

## 2<sup>nd</sup> Grade English Language Arts BLUEPRINT – IF5

**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 5 (E2IF5)	CCSS English Language Arts Content	Anchor Standards Specific to this Focus	Content
5 weeks	In this instructional focus, students will use their shared research experience from IF4 to help them write and orally share informative and explanatory texts. While reading they will describe how reasons support specific points the author makes in a text in a collaborative group using the rules of discussion. They will ask and answer questions to clarify their understanding of a text, writing and speaking and complete sentences. They will use their knowledge of prefixes and root words to arrive at meanings of unknown words. With guidance, the students will participate in the writing process (see W.2.5) and agreed upon 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	<p><b>EXPLICIT STANDARDS</b></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.2.10</a> 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.</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.2.7</a> Participate in shared research and</p>	<p><b>Reading:</b></p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>R.CCR.8</b> 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><b>Range of Reading and Level of Text Complexity</b></p> <p><b>R.CCR.10</b> Read and comprehend complex literary and informational texts</p>	<p><b>myOER:</b></p> <p><a href="#">Frog and Toad are Different-But Still Friends</a></p> <p><a href="#">Pumpkin Time!</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>E2IF5</b>.</p>



Adapted from Lyon County School District, 2012, <http://www.lyon.k12.nv.us>



	<p>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: Writing Informational Text</u></b></p>	<p>writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b><u>SL.2.1</u></b> 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 respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b><u>SL.2.2</u></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><u>SL.2.3</u></b> 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.</p> <p><b><u>SL.2.6</u></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</p>	<p>independently and proficiently.</p> <p><b><u>Writing</u></b></p> <p><b><u>Text Types and Purposes</u></b></p> <p><b><u>W.CCR.2</u></b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b><u>Production and Distribution of Writing</u></b></p> <p><b><u>W.CCR.5</u></b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>Research to Build and Present Knowledge</b></p> <p><b><u>W.CCR.7</u></b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b><u>Speaking and Listening</u></b></p> <p><b><u>Comprehension and Collaboration</u></b></p>	<p><b><u>Teacher Ideas/Links:</u></b></p>
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		<p>for specific expectations.)</p> <p><u>L.2.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>L.2.1c</u> Use reflexive pronouns (e.g., myself, ourselves).</p> <p><u>L.2.1e-f</u> 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><u>L.2.2</u> 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><u>L.2.4</u> 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</p>	<p><b><u>SL.CCR.1</u></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><u>SL.CCR.2</u></b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b><u>SL.CCR.3</u></b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p><b><u>Presentation of Knowledge and Ideas</u></b></p> <p><b><u>SL.CCR.6</u></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><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</p>	
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		<p>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><u>L.2.6</u> 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><u>RF.2.3</u> 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><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>capitalization, punctuation, and spelling when writing.</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.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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