

## 2<sup>nd</sup> Grade English Language Arts BLUEPRINT – IF4

**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 4 (E2IF4)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
6 weeks	In this instructional focus, students will conduct shared research projects. Students will ask and answer questions to identify the main purpose and topic of informational texts. They will describe the connection between a series of historical events, scientific ideas, or technical steps (see IF2 for examples). They will use text features and text tools and strategies to determine and clarify meaning and/or spelling of words and phrases. They will also clarify their listening comprehension by asking and answering questions. They will present their shared research projects orally, using complete sentences. When writing informative/explanatory pieces, students will accurately use apostrophes in contractions and possessives and include illustrations to help in expressing their ideas. They will use digital tools to produce writing. With guidance, the students will participate in the writing process (see W.2.5) and agreed upon	<p><b>EXPLICIT STANDARDS</b></p> <p><a href="#">RI.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="#">RI.2.2</a> Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.</p> <p><a href="#">RI.2.3</a> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><a href="#">RI.2.4</a> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><a href="#">RI.2.5</a> 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.</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="#">Reading Informational Text Using 3-2-1 Strategy</a></p> <p><a href="#">Weather: A Journey in Nonfiction</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 type the keyword – <b>E2IF4</b>.</p>

	<p>rules of discussion. 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: Main Topic and Purpose</u></b></p>	<p><a href="#">RI.2.6</a> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><a href="#">RI.2.7</a> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><a href="#">RI.2.8</a> Describe how reasons support specific points the author makes in a text.</p> <p><a href="#">RI.2.9</a> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><a href="#">RI.2.10</a> <b>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b></p> <p><a href="#">W.2.2</a> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</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="#">W.2.6</a> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><a href="#">W.2.7</a> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><a href="#">W.2.8</a> Recall information from experiences or gather information from provided sources to answer a question.</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. Follow agreed-upon rules for discussions (e.g., gaining the floor in</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><u>R.CCR.4</u></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><u>R.CCR.5</u></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><u>R.CCR.6</u></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><u>R.CCR.7</u></b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b><u>R.CCR.8</u></b> Delineate and evaluate the argument and specific claims in a text, including the validity of the</p>	<p><b><u>Teacher Ideas/Links:</u></b></p>
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		<p>speaking.</p> <p><b>L.2.1c</b> Use reflexive pronouns (e.g., myself, ourselves).</p> <p><b>L.2.1e-f</b> 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>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</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</p>	<p><b><u>Present Knowledge</u></b></p> <p><b>W.CCR.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>W.CCR.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b><u>Speaking and Listening</u></b></p> <p><b><u>Comprehension and 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>SL.CCR.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b><u>Presentation of Knowledge</u></b></p>	
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		<p>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.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</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 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><b>RF.2.4</b> 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>and Ideas</u></b></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> <p><b><u>Conventions of Standard English</u></b></p> <p><b>L.CCR.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.CCR.2</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>L.CCR.3</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>L.CCR.4</b> Determine or clarify</p>	
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			<p>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.6</u></b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
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