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Welcome to ReadyGEN
A Whole New Level of Ready!

Dear ReadyGEN Teacher,

How do you prepare young children for college and careers? You invite them to read, to write, and to explore content. You engage them intellectually and emotionally in authentic texts and compelling ideas. ReadyGEN is a new generation of literacy instruction for the next generation of learners in your classroom.

It is a wonderful time to be teaching. Everything we have developed for you to use has, at the heart of it, our hope that you will love what you teach and that your students will love what they learn.

On behalf of the Pearson family, we thank you for the work you do for children and welcome you to the exhilarating era of college and career readiness.

All the best,
The ReadyGEN Team
What is ReadyGEN?

Get ready, teachers, for ReadyGEN! I am so thrilled to be part of this exciting, progressive program designed to capitalize on the reading instruction research and what we know makes reading for understanding so engaging for students. This program provides the structure you need to make teaching reading successful and the flexibility you need to deliver reading instruction that is responsive to your students. I am confident that you will find this new program to be the “just right” fit to enhance what you know about reading instruction and to keep your students motivated to read more.

—Sharon Vaughn, University of Texas

ReadyGEN is an integrated literacy program focused on reading, writing, speaking, and listening and designed to get students ready for college and careers. It is built on a collaborative learning model in which teachers and students work together throughout the instructional process to grow students’ understanding and expand their knowledge.

ReadyGEN teachers activate the learning process through instruction, modeling, scaffolding, and reteaching as needed. Students collaborate with one another and with the teacher to analyze, question, evaluate, and respond as they practice and apply what they have learned. Metacognition is a critical piece of this learning process. Students engage in self-assessments and use various fix-up strategies as they become increasingly responsible for their own learning.
ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. ReadyGEN has everything you need to get this next generation of readers and writers ready to meet the challenges of learning.

—P. David Pearson, University of California, Berkeley

ReadyGEN actively engages students in literacy experiences, with authentic, rigorous texts serving as the core of all instruction. Developed to enable students to prepare for college and careers, ReadyGEN provides the tools teachers need to guide students through an instructional approach that fosters the reciprocity of reading and writing. This critical approach helps students understand the interdependency between reading and writing and use it to become lifelong learners and communicators.

To anchor this approach, ReadyGEN has at the heart of its instructional design a link between close reading and the production of writing. The program encourages students to dig deep, think hard, and always cite evidence from the text as proof of their ideas. ReadyGEN is designed with rigor and responsiveness to guide all students toward success.

ReadyGEN lessons incorporate a variety of literacies to engage students in unit topics, genres, and the types of writing that will prepare them for college and careers. Using ReadyGEN’s integrated pedagogy, big ideas, and authentic practice, teachers model how to participate in critical reading, thinking, speaking, and writing.
ReadyGEN lessons are designed with Dr. P. David Pearson’s gradual-release-of-responsibility model, with the goal of building independent readers and writers. As teachers use mentor texts to model reading and writing practices in each module, students work to master standards. ReadyGEN’s Performance-Based Assessments assess learning so that teachers can easily adapt instruction to student needs.

ReadyGEN’s lessons include focused reading and writing instruction, independent practice, vocabulary instruction, and student-centered features such as Team Talk. With this structure, ReadyGEN combines the reading and writing workshop model into one comprehensive literacy workshop. It provides targeted instruction with multiple reads of a variety of coherent texts. Formative and summative assessments for monitoring progress are also part of the equation, which ultimately leads to deeper student understanding and increased student responsibility.

The program provides flexibility in tailoring lessons for various classroom environments. To ensure success, however, it is recommended that you follow these steps as you plan your ReadyGEN lessons:

1. Read the Performance-Based Assessment (PBA) for the module. Reviewing the PBA before instruction begins provides a preview of what is expected throughout the module. All instruction ultimately leads to a successful PBA.

2. Read the module text set, which includes the anchor and supporting texts.

3. Review the Text Complexity Rubrics for all texts in the module. These rubrics are found in the Teacher Resources section at the back of each Teacher’s Guide. Make note of the focus of each text and any features or content that might present roadblocks for your students.

4. Review the Scaffolded Strategies Handbook lessons for the module in tandem with the core Teacher’s Guide. Decide which Handbook lessons, if any, will be most helpful for your students.
Instructional Routines

Instructional routines are the foundation of the *ReadyGEN* instructional plan. *ReadyGEN* routines provide the framework around which teachers can flexibly respond to students’ needs and through which students build expertise and confidence.

The routines are located in the Teacher Resources section at the back of each *Teacher’s Guide*. The routines are developmentally appropriate to each grade and build upon the previous grade in a spiral fashion.

- Think/Pair/Share Routine
- Whole Class Discussion Routine
- Small Group Discussion Routine
- Read Aloud Routine
- Shared Reading Routine
- Independent Reading Routine
- Text Club Routine
- Benchmark Vocabulary Routine: Informational
- Benchmark Vocabulary Routine: Literary

*ReadyGEN* Tip

The program is designed with rigor and responsiveness to guide all students toward success. There is flexibility in tailoring *ReadyGEN* lessons for different classroom environments; however, it is recommended that teachers use the program routines and instructional processes to serve lesson objectives.
Generative Vocabulary

Generative vocabulary instruction aims to make visible to students critical features and functions of words and connections among words. This knowledge is intended to support students in generating meanings of unknown words in texts.

—Elfrieda Hiebert, TextProject and University of California, Santa Cruz

A hallmark of ReadyGEN is the generative vocabulary instruction that helps students learn about words—how words work and how they’re connected. Students learn to “generate” new words to unlock complex text. ReadyGEN employs a system for understanding how words work in complex texts and for determining which words within a text most enable meaning-making for students.

The overarching goal of the vocabulary strand is to foster understanding of a single text and to ultimately carry that word knowledge across text types within the unit and beyond. The words chosen in each lesson are essential to comprehending text and, in fact, become the access points for students in need of scaffolding.

Dr. Elfrieda Hiebert and Dr. P. David Pearson have written a white paper on generative vocabulary. You can log in to PearsonSchool.com/ReadyGEN and click the blue button for Download White Paper: Generative Vocabulary Instruction.
**BENCHMARK VOCABULARY** These words are important for understanding concepts within a text. This vocabulary is addressed during the reading instruction and can be defined as

- words needed to comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of a text.

**BY-THE-WAY WORDS** These are sophisticated or unusual words for known concepts that can be stumbling blocks to comprehending a text. The words should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These words are addressed during Close Reading and can be defined as

- words requiring a quick explanation in order for text to be understood.
- words supported by the text for meaning.
- words that are more concrete.

**GENERATIVE VOCABULARY IN SPEAKING AND WRITING**

Students should demonstrate a deep understanding of the generative vocabulary process by using Benchmark Vocabulary in conversations, in their writing, and in the Performance-Based Assessments.

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**Observing the World Around Us**

**UNIT 1 • MODULE A**

**Vocabulary to Unlock Text**

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**ReadyGEN Teacher’s Guide**
Text Complexity

In order to become college- and career-ready, students need to read increasingly complex texts as they progress through Grades K–12, and they need strategies that will help them comprehend these texts.

The following measures and considerations create a three-part model to gauge the difficulty of a particular text. Each part of the model is of equal importance. The three parts are:

**QUANTITATIVE MEASURES**

The quantitative dimensions of a text include the readability score, such as The Lexile® Framework for Reading, Dale-Chall, or Flesch-Kincaid score, as well as other measures of text complexity, such as word count, word and sentence length, or word frequency. These measures are typically calculated by computer software.

**QUALITATIVE MEASURES**

Factors that influence the qualitative complexity of a text include levels of meaning (literary text) or purpose (informational text), text structure, language conventionality and clarity, and knowledge demands. These measures are best determined by an attentive human reader.

**READER AND TASK CONSIDERATIONS**

When determining the appropriateness of a text for individual students, it is important to consider the variables specific to a reader (motivation, knowledge, experiences) and to a task (purpose and difficulty of the task or of the questions posed). These judgments are best made by teachers using their professional experience and knowledge of their students.

Text Complexity Rubrics are provided in the Teacher Resources section to help familiarize teachers with the complexity of each text in a module. The rubrics provide a snapshot of the complexity of the anchor and supporting texts, using both quantitative and qualitative measures. The Reader and Task Suggestions in each rubric provide tips for preparing students to read the text, but you should make your own assessments based on your students.
Assessments

*ReadyGEN* provides a variety of assessment opportunities to gauge student progress toward mastery of reading and writing skills and standards.

**BASELINE ASSESSMENT** This test is designed to determine students’ instructional needs at the outset of the year and establish a “starting point” for each student. The results will help identify individuals who are at grade level, those who need support, and those who might benefit from more challenge.

**FORMATIVE ASSESSMENTS** Ongoing formative assessments are integrated within every module of *ReadyGEN*. These include **Reading and Writing Keystones** that assess students’ reading and writing and their understanding of key language, structure, and ideas; **Fluency Quick Checks** that offer *If . . . then* suggestions to monitor students’ fluency progress; **Check Progress** assessments in each unit that assess students’ phonics and word analysis skills; student work in the *Reader’s and Writer’s Journal*, including **Write in Response to Reading** prompts that require students to cite text evidence as they write about what they’ve read; and **If . . . then** suggestions for monitoring progress in the *Scaffolded Strategies Handbook*.

**PERFORMANCE-BASED ASSESSMENTS** Each module of *ReadyGEN* concludes with a Performance-Based Assessment (PBA). These tasks allow students to apply the skills they learned to their writing. The PBA process helps teachers measure students’ mastery of the standards. The *Teacher’s Guide* features a four-point writing rubric to evaluate students’ PBAs and a Reflect and Respond page that includes suggestions for writers struggling with the PBA task.

**END-OF-UNIT ASSESSMENTS** These assessments consist of reading passages, selected-response questions, and writing prompts. Students read or listen to the passages and answer comprehension and vocabulary questions, referring to the texts as needed. The passages are either literary or informational and become increasingly complex over the course of the year. The prompts require students to write pieces of varying lengths in all writing types.

**ASSESSMENT BOOK** The grade-specific *Assessment Book: Teacher’s Manual* provides an overview of the *ReadyGEN* assessment components; offers strategies for assessing English language learners; supplies directions and passages for fluency tests and running records; and includes test administration information, answer keys, and rubrics for the Baseline and End-of-Unit Assessments. Student tests are found in the *Assessment Student Book*. 
Reading Instruction

Using carefully organized text sets and a routines-based instructional path, ReadyGEN is designed to foster robust instruction in elementary English language arts classrooms.

Each ReadyGEN text set consists of an anchor text and supporting texts. Each text was thoughtfully selected to provide key insights into the core Enduring Understandings of the unit topic. The text sets are the center of instruction and include multiple genres, worthy of close reading and rereading.

Build Understanding

The goal of the first read of the anchor or supporting text is to introduce the text and allow students an opportunity to explore and make initial findings about it. Students focus on the Enduring Understandings and the Essential Questions as they preview the text. Then students and teacher read together, or students read independently. After reading, students reflect on the gist of the selection and their general understanding of it.

**ReadyGEN Tip**

If you read aloud a section of the text or the entire text, you can employ the gradual-release model; that is, you need not be the only one reading every day. Depending on student ability, you might invite individual students to read aloud to the group or have small groups do a choral reading.
Close Read

During the second read, or Close Read, students revisit the selection to answer text-dependent questions using close-reading strategies. This is not a time to reread every page read during the first read. Rather, the goal of the Close Read Instruction is to allow students to dig deeper into focused, sustained reading and rereading of portions of a text for the purpose of understanding key points, gathering text evidence, and building knowledge.

The following instruction is included in the Close Read Instruction:

**VOCABULARY DEVELOPMENT** Students learn, discuss, and use the rich generative vocabulary that is integral to unlocking the text.

Reading Analysis and Language Analysis

During Reading Analysis, students learn and use the comprehension skills and strategies they need to understand the text. Additional literary elements, such as author’s purpose and genre, are also included in these discussions. During Language Analysis, students learn about author’s craft, or “how the text works.” Through close reading of a text, students explore elements such as figurative language, sentence structure, dialogue, and word choice.

Focused Independent Reading

Students have an opportunity to extend and apply what they have learned to a “just right” text of their choice.
Writing Instruction

In the digital world of the 21st century, strong writing skills are critical to effective communication, and Pearson’s ReadyGEN makes it possible for all students to become champion writers. This program provides solid writing instruction and abundant practice in three important text types: narrative, informative/explanatory, and opinion, as well as the many subgenres these text types include. Beginning in kindergarten, ReadyGEN gives students the opportunity to explore texts in depth and then write about what they have read. In doing so, they develop as critical readers, writers, and thinkers. The writing program in ReadyGEN provides instruction in key process skills that will transform students into lifelong writers. Right from the start, ReadyGEN is a valued partner in helping all students master language and express ideas in powerful ways.

—Pam Allyn, Executive Director and Founder, LitLife and LitWorld

The ReadyGEN instructional model uses reading to gain knowledge. Writing, then, is the tool for enhancing reading comprehension and learning from text. ReadyGEN provides opportunities and guidance for students to talk about and then write about what they have read and learned.

Writing Lessons

Each Writing lesson in a module focuses on one writing type—narrative, informative/explanatory, or opinion—all in service of the Performance-Based Assessment that students will be assigned at the end of the module.

Explicit instruction guides students through the writing process. Instruction begins by linking reading and writing. Students analyze good writing models from the anchor and supporting texts they are reading. Together, students examine and explore writers’ styles and techniques.
During Independent Writing Practice, students have another opportunity to apply the writing skills and conventions they’ve discussed and learned. This practice prepares them for the Performance-Based Assessment at the end of the module. Opportunities for a digital delivery of student-produced writing are suggested.

All writing lessons end with Share Writing, during which students share their work.

Each writing lesson also focuses on one or more grammar, usage, and mechanics conventions. Students discuss how authors used these conventions in the anchor and supporting texts, and they apply these conventions in their own writing. Then students practice the acquired skills in their Reader’s and Writer’s Journal.
Students are expected to have many ongoing opportunities to use text to integrate knowledge and ideas, describe key details, and view text as a resource for answering questions and understanding multiple views. Adjusting your instruction will ensure that text is used as a primary resource for all students to meet these understandings.

