

ESSENTIAL QUESTION	COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING	READING STANDARD	GRADE TWO SKILL	ASSESSMENTS	RESOURCES
<p>How do characters in a story come to life?</p> <p>How is poetry different from prose?</p> <p>What is story structure?</p> <p>How do pictures explain a story?</p> <p>What can reading tell us about the world?</p> <p>What do key headings and special print explain?</p> <p>What is the message of the text?</p> <p>How are words alike or different?</p>	<p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>(NA) Not applicable to literature.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches</p>	<p>Literature</p> <p><i>Key Ideas & Details</i></p> <p><i>Craft & Structure</i></p> <p><i>Integration of Knowledge and Ideas</i></p> <p><i>Range of Reading & Level of Text Complexity</i></p> <p><i>Responding to Literature</i></p> <p>Informational Text</p> <p><i>Key Ideas & Details</i></p>	<ul style="list-style-type: none"> Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text. Recount stories, including fables, and folktales from diverse cultures, and determine their central message, lesson or moral. Describe how characters in a story respond to major events and challenges. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Describe overall structure of story, including how the beginning introduces the story and ending concludes the action. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. Read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range, by end of year Make connections between self, text, and the world around them (text, media, and social interaction). Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key ideas in a text Identify the main topic of multiparagraphs text as well as the focus of specific paragraphs within the text Describe the connection between a series of historical events, scientific ideas or concept, or steps in technical procedures in a text 	<p>Journeys: Benchmark and Unit Tests, Second</p> <p>DIBELS</p> <p>Story Maps Running Records</p> <p>Note: Students at risk should be monitored weekly for growth. (Response to Intervention RTI)</p> <p>Dictation sentences</p> <p>Conference log</p> <p>Running Records</p>	<p><i>Stories: children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth.</i></p> <p><i>Drama: Staged dialogue</i> <i>Poetry: nursery rhymes and the subgenres of the narrative poem, limerick and free verse poems.</i></p> <p>Examples: Grades 2-3 1. <i>Who Has Seen the Wind</i> 2. <i>Charlotte’s Web</i> 3. <i>Sarah, Plain and Tall</i> 4. <i>Tops and Bottoms</i> 5. <i>Poppelton in Winter</i></p> <p>Classroom Resources:</p> <ul style="list-style-type: none"> Charts Word wall Leveled books Centers Big books Sentence Strips Letter and word games Graphic organizers <p>Instructional Practices: <i>Language Experience Charts, Readers Workshop and Writers Workshop are not limited to:</i></p> <ul style="list-style-type: none"> Modeling Shared reading Read aloud Think aloud Working with words Guided Reading Choral Reading Partner Reading Independent Reading (SSR) Mini lessons Journaling Author’s chair

<p>How does the sound of letters help us to spell and decode words?</p> <p>What can you do when you do not know a word?</p> <p>Does what you read make sense in your head?</p> <p>How do you know if a story or text is too difficult to read on your own?</p> <p>What is the writing process?</p> <p>How can a computer be of use when writing?</p> <p>How do stories help you learn about the world?</p>	<p>the authors take.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Responding to Literature 11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American world cultures.</p> <p>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING</p> <p>Text Type and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in</p>	<p>Craft and Structure</p> <p>Integration of Knowledge & Ideas</p> <p>Range of Reading and Level of Text Complexity</p> <p>Foundational Skills</p> <p>Phonics and Word Recognition</p> <p>Fluency</p>	<ul style="list-style-type: none"> Determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area 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 Identify the main purpose of a text, including what the author wants to answer, explain or describe Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text Describe how reasons support specific points the author makes in a text Compare and contrast the most important points the author makes in a text Read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 2-3 complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of year Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> Distinguish long and short vowels when reading regularly spelled one –syllable words. Know spelling-sound correspondence for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels, Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling –sound correspondence Recognize and read grade appropriate irregularly spelled words Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and 	<p>Reading Journals and Lists</p> <p>Observation</p> <p>Checklists</p> <p>Rubrics</p> <p>Short answer, open response</p> <p>Dolch Word Checklist</p> <p>Writing responses to literary components.