

LANGUAGE ARTS

PENNSYLVANIA

Standards

DECONSTRUCTED for
CLASSROOM IMPACT

SAMPLER

2

SECOND
GRADE

Introduction

C2 Collaborative is pleased to offer this grade-level tool for educators who are teaching with the Pennsylvania Common Core State Standards.

The Pennsylvania Common Core Standards Deconstructed for Classroom Impact is designed for educators by educators as a two-pronged resource and tool 1) to help educators increase their depth of understanding of the Common Core Standards and 2) to enable teachers to plan College & Career Ready curriculum and classroom instruction that promotes inquiry and higher levels of cognitive demand.

What we have done is not new. This work is a purposeful and thoughtful compilation of preexisting materials in the public domain, state department of education websites, and original work by C2 Collaborative. Among the works that have been compiled and/or referenced are the following: Pennsylvania Common Core Standards, Common Core State Standards for ELA/Literacy and the Appendix from the Common Core State Standards Initiative; Learning Progressions from The University of Arizona's Institute for Mathematics and Education, chaired by Dr. William McCallum; the Arizona Academic Content Standards; the North Carolina Instructional Support Tools; and numerous math practitioners currently in the classroom.

We hope you will find the concentrated and consolidated resource of value in your own planning. We also hope you will use this resource to facilitate discussion with your colleagues and, perhaps, as a lever to help assess targeted professional learning opportunities.

Understanding the Organization

The Overview includes Anchor Standards for Reading that are mirrored in the ELA Common Core Standards themselves. This ensures you have the Anchor Standards easily accessible at all times. One of the key features of the Anchor Standards for Reading is the structure of four organizing areas: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity.

The overall composition of the sections that follow is guided by the domain or area of literacy and the following categories — 1.3 Reading Literature (RL), 1.2 Reading Informational Text (RI), 1.1 Foundational Skills (RF), 1.4 Writing (W) and 1.5 Speaking and Listening (SL).

Each section begins with the Domain. This category represents the area or domain of literacy: 1.3 Reading Literature (RL), 1.1 Foundational Skills (RF), etc. Think of each category as a header since the content will reflect standards-focused information within that strand. When each organizing area of the Anchor Standards has been referenced, as appropriate, the same format will be followed for each subsequent strand.

SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

What follows the **Domain** are the core anchor standards for an organizing area (i.e., Key Ideas and Details). Next is the Critical Focus or some of the specific learner outcomes related to this strand and the organizing area.

The **Big Idea** captures the essence of this organizing area (i.e., Key Ideas and Details) for this particular strand (i.e., Reading Literature). Think of this an overarching guiding concept.

Academic Vocabulary supports the **Big Idea** and **Critical Focus** and is meant to help you distinguish some of the specific academic vocabulary your students will encounter.

Moving deeper and more explicitly into the **Anchor Reading Standard** is then the grade-specific standard and deconstruction with the **Standard Number** and the **Standard Statement**.

For each **Standard Number** and **Standard Statement** are **Essential Question(s)**, **Learning Progressions**, **DOK Range for Instruction & Assessment** with the accompanying **Learning Expectations** (or Instructional Targets) of **Know: Concepts/Skills, Think**, and **Do**, and **Key Strategies**.

The Essential Question(s) enable you to focus your instructional strategies and learning objectives as you plan. **The Learning Progressions** are contextual in that the current standard is bracketed by the grade-level standard for the preceding and the following grades. This helps remind you of the proficiency level with which your students enter your grade and the proficiency expectations for the next grade. **The DOK Range for Instruction & Assessment** with the accompanying **Learning Expectations** of **Know: Concepts/Skills, Think**, and **Do** offer you further detail to support planning for instructional practice and student learning. The last feature is the **Key Strategies**. As you refine your planning in conjunction with student learning objectives that align to the instructional targets, you can refer to the **Key Strategies** for ideas to ensure you have sufficient differentiation and variety in your classroom to help students achieve the instructional targets and move towards mastery of the standard.