—Sharon Vaughn, University of Texas

*ReadyGEN* provides a variety of scaffolding strategies you can employ to ensure instructional equity and access to rigorous text for all students. **Scaffolded Instruction** notes appear throughout the lessons. These notes address stumbling blocks that might deter English language learners or struggling readers and writers. They allow for on-the-spot opportunities to use proven mediations right when you need them.

**Scaffolded Instruction for Small Group Time**

*ReadyGEN* offers independent and teacher-directed options for engaging students during **Small Group Time**. After students participate in **Focused Independent Reading**, teachers provide additional instruction to small groups.

**Unlock the Text** supports students in accessing ideas, key language, and key structures. **Word Analysis** supports students with their foundational skills. During **Conference** time, students grow their independent reading accountability as they discuss their self-selected texts with the teacher. The **Support** instruction is targeted toward students who need additional scaffolding for the instructional focus of each lesson.

The **Extensions** are activities intended for students who understand the lesson focus and would benefit from opportunities to extend the lesson and enhance learning.
**Sleuth** is a collection of short, high-interest selections that students use to sharpen their close-reading skills as they work through the Sleuth Steps:

- Look for Clues
- Make Your Case
- Ask Questions
- Prove It!

Three to four times in each unit, the Scaffolded Instruction for Small Group lessons use *Sleuth* to reteach, practice, and refine close-reading skills and strategies.

**Scaffolded Strategies Handbook**

The *Scaffolded Strategies Handbook* works in tandem with the *ReadyGEN Teacher’s Guide* as students read and write about the anchor and supporting texts. The *Scaffolded Strategies Handbook* provides additional support strategies for you to use during small groups with those students who need extra scaffolding. The Handbook is divided into four parts.

**PART 1: UNLOCK THE TEXT** provides scaffolded lessons to help struggling readers unlock the anchor and supporting texts. Each lesson is divided into three sections: Prepare to Read, which activates background knowledge and introduces troublesome vocabulary; Interact with Text, which fosters close reading; and Express and Extend, which allows students to react to the text through discussion and writing.

**PART 2: UNLOCK THE WRITING** includes Unlock the Task lessons that scaffold the end-of-module Performance-Based Assessments into smaller, more accessible steps to use with English language learners and struggling writers. In addition, there are grade-appropriate guidelines for teaching each of the writing types: narrative, informative/explanatory, and opinion.

**PART 3: ROUTINES AND ACTIVITIES** is a collection of routines, reproducible graphic organizers, and games and activities to augment the English language arts classroom.

**PART 4: UNLOCK LANGUAGE LEARNING** provides scaffolded lessons to help English language learners unlock the anchor and supporting texts. Passages, vocabulary, and questions are geared toward building background knowledge for students learning English so that they can dig deeper into vocabulary and structure, regardless of their language proficiency.
Foundational Skills

Foundational skills are the entryway to language and vocabulary and for students to become strong readers of complex text. Pearson provides phonics instruction for Grades K–3 and word analysis for Grades 4–5.

The ReadyGEN scope and sequence in foundational skills has been widely validated in independent efficacy studies. Created by literacy experts in the areas of phonemic awareness, phonics, word work, and spelling, the approach is aggressive, with supports for appropriate mediations and modeled delivery through optional scripting.

ReadyGEN teaches phonics explicitly and systematically. Letter-sound relationships are taught in a systematic sequence, both in isolation and in the context of words and sentences. Students learn to blend and segment phonemes to hone their decoding skills. In each lesson, reading decodable text and opportunities for writing allow students to apply the phonics skills they have learned and to understand the usefulness of these new skills.

The ReadyGEN word-analysis instruction is also explicit and systematic. Students learn word-study skills in isolation and in context. All skills are practiced, applied, and spiraled throughout the year.

Check Progress, found in each Teacher Guide’s Foundational Skills section, assists the teacher in assessing students’ phonics and word-analysis skills, as well as their word reading in context.

PHONICS AND WORD ANALYSIS COMPONENTS
• Picture Word Cards (K–3)
• Alphabet Cards (K–3)
• High-Frequency Word Cards (K–1)
• Sight Word Cards (2)
• Kindergarten Student Readers (K)
• Decodable Readers (1–3)
• Practice Readers (4–5)
• Phonics Activity Mats (K–3)
• Letter Tiles (K–3)
• Sound-Spelling Cards (1–3)
• Phonics Songs and Rhymes
• Flip Chart and Audio CD (K)
## Pacing

### How do I pace my ReadyGEN day?

The time you spend on each lesson will vary from day to day based on the text, your students, and the amount of scaffolding and support necessary to deliver the instruction appropriately. You may need to adjust times accordingly. Use your professional judgment as you plan the instruction for each module. Here is a sample schedule.

| Whole Group | First Read: Build Understanding | 10–15 minutes  
| Reading | Second Read: Close Read | 10 minutes  
| | Reading/Language Analysis | 10–15 minutes  
| Small Group | Strategic Support | Goal: Meet with up to 3 groups per day for 10–15 minutes each.  
| Scaffolding | Extensions |  
| Whole Group | Writing Type | 15–20 minutes  
| Writing | Independent Writing Practice | 10–15 minutes  
| | Share Writing | 5 minutes  

### What are my students doing while I work with small groups?

Students will work at their own pace. They might

- revisit the texts.
- complete independent practice work in their *Reader’s and Writer’s Journal*.
- work in the small group centers.
- engage in Focused Independent Reading.

### Timesaving Tips

- During the close read, have students reread only those pages that will support them in answering the text-dependent questions.
- During the oral reading fluency Quick Check in small groups, limit the reading to a paragraph or two rather than an entire page.
What is the research behind ReadyGEN?
ReadyGEN uses the principles of backward design to help teachers deliver instruction based on learning goals. Each unit focuses on a Big Idea, which is further articulated at the module level in the Enduring Understandings. Essential Questions frame instruction and guide students along a clear pathway toward the Enduring Understandings and the important themes, or Big Ideas, of literacy.
“Reading widely is a habit that students must develop, but they also need instruction in reading increasingly complex texts so their reading diet is more balanced. We suggest that more difficult texts with scaffolded instruction should become part of the classroom equation.”

ReadyGEN offers a robust range of assessments. In addition to daily opportunities for teachers to gauge student learning within lessons, the formative assessments provide benchmarks for teachers to assess student progress and to make instructional adjustments along the pathway toward the Performance-Based Assessments.

“...our formative assessments provide fresh, detailed information to guide our teaching on a day-to-day basis. These formative assessments contribute, over time, to students’ progress in reading, and towards their achievement on high-stakes summative assessments. Our careful reading assessment gives us the information we need to make each lesson meaningful for every student.”

Peter Afflerbach, Understanding and Using Reading Assessment, K-12
“In the act of learning, people obtain content knowledge, acquire skills, and develop work habits—and practice the application of all three to “real world” situations. Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students.”

Van Wagenen, Lewbet, Waterbury-Wyatt, Shaw, Pelletier, and Hibbard, Teacher’s Guide to Performance-Based Learning and Assessment
ReadyGEN uses the design principle of backward mapping to ensure that activities are explicitly linked to and driven by the target objectives selected for each module. Working from the requirements of the Performance-Based Assessment at the end of each module, carefully chosen content-rich selections support the text-based instruction that enables students to address the module goals.

“One starts with the end — the desired results (goals or standards) — and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.”

Wiggins and McTighe, Understanding by Design
Enduring Understandings

- **Readers** understand that characters in stories have unique points of view.
- **Writers** understand that signal words tell the sequence of events in a story.
- **Learners** understand that relationships within a community are important.

**“Knows” Essential Questions**

How do readers understand a character’s point of view?

How do writers create a clear sequence of events in a story?

**“Dos” Module Goals**

Readers will use dialogue and actions to identify the points of view of characters in stories.

Writers will create a narrative using a clear sequence of events.

Learners will identify community relationships.

**Performance-Based Assessment**

**Narrative Task: Write a New Story**

Children will write a narrative in which they write a new story using the characters from *Trouble at the Sandbox*.

As students participate in activities at the module level, they acquire Enduring Understandings about the ways in which reading, writing, and learning deepen knowledge and insight into the world. Using the texts as a springboard, students examine the Enduring Understandings along with the elements of a particular genre and apply those elements as they complete the Performance-Based Writing Assessment at the end of each module.

“In ReadyGen we think of reading and writing as two sides of the same literacy coin. We use reading to inform writing from the outset; the knowledge students gain from reading is the grist for their writing. And we use writing as a tool for enhancing their reading comprehension and learning from text; the more students write about what they have read, the better they learn and remember key ideas in the texts they read.”

P. David Pearson, 2013
### Generative Vocabulary

ReadyGEN provides systems for understanding how words work. Teach **generative vocabulary** as children dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help children internalize word-learning strategies. Go to [www.PearsonSchool.com/ReadyGEN](http://www.PearsonSchool.com/ReadyGEN) to read more about generative vocabulary instruction in ReadyGEN.

**BENCHMARK VOCABULARY** Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as:
- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

**BY-THE-WAY WORDS** By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as:
- words that don’t require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

**Generative Vocabulary in Speaking and Writing** Children should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

### Additional Vocabulary Support

For Spanish cognates, see the Scaffolded Strategies Handbook.

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"A critical group of words can be taught, but both the choice of words and the nature of instruction need to be generative, if students are to be prepared to unlock the meanings of the many rare words they will encounter in complex texts. **Generative** refers to the ability to apply knowledge of how words work when encountering new words."

Elfrieda H. Hiebert and P. David Pearson, *Generative Vocabulary Instruction*
By teaching words in clusters of ideas rather than in isolation, students learn many more words; one word carries with it all of its relatives. Knowledge of morphological links helps make students aware that words share a common root. Recognizing semantic links expands students’ vocabulary as they learn synonyms or related concepts for words. Narrative and informational links help students understand the roles that words play in a particular story or article.
Benchmark Vocabulary Routine: Literary

**The Routine**

1. Introduce the Benchmark Vocabulary Routine for Literary Text to children. For example: As we read narrative text, we will come across many words that we have not seen or heard before. Authors often help us understand those words by giving context clues. Sometimes we need to look more closely at a new word and break it into word parts. Sometimes we need to look in a dictionary for the definition of the word. Let’s look at how words work.

2. Write or display the sentence or passage containing the new word. Include a breakdown of the word into syllables. Have children pronounce the word and share context clues about its meaning. This brings children back into the text. Help them identify the part of speech of the new word.

3. Have a volunteer look up the word in a dictionary and read its definition. Help children understand the meaning as it is used in the text to ensure comprehension. For example: Delicate can be defined as “having fineness of structure, workmanship, or texture” or as “easily torn or hurt.” The text might say “Although it is made of thin, delicate strands, the web is not easily broken.” The words not easily broken help children realize that delicate is referring to the “fineness of the structure, workmanship, or texture.”

4. Use the word in other ways; for example: Making a beaded necklace is delicate work. Then discuss the word in more depth, possibly distinguishing it from words with similar shades of meaning. For example, Why do you think an author would use delicate instead of fragile to explain the strands of a spider’s web?

5. Have children compare and contrast the word with synonyms. For example: How is dainty different from delicate? How is fragile different from delicate? How is extraordinary different from delicate?

6. Have children turn to a partner and use the word in a quick one-minute conversation. This will help them become more proficient in using the word.

7. Guide children to carefully consider word choice and shades of meaning among closely related words as they use new vocabulary to write in response to literary text.

**Rationale**

In literary texts, children are likely to encounter many words that they have not read before or used in their oral language. It is imperative to help children understand strategies to address and comprehend new vocabulary. Children need to have a strong foundation in sound-spelling knowledge and develop an understanding of the complexities of affixes, inflected endings, root words, and multiple-meaning words. Children also need to understand how words function as part of a network of ideas. This generative approach to vocabulary instruction empowers children with the ability to apply knowledge of how words work when encountering unfamiliar words in complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. It is important to address new vocabulary so that children understand the text and the ways in which authors use rich words for known concepts. By making explicit connections among words, children can tackle unique words in other literary texts.

Teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading. Also, rigorous vocabulary instruction helps children expand their oral vocabularies so that they “own” the new words.

**Tips and Tools**

**Terms to Know**

- **Affix**: An affix is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, write/rewrit(e); enjoy/enjoyment; teach/teacher.

- **Inflectional ending**: An inflectional ending expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, leaders/leader’s; climbing/climbed; faster/fastest.

- **Root word**: A root word is a word that cannot be broken into smaller words. For example, act, meaning “do,” is the root word of actor, action, and activity.

“ Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes.”

*Charlotte Danielson, An Introduction to the Framework for Teaching*
The Benchmark Vocabulary Routines for Literary and Informational Texts found in the back of each Teacher’s Guide are key to vocabulary instruction. The Vocabulary Routines provide a structured approach to help students acquire strategies to apply during independent reading. Graphic organizers, also in the back of the Teacher’s Guide, help students visualize relationships between and among words and concepts.

Benchmark Vocabulary Routine: Literary

Implementing for Success
Use the following suggestions to guide children as they become familiar with the Benchmark Vocabulary Routine for Literary Text:

• Have children pronounce the word and then read the paragraph in which the word is found in the text.
• Discuss the word’s meaning in context. Rephrase the meaning, simplifying the language as appropriate.
• Discuss synonyms for the word. Reread the passage, substituting synonyms for the word. Discuss why the author chose that word. Discuss how related words describe different degrees or nuances. Then have children use the word in a sentence that is different from the context in the passage.

As children engage in Benchmark Vocabulary discussions, their word knowledge will grow. The more words children know, the more words they can read and understand in text and use in their writing. In addition, the more children know about how words work, the more they will be able to approach unfamiliar words with the confidence and knowledge to comprehend complex texts.