</p> <p>Examples of writing across the curriculum</p> <ul style="list-style-type: none"> reports journals literature logs <p>Literature extension</p> <ul style="list-style-type: none"> scripts for drama visual arts written forms webs 	<ul style="list-style-type: none"> <i>Great Books</i>: Text Based Discussions format. <p>Biographies, autobiographies, historical, scientific and technical books and texts. Graphs, charts, maps and digital sources Examples: Grades 2-3 1. <i>A Medieval Feast</i> 2. <i>From Seed to Plant</i> 3. <i>The Story of Ruby Bridges</i> 4. <i>A Drop of Water: A Book of Science and Wonder</i> 5. <i>Moonshot: The Flight of Apollo 11</i> 6. <i>What Happens to a Hamburger</i> 7. <i>The Digestive System</i> by Rebecca L. Johnson or Kristin Petrie 8. <i>Good Enough to Eat</i> 9. <i>Showdown at the Food Pyramid</i> 10. <i>The Mighty Muscular and Skeletal Systems</i> 11. <i>Muscles</i> 12. <i>Bones</i> 13. <i>The Astounding Nervous System</i> 14. <i>The Nervous System</i></p> <p>A-Z Reading www.readinga-z.com</p> <p>Book Talks: www.scholastic.com/librarians/ab/booktalks.htm http://www.teachersfirst.com/100books.cfm</p> <p><u>Classroom Assessment & Grading</u>, Robert Marzano Cooperative Learning Spencer Kagan www.KaganOnline.com</p> <p><u>Classrooms That Work: They Can All Read and Write</u> by Patricia Cunningham and Richard L. Allington</p> <p>CCSS for ELA and Literacy include 3</p>
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<p>What is a conversation?</p> <p>What is the speaker's main point?</p> <p>What is an interesting idea?</p> <p>How does your voice help you explain something?</p> <p>How do the words in a text help you to figure out the meaning of an unknown word?</p> <p>What do good readers sound like?</p> <p>How does reading fluently help me understand what I read?</p>	<p>which the development, organization, and style are appropriate to task, purpose, and audience. (Begins in Grade 3)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build Present & Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on questions, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the informational texts to support analysis, reflection, and research.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection and research. (Begins in Grade 4)</p> <p>Range of Writing (Beings in Grade 3)</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time-frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.</p> <p>Responding to Literature</p> <p>11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</p> <p>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others'</p>	<p>Writing</p> <p><i>Text Types & Purpose</i></p> <p><i>Production and Distribution of Writing</i></p> <p><i>Research to Build and Present Knowledge</i></p> <p><i>Responding To Literature</i></p> <p>Speaking and Listening</p> <p><i>Comprehension and Collaboration</i></p>	<p>understanding, rereading as necessary.</p> <ul style="list-style-type: none"> Write opinion pieces in which they introduce the topic or book they are writing about, state and opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section. Write informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide concluding statement or section. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure Focus on a topic and strengthen writing as needed by revising and editing with guidance and support Use a variety of digital tools to produce and publish writing, including in collaboration from peers with guidance and support Participate in shared research and writing projects read a number of books on a single topic to (e.g., (produce a report; record science observations) with guidance and support Recall information from experiences or gather information from provided sources to answer a question. Create and present a poem, narrative, play, art work or personal response to a particular author or theme studied in class, with support as needed. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> Follow agreed upon rules of discussion. Build on others' talk in conversations by responding to comments of others through multiple exchanges. Ask questions to clear up any confusion about the topic and 	<ul style="list-style-type: none"> charts time lines murals <p>Student record of books read and attempted</p> <p>Audio tape of reading</p> <p>Book Talks</p> <p>Samples of student work accumulated overtime on a range of writing styles.</p> <p>Writing rubrics.</p> <p>Multiple choice Force choice Open response</p>	<p>appendices:</p> <ul style="list-style-type: none"> Appendix A Research supporting key elements of the standards and Key Terms Appendix B: Test Exemplars and Sample Performance Tasks Appendix C: Samples of Student Writing <p>Common Core:</p> <p>http://www.emsc.nysed.gov/ciai/</p> <p>http://engageny.org/teachers/</p> <ul style="list-style-type: none"> Getting Started With the Common Core Common Core Implementation, instructional Shifts Video Series Curriculum Exemplars <p>Cooperative Learning: Cooperative Learning, Spencer Kagan www.KaganOnline.com</p> <p><u>Common Formative Assessments</u>, Larry Ainsworth and Donald Viegut</p> <p><u>Curriculum 21: Essential Education For A Changing World</u>, Heidi Hayes Jacobs</p> <p><u>A Curricular Plan for the Writing Workshop, Grade 2</u> <i>Common Core Reading and Writing Workshop</i>, Lucy Calkins</p> <p>The DIBELS measures the 5 Big Ideas in early literacy identified by the National Reading Panel:</p> <ul style="list-style-type: none"> Phonemic Awareness Alphabetic Principle Accuracy and Fluency Vocabulary Comprehension <p>https://dibels.uoregon.edu/</p> <p>250 Dolch Words. http://dolchword.com/</p>