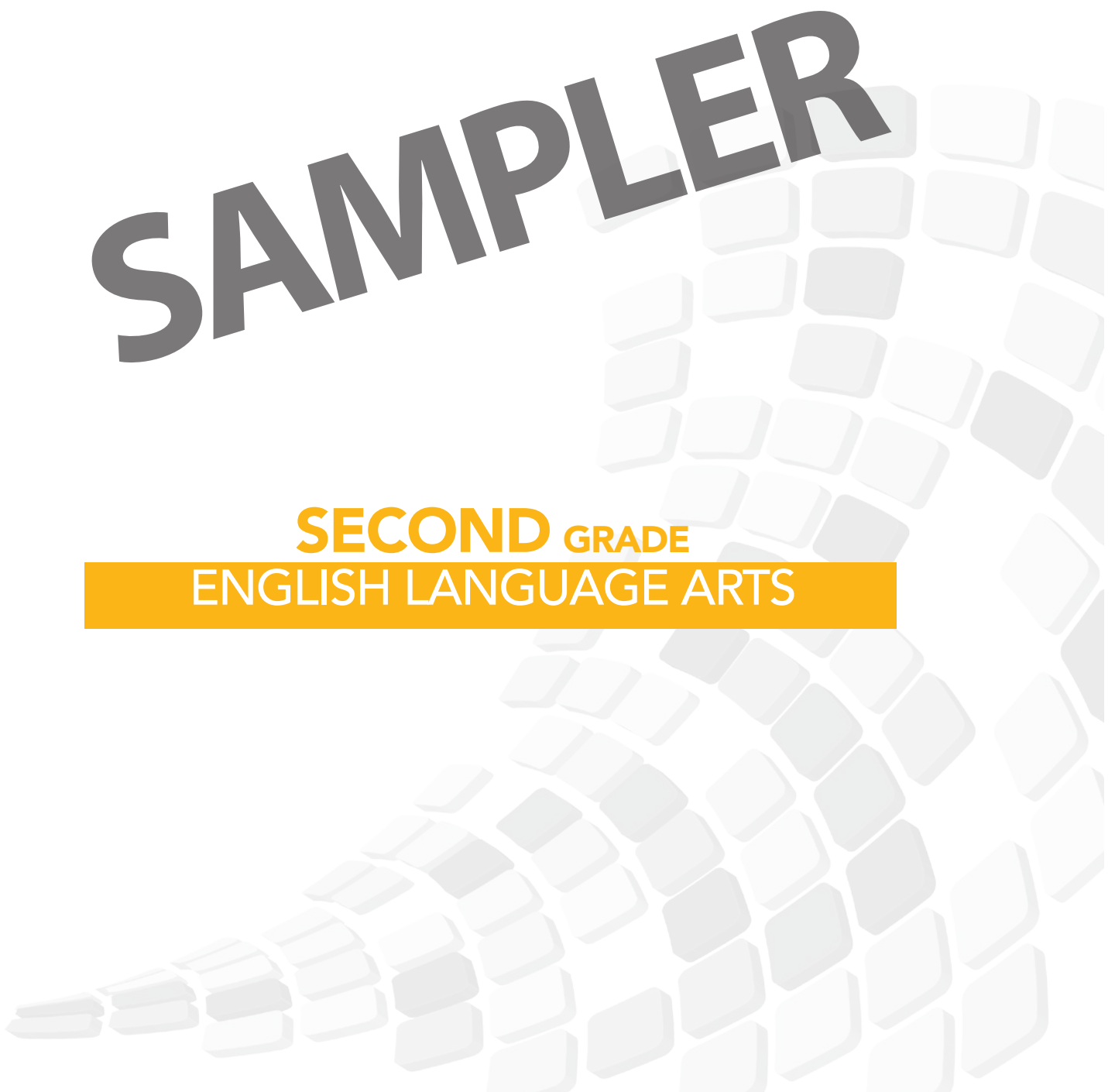
LITERACY DOMAIN: READING

1.3 READING LITERATURE

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SECOND GRADE

ENGLISH LANGUAGE ARTS



SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

**ANCHOR
READING
STANDARD
RL.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.

Grade Specific Standard:

