told from a different character's perspective or from your own perspective?</p> <p>Drawing Perspectives: Students draw pictures of characters from the probably perspectives of other characters. For example, although "the three little pigs" are usually depicted as cute, the wolf might depict them as menacing.</p> <p>Read Aloud: <i>They All Saw a Cat</i> by Brendan Wenzel</p>

	<p>Character Evaluations*: Character Evaluations are written reflections designed to encourage students to consider a character from multiple perspectives. Students choose a character from a text you have read aloud or from a text they have read independently. They write the character's name at the top and then write in response to the following questions:</p> <ul style="list-style-type: none"> • What do you think about this character? • What does another character think about this character? • What does the author think about this character? • What does the narrator think about this character? • Why did the author decide to make this character act the way he/she does? <p>Letters from Authors*: These are written after students read or listen to a story, drama, or poem. Students consider the point-of-view of the author and compose a letter "from" the author, telling the class the reason for writing the piece. Students discuss their rationales in small groups or with the class.</p> <p>*could also be used for assessment</p>
Assessments	<p>Activities listed above with an asterisk (*) could also be used for assessment.</p> <p>Independent Reading Conferences: During conferences, the teacher should talk with students about books students are reading on their own. Questions to assess these indicators could include:</p> <ul style="list-style-type: none"> • Why do you think the author wrote this book/text? What was his purpose? • How do you know? Can you show me some examples? • How did reading those examples affect you as a reader? • Tell me about the narrator of your book. Who is telling the story? • How might the story be different if ____ were telling the story? • How do you think ____ feels about ____?
Resources	<p>Professional Resources:</p> <ul style="list-style-type: none"> • <i>The Common Core Lesson Book K-5</i> by Gretchen Owocki • <i>The Reading Strategies Book</i> by Jennifer Serravallo <p>Read Aloud Possibilities:</p> <ul style="list-style-type: none"> • <i>The Eensy Weensy Spider Freaks Out (Big Time!)</i> by Troy Cummings • <i>The Little Red Hen</i> by Jerry Pinkney • <i>Diary of a Wombat</i> by Jackie French • <i>Diary of a Worm</i> by Doreen Cronin • <i>Diary of a Spider</i> by Doreen Cronin • <i>Diary of a Fly</i> by Doreen Cronin • <i>Two Bad Ants</i> by Chris Van Allsburg • <i>They All Saw a Cat</i> by Brendan Wenzel

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. (INFORMATIONAL)	
Indicator(s)	<p>2-RI.11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.</p> <p>2-RI.11.2 Identify the structures an author uses to support specific points.</p>
Description	<p>Text structure refers to the overall way the author has organized the information. Informational text structures include: Categorical; Description; Sequence (Chronological); Problem and Solution; Question and Answer; Cause and Effect and Compare/Contrast. Some readers find it difficult to recognize the structure being used within the text. As a result, reading the text becomes a challenge. For those students who immediately notice how the text is organized, the structure guides their reading and supports understanding.</p> <p>In first grade, students identified the text structures of Sequence and Compare/Contrast. In second grade, Cause and Effect Structure was added.</p>
Activities	<p>Interactive Read Aloud/Minilesson:</p> <ol style="list-style-type: none"> 1. Choose an informational text for demonstration and have a copy for each student or team of students. Also have chart paper available. 2. Set the purpose for reading. Say to the class, "I am interested in learning something specific about leaves. I want to know why leaves change color." In light of your purpose, demonstrate for students how to locate the section that you want to read. (This will also reinforce 2-RI.8.2.) 3. Let students know that as you read the chosen section, you want them to think about the organization of the text. Show them the possibilities from Figure 5.3 below and ask them to predict the structure the author might use to address the question of how leaves change color. (Sequential, Cause/Effect, etc.) Let them know that they will use the author's chosen structure to help retell or summarize the content. 4. Guide them to match the content to one of the structures in Figure 5.3 below. Let them know there is rarely a perfect match and that they can adapt the graphic organizer if necessary. 5. Have students use the chosen graphic organizer to then retell the content. This can be done orally or in writing.