Tips and Tools

Context Clues
Point out effective context clues to children as you read. For example, in The Year of Miss Agnes, Kirkpatrick Hill defines sign language in this way: “Sign language. A way Bokko could learn to talk with her hands.” Sometimes authors use definition clues, as in this example for the word harnesses: “The mittens have long, braided harnesses so you can tie the mittens up behind you.”

Word Webs
When teaching a Benchmark Vocabulary word, encourage children to think of related words, place the word in its word family, and/or name the Spanish cognate for the word. You may find a Web A or Web B graphic organizer helpful when creating word webs with students.

Going Deeper
Once children are familiar with the routine:

• Have children create graphic organizers to show synonyms or morphological family members of a new word. For example, teaching the words familiar, unfamiliar, and familiarity with the word family helps children understand how words work.
• Add vocabulary words by categories to a word wall. Encourage children to notice when others use the vocabulary words in their writing.
• Discuss similes, metaphors, and personification, and have children record examples of each in their vocabulary notebooks.

Tips and Tools

Word Walls
Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, or fear words.

TERMS TO KNOW

metaphor A metaphor is a figure of speech in which a comparison is implied but not directly stated. For example, “the sun was a flaming torch in the noon sky.”

personification Personification is a figure of speech in which animals, things, or ideas take on human qualities. For example, “the eerie shadows danced on the wall of the tent.”

simile A simile is a figure of speech in which a comparison of two unlike things is directly stated, usually using the word like or as. For example, “the water was as smooth as glass.”
Through each module’s text set, the reading instruction and independent reading build toward students’ greater insight into the Reading Enduring Understanding.
Effective teachers plan with the end in mind. What does this mean? Too often in planning instruction, we get focused on the small details (student activities and tasks) before we take a look at the larger picture. Ask yourself: What do students need to know and be able to do by a given point in time?

**Suggested Pacing**

**READING**
- 30–40 minutes
  - Build Understanding
  - Close Read
  - Benchmark Vocabulary
  - Text Analysis

**SMALL GROUP TIME**
- 30–40 minutes
  - Focused Independent Reading
  - Small Group Options

**WRITING**
- 30–40 minutes
  - Narrative Writing
  - Independent Writing Practice

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**LESSON 1**
Teacher’s Guide, pp. 12–21
- READ Trade Book Chapter 1
  - Trouble at the Sandbox
- BENCHMARK VOCABULARY: shade, plastic, spade, shadow
- READING ANALYSIS: Identify Characters’ Responses
- WRITING: Describe Characters

**LESSON 2**
Teacher’s Guide, pp. 22–31
- READ Trade Book Chapter 2
  - Trouble at the Sandbox
- BENCHMARK VOCABULARY: scared, carrying, upset
- LANGUAGE ANALYSIS: Identify Story Structure
- WRITING: Identify Character Relationships

**LESSON 6**
Teacher’s Guide, pp. 62–71
- READ Trade Book Chapter 6
  - Trouble at the Sandbox
- BENCHMARK VOCABULARY: probably, mumbled, properly, nodded
- READING ANALYSIS: Use Illustrations and Words to Understand Characters
- WRITING: Write a Beginning

**LESSON 7**
Teacher’s Guide, pp. 72–81
- READ Trade Book Chapter 7
  - Trouble at the Sandbox
- BENCHMARK VOCABULARY: corner
- READING ANALYSIS: Describe How Characters Respond to Events
- WRITING: Use Sequence Words

**LESSON 11**
Teacher’s Guide, pp. 112–121
- READ Text Collection: Read the entire poem
  - “Something Told the Wild Geese”
- BENCHMARK VOCABULARY: frost, orchards, amber
- READING ANALYSIS: Describe a Poem
- WRITING: Revise a Draft

**LESSON 12**
Teacher’s Guide, pp. 122–131
- COMPARE
  - Trouble at the Sandbox
  - Snowshoe Hare’s Winter Home
- BENCHMARK VOCABULARY: sharing, scared, vanished
- READING ANALYSIS: Compare Problems and Solutions
- WRITING: Write an Explanatory Paragraph

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**ReadyGEN** provides a suggested time span for daily lessons, with the understanding that instructional focus will vary from grade to grade. Teachers will want to adjust the time spent on each segment to meet the needs of all students in their classrooms.
"Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students."

Charlotte Danielson, An Introduction to the Framework for Teaching
**Rationale**

Independent Reading is reading that children do on their own using materials of their choosing. Independent Reading provides a time for children to select self-selected texts and read independently. Children read without sustained assistance to apply higher-order reading skills and strategies to new and familiar texts. The first time children read for Independent Reading, they engage in close reading of texts of their own choosing, as well as assigned texts that build their subject-area knowledge.

“Students . . . apply their growing competence outside the company of their teacher by reading texts that match their independent reading ability. Over time, they engage in close reading of texts of their own choosing, as well as assigned texts that build their subject-area knowledge.”

**Timothy Shanahan, Douglas Fisher, and Nancy Frey,**

“The Challenge of Challenging Text.” *Educational Leadership*
Once children are comfortable with the Routine,
Going Deeper
During Independent Reading:
• Give them opportunities to talk about their reading with classmates in Independent Reading Log.
• Ask them to reflect on their reading through drawing, writing, or the Independent Reading Continuum.
• Encourage them to read texts of greater complexity, about different topics, and in a wide variety of genres.
• Children will read self-selected texts, concentrate on the two focus points for the day, and connect their texts to key ideas in the module.
• Help them judge how difficult the book is by holding up more than five fingers if the book is probably too hard. If they hold up one finger for each word they don’t know or are unsure of, the book is probably not too hard. Use the Five-Finger Rule: Read the second page. Hold up one finger for each word you don’t know or are unsure of. If you hold up more than five fingers, the book is probably too hard.

The Independent Reading Continuum shows a progression of the essential elements of independent reading in the elementary grades. This chart describes strategies and processes that students practice when engaged in purposeful, self-selected reading. Teachers can use the continuum to help gauge how well students apply what they learn in the reading lessons to texts of their own choosing.

“Independent reading makes you smart, improves your vocabulary, enhances your background knowledge, and makes you interesting. It is essential part of any effective reading program.”

Sharon Vaughn, 2013
Center Options

During Small Group Time, children can use independent center activities to practice and apply standards while you work with individuals or groups. Options for activities focusing on both concepts and learning objectives for this unit are included here.

**READING CENTER**
- Have children share a character description from an independent reading book with a partner.
- Have children create a drawing that shows characters in a book interacting in their community.
- Log in to Pearson Realize and use the instruction in the Comprehension Focus and Vocabulary Focus sections of the Reading Mat activity for this module. Then have students read EnVision Math Problem-Solving Mat for Animal life and complete the accompanying graphic organizer.

**WRITING CENTER**
- Have children draw a series of images of something happening, labeling each with sequence words to show the order of events.
- Write in Response to Reading
  - Have students complete the appropriate Writing in Response to Reading prompts, found within pp. 1–40 of their Reader’s and Writer’s Journal.
  - Have students log in to TikaTok and write a book about a child who moves to a new community. www.tikatok.com.

**DIGITAL CENTERPIECES**

**STUDENTS AS AUTHORS**
**Powered by TikaTok**
Children write their own book connected to the unit topic. They log into www.tikatok.com, respond to prompts, insert images, and produce a book to keep.

**STUDENTS AS THINKERS**
Children use EnVision Math Problem-Solving Mats to practice comprehension and vocabulary. They apply what they learn as they complete a unique online activity.

“The strategies that are part of learning to write—such as peer editing and author’s chair—also help kids learn to read. Because when I do a peer editing, I’m asking questions like, ‘Okay, what was it you really wanted to say?’; and now, ‘How well did you say it?’; and then, ‘How could I help you say it better?’ And these are exactly the kinds of questions we are trying to promote in critical reading: getting to the author, trying to understand the author’s intentions and motives.”

David Pearson, *The Voice*, 2002
Understanding Communities

MODULE GOALS

Readers will use dialogue and actions to identify the points of view of characters in stories.

Writers will create a narrative using a clear sequence of events.

Learners will identify community relationships.

STUDENTS AS AUTHORS

Children write their own book connected to the unit topic. They log into www.tikatok.com, respond to prompts, insert images, and produce a book to keep.

STUDENTS AS THINKERS

Children use EnVision Math Problem-Solving Mats to practice comprehension and vocabulary. They apply what they learn as they complete a unique online activity.

STUDENTS AS WORD WORKERS

Children play online foundational skills and generative vocabulary games to strengthen their phonics skills and build their vocabulary.

STUDENTS AS READERS

Children use online leveled texts to practice reading at their independent levels. Texts are related to the unit topic and offer a range of levels to meet every child’s needs.

WORD WORK CENTER

- Have children add sequence words and phrases to the class word wall.
- Have children create a T-chart with the headings Time and Sequence. They will list words and phrases that tell specific times in the first column, such as At four o’clock, and words that signal the order of events in the other, such as then.

RESEARCH CENTER

- Have children research a community and make a small poster with facts about that community and its people.
- Have children write about their community relationships, with friends, schoolmates, or family, and present it to a group.

The use of oral composition is good preparation for more formal written work. When students have a chance to make meaning by talking with a peer, they are more likely to have fodder for writing tasks. Group conversations can be useful for sharing information read individually by members of the group. In addition, the opportunity to retell reinforces the use of new vocabulary and concepts.”

LESSON 1
Trouble at the Sandbox, pp. 2–5

Identify Characters’ Responses

OBJECTIVES
Focus Identify characters and describe how they respond to story events. [RL.2.3]
Describe characters in a story. [RL.2.3]
Respond to comments made by others in a conversation. [SL.2.1b]

BUILD UNDERSTANDING
SET THE PURPOSE
Focus for the instruction of this unit will be the following Enduring Understanding:
Readers understand that characters in stories have unique points of view. Say: We are going to read several stories in this unit and learn how the characters in each story have unique, or individual, points of view. Tell children that a character’s point of view means a character’s opinions or feelings.

ENGAGE CHILDREN
Introduce the book Trouble at the Sandbox. Share the following Essential Questions with children and tell them that they should think about the questions as the class reads, talks, and writes about the texts in this module:
How do readers understand a character’s point of view? How do writers create a clear sequence of events in a story? Tell children: In this lesson, we are going to learn how readers can identify the ways characters respond to events, or what is happening, in the story.

READ
As you introduce pp. 2–5 of this new text, use the appropriate reading routine from pp. TR8–TR19. In this first reading, children should be reading for an understanding of what the text is mainly about.

TURN AND TALK
After reading, have children turn to a partner and discuss this question using examples from the text: Who are the characters in this story and what are they doing? Use the Think-Pair-Share Routine on pp. TR2–TR3. (Theo, Izzy, and Josh, p. 2 and building a volcano in the sandbox, p. 4)
As you check children’s understanding, make sure they are using best practices for speaking and listening as outlined in the routine.

FOUNDATIONAL SKILLS
MINI-LESSON
Short Vowels
Talk to children about short vowels. Use Sound-Spelling Cards 1, 17, and 24 to review short /a/, short /o/, and short /u/.
• Write and read these words: truck, long, sharing, dunk. Have children write ck if the sound is /k/, ng if the sound is /ng/, and nk if the sound is /nk/.
• Have children volunteer words ending in -ck, -ng, or -nk where the vowel before it is a short vowel sound. Write the words on the board.
For more explicit instruction, see p. FS2 in this Teacher’s Guide.

A Phonics or Word Analysis mini-lesson is in every lesson. More robust Foundational Skills instruction also appears behind the tab at the back of each ReadyGEN Teacher’s Guide.
CLOSE READ

CITE TEXT EVIDENCE Engage the class in a discussion about what they just read. Remind children that readers use details and examples to describe characters in the text. Use these questions to guide the discussion, and ask children to support their answers with evidence.

- What does the fact that Theo doesn’t mind playing in the sandbox on a really hot day tell you about him? (That the weather doesn’t matter as long as he is with his friends, p. 2.) Show me where the text says so. DOK L1
- How are Theo and his friends building the volcano, and what does this tell you about them? Point to the paragraphs that tell this. (They are working together. The second and third paragraphs on p. 4 explain that Izzy digs the sand, Theo and Josh load the trucks with sand and pile it up, Josh and Izzy help Theo reload his truck with more sand.) DOK L2
- What would Theo do if someone else wanted to play in the sandbox? What does this tell you about Theo? (Theo would let them because he is friendly and will share, p. 3.) Have children cite evidence by reading aloud the sentences in the text that describe that. DOK L2
- How do you think Theo and his friends might respond when the big boys show up at the sandbox? (Possible answer. They may be happy because they think that the big boys will play with them, p. 5.) DOK L3

BY-THE-WAY WORDS During close reading, define the following words for children involving known concepts that can be stumbling blocks to comprehending the text.

volcano, p. 4: Help children understand that a volcano is an opening in Earth’s crust, or surface, where melted or hot rock and steam comes out.

ENGLISH LANGUAGE LEARNERS

DESCRIBING WORDS Help children who may have difficulty coming up with words to describe Theo. You may want to come up with a few examples to get children started. Create a bank of words that describe traits.

STRATEGIC SUPPORT

CONTEXT CLUES Help children who have difficulty understanding how to use context clues to understand what personality traits a character has. Have them reread pp. 3–4 and see if they can identify descriptive words.

“The what makes scaffolding so effective is that it enables a teacher to keep a task whole, while students learn to understand and manage the parts, and presents the learner with just the right challenge. Scaffolding integrates multiple aspects of a task into manageable chunks and permits students to see how they interrelate. In so doing, it helps students to cope with the complexity of tasks in an authentic manner.”

Kathleen F. Clark and Michael F. Graves, Scaffolding students’ comprehension of text, International Reading Association, 2004
The lesson continues with instruction focused on Benchmark Vocabulary, developing students' conceptual knowledge.

Keystones throughout the lesson help students make progress toward the Performance-Based Assessment.

Students cite text evidence to help build their knowledge of the concept.

Graphic organizers, found in the Teacher Resources section in the back of the ReadyGEN Teacher’s Guide, help students organize their thinking and aid their comprehension.