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<p>How can I improve my speed, accuracy, and expression when I read?</p> <p>How can parts of words help me determine the meaning of an unknown word?</p> <p>Why is it important to learn new vocabulary words?</p>	<p>ideas and expressing their own clearly and persuasively.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task, purpose, and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE</u></p> <p>Conventions of Standard English</p> <p>1. Demonstrate command of conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language (Begins in Grade 2)</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify meaning of unknown and multiple meaning words and</p>	<p><i>Presentation of Knowledge and Ideas</i></p> <p><u>Language</u></p> <p><i>Conventions of Standard English</i></p>	<p>texts under discussion.</p> <ul style="list-style-type: none"> ➤ Seek to understand and communicate with individuals from different cultural backgrounds. • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. • 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. • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. • Produce complete sentences when appropriate to task and situations, in order to provide requested details or clarification. <i>See Grade 2 Language standards 1 and 3.</i> • Demonstrate command of the conventions of Standard English grammar when writing or speaking. <ul style="list-style-type: none"> ➤ Use collective nouns (e.g., group). ➤ Forms and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). ➤ Use reflexive pronouns (e.g., myself, ourselves). ➤ Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). ➤ Use adjectives and adverbs, and choose between them depending on what is to be modified. ➤ Produce, expand and rearrange complete simple and compound sentences. • Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ➤ Capitalize holidays, product names, geographic names. ➤ Use commas in greeting and closing of letters. ➤ Use an apostrophe to form contractions and frequently occurring possessives. ➤ Generalize learned spelling patterns when writing words. (e.g., cage/badge; boy/boil). ➤ Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p><u>Effective Classroom Assessment: Linking Assessment with Instruction</u> by Catherine Garrison, Dennis Chandler, and Michael Ehringhaus</p> <p><u>The Fountas & Pinnell Leveled Book List, K–8+ (2009–2011 Edition, Print Version)</u>, Irene Fountas and Gay Su Pinnell</p> <p>Great Books: : Shared Inquiry www.greatbooks.org</p> <p><u>Handbook of Instructional Practices for Literacy Teacher-Educators: Examples ...</u> Joyce Many</p> <p><i>Journeys</i> Word Study: Teachers Guide L2 <i>Journeys</i> Weekly, Benchmark and Unit Tests L2 <i>Journeys</i> Comprehensive Language and Literacy Guide, 2. www.k6.thinkcentral.com</p> <p><u>The Key Elements Of Classroom Management: Managing Time And Space, Student Behavior, And Instructional</u> (EBOOK) Joyce C. McLeod, Janice Fisher, Ginny Hoover</p> <p><u>Launch a Primary Writing Workshop Getting Started with Units of Study for Primary Writing, Grades K-2</u>, Lucy Calkins <ul style="list-style-type: none"> • Brainstorm • Shared Writing Lessons • Conference • Rubrics </p> <p>Mailbox Magazine www.mailbox.com</p> <p><u>Mosaic of Thought: Teaching Comprehension in a Reader’s Workshop</u> By Ellin Oliver Keene and</p>
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	<p>phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships and nuances of word meanings.</p> <p>6. Acquire and use accurately a range of general words and phrases.</p>	<p><i>Knowledge of Language</i></p> <p><i>Vocabulary Acquisition & Use</i></p>	<ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ➤ Compare formal and informal uses of English • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading</i> and content, choosing flexibly from an array of strategies. <ul style="list-style-type: none"> ➤ Use sentence–level context as a clue to the meaning of word or a phrase. ➤ Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). ➤ Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). ➤ Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook) ➤ Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. • Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> ➤ Identify real live connections between words and their use. ➤ Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl and adjectives (e.g., thin, slender, skinny, scrawny). • Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe 	<p>Susan Zimmerman.</p> <p><u>Portfolio Assessment in the Reading-Writing Classroom</u> by Robert J. Tierney, , Mark A. Carter, and Laura E. Desai (Christopher Gordon, 1991 ISBN 0-926842-08-0.) Professional Book.</p> <p>Running Records: http://www.readinga-z.com/guided/runrec/howto.html</p> <p>http://www.learnnc.org/lp/editions/read/assess/1.0</p> <p>http://www.reading.org/</p> <p>Response to Intervention: www.nysrti.org/ www.interventioncentral.org/ www.rti4success.org/</p> <p>Rubrics http://www.bpsd.mb.ca/tech_files/PrimListeningSpeaking.pdf</p> <p><i>Using Formative Assessment to Monitor Learning and Inform Instruction:</i> Giselle O. Martin-Kniep, Ph. D</p>
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