Figure RIT 5.3



The Common Core Lesson Book K-5

Reading Rockets: Click the link to view an article entitled, “How to Teach Expository Text Structure to Facilitate Reading Comprehension”
<http://www.readingrockets.org/article/how-teach-expository-text-structure-facilitate-reading-comprehension>

This article has teaching suggestions and graphic organizers that can be used for teaching text structure.

	<p>Browsing Bins: Students need access and opportunities to read lots of informational books with different text structures. Allow students time to read and use text structures to find information.</p> <p>RAN Strategy: Students can use the RAN strategy to identify things they want to learn about a topic. During reading, students should use the text structure to locate the information they are looking for and learn about the topic.</p>
Assessments	To assess this standard, a student could use a given text and identify the text structure(s) the author uses.
Resources	<p>Professional Resources:</p> <ul style="list-style-type: none"> • <i>The Common Core Lesson Plan Book K-5</i> by Gretchen Owocki • Reading Rockets Website www.readingrockets.org • <i>Reality Checks</i> by Tony Stead <p>Read Aloud Possibilities:</p> <ul style="list-style-type: none"> • <i>Living Sunlight</i> by Molly Bang • <i>What Happens to a Hamburger</i> by Paul Showers • <i>The Reason for a Flower</i> by Ruth Heller • <i>Flash, Crash, Rumble and Roll</i> by Franklyn M. Branley • <i>Animals that Changed the World</i> by Keltie Thomas

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. (LITERARY)

Indicator(s)	<p>2-RL.12.1 Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.</p> <p>2-RL.12.2 Recognize characteristics of crafted text structures such as diary, seesaw texts, and circular texts.</p>
Description	<p>For indicator 2-RL.12.1, students need to notice how authors begin and end stories/books. The students should notice the ways that the problem/action begins in the story and how it ends. For example, in some books, the author reveals the problem or action through dialogue between two characters.</p> <p>For indicator 2-RL.12.2, students need to recognize specific structures: Diary, Seesaw Texts, and Circular Texts.</p> <p><i>Diary:</i> This type of text is told in a diary or journal format. It may be made up of only the diary or journal or it may have some parallel text. Entries are usually dated and are usually in order.</p> <p><i>Seesaw Texts:</i> Structure that sets up a predictable balance of information that moves back and forth, back and forth between chunks that work together in some way. The back-and-forth pieces have some kind of relationship, and what's key is, when you get one side of the relationship, you come to expect that the other side will follow directly. The pairs might be comparisons, questions and answers, statements and generalizations, commands and responses - any kind of back and forth relationship. Often, even the sentence structures of the corresponding pieces are similar, signaling the back-and-forth movement. The structure can be used for a whole text, short or long, or for a paragraph or section within a longer text (Ray, 1999.)</p> <p><i>Circular Texts:</i> Texts that have beginnings and endings that match. Typically, many of the same words are used to make this match with some small change to the ending which shows that the text has progressed. Some young students have called this "going out the same door you came in."</p>
Activities	<p>Interactive Read Aloud/Minilesson: Introduce a type of text structure to the students. Using an Interactive Read Aloud format, read the text aloud, stopping to discuss the structure the author has chosen. Talk about the impact the structure has on the reader. Allow students to choose other examples of texts with the same structure during Independent Reading.</p> <p>Create Bins in the Classroom Library for text structures such as Seesaw,</p>

	Diary, and Circular Ending.
Assessments	<ul style="list-style-type: none"> • Observe and take anecdotal records while students are sorting books in the Classroom Library. • During Independent Reading Conferences, ask students about the genres of books they are reading, specifically to describe the characteristics of Diary, Seesaw Texts, and Circular Texts.
Resources	<p>Professional Resources:</p> <ul style="list-style-type: none"> • <i>Genre Study</i> by Irene C. Fountas and Gay Su Pinnell • <i>Wondrous Words</i> by Katie Wood Ray <p>Read Aloud Possibilities</p> <p>Circular Texts:</p> <ul style="list-style-type: none"> • <i>My Mama Had a Dancing Heart</i> by Libba Moore Gray • <i>The Sunsets of Miss Olivia Wiggins</i> by Lester Laminack • <i>The Relatives Came</i> by Cynthia Rylant <p>Seesaw Texts:</p> <ul style="list-style-type: none"> • <i>Tough Boris</i> by Mem Fox • <i>Grandad Bill's Song</i> by Jane Yolen • <i>I am the Dog, I am the Cat</i> by Donald Hall <p>Diary Texts:</p> <ul style="list-style-type: none"> • <i>Diary of a Wombat</i> by Jackie French • <i>Diary of a Worm</i> by Doreen Cronin • <i>Diary of a Spider</i> by Doreen Cronin • <i>Diary of a Fly</i> by Doreen Cronin • <i>Diary of a Wimpy Kid</i> by Jeff Kinney • <i>Dork Diaries</i> by Rachel Renee Russell

