

## 2<sup>nd</sup> Grade English Language Arts BLUEPRINT – IF3

**Anchor Standards**= one set of broad standards applied K-12

**Explicit Standards**= explicitly addressed skills assessed for mastery during this specific instructional focus

**Implicit Standards**= underlying skills that students need to have in order to be successful with the explicit standards

“Together anchor and grade level standards define the skills and understanding that all students must demonstrate.”  
(*Common Core Strategies Flip Chart*, 2010).

**\*\* The red standard(s) mean the SD Disaggregated template is not complete.**

Suggested Time	Instructional Focus 3 (E2IF3)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	In this instructional focus, students will understand elements of a story, including fables and folktales from diverse cultures (character, setting, and plot) and key details by using illustrations and words and asking/answering questions. After reading multiple versions of the same story, they will find similarities and differences, paying particular attention to how characters respond to major events and challenges. Students will discuss in collaborative groups following the rules of discussion. They will write an opinion piece related to a book they have read or one read aloud, using appropriate organizational structure. Students will also write a narrative 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. After listening to a read aloud, students will recount or describe	<p><b>EXPLICIT STANDARDS</b></p> <p><a href="#">RL.2.1</a> Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p><a href="#">RL.2.2</a> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><a href="#">RL.2.3</a> Describe how characters in a story respond to major events and challenges.</p> <p><a href="#">RL.2.4</a> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><a href="#">RL.2.5</a> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><a href="#">RL.2.6</a> Acknowledge differences in the</p>	<p><b>Reading:</b></p> <p><b>Key Ideas and Details</b></p> <p><b>R.CCR.1</b> 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><b>R.CCR.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>R.CCR.3</b> Analyze how and</p>	<p><b>myOER:</b></p> <p><a href="#">Comparing Fiction and Nonfiction with "Little Red Riding Hood" Texts</a></p> <p><a href="#">Once Upon A Time: Using a Fairy Tale to Teach the Elements of a Story</a></p> <p>Lesson examples above address at least one (or more) of the Common Core State Standards included in this Instructional Focus. To find more lessons for this instructional focus, please use the <b>Advanced Search</b> and</p>

	<p>key details and/or ideas. When speaking and writing, students will correctly use adjectives, adverbs, past tense irregular verbs, and proper nouns.</p> <p>With guidance, the students will participate in the writing process (see W.2.5). The RF's, Reading Foundation standards, help teachers know what skills are important components in an effective, comprehensive reading program. Teachers will assess all students to determine what RF standards need to be taught to each student. Students who need additional support will be provided explicit instruction on the RF standards grades K-5. Students who have already mastered RF standards, will not need explicit instruction, but may still be assessed.</p> <p><b><u>Possible Focus Title: <i>Digging Deeper into Literary Text</i></u></b></p>	<p>points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p><a href="#">RL.2.7</a> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><a href="#">RL.2.9</a> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p><b><a href="#">RL.2.10</a> By the end of the year, read and comprehend literature, including prose and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b></p> <p><a href="#">W.2.1</a> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p><a href="#">W.2.3</a> Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><a href="#">W.2.5</a> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><a href="#">SL.2.1</a> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><a href="#">SL.2.1c</a> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><a href="#">SL.2.2</a> Recount or describe key ideas or details from a text read aloud or information presented orally or through</p>	<p>why individuals, events, and ideas develop and interact over the course of a text.</p> <p><b><u>Craft and Structure</u></b></p> <p><b><a href="#">R.CCR.4</a></b> 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><b><a href="#">R.CCR.5</a></b> 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><b><a href="#">R.CCR.6</a></b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b><u>Integration of Knowledge and Ideas</u></b></p> <p><b><a href="#">R.CCR.7</a></b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b><a href="#">R.CCR.9</a></b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare</p>	<p>type the keyword – <b>E2IF3.</b></p> <p><b><u>Teacher Ideas/Links:</u></b></p>
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		<p>other media.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)</p> <p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.2.1d-f</b> d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified.f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	<p>the approaches the authors take.</p> <p><b><u>Range of Reading and Level of Text Complexity</u></b></p> <p><b>R.CCR.10</b> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b><u>Writing</u></b></p> <p><b><u>Text Types and Purposes</u></b></p> <p><b>W.CCR.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.CCR.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b><u>Production and Distribution of Writing</u></b></p> <p><b>W.CCR.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b><u>Speaking and Listening</u></b></p> <p><b><u>Comprehension and</u></b></p>	
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		<p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English</p> <p><b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p><b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels</p>	<p><b><u>Collaboration</u></b></p> <p><b>SL.CCR.1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>SL.CCR.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b><u>Presentation of Knowledge and Ideas</u></b></p> <p><b>SL.CCR.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>SL.CCR.5</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b>SL.CCR.6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b><u>Language</u></b></p>	
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		<p>when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p><u>RF.2.4</u> Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>IMPLICIT STANDARDS</b></p>	<p><b><u>Conventions of Standard English</u></b></p> <p><b><u>L.CCR.1</u></b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b><u>L.CCR.2</u></b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b><u>Knowledge of Language</u></b></p> <p><b><u>L.CCR.3</u></b> 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><b><u>Vocabulary Acquisition and Use</u></b></p> <p><b><u>L.CCR.4</u></b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><b><u>L.CCR.5</u></b> Demonstrate understanding of word</p>	
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