“Writers often talk in order to rehearse the language and content that will go into what they write, and conversation often provides an impetus or occasion for writing. They sometimes confer with teachers and other writers about what to do next, how to improve their drafts, or in order to clarify their ideas and purposes.”

National Council of Teachers of English
Small Group Time

STEP 1  Focused Independent Reading

BUILD ACCOUNTABILITY Prepare children to read their self-selected texts. Announce the two focus points to the class, and help children make a plan for their reading. Children will apply both focus points to their self-selected texts.

TODAY’S PROCESS FOCUS
- Engagement and Identity
- Stamina
- Independence

Tell children to select a book on a topic they want to read about. Explain to them that the author, title, and pictures may help them in their selection.

TODAY’S STRATEGY FOCUS
- Vocabulary Knowledge
- Fluency
- Critical Thinking
- Comprehension

Guide children in applying the content of today’s Reading Analysis lesson to their self-selected texts. Authors include details that help readers understand about characters, their points of view, and how they respond to events. Today, as you read, look for the names of the characters in your story and words or pictures that help describe the characters and how they respond to what is happening. Put a sticky note on the names of the characters and on the details that help you understand how they respond. Alternatively, have children log in to Pearson Realize to find an Independent Reading Activity that is appropriate for the text they are reading.

MONITOR PROGRESS
- Process Focus: Have children record their reading in a daily reading log. They should write a few sentences describing what they like or dislike about one character, and why. Have them also write the title and author of the book.
- Strategy Focus: Have children review with you the sticky notes they placed in their book. Ask them to identify the characters and events and explain how the characters respond to the events. Alternatively, have children log in to Pearson Realize and review with you the Independent Reading Activity they completed for their book.

For further guidance, see the Independent Reading Routine on pp. TR12–TR19.

“"The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner.”

P. David Pearson and Margaret Gallagher
**ReadyGEN** small-group instruction encourages students to revisit the complex texts they first encountered in whole group. With appropriate strategic supports and extensions, students more deeply access these texts within their groups. *ReadyUP!* *Intervention* instruction aids struggling readers.

“The how of reading instruction includes many considerations, including...grouping. Grouping for reading is a fundamental issue in education, and is one of the few alterable features of education that can powerfully influence positively or negatively the levels of individual student engagement and hence academic progress.”

Sharon Vaughn
Taylor and her colleagues (Taylor, Pearson, Walpole, and Clark, 2000) studied low-income schools that “beat the odds” predicted by their demographics. They found that one of the characteristics that distinguished these schools from their low-performing counterparts is that teachers in the beat-the-odds schools allocated a much larger chunk of the reading period to small-group instruction.
Narrative Writing

Describe Characters

SET THE PURPOSE Explain to children that a writer will often shape his or her story around the characters. The writer includes details about the characters’ actions, thoughts, and feelings to make the characters interesting to the reader. Explain that a writer shows relationships among different characters by showing how the characters interact with one another. Ask children to think about Theo’s interactions with Izzy and Josh. During reading, children can think about how the writer describes the characters and their reactions to each other by keeping some questions in mind:

- What characters did you learn about in the pages you read?
- How does the writer describe Theo? Izzy? Josh?
- What have you learned about the characters from their interactions with each other?

TEACH AND MODEL Through discussion, help children find ways that a writer shows relationships by showing how the characters interact. Explain to children that writers will give some information about the characters directly, but they will also provide details and hints about the characters’ feelings through dialogue, thoughts, and actions. Children should pay close attention to what the characters say, think, and do in order to better understand the story. Provide the following model:

The writer begins to show some of Theo’s thoughts by telling the reader that Theo didn’t mind sharing.

Sometimes other kids would join them. But most of the time, they had it to themselves. Theo didn’t mind sharing, but it was better when they had more room.

Izzy dug out the sand with a plastic spade. She was making a river for the volcano. As she dug, Theo and Josh loaded the trucks up with sand.

The writer provides the reader with examples of how well Theo, Josh, and Izzy work together.
Write a Narrative

PREPARE TO WRITE Explain to children that they will write a narrative about Theo and his interactions with Izzy and Josh. Remind them to think about what Theo’s interactions with others say about him as a character.

Have children consider these guiding questions as they prepare to write:

- What will Theo’s interaction with Izzy and Josh be about?
- Where will this narrative take place?
- What are some key details I read about Theo that will help me write about how he would interact with Izzy and Josh?

ORGANIZE A NARRATIVE Once children have decided what the interaction will be about, you will begin the writing, asking volunteers for ideas of how to continue the scene.

Model forming and starting a narrative about the characters’ responses to one another from Trouble at the Sandbox: As I look for details about how Theo interacts with his friends, I see that he is helpful, he shares, and he seems to enjoy playing, especially in the sandbox. I need to think about what we all agreed upon as a class when I’m writing about Theo, Izzy, and Josh and the interaction the three of them have with one another.

WRITE A NARRATIVE Begin the writing yourself and have children volunteer to direct the writing and choose which details to include. Remind children to include details on what the interaction between Theo, Izzy, and Josh will be like.

Model the beginning of a narrative, based on the model used in the above section: Theo arrived at school to find that Izzy and Josh were already there. He walked up to them and said, “Hi.” Izzy and Josh stopped talking and said “Hi!” at the same time to Josh. There was still some time before school started, so Izzy asked Theo and Josh if they wanted to go play.

“We don’t believe that writers are born. Instead, we believe that writers are created. They’re created when teachers nurture their development and provide focused instruction and feedback. In writing instruction we’ve found that a systematic approach, rather than a rigid, lock-step approach, increases students’ performance in writing (and by extension, reading).”

Independent Writing Practice activities prepare students for the module level Performance-Based Assessment. Teachers can use performance on these activities to inform and adjust instruction for students as necessary.

**WRITE** Have children write about how Theo might respond to a classmate other than Izzy or Josh. Ask them to write a paragraph explaining how Theo and his classmate interact with one another. Remind children to return to pp. 2–5 of Trouble at the Sandbox to look for details that describe Theo’s actions. Have children write on p. 3 in the Reader’s and Writer’s Journal.

**CONVENTIONS** If you wish to teach children about identifying nouns, use the Conventions Mini-Lesson on p. 21. Encourage children to use at least one noun in their narrative writing.

**DIGITAL OPTIONS** If available, have children use computers or tablets to draft their writing. If they have access to a printer, have them print their paragraphs and share them with a classmate for review.

**Share Writing**
Ask volunteers to share their writing with the class. Have the class identify words and details that helped them understand the character of Theo in the new setting.
Conventions Mini-Lesson
Identify Nouns

TEACH AND MODEL Explain to children that a noun is a word for a person, place, or thing. To identify a noun, have children ask themselves if the word names a person, a place, or a thing.

- It was hot in the sandbox. The noun in this sentence is sandbox. The noun is a thing.
- There was a big sun shade over the sandbox area, which helped. The nouns in this sentence are sun shade and sandbox. The nouns are things.
- As she dug, Theo and Josh filled the trucks up with sand. The nouns in this sentence are Theo, Josh, and trucks. The nouns are people and things.

PRACTICE Have children write three sentences about the classroom. Then have them circle the nouns they used, and label whether the noun is a person, a place, or a thing. Have children switch papers and check their partner’s work. For additional practice in identifying nouns, have children turn to p. 3 in the Reader’s and Writer’s Journal.

ReadyGEN teaches grammar as a set of tools to help writers communicate more effectively with readers. As students learn grammatical elements, they apply them in their writing.

ENGLISH LANGUAGE LEARNERS

Nouns For children who struggle to identify nouns, work together to pick out nouns from a group of word cards. Have children pick a word card, say the word aloud, and identify whether it names a person, place, or thing. Explain that if the word doesn’t name any of these things, it is not a noun.

Scaffolded Instruction

Look here first for opportunities to open access for special populations: English language learners, struggling readers, or accelerated learners.
Objective: Write an original narrative story

Performance-Based Assessments emphasize integration of reading, writing, and speaking and listening as students draw from the text sets to demonstrate their knowledge of core understandings.

NARRATIVE TASK
WRITE A NEW STORY

Children will write a narrative in which they write a new story using the characters from Trouble at the Sandbox. DOK L4

Children will:
• draw or describe the characters and setting.
• write a short sequence of events with a beginning, middle, and end.
• use temporal words to signal event order.

See p. 146 for reproducible page for distribution.

Teacher Note: You may wish to administer this assessment over multiple lessons.

Use the Scaffolded Strategies Handbook to provide additional support for the diverse learners in your class. The Performance-Based Assessment lesson in the handbook provides guidance with unlocking the task, breaking down the writing process, and examining conventions and craft.
Prepare

**REVIEW** Discuss the Essential Questions: How do readers understand a character’s point of view? How do writers create a clear sequence of events in a story?

**REVISIT THE TEXT** Remind children that there are two main settings in Trouble at the Sandbox:

- Chapters 1, 2, 4, and 7: the sandbox
- Chapter 3, 5, and 6: the school

Encourage children to use one of the main settings for their task. Review with children their favorite scenes from Trouble at the Sandbox. Remind children to think about which characters they want to include in their new story. Children can think back to the words and actions of each character as they decide which ones to include in their stories.

Remind children that stories have a beginning, middle, and end. Then remind them how they planned, drafted, revised, and edited a story about Theo, Izzy, and Josh and their adventures together. Encourage children to follow these steps in the writing process as they work through this task.

“Performance assessments are common in high-achieving countries, which have long relied on open-ended items and tasks that require students to analyze, apply knowledge, and write extensively...These assessments emphasize students’ ability to frame and conduct inquiries, develop products, represent their learning orally and in writing, and reflect on quality, with the goal of self-evaluation and ongoing improvement of their work.”

*Linda Darling-Hammond and Frank Adamson, Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning*
Create

MATERIALS
• notebooks or paper for note taking
• pencils
• text: Trouble at the Sandbox
• paper and Sequence graphic organizers for planning and organizing
• computers, cameras, and scanners (optional)

WRITE
Have children work individually to revisit the characters and settings in the text. By breaking up the large group, you can monitor children’s progress as they decide what their new story will be about. Then have children write their narrative.

DIGITAL OPTION If desired, you may incorporate technology into the Performance-Based Assessment. Have children type their stories using word processing software. Then they add illustrations by printing out the pages and drawing pictures above or below the text.

BEST PRACTICES
• Provide clear expectations for children.
• Encourage children to think about other situations the characters could be involved in that might be interesting to readers.

“If we acknowledge that ‘assessment must serve students’ (Farr, 1991, p. 95), then we must also begin to actively involve children in the assessment processes that typically occur in classrooms. Working with students to determine their self-perceived strengths and needs engages students in the assessment process while offering teachers new insights on children’s thinking and growth.”

**Scaffolded Support**

In order for all students to access the Performance-Based Assessment, additional supports can be provided as necessary.

**CHECKLIST** Provide a checklist, such as the one on p. 204 of the Scaffolded Strategies Handbook, that details expectations for this project. It will clarify for students what is being assessed that details expectations for this project. It can give points to each section so the child is clear about what is going to be assessed.

**GRAPHIC ORGANIZER** Work with small groups to use the Story Sequence B graphic organizer to create a writing plan for their new story before they begin to write their draft.

<table>
<thead>
<tr>
<th>Title</th>
<th>Characters</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
<td>1. First</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Next</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Then</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Last</td>
<td></td>
</tr>
</tbody>
</table>

**WRITING TASKS** Preview writing tasks and/or break them down into smaller steps for clarity.

**EDITING TASKS** Editing tasks can be discussed, giving children clear focus for their editing.

Consistent with the ReadyGEN approach to instruction, scaffolding is an integral part of the performance assessment process. Teachers should review the scaffolded support tools and match the tools to their students’ needs.
Children share their writing with the class.

Children have worked hard writing, so now it is time to celebrate! Have children write or type their narratives and get ready for the celebration.

• Organize the classroom: Find one big chair to be the author's chair. Children will take turns sitting in the author's chair when it is his or her turn to read.

• Have children take turns sitting in the author's chair and reading what they have written.

• As children read, encourage them to speak clearly and slowly.

• Have the rest of the class ask the author questions if something is unclear.

• Digit Al Option

If you chose to incorporate technology into the Performance-Based Assessment, then have children read their new stories aloud to the class while projecting their work on a screen. Children can email or use a digital sharing tool to share their stories with their families.

NARRATIVE TASK
WRITE A NEW STORY

Write a narrative in which you create a new story using the characters from Trouble at the Sandbox. Decide on where your story will take place and what will happen to the characters.

Remember to

• draw or describe the characters and setting.
• write a short sequence of events with a beginning, middle, and end.
• use signal words to show sequence of events.

Then share your writing with the class as part of an author celebration.
Grade 2 • Unit 1 • Module A

UNIT 1 • MODULE A •

Then share your writing with the class as part of an author celebration.

• Remember to place and what will happen to the characters.

• Write a narrative in which you create a new story using the characters from the selection.

• Decide on where your story will take place and when it will unfold.

• Draw or describe the characters and setting.

• If you chose to incorporate technology into the present, children can email or use a digital sharing tool to share their stories with their families.

• Have the rest of the class ask the author questions if something is unclear.

• Have children take turns sitting in the author’s chair and reading what they have written.

• Organize the classroom: Find one big chair to be the author’s chair.