Standard 13 (LITERARY) / Standard 12 (INFORMATIONAL): Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	
Indicator(s)	<p>2-RL.13.1, 2-RI.12.1 Engage in whole and small group reading with purpose and understanding.</p> <p>2-RL.13.2, 2-RI.12.2 Read independently for sustained periods of time to build stamina.</p> <p>2-RL.13.3, 2-RI.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>
Description	<p>In order to be “College and Career Ready”, a strong foundation must begin in the lower grades (K-2). This will be built upon throughout the year and in subsequent years as students read increasingly more complex texts. By reading a wide variety of texts, students gain both literary knowledge as well as cultural knowledge of the world we live in. Students need to gradually be given extended periods of time to actually READ. Standard 13 is almost like a recital. It gives students the opportunity to pull together <i>all</i> of the things they have learned throughout standards 1-12 and practice it in order to become independent critical readers and thinkers.</p>
Activities	<p>2-RL.13.1, 2-RI.12.1</p> <ul style="list-style-type: none"> • Whole Group Reading activities can include Read Alouds, Interactive Read Alouds, and Shared Reading. • Small group reading activities can include partner reading, Reader’s Theater, and Guided Reading group activities. <p>2-RL.13.2, 2-RI.12.2 The following Lessons are from <i>The Reading Strategies Book</i>:</p> <ul style="list-style-type: none"> • 2.19 Finding Reading Territories • 2.21 Reflect on the Past and Plan for the Future • 2.21 You’ve Got to “Get It” to Be Engaged • 2.23 Set Page Goals • 2.24 Read with a Focus to Focus • 2.25 Monitor Your Stamina and Pace • 2.26 Does It Engage Me? • 2.27 Hear the Story <p>2-RL.13.3, 2-RI.12.3</p> <ul style="list-style-type: none"> • Being a critical reader means students can read closely and think as they read. Students respond to text in many ways- it does not always need to be written down. Sometimes a response may even be to read more texts on a given topic or in a series, because they want to know more about a

	<p>character or topic. Responses to texts can also include Book Reviews, conversations with partners, whole group conversations, letters, and other written responses.</p> <p>The following minilessons are from <i>The Reading Strategies Book</i> and focus on ways that students can talk about texts:</p> <ul style="list-style-type: none"> • 12.14 Conversation Cooperation • 12.15 Say Something Meaningful • 12.16 Try an Idea on for Size • 12.17 Challenge Questions • 12.18 Moving on to a New Idea • 12.19 Determining the Importance in Another's Ideas • 12.20 Power Questions <p>The following minilessons are from <i>The Reading Strategies Book</i> and focus on ways that students can write about texts:</p> <ul style="list-style-type: none"> • 13.7 What's Worth Keeping? • 13.8 Five Sentence Summary • 13.9 My Reading Timeline • 13.10 Note Taking Helps to Understand Nonfiction • 13.11 The Best of Times, the Worst of Times
Assessments	<ul style="list-style-type: none"> • Anecdotal notes taken during Independent Reading • Reading Stamina Challenge Notes • Student Engagement Inventory ("Sweeps for Engagement"- See High Progress Literacy Website www.highprogressliteracy.com OR School Literacy Coach)
Resources	<ul style="list-style-type: none"> • <i>The Reading Strategies Book</i> by Jennifer Servallo • <i>Conferring with Readers</i> by Jennifer Seravallo • <i>No More Independent Reading without Support</i> by Debbie Miller and Barbara Moss • <i>No More Reading for Junk</i> by Barbara A. Marinak and Linda B. Gambrell • <i>The Daily Five</i> by Gail Boushey and Joan Moser • High Progress Literacy Website www.highprogressliteracy.com