CC.1.3.2.A	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"> • How can asking and answering questions help me understand the text? • How can question stems help me demonstrate understanding of the text? 		
LEARNING PROGRESSIONS	1st Grade:	Ask and answer questions about key details in a text.	
	2nd Grade:	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	
	3rd Grade:	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify key details in text. Describe key details of the text using <i>who, what, where, when, why,</i> and <i>how.</i>	Determine the answers of informational texts using <i>who, what, where, when, why,</i> and <i>how.</i>	

KEY STRATEGIES

Promote Comprehension and Vocabulary:

- Cloze procedure
- Teach students how to retell, beginning with the characters and sequence of events.
- Have students retell the story using the pictures.
- Ask students to look through the pictures and make predictions or guesses about the story based on the illustrations.
- Begin with oral retelling.
- Think Aloud Model: Teacher talks about comprehension as the story is read aloud; Say aloud what you are thinking and questions you have pertaining to the text. Ask students, "What are you thinking?" and "Does that make sense?"
- Post-it® Note Read Along: Students make notes on Post-its throughout the reading to remind themselves of points they want to share or remember.
- Encourage students to stop occasionally during reading to share think alouds orally with a partner and tell what might happen next.
- Establish a literature circle with two to four students reading the same text, posing their questions, discussing in the group, and sharing their ideas with the group. Processing with peers will support students in reading more difficult texts, allowing them to expand their vocabulary and improve comprehension.
- Story Introduction: Help students access background knowledge and predict what will happen in the book by discussing the book with them as you walk through the pictures together. Point out particular vocabulary that might be difficult for them.
- Story Introduction: Focus on vocabulary and concepts, but allow students to contribute their own questions and predictions about the storyline. Ask, "What do you think will happen in the story?" Later, as students develop more competence, story introductions should be student-led and include vocabulary and concepts. Students should be encouraged to focus more on the book, predicting what the book may be about in collaboration with other students in the context of literature circles or sharing groups. The teacher's role should be to respond to students' requests to clarify concepts and vocabulary words that are unclear.