Narrative Writing Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Focus</th>
<th>Organization</th>
<th>Development</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Narrative is clearly focused and developed throughout.</td>
<td>Narrative includes characters from the selection and has a well-developed, easy-to-follow plot with a strong beginning, middle, and end.</td>
<td>Narrative includes thorough and effective use of details and description.</td>
<td>Narrative uses precise, concrete sensory language and temporal words.</td>
<td>Narrative has correct grammar, usage, spelling, capitalization, and punctuation.</td>
</tr>
<tr>
<td>3</td>
<td>Narrative is mostly focused and developed throughout.</td>
<td>Narrative includes characters from the selection, and has a plot, but there may be a lack of clarity, unrelated events, or a weak beginning, middle, and end.</td>
<td>Narrative includes adequate use of details and description.</td>
<td>Narrative uses adequate sensory language and temporal words.</td>
<td>Narrative has a few errors but is completely understandable.</td>
</tr>
<tr>
<td>2</td>
<td>Narrative is somewhat developed but may occasionally lose focus.</td>
<td>Narrative includes at least one character from the selection, but the plot is difficult to follow, and ideas are not well connected; there is an ending.</td>
<td>Narrative includes only a few details and descriptions.</td>
<td>Language in narrative is not precise or sensory; lacks temporal words.</td>
<td>Narrative has some errors in usage, grammar, spelling, and/or punctuation.</td>
</tr>
<tr>
<td>1</td>
<td>Narrative may be confusing, unfocused, or too short.</td>
<td>Narrative does not contain any characters from the selection, and has little or no apparent plot.</td>
<td>Narrative includes few or no details or description.</td>
<td>Language in narrative is vague, unclear, or confusing.</td>
<td>Narrative is hard to follow because of frequent errors.</td>
</tr>
<tr>
<td>0</td>
<td>Possible characteristics that would warrant a 0:</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• child does not write a narrative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• child does not demonstrate adequate command of narrative writing traits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• response is unintelligible, illegible, or off-topic</td>
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</table>

Children have worked hard writing, so now it is time to celebrate! Have children write or type their narratives and get ready for the celebration.

Author Celebrations

DiGiT Present

If a child does not demonstrate adequate command of narrative writing traits, then . . .

provide step-by-step instructions for creating, editing, formatting, printing, and saving a document.

For children who received a score of (0, 1, or 2) on the Narrative Writing Rubric, then . . .

make a list of words and post it in the classroom for easy reference to help them when they write narratives in the future.

look for opportunities in everyday situations to support them with specific writing strategies. Graphic organizers and other means of support will help guide children to success as they complete other Performance-Based Assessments throughout the year.

Organizing a story sequence that unfolds naturally, without unnecessary transitions or pauses, then . . .

provide graphic organizers to help them visualize the story sequence words, the beginning, middle, and end of the story. Children can use their graphic organizers to guide them as they write narratives in the future.

Focus on describing characters’ thoughts, feelings, and actions using precise and concrete sensory language, then . . .

give them examples of characters from familiar stories that were described in such detail that the reader could see those characters’ thoughts, feelings, and actions. Use a word processing application to model how to use sequence words, transitions, and sensory language.
“Writing is a world changer. This is the most interesting, amazing opportunity to positively change the teaching of writing ever. Seize these days and make the most of them. Write with your students. Expose them to extraordinary writers whose writing will floor them. There is more great writing in the world that is more accessible to our students than ever before. From all over the world. It is the best time ever to teach writing, and the best time ever to learn how to write well.”

Pam Allyn, Pearson Research & Innovation Network,
“Top 10: Teaching Writing in the Common Core Era”
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The *Scaffolded Strategies Handbook* is divided into four parts: Unlock the Text, Unlock the Writing, Routines and Activities, and Unlock Language Learning. The Unlock the Text section provides a lesson for every anchor text and supporting text selection. The Unlock the Writing section provides a scaffolded writing lesson for each of the three modes of writing as well as lessons that guide students through the tasks necessary to successfully complete each Performance-Based Assessment. The Routines and Activities section is a teacher’s toolbox of activities to support English language learners and struggling readers and writers. The Unlock Language Learning section provides scaffolded lessons to help English language learners unlock the texts.
Unlock the Text

**QUALITATIVE MEASURES**

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<th>Levels of Meaning</th>
<th>character-driven plot with unified theme resolved by end; changes over time</th>
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<td>Structure</td>
<td>successive, parallel episodes</td>
</tr>
<tr>
<td>Language</td>
<td>multiple-meaning words; descriptive language</td>
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<tr>
<td>Conventionality</td>
<td>differences of hibernation behaviors and habitats among common animal species; changing seasons</td>
</tr>
<tr>
<td>Clarity</td>
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</table>

**Prepare to Read**

**LEVELS OF MEANING**

In *Snowshoe Hare’s Winter Home*, the main purpose is to tell the story of Snowshoe Hare’s first experience with saying goodbye to many of his forest friends as they prepare to hibernate or migrate to warmer places during the coming winter season. On a deeper level, it addresses changes over time and the importance of companionship.

**STRUCTURE**

**PREVIEW** Read aloud the title, author, and illustrator. Then examine the art. Say: This illustration shows the main character, Snowshoe Hare. What type of animal do you think Snowshoe Hare is? Reread the title, emphasizing the word winter. Ask: Based on the title and the illustration.

**ENGLISH LANGUAGE LEARNERS**

Help students expand their understanding of multiple-meaning words. Share labeled pictures that demonstrate the multiple meanings. For example, contrast an animal coat with the coat we wear. Use the words in sentences related to students’ experiences.

**STRUGGLING READERS**

Some students might not be familiar with the different seasons or how the weather in each season differs. To help these students, display and label photos of each season, and have students describe what they see.

**MORE SUPPORT**

**ENGLISH LANGUAGE LEARNERS**

Review with students what the word signal means in the context of this story. Provide students with examples of signals. For example, you might explain that the school bell is a signal that school is over.

**STRUGGLING READERS**

To make sure students understand what they are reading, use the Retell or Summarize Routine and Graphic Organizer in Part 3, and work with them to summarize or retell parts of the story. Have partners take turns reading a paragraph and retelling the information in their own words. Remind students to include details from the text in their retellings.

Each lesson in the Scaffolding Strategies Handbook is divided into three parts: Prepare to Read, Interact with Text, and Express and Extend. Each of the three lesson parts addresses levels of meaning, structure, language conventionally and clarity, and knowledge demands. These four qualitative measures of text complexity provide keys for students to unlock the intricacies of a text and access deeper meanings.
when does this story take place? (in the winter) Have students look at the illustrations in the selection. Ask:

- What animals do you see in the illustrations? (rabbits, a bear, a beaver, a fish, a turtle, a duck)
- Where does the story take place? (in a forest, where there are trees and water and where it snows)
- How do the illustrations change from the beginning to the end of the story? (The trees are barely covered with snow at the beginning; they’re completely covered by the end.)
- What does this tell you? (Time is passing; winter is coming.)

**LANGUAGE CONVENTIONALITY AND CLARITY**

**PREVIEW VOCABULARY** Use the Preview and Review Vocabulary Routine in Part 3 to assess what students know about the following words: den, exploring, lodge, coats, winter, and signal. Note that den, lodge, and coats are multiple-meaning words. As students read, stop to make sure they understand which meanings are used within the context of this story.

**CRITICAL VOCABULARY** Use the Vocabulary Activities and Games in Part 3 to preteach domain-specific vocabulary words, such as hibernate, hibernation, season, migrate, and migration. Note that migrate and migration are not words used directly in the story, but they might be helpful to discuss in relation to the text.

**COGNATES** Use the list of Spanish cognates at the beginning of this module to guide your Spanish-speaking students as they read the selection.

**KNOWLEDGE DEMANDS**

**ACTIVATE BACKGROUND KNOWLEDGE** Ask students to share what they know about the four seasons. Draw a four-square box labeled Spring, Summer, Fall, and Winter. Ask students to tell what the weather is like in each season, and record their responses. Focus on the winter and spring seasons. Ask: What do the trees and land look like in winter? In spring? What challenges might animals face in winter? What might animals do in fall to prepare for winter? If students are unsure of how winter weather might affect animals, encourage them to think about how the different seasons affected the animal characters in Snowshoe Hare’s Winter Home.

**STRUGGLING READERS**

To help students with the pronunciation of new vocabulary or multisyllabic words, point out which syllables are stressed. Some examples are H-i-ber-nate, H-i-ber-NA-tion, SEA-son, and SIG-nal. Have students gently tap the syllables of the word as they say it, tapping louder for stressed syllables.

Snowshoe Hare’s Winter Home

---

The qualitative factors of text complexity for each selection in the *Scaffolded Strategies Handbook* offer students at all levels and backgrounds opportunities to read more closely and with greater understanding.

“There is only one way to acquire the language of literacy, and that is through literacy itself. Why? Because the only place students are likely to encounter these structures and patterns is in the materials they read. And that is possible only if the texts they read in school are written in such language. Complex texts provide school-age learners reliable access to this language, and interacting with such texts allows them to discover how academic language works.”

Lily Wong Fillmore,
*What Does Text Complexity Mean for English Learners and Language Minority Students?*, 2012
Express and Extend

LEVELS OF MEANING

EXPRESS Lead a discussion about Snowshoe Hare’s problem toward the end of the story. Ask: What is Snowshoe Hare’s problem? (His friends have all left. He’s sad. He can’t or doesn’t want to do the things they will do during the winter.) How do you think Snowshoe Hare feels as he says goodbye to his friends for the winter? How do their winter plans affect him? What happens to help solve his problem? (He meets other hares who explain that he doesn’t need to find a new home for the winter. The hares are able to survive in the winter weather. Now Snowshoe Hare has friends to spend the winter with; he is happy that he is not alone.)

If . . . students have difficulty understanding this problem and solution, then . . . talk about how Snowshoe Hare feels at the end of the story. Have them look at his expression in the last illustration. Snowshoe Hare’s other “hare” friends have solved his problem.

EXTEND Have students write a sentence or short paragraph explaining how Snowshoe Hare solved his problem. Then have partners share their sentences with each other.

STRUCTURE

EXPRESS Review the structure of the story. Remind students that Snowshoe Hare hops through the forest talking to his friends one by one about what they’re doing. Together, create a chart with the name of each animal character from the story. As a class, discuss each animal’s winter behavior. Record a brief description under each name. Have students provide text evidence to support their responses.

EXTEND Remind students that each animal in the story has a signal that lets it know winter is coming. Have partners discuss what Snowshoe Hare’s signal is. How did Snowshoe Hare and the other hares prepare for winter?

ENGLISH LANGUAGE LEARNERS

Give students examples of words and pictures describing various emotions, such as happy, sad, disappointed, puzzled, and excited. When the class is completing sentence frames to tell how Snowshoe Hare felt at the beginning and the end of the story, students can refer to these models.

STRUGGLING READERS

If students have difficulty completing the behavior chart, have them act out what each animal was doing when Snowshoe Hare stopped to talk. Have them discuss why that animal was doing what it was doing.
Express Talk about Sentences and Words

Read aloud the following sentences from the story.

He looked up to see snowflakes tumbling and twirling. They carpeted the grassy clearing, coated the pine trees, and capped the rocks.

Ask: What does this passage mean? What do the words tumbling and twirling tell you about the snow? (The snow is falling and covering everything.) What other words could the author have used? (falling, dropping) Explain that descriptive language creates a picture in the reader’s mind that helps the reader better understand what’s happening. Then ask: What does the word carpeted mean? (“covered”) Why do you think the author chose to use carpeted?

Team Talk Say: Turn to a partner and say the sentences again using simpler words for tumbling, twirling, and carpeted.

If . . . students need more support with understanding descriptive language, then . . . revisit the illustrations. Point out specific examples where the snow is falling and covering the land like a carpet.

Extend Have students select and then illustrate another sentence from the text with descriptive language. Ask them to share why they selected the sentence and which words help create an image in the reader’s mind.

Knowledge Demands

Express Lead a discussion about hibernation. Ask: Do all of Snowshoe Hare’s friends hibernate? Which animals hibernate? Which do not? Provide time for partners to revisit the text and make a list of animals that hibernate and those that do not.

If . . . students have difficulty concluding which animals hibernate, then . . . remind them what hibernation means and guide them through the process of rereading the text to find which animals hibernate.

Extend The term migrate is not used in the story, but there is evidence of it in Duck’s actions. Discuss what it means to migrate. Have students compare migration and hibernation. Then ask: Which animal in this story migrates? Where does it go? What words in the text support your answer?

Accelerated Learners

Have students select an animal from the forest habitat to research. Ask students to find information about what it eats, where it lives, and how it behaves. Have them share their findings with the class.

“There is more to be learned from challenging texts, but this means that there needs to be a lot more teaching with such texts. Instead of asking what book level to teach someone at, teachers should ask, ‘If I place a student in a book this challenging, how much support will I need to provide to enable him/her to learn from this text?’”