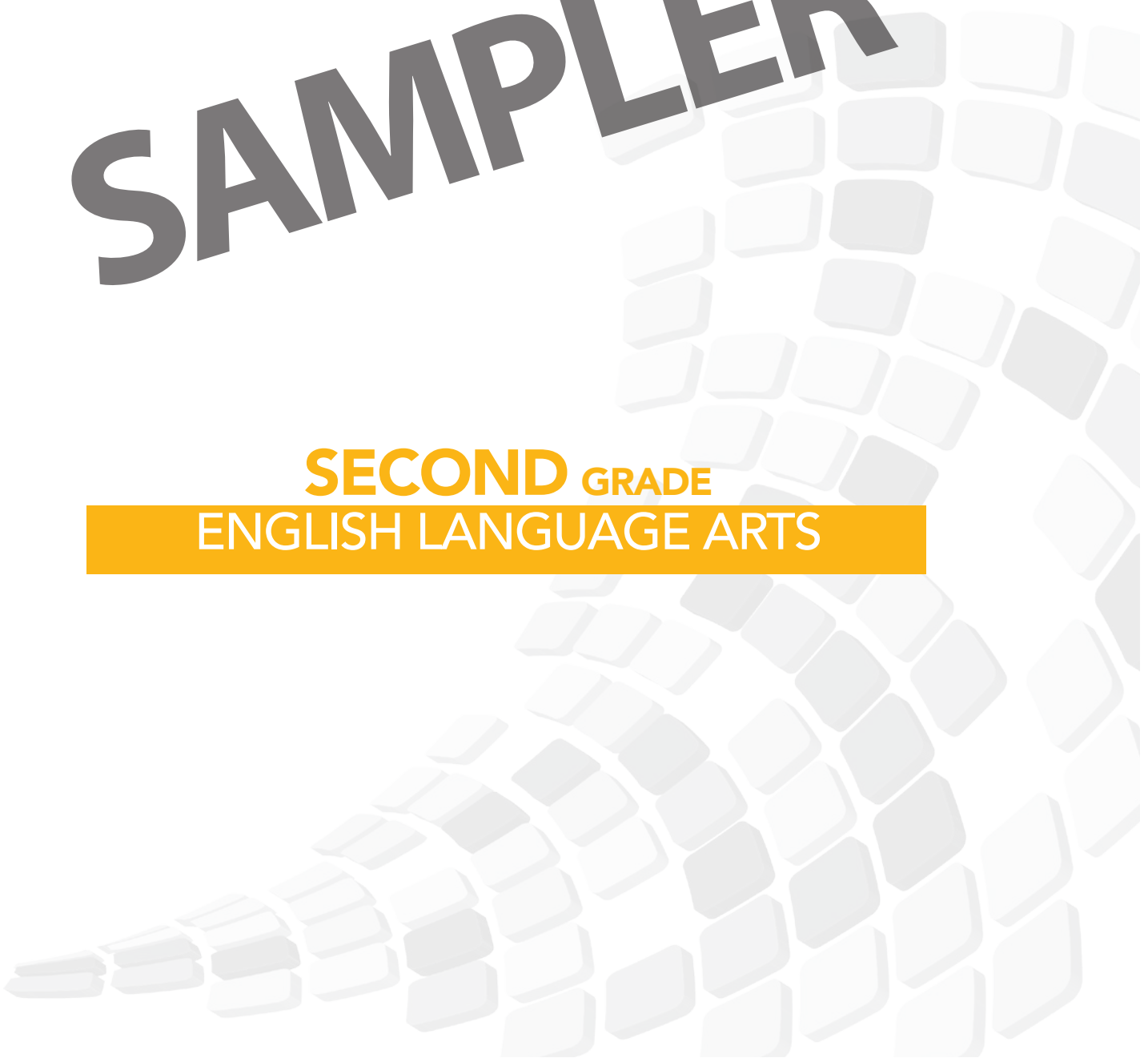
SAMPLER

LITERACY DOMAIN: READING

**1.2 READING
INFORMATIONAL TEXT**

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SECOND GRADE
ENGLISH LANGUAGE ARTS



SECOND GRADE

LEXILE GRADE LEVEL BAND: 420L TO 650L

**ANCHOR
READING
STANDARD
RI.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.

Grade Specific Standard:

CC.1.2.2.F	Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"> Why is it important for readers to identify words they do not know? What strategies do readers use to determine unknown words? How can I learn and use second grade vocabulary appropriately? 		
LEARNING PROGRESSIONS	1st Grade:	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	
	2nd Grade:	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	
	3rd Grade:	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Identify words and phrases in a text relevant to a grade 2 topic or subject area.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	

KEY STRATEGIES

Promote Comprehension and Vocabulary:

- Fiction/Nonfiction pairs
- Text-based questions
- Close Reading strategies (e.g., Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)*
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—Close Reading techniques
- Assimilating prior knowledge
- Annotating text
- Seeking meaning of unknown vocabulary
- Making and revising predictions

*Research-based strategies developed by Kylene Beers and Robert Probst. Found in *Notice & Note: Strategies for Close Reading*, Heinemann, 2013.

ENGLISH LANGUAGE ARTS

**ANCHOR
READING
STANDARD
RI.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.

Grade Specific Standard:

CC.1.2.2.E	Use various text features and search tools to locate key facts or information in a text efficiently		
ESSENTIAL QUESTION(S)	<ul style="list-style-type: none"> • What are text features and how do they help me understand the text? • How can search tools help me locate relevant information? 		
LEARNING PROGRESSIONS	1st Grade:	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	
	2nd Grade:	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, electronic menus, icons) to locate key facts or information in a text efficiently.	
	3rd Grade:	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
DOK Range Target for Instruction & Assessment	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Determine how readers use different text features. Identify various text features. Use various text features to locate key facts or information in a text.		

INFORMATIONAL TEXT

KEY STRATEGIES

Promote Comprehension and Vocabulary:

- Fiction/Nonfiction pairs
- Text-based questions
- Close Reading strategies (e.g., Anchor Questions with “signposts” for Contrasts & Contradiction; Aha Moments; Tough Questions; Words of the Wiser; Again & Again; and Memory Moment)*
- Graphic organizers
- Discussion and debate
- Rereading to clarify information—Close Reading techniques
- Assimilating prior knowledge
- Annotating text
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