Tim Shanahan, Shanahan on Literacy, February 5, 2013
Where are my standards covered in ReadyGEN?
## Grade 2

### Reading Standards for Literature

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<th>RL.2.4</th>
<th>RL.2.5</th>
<th>RL.2.6</th>
<th>RL.2.7</th>
<th>RL.2.8</th>
<th>RL.2.9</th>
<th>RL.2.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</td>
<td>● ● ●</td>
<td>● ● ●</td>
<td>● ● ●</td>
<td>● ● ●</td>
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<tr>
<td>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</td>
<td>● ● ●</td>
<td>● ● ●</td>
<td>● ● ●</td>
<td>● ● ●</td>
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<tr>
<td>Describe how characters in a story respond to major events and challenges.</td>
<td>● ● ●</td>
<td>● ● ●</td>
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<td>● ● ●</td>
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<tr>
<td>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</td>
<td>● ● ●</td>
<td>● ● ●</td>
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<td>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
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<tr>
<td>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</td>
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<td>● ● ●</td>
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<tr>
<td>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</td>
<td>● ● ●</td>
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<td>(Not applicable to literature)</td>
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<tr>
<td>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</td>
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<td>● ● ●</td>
<td>● ● ●</td>
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<tr>
<td>By the end of the year, 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.</td>
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### Reading Standards for Informational Text

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<th>RI.2.5</th>
<th>RI.2.6</th>
<th>RI.2.7</th>
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<td>● ● ●</td>
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<td><strong>RELANDING STANDARDS FOR INFORMATIONAL TEXT continued</strong></td>
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<td>Identify the main topic of a multi-</td>
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<td>Describe the connection between a</td>
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<td>ideas or concepts, or steps in technical</td>
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<td>Determine the meaning of words and</td>
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<td>Know and use various text features</td>
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<td>(e.g., captions, bold print, subheadings,</td>
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<td>glossaries, indexes, electronic menus,</td>
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<td>Identify the main purpose of a text,</td>
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<td>answer, explain, or describe.</td>
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<td>Explain how specific images (e.g., a</td>
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<td>By the end of year, read and</td>
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<p>| READING STANDARDS: FOUNDATIONAL SKILLS | | | | | | | | | | | | |
| Know and apply grade-level phonics and | RF.2.3 | | | | | | | | | | | |
| word analysis skills in decoding words. | | | | | | | | | | | | |
| Distinguish long and short vowels when | RF.2.3.a | | | | | | | | | | | |
| reading regularly spelled one-syllable | | | | | | | | | | | | |
| words. | | | | | | | | | | | | |
| Know spelling sound correspondences | RF.2.3.b | | | | | | | | | | | |
| for additional common vowel teams. | | | | | | | | | | | | |
| Decode regularly spelled two-syllable | RF.2.3.c | | | | | | | | | | | |
| words with long vowels. | | | | | | | | | | | | |
| Decode words with common prefixes and | RF.2.3.d | | | | | | | | | | | |
| suffixes. | | | | | | | | | | | | |</p>
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<td>Identify words with inconsistent but common spelling-sound correspondences. RF.2.3.e</td>
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<td>Recognize and read grade-appropriate irregularly spelled words. RF.2.3.f</td>
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<td>Read with sufficient accuracy and fluency to support comprehension. RF.2.4</td>
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<td>Read on-level text with purpose and understanding. RF.2.4.a</td>
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<td>Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.2.4.b</td>
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<td>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.2.4.c</td>
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<td>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. W.2.1</td>
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<td>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.2.2</td>
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<td>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. W.2.3</td>
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<td>(Begins in Grade 3) W.2.4</td>
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<td>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. W.2.5</td>
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<td>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.2.6</td>
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<td>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). W.2.7</td>
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<td>Recall information from experiences or gather information from provided sources to answer a question. W.2.8</td>
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<td><strong>Writing Standard</strong> (Begins in Grade 4) W.2.9</td>
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<td>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.1</td>
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<td>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). SL.2.1.a</td>
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<td>Build on others’ talk in conversations by linking their comments to the remarks of others. SL.2.1.b</td>
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<td>Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.1.c</td>
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<td>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.2</td>
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<td>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. SL.2.3</td>
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<td>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.2.4</td>
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<td>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. SL.2.5</td>
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<td>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. SL.2.6</td>
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<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.2.1</td>
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<td>Use collective nouns (e.g., group). L.2.1.a</td>
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<td>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.b</td>
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<td>Use reflexive pronouns (e.g., myself, ourselves). L.2.1.c</td>
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<td>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1.d</td>
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<td>Use adjectives and adverbs, and choose between them depending on what is to be modified. L.2.1.e</td>
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<tr>
<td>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). L.2.1.f</td>
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<tr>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2.2</td>
<td>●</td>
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<tr>
<td>Capitalize holidays, product names, and geographic names. L.2.2.a</td>
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<td>Use commas in greetings and closings of letters. L.2.2.b</td>
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<td>Use an apostrophe to form contractions and frequently occurring possessives. L.2.2.c</td>
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<td>Generalize learned spelling patterns when writing words (e.g., cage ➞ badge; boy ➞ boil). L.2.2.d</td>
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<td>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.2.e</td>
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<tr>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.2.3</td>
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<tr>
<td>Compare formal and informal uses of English. L.2.3.a</td>
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<tr>
<td>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. L.2.4</td>
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<td>Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4.a</td>
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<td>LANGUAGE STANDARDS continued</td>
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<td>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). L.2.4.b</td>
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<td>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). L.2.4.c</td>
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<td>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). L.2.4.d</td>
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<td>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. L.2.4.e</td>
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<td>Demonstrate understanding of word relationships and nuances in word meanings. L.2.5</td>
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<td>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.5.a</td>
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<td>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). L.2.5.b</td>
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<tr>
<td>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). L.2.6</td>
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</tbody>
</table>
## Understanding Communities

### MODULE A

<table>
<thead>
<tr>
<th>PBA Description</th>
<th>Essential Questions</th>
</tr>
</thead>
</table>
| **Narrative Task: Write a New Story**  
Children will write a narrative in which they write a new story using the characters from *Trouble at the Sandbox*.  
Children will:  
• draw or describe the characters and setting.  
• write a short sequence of events with a beginning, middle, and end.  
• use temporal words to signal event order. | Readers: How do readers understand a character’s point of view? **RL.2.6**  
Writers: How do writers create a clear sequence of events in a story? **W.2.3** |

### Anchor and Supporting Texts

| Anchor Text (Trade Book): | Literary Text  
*Trouble at the Sandbox* by Phillip Simpson 370L |
|---------------------------|----------------------------------|
| Supporting Text (Text Collection): | Literary Text  
*Snowshoe Hare’s Winter Home* by Gillian Richardson 530L |
| Poetry | “Pig” by Valerie Worth  
“Something Told the Wild Geese” by Rachel Field |

### Goals

Readers will use dialogue and actions to identify the points of view of characters in stories. **RL.2.6**  
Writers will create a narrative using a clear sequence of events. **W.2.3**  
Learners will identify community relationships.

### Standards Coverage

<table>
<thead>
<tr>
<th>Reading: Literature</th>
<th><strong>RL.2.1</strong>, <strong>RL.2.2</strong>, <strong>RL.2.3</strong>, <strong>RL.2.4</strong>, <strong>RL.2.5</strong>, <strong>RL.2.6</strong>, <strong>RL.2.7</strong>, <strong>RL.2.9</strong>, <strong>RL.2.10</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Foundational Skills</td>
<td><strong>RF.2.3</strong>, <strong>RF.2.3.a</strong>, <strong>RF.2.3.b</strong>, <strong>RF.2.3.f</strong>, <strong>RF.2.4</strong>, <strong>RF.2.4.a</strong>, <strong>RF.2.4.b</strong>, <strong>RF.2.4.c</strong></td>
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<tr>
<td>Writing</td>
<td><strong>W.2.1</strong>, <strong>W.2.3</strong>, <strong>W.2.5</strong>, <strong>W.2.6</strong>, <strong>W.2.7</strong></td>
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<tr>
<td>Speaking and Listening</td>
<td><strong>SL.2.1</strong>, <strong>SL.2.1.a</strong>, <strong>SL.2.1.b</strong>, <strong>SL.2.2</strong>, <strong>SL.2.3</strong>, <strong>SL.2.4</strong>, <strong>SL.2.5</strong>, <strong>SL.2.6</strong></td>
</tr>
</tbody>
</table>

### Enduring Understandings

- **Readers** understand that characters in stories have unique points of view. **RL.2.6**
- **Writers** understand that signal words tell the sequence of events in a story. **W.2.3**
- **Learners** understand that relationships within a community are important.
# Understanding Communities

## MODULE B

### PBA Description

**Informative/Explanatory Task: Compare and Contrast Communities**

Children will write a compare-and-contrast paragraph about two of the communities they read about in the selections. Children will:

- introduce the two communities.
- include at least one fact about each community that is the same.
- include at least one fact about each community that is different.
- provide a closing sentence.

### Essential Questions

**Readers:** How do readers determine a text’s main topic?  
**Writers:** How do writers introduce and develop a topic in informative writing?

### Anchor and Supporting Texts

| Anchor Text (Trade Book): Informational Text | Friends Around the World by Ana Galan 480L |
| Supporting Text (Text Collection): Literary Text | The House on Maple Street by Bonnie Pryor AD650L |
| Poetry | “Subways Are People” by Lee Bennett Hopkins |
| | “Fishing in the Creek” by Linda Oatman High |

### Goals

Readers will identify main topics and key details in informational texts.  
**RI.2.2**  
Writers will write a compare-and-contrast paragraph that introduces a topic and includes facts to develop it.  
**W.2.2**  
Learners will demonstrate understanding of the differences between communities.

### Standards Coverage

**Reading: Literature**  
RL.2.1, RL.2.3, RL.2.4, RL.2.5, RL.2.10  
**Reading: Informational Text**  
RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10  
**Reading: Foundational Skills**  
RF.2.3, RF.2.3.a, RF.2.3.d, RF.2.3.e, RF.2.3.f, RF.2.4, RF.2.4.a, RF.2.4.b  
**Writing**  
W.2.2, W.2.5, W.2.6, W.2.8  
**Speaking and Listening**  
SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.3, SL.2.5, SL.2.6  
**Language**  
L.2.1, L.2.1.e, L.2.1.f, L.2.2, L.2.2.c, L.2.2.d, L.2.2.e, L.2.3, L.2.3.a, L.2.4, L.2.4.a, L.2.4.c, L.2.4.e, L.2.5.a, L.2.6

### Enduring Understandings

- **Readers** understand that informational texts have main topics that are supported by key details.  
  **RI.2.2**
- **Writers** understand the importance of clearly introducing a topic and developing it with facts.  
  **W.2.2**
- **Learners** understand that people in communities have different experiences based on where they live.
### Module A

**PBA Description**

**Narrative Task: Write About a Decision**

Children will write a short narrative about a character who makes a decision about money.

Children will:
- create a plot with a beginning, middle, and end.
- include at least two events.
- use temporal words to signal the order of events.
- include details that express the thoughts and feelings of the character.
- write a sentence that wraps up the story.

**Essential Questions**

Readers: How do readers identify the beginning, middle, and end of a story? **RL.2.3, RL.2.5**

Writers: How do writers use details about a character's actions, thoughts, and feelings to make stories more interesting? **W.2.3**

### Anchor and Supporting Texts

**Anchor Text (Trade Book):**

**Literary Text**

*Alexander, Who Used to Be Rich Last Sunday* by Judith Viorst AD570L

**Supporting Text (Text Collection):**

**Literary Text**

*A Chair for My Mother* by Vera B. Williams 640L

**Poetry**

"Money Matters" by Alan Katz

"Sharing" by Shel Silverstein

### Goals

**Readers** will describe the structure of a story by identifying its beginning, middle, and end. **RL.2.3, RL.2.5**

**Writers** will compose a narrative with details that describe characters' actions, thoughts, and feelings. **W.2.3**

**Learners** will identify ways in which people make decisions based on their needs and wants.

### Standards Coverage

**Reading: Literature**

RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10

**Reading: Foundational Skills**

RF.2.3, RF.2.3.b, RF.2.3.d, RF.2.3.e, RF.2.3.f, RF.2.4, RF.2.4.a, RF.2.4.b

**Writing**

W.2.3, W.2.5, W.2.6, W.2.7, W.2.8

**Speaking and Listening**

SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.4, SL.2.5, SL.2.6

**Language**

L.2.1, L.2.1.d, L.2.1.e, L.2.1.f, L.2.2, L.2.2.c, L.2.2.e, L.2.3, L.2.4, L.2.4.a, L.2.5, L.2.5.b, L.2.6

### Enduring Understandings

**Readers** understand that knowing the structure of a story helps them comprehend the text. **RL.2.3, RL.2.5**

**Writers** understand that describing a character's actions, thoughts, and feelings enhances a story. **W.2.3**

**Learners** understand that people make decisions based on their needs and wants.
# Making Decisions

## MODULE B

### PBA Description

**Opinion Task: Write an Opinion**
Children will write an opinion paragraph about something they want and why they should have it.
Children will:
- introduce what they want.
- state their opinion about why they should have it.
- supply reasons that support their opinion.
- use linking words that connect their reasons to the opinion.

### Essential Questions

Readers: How do readers ask and answer questions to better understand a text? **RL.2.1, RI.2.1**
Writers: How do writers support their opinions with reasons and explanations? **W.2.1**

### Anchor and Supporting Texts

**Anchor Text (Trade Book):** Informational Text
*Money Matters!* by Nikki Tate-Stratton 650L

**Supporting Text (Text Collection):** Literary Text
*I Wanna Iguana* by Karen Kaufman Orloff 610L

**Poetry**
“Lizard Lounging” by Tony Johnston
“Unfair” by Shel Silverstein

### Goals

Readers will ask and answer questions about details and information in a text. **RL.2.1, RI.2.1**
Writers will compose an opinion paragraph that uses reasons to support their opinion. **W.2.1**
Learners will explain how people make choices based on needs, wants, and available resources.

### Standards Coverage

**Reading: Literature**
RL.2.1, RL.2.2, RL.2.6

**Reading: Informational Text**
RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10

**Reading: Foundational Skills**
RF.2.3.d, RF.2.4.b, RF.2.4.c

**Writing**
W.2.1, W.2.2, W.2.5, W.2.6, W.2.7

**Speaking and Listening**
SL.2.1, SL.2.1.b, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

**Language**
L.2.1, L.2.1.f, L.2.2, L.2.2.b, L.2.2.d, L.2.3, L.2.3.a, L.2.4, L.2.4.a, L.2.4.b, L.2.4.c, L.2.4.e, L.2.5, L.2.5.b, L.2.6

### Enduring Understandings

**Readers** understand that asking and answering questions helps clarify their comprehension of a text. **RL.2.1, RI.2.1**

**Writers** understand that authors use reasons to support their opinions. **W.2.1**

**Learners** understand the effects that available resources have on people’s choices.
<table>
<thead>
<tr>
<th>PBA Description</th>
<th>Essential Questions</th>
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</table>
| **Informative/Explanatory Task: Write a Biographical Sketch** | Readers: How do readers use illustrations and text features to better understand what they read? **RL.2.7, RI.2.5**  
Writers: How do writers gather ideas from different sources? **W.2.2** |

**Children will research an American who did something special to help our country. The research should focus on the contributions he or she made to our country. Children will:**
- conduct shared research with a small group.
- write three questions and their answers that are found during shared research.
- write three paragraphs that state their questions and answers.
- use appropriate question words such as what, when, and why.

**Anchor and Supporting Texts**

**Anchor Text (Trade Book):** Informational Text  
*Theodore Roosevelt: The Adventurous President* by Lisa DeMauro 570L

**Supporting Text (Text Collection):** Literary Text  
*Marching With Aunt Susan* by Claire Rudolf Murphy AD650L

**Poetry:**  
“Lincoln” by Nancy Byrd Turner  
“My America” by Jan Spivey Gilchrist

**Goals**

Readers will explain how illustrations and text features help them make better sense of what they read. **RL.2.7, RI.2.5**  
Writers will create a biographical sketch using multiple sources. **W.2.2**  
Learners will explain how a person’s life story can reveal big ideas about historical events.

**Enduring Understandings**

**Readers** understand that illustrations in literary texts and specific features in informational texts can help them understand what they read. **RL.2.7, RI.2.5**  
**Writers** understand that using multiple sources makes research-based writing stronger. **W.2.2**  
**Learners** understand that a person’s life story can reveal big ideas about historical events.

**Standards Coverage**

**Reading: Literature**  
RL.2.1, RL.2.3, RL.2.4, RL.2.6, RL.2.10  
**Reading: Informational Text**  
RL.2.1, RL.2.3, RL.2.5, RL.2.6, RL.2.9, RL.2.10  
**Reading: Foundational Skills**  
RF.2.3, RF.2.3.a, RF.2.3.b, RF.2.3.c, RF.2.3.e, RF.2.3.f, RF.2.4, RF.2.4.a, RF.2.4.b, F.2.4.c  
**Writing**  
W.2.1, W.2.2, W.2.3, W.2.5, W.2.6, W.2.7, W.2.8  
**Speaking and Listening**  
SL.2.1.a, SL.2.1.b, SL.2.2, SL.2.4, SL.2.5, SL.2.6  
**Language**  
L.2.1, L.2.1.d, L.2.1.e, L.2.1.f, L.2.2, L.2.2.a, L.2.2.d, L.2.2.e, L.2.3, L.2.4, L.2.4.d, L.2.4.e, L.2.5.b, L.2.6
## Building Ideas

### MODULE B

#### PBA Description

**Informative/Explanatory Task: Design a Park**  
Children will design a park and explain how the park will benefit their community.  
Children will:  
- write about the qualities and characteristics of their park.  
- write about how the park will benefit the community.  
- illustrate their newly designed park.

#### Essential Questions

Readers: How do readers ask and answer questions to identify key details in texts? **RL.2.1, RI.2.1**  
Writers: How do writers use facts and details to develop a topic? **W.2.2**

#### Anchor and Supporting Texts

**Anchor Text (Trade Book):** Informational Text  
*Change Makers* by Libby Martinez 570L  

**Supporting Text (Text Collection):** Literary Text  
*City Green* by DyAnne DiSalvo-Ryan AD480L  

**Poetry**  
“City Trees” by Edna St. Vincent Millay  
*Poems from Stone Bench in an Empty Park* by Myra Cohn Livingston

#### Goals

Readers will explain how asking and answering questions leads them to understand key details in texts. **RL.2.1, RI.2.1**  
Writers will create an explanatory text that introduces a topic and develops it with facts and details. **W.2.2**  
Learners will explain how ideas need to become actions in order to improve a community.

#### Enduring Understandings

**Readers** understand the importance of asking and answering questions about key details in texts. **RL.2.1, RI.2.1**  
**Writers** understand that facts and details help develop topics in writing. **W.2.2**  
**Learners** understand that turning an idea into action requires determination and hard work.

#### Standards Coverage

**Reading: Literature**  
RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10  
**Reading: Informational Text**  
RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10  
**Reading: Foundational Skills**  
RF.2.3.d, RF.2.4, RF.2.4.a, RF.2.4.b, RF.2.4.c  
**Writing**  
W.2.2, W.2.5, W.2.6, W.2.7, W.2.8  
**Speaking and Listening**  
SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.3, SL.2.4, SL.2.6  
**Language**  
L.2.1, L.2.1.b, L.2.1.e, L.2.1.f, L.2.2, L.2.2.b, L.2.3, L.2.3.a, L.2.4, L.2.4.a, L.2.4.b, L.2.4.c, L.2.4.e, L.2.5, L.2.6
### PBA Description

**Narrative Task: Write About Henry and Chin**  
Children will write a short story about Henry and Chin from *The Earth Dragon Awakes* that describes an adventure the boys might have during the rebuilding of San Francisco after the earthquake.

Children will:
- write a short sequence of events about Henry and Chin’s adventure.
- include details to describe how the characters feel and what they are thinking.
- describe the actions of the characters.
- use temporal words to signal event order.
- provide a conclusion.

### Standards Coverage

**Reading: Literature**  
- RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10

**Reading: Foundational Skills**  
- RF.2.3, RF.2.3.a, RF.2.3.b, RF.2.3.c, RF.2.3.d, RF.2.3.f, RF.2.4, RF.2.4.a, RF.2.4.b, RF.2.4.c

**Writing**  
- W.2.3, W.2.5, W.2.6, W.2.7

**Speaking and Listening**  
- SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.2, SL.2.4, SL.2.5, SL.2.6

**Language**  
- L.2.1, L.2.1.a, L.2.1.b, L.2.1.c, L.2.1.d, L.2.2, L.2.2.a, L.2.2.d, L.2.2.e, L.2.3, L.2.4, L.2.4.a, L.2.4.b, L.2.4.d, L.2.5.b, L.2.6
# Facing Challenges and Change

## MODULE B

<table>
<thead>
<tr>
<th>PBA Description</th>
<th>Essential Questions</th>
</tr>
</thead>
</table>
| **Informative/Explanatory Task: Write a Magazine Article** | Readers: How do readers identify multiple main topics within a text? \textit{RI.2.2}  
Writers: How do writers develop a strong conclusion in their informational writing? \textit{W.2.2} |

Children will use information they have learned from the selections to write an informative magazine article explaining a natural event.  
Children will:  
• introduce a topic.  
• use facts and definitions to develop information.  
• provide a conclusion.  

<table>
<thead>
<tr>
<th>Anchor and Supporting Texts</th>
<th>Standards Coverage</th>
</tr>
</thead>
</table>
| **Anchor Text (Trade Book):** Informational Text  
\textit{Disaster Alert!} by Christine Butler Taylor 570L  
**Supporting Text (Text Collection):** Informational Text  
\textit{Danger! Earthquakes} by Seymour Simon 710L  
**Poetry**  
“Who Could Somersault the San Andreas Fault?” by J. Patrick Lewis  
“Dragon Smoke” by Lilian Moore | **Reading:** Literature  
\textit{RL.2.4, RL.2.10}  
**Reading:** Informational Text  
\textit{RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10}  
**Reading:** Foundational Skills  
\textit{RF.2.3, RF.2.3.b, RF.2.3.c, RF.2.3.e, RF.2.3.f, RF.2.4, RF.2.4.a, RF.2.4.b}  
**Writing**  
\textit{W.2.2, W.2.5, W.2.6, W.2.7, W.2.8}  
**Speaking and Listening**  
\textit{SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6}  
**Language**  
\textit{L.2.1, L.2.1.e, L.2.1.f, L.2.2, L.2.2.b, L.2.2.c, L.2.2.d, L.2.2.e, L.2.3, L.2.3.a, L.2.4, L.2.4.a, L.2.4.c, L.2.4.d, L.2.4.e, L.2.5, L.2.6} |

<table>
<thead>
<tr>
<th>Goals</th>
<th></th>
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</table>
| Readers will identify multiple main topics in an informational text. \textit{RI.2.2}  
Writers will compose an informative/explanatory text with facts, definitions, and a strong conclusion. \textit{W.2.2}  
Learners will explain various changes that can occur on the Earth’s surface. |  |

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
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</thead>
</table>
| Readers understand that identifying main topics in a text aids their comprehension. \textit{RI.2.2}  
Writers understand that informational writing is strengthened by facts, definitions, and a solid conclusion. \textit{W.2.2}  
Learners understand that change can happen quickly and create challenges. |  |
## Pioneering New Ideas and New Worlds

### MODULE A

#### PBA Description

**Opinion Task: Write About Lessons**

Children will think about some of the lessons that we can learn from Johnny Appleseed: use what you have, share what you have, and respect nature. Children will choose one of the lessons and write their opinion about why they think the lesson is still important to follow in today’s world.

Children will:
- introduce the lesson they choose.
- state an opinion about the lesson.
- supply reasons that support the opinion.
- use linking words (e.g., because, and, also) to connect opinion and reasons.
- provide a conclusion.

#### Essential Questions

Readers: How can readers benefit from reading different texts on the same topic? **RI.2.9**

Writers: How do writers use reasons to support their opinions on a topic? **W.2.1**

### Anchor and Supporting Texts

**Anchor Text (Trade Book):** Informational Text

*John Chapman: Planter and Pioneer* by Ron Fridell 550L

**Supporting Text (Text Collection):** Informational Text

*Johnny Appleseed* by Lola M. Schaefer 470L

**Poetry**

“Planting a Tree” by Nancy Byrd Turner

“Trees” by Harry Behn

### Standards Coverage

- **Reading:**
  - Literature: RL.2.1, RL.2.4, RL.2.10
  - Informational Text: RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.8, RI.2.9, RI.2.10
  - Foundational Skills: RF.2.3, RF.2.3.b, RF.2.3.c, RF.2.3.d, RF.2.3.e, RF.2.3.f, RF.2.4, RF.2.4.a, RF.2.4.b, RF.2.4.c

- **Writing:** W.2.1, W.2.5, W.2.6, W.2.7, W.2.8

- **Speaking and Listening:** SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.2, SL.2.4, SL.2.5, SL.2.6

- **Language:** L.2.1, L.2.1.b, L.2.1.e, L.2.1.f, L.2.2, L.2.2.b, L.2.2.c, L.2.2.d, L.2.2.e, L.2.3, L.2.4, L.2.4.a, L.2.4.b, L.2.4.d, L.2.4.e, L.2.5.b, L.2.6

### Goals

- **Readers** will compare and contrast main ideas from two texts on the same topic. **RI.2.9**
- **Writers** will state an opinion and support it with reasons. **W.2.1**
- **Learners** will explain how personal journeys can affect the history of communities.

### Enduring Understandings

**Readers** understand that texts on the same topic have similarities and differences. **RI.2.9**

**Writers** understand that opinions need strong reasons to support them. **W.2.1**

**Learners** understand that personal journeys can affect historical events.
# Pioneering New Ideas and New Worlds

## Module B

<table>
<thead>
<tr>
<th>PBA Description</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative Task: Write About a Journey West</strong>&lt;br&gt;Children will write a short story about a pioneer child who shows bravery using ideas and information from the texts they read.&lt;br&gt;Children will:&lt;br&gt;• recount a well-elaborated event or short sequence of events.&lt;br&gt;• include details to describe actions, thoughts, and feelings.&lt;br&gt;• use temporal words to signal event order.&lt;br&gt;• provide a conclusion.</td>
<td>Readers: How do readers use both literary and informational texts to learn about similar topics? RL.2.1, RI.2.1&lt;br&gt;Writers: How do writers use details to describe characters and events? W.2.3</td>
</tr>
</tbody>
</table>

## Anchor and Supporting Texts

<table>
<thead>
<tr>
<th>Anchor Text (Trade Book): Informational Text <strong>Pioneers to the West</strong> by John Bliss NC770L&lt;br&gt;Supporting Text (Text Collection): Literary Text <strong>Going West</strong> by Jean Van Leeuwen AD600L&lt;br&gt;Poetry&lt;br&gt;“Home on the Range” by Dr. Brewster Higley&lt;br&gt;“The Gateway Arch” by Diane Siebert</th>
<th>Standards Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td><strong>Reading: Literature</strong>&lt;br&gt;RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10&lt;br&gt;<strong>Reading: Informational Text</strong>&lt;br&gt;RI.2.1, RI.2.3, RI.2.5, RI.2.6, RI.2.7, RI.2.9, RI.2.10&lt;br&gt;<strong>Reading: Foundational Skills</strong>&lt;br&gt;RF.2.3, RF.2.3.c, RF.2.3.d, RF.2.3.e, RF.2.3.f, RF.2.4, RF.2.4.a, RF.2.4.b, RF.2.4.c&lt;br&gt;<strong>Writing</strong>&lt;br&gt;W.2.3, W.2.5, W.2.6&lt;br&gt;<strong>Speaking and Listening</strong>&lt;br&gt;SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6&lt;br&gt;<strong>Language</strong>&lt;br&gt;L.2.1, L.2.1.f, L.2.2, L.2.3, L.2.3.a, L.2.4.b, L.2.4.c, L.2.4.e, L.2.5, L.2.6</td>
</tr>
<tr>
<td>Readers will glean information about similar topics from both literary and informational texts. RL.2.1, RI.2.1&lt;br&gt;Writers will create sequenced narratives that include details and a conclusion. W.2.3&lt;br&gt;Learners will explain how people’s journeys have helped our country grow.</td>
<td><strong>Enduring Understandings</strong>&lt;br&gt;<strong>Readers</strong> understand that different types of texts can be used to learn about similar topics. RL.2.1, RI.2.1&lt;br&gt;<strong>Writers</strong> understand the importance of well-sequenced events, details, and conclusions in stories. W.2.3&lt;br&gt;<strong>Learners</strong> understand that people’s journeys to settle in new places helped our country grow.</td>
</tr>
</tbody>
</table>
## Changing the World

### MODULE A

<table>
<thead>
<tr>
<th>PBA Description</th>
<th>Essential Questions</th>
</tr>
</thead>
</table>
| **Opinion Task: Write a Book Review**  
Children will write a book review about which of the selections they liked best.  
Children will:  
* introduce the book.  
* state an opinion about the book they choose.  
* supply three or more reasons that support their opinion.  
* use linking words (e.g., because, and, also) to connect opinion and reasons.  
* provide a conclusion. | Readers: How do readers use story structure in literary texts and text features in informational texts to better comprehend what they read?  
**RL.2.5, RI.2.5**  
Writers: How can writers connect opinions and reasons? **W.2.1** |

### Anchor and Supporting Texts

| Anchor Text (Trade Book): Informational Text  
*68 Ways to Save the Planet Before Bedtime* by Paul Mason 650L  
Supporting Text (Trade Book): Literary Text  
*On Meadowview Street* by Henry Cole 520L  
Poetry  
“Walk Lightly” by J. Patrick Lewis  
“Every Time I Climb a Tree” by David McCord |  |

### Goals

Readers will identify and use story structure and text features to understand texts. **RL.2.5, RI.2.5**  
Writers will support an opinion with reasons and evidence from the texts they have read. **W.2.1**  
Learners will recount how people’s commitments have made the world a better place.

### Enduring Understandings

**Readers** understand specific strategies they can use to improve their understanding of texts. **RL.2.5, RI.2.5**  
**Writers** understand that opinions and reasons are connected. **W.2.1**  
**Learners** understand that people can change the world with strong commitment.

### Standards Coverage

**Reading: Literature**  
**RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.7, RL.2.10**  
**Reading: Informational Text**  
**RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.10**  
**Reading: Foundational Skills**  
**RF.2.3, RF.2.3.a, RF.2.3.b, RF.2.3.e, RF.2.3.f, RF.2.4, RF.2.4.a, RF.2.4.b, RF.2.4.c**  
**Writing**  
**W.2.1, W.2.5, W.2.6, W.2.7**  
**Speaking and Listening**  
**SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.2, SL.2.4, SL.2.5, SL.2.6**  
**Language**  
**L.2.1, L.2.1.b, L.2.1.e, L.2.2, L.2.2.a, L.2.2.c, L.2.2.d, L.2.3, L.2.4, L.2.4.a, L.2.4.b, L.2.4.c, L.2.4.d, L.2.4.e, L.2.5.a, L.2.5.b, L.2.6**
Changing the World

MODULE B

PBA Description

Opinion Task: Agree or Disagree
Using Alfred Nobel: The Man Behind the Peace Prize or A Picture Book of Eleanor Roosevelt, children will identify an opinion the author includes about Nobel or Roosevelt. Children will then agree or disagree with the opinion using text-based evidence.

Children will:
• introduce the selection and the part of text they are writing about.
• state an opinion about that part of the text.
• answer the questions: Do you agree or disagree with the author? Why?
• supply three or more reasons that support their opinion.
• use linking words to connect the opinion and reasons.
• provide a conclusion.

Essential Questions

Readers: How do readers determine an author’s purpose? RI.2.6
Writers: How do writers support their opinions? W.2.1

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Alfred Nobel: The Man Behind the Peace Prize
by John Bliss 870L

Supporting Text (Text Collection): Informational Text
A Picture Book of Eleanor Roosevelt
by David A. Adler AD680L

Poetry
“Hug o’ War” by Shel Silverstein
Poems from Heroes and She-roes by J. Patrick Lewis

Goals

Readers will identify the author’s purpose using details from the text. RI.2.6
Writers will support an opinion with clearly stated facts, details, and conclusion. W.2.1
Learners will identify ways in which people’s lives have affected the world.

Enduring Understandings

Readers understand an author’s purpose by identifying what the author wants to answer, explain, or describe. RI.2.6
Writers understand that opinions can be supported with facts, details, and a strong conclusion. W.2.1
Learners understand how people’s lives can affect the world.

Standards Coverage

Reading: Literature
RL.2.6, RL.2.9, RL.2.10

Reading: Informational Text
RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.8, RI.2.9, RI.2.10

Reading: Foundational Skills
RF.2.3, RF.2.3.c, RF.2.3.d, RF.2.3.f, RF.2.4, RF.2.4.a, RF.2.4.b

Writing
W.2.1, W.2.5, W.2.6, W.2.7, W.2.8

Speaking and Listening
SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Language
L.2.1, L.2.1.f, L.2.2, L.2.2.b, L.2.2.d, L.2.2.e, L.2.3, L.2.3.a, L.2.4, L.2.4.a, L.2.4.b, L.2.4.c, L.2.4.e, L.2.5, L.2.5.a, L.2.6
# Common Core Standards for English Language Arts

## ReadyGEN ©2016 Grade 2

### Reading Standards for Literature

#### Key Ideas and Details

TG U3: 82–84, 222, 232, 242, 262  
TG U4: 136–138  
TG U5: 36–37, 112, 178, 222, 232, 242, 252, 272  
TG U6: 37, 137 |
|---|---|
| Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.2 | TG U1: 114  
TG U3: 226–228  
TG U4: 72–74, 74–76, 84–86  
TG U5: 232–233, 252–254  
TG U6: 112, 114, 116–118 |
| Describe how characters in a story respond to major events and challenges. RL.2.3 | TG U1: 12–14, 42–43, 63–65, 86–88, 122–123, 126–127, 236–238  
TG U3: 242–244  
TG U5: 222–224, 224–226, 242–243  
TG U6: 72, 74–76 |

#### Craft and Structure

| Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.2.4 | TG U1: 14–16, 24–25, 32–33, 54–56, 112–114, 116–117, 234–236, 244–246  
TG U4: 252–254  
TG U5: 112–114, 116–117  
TG U6: 82–84 |
|---|---|
| Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. RL.2.5 | TG U1: 22–24, 26–27, 44–46, 46–47, 132–133, 137–139, 232–234, 237–239  
TG U3: 222–224, 264–266  
TG U5: 244–246  
TG U6: 102–104 |
| Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. RL.2.6 | TG U1: 52–54, 72–74, 124–125, 137–139  
TG U2: 122–124, 252–254  
TG U3: 112–114, 242–244  
TG U4: 12–14, 82–84  
TG U5: 222–223, 228, 234  
TG U6: 234 |
### Integration of Knowledge and Ideas

|        | TG U3: 252–254  
|        | TG U4: 126  
|        | TG U5: 247–249, 274–276  
|        | TG U6: 92–94  

(Not applicable to literature) **RL.2.8**

| TG U5: 272  
| TG U6: 272

### Range of Reading and Level of Text Complexity

By the end of the year, 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. **RL.2.10**

| TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 175, 215, 225, 255  
| TG U2: 15, 25, 35, 45, 55, 65, 75, 95, 115, 125  
| TG U3: 15, 25, 225, 235, 245, 255  
| TG U4: 55, 105, 125, 135, 252  
| TG U5: 25, 112, 165, 245, 255  
| TG U6: 25, 75, 85, 95, 185, 195, 275

### Key Ideas and Details

**RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

| TG U6: 52–54

**RI.2.2** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. **RI.2.2**

| TG U2: 172–174  
| TG U3: 162–164  
| TG U5: 12–14, 132–134  
| TG U6: 12–14, 172–174
### Key Ideas and Details continued

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. **RI.2.3**

<table>
<thead>
<tr>
<th>TG U1</th>
<th>192–194</th>
</tr>
</thead>
<tbody>
<tr>
<td>TG U2</td>
<td>216–218</td>
</tr>
<tr>
<td>TG U6</td>
<td>32–33, 122, 124–126, 192, 194, 254, 256–257, 274, 276–278</td>
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</tbody>
</table>

### Craft and Structure

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **RI.2.4**

<table>
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<tr>
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<tbody>
<tr>
<td>TG U2</td>
<td>194–196</td>
</tr>
<tr>
<td>TG U3</td>
<td>272–274</td>
</tr>
<tr>
<td>TG U4</td>
<td>192–194</td>
</tr>
<tr>
<td>TG U5</td>
<td>54–56</td>
</tr>
<tr>
<td>TG U6</td>
<td>34, 184–186, 244–246</td>
</tr>
</tbody>
</table>

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. **RI.2.5**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>TG U3</td>
<td>12–14, 28–30, 32–34, 38–40, 62–64, 66–68</td>
</tr>
<tr>
<td>TG U4</td>
<td>163–165</td>
</tr>
<tr>
<td>TG U5</td>
<td>72–74, 76–77, 82, 84–86, 86–87, 162–164</td>
</tr>
<tr>
<td>TG U6</td>
<td>22–24, 212–214</td>
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</tbody>
</table>

Identify the main purpose of a text, including what the author wants to answer, explain, or describe. **RI.2.6**

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<tr>
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<tbody>
<tr>
<td>TG U2</td>
<td>162–164</td>
</tr>
<tr>
<td>TG U3</td>
<td>18–20, 132–134, 137–139, 194–196</td>
</tr>
<tr>
<td>TG U4</td>
<td>212–214, 216–218</td>
</tr>
<tr>
<td>TG U5</td>
<td>22, 26–28, 32–34, 52–54, 104–106, 264–266</td>
</tr>
<tr>
<td>TG U6</td>
<td>62, 64, 66–67, 132, 134, 162, 164, 166–167, 222, 224–226</td>
</tr>
</tbody>
</table>

### Integration of Knowledge and Ideas

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. **RI.2.7**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>TG U2</td>
<td>182–184, 186–188</td>
</tr>
<tr>
<td>TG U3</td>
<td>182–184</td>
</tr>
<tr>
<td>TG U4</td>
<td>184–186, 222–224, 244–246, 246–248</td>
</tr>
<tr>
<td>TG U5</td>
<td>212–214, 214–216</td>
</tr>
<tr>
<td>TG U6</td>
<td>42–44</td>
</tr>
</tbody>
</table>
### Integration of Knowledge and Ideas continued

<table>
<thead>
<tr>
<th>Describe how reasons support specific points the author makes in a text. <strong>RI.2.8</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TG U1</strong>: 236–238</td>
</tr>
<tr>
<td><strong>TG U2</strong>: 172–173, 182–183, 192–194</td>
</tr>
<tr>
<td><strong>TG U3</strong>: 204–206</td>
</tr>
<tr>
<td><strong>TG U4</strong>: 182–183, 242–244</td>
</tr>
<tr>
<td><strong>TG U6</strong>: 182–183, 232–234, 236–238</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compare and contrast the most important points presented by two texts on the same topic. <strong>RI.2.9</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TG U1</strong>: 262–264, 266–268, 222–223</td>
</tr>
<tr>
<td><strong>TG U2</strong>: 262–264, 272–274</td>
</tr>
<tr>
<td><strong>TG U3</strong>: 37–39, 122–123, 272–274, 276–278</td>
</tr>
<tr>
<td><strong>TG U4</strong>: 272–274</td>
</tr>
<tr>
<td><strong>TG U5</strong>: 122–124, 134–136, 262–263</td>
</tr>
<tr>
<td><strong>TG U6</strong>: 262–264, 272</td>
</tr>
</tbody>
</table>

### Range of Reading and Level of Text Complexity

<table>
<thead>
<tr>
<th>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. <strong>RI.2.10</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TG U1</strong>: 165, 185, 195, 205, 235, 265</td>
</tr>
<tr>
<td><strong>TG U2</strong>: 165, 175, 185, 195, 205, 215, 265</td>
</tr>
<tr>
<td><strong>TG U3</strong>: 55, 65, 75, 185, 205</td>
</tr>
<tr>
<td><strong>TG U4</strong>: 165, 175, 185, 265, 275</td>
</tr>
<tr>
<td><strong>TG U5</strong>: 75, 105, 125, 165, 195, 275</td>
</tr>
<tr>
<td><strong>TG U6</strong>: 15, 125, 175, 255, 265</td>
</tr>
</tbody>
</table>

### READING STANDARDS FOR FOUNDATIONAL SKILLS

#### Phonics and Word Recognition

<table>
<thead>
<tr>
<th>Know and apply grade-level phonics and word analysis skills in decoding words. <strong>RF.2.3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TG U2</strong>: 2–3, 6–7, 10–11, 14–16, 18–20, 22–24</td>
</tr>
<tr>
<td><strong>TG U3</strong>: 2–4, 6–8, 10–11, 14–15, 18–20, 22–24</td>
</tr>
<tr>
<td><strong>TG U4</strong>: FS2–4, FS6–8, FS10–12, FS14–16, FS18–20, FS22, FS24–26</td>
</tr>
<tr>
<td><strong>TG U5</strong>: FS2–4, FS6–8, FS10–11, FS14–16, FS18–20, FS22–24</td>
</tr>
<tr>
<td><strong>TG U6</strong>: FS2–4, FS6, FS10–12, FS14–16, FS18–19, FS22–24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distinguish long and short vowels when reading regularly spelled one-syllable words. <strong>RF.2.3.a</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TG U1</strong>: FS2–3, FS4–6, FS6–8, FS8–9, FS10–11, FS12–14, FS18–20, FS22–24</td>
</tr>
<tr>
<td><strong>TG U3</strong>: 7–8, 11–12, 15–16, 19–21</td>
</tr>
<tr>
<td><strong>TG U4</strong>: FS7–9</td>
</tr>
<tr>
<td><strong>TG U6</strong>: 31</td>
</tr>
</tbody>
</table>
**Common Core Standards for English Language Arts**

### Phonics and Word Recognition continued

<table>
<thead>
<tr>
<th>Task</th>
<th>TG U1:</th>
<th>TG U2:</th>
<th>TG U3:</th>
<th>TG U4:</th>
<th>TG U5:</th>
<th>TG U6:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know spelling sound correspondences for additional common vowel teams. <strong>RF.2.3.b</strong></td>
<td>FS18–20</td>
<td>6–8, 10–12, 18–20, 22–24</td>
<td>6–8, 10–12, 14–16, 18–20</td>
<td>FS6–8, FS18–20, FS22–24</td>
<td>FS6–8</td>
<td>FS2–3, 30–31, 50–52</td>
</tr>
<tr>
<td>Decode regularly spelled two-syllable words with long vowels. <strong>RF.2.3.c</strong></td>
<td>6–8, 10–12, 14–16, 19–21</td>
<td>FS6–8, FS14, FS16, FS19</td>
<td>FS2, FS4, FS19</td>
<td>FS19</td>
<td></td>
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</tr>
<tr>
<td>Identify words with inconsistent but common spelling-sound correspondences. <strong>RF.2.3.e</strong></td>
<td>FS18–20, FS22–24</td>
<td>6–8, 10–12, 18–20, 22–24</td>
<td>2–4</td>
<td>FS18–20, FS22–24</td>
<td>FS6–8, FS18–20, FS22–24</td>
<td>FS2–4</td>
</tr>
</tbody>
</table>

### Fluency

<table>
<thead>
<tr>
<th>Task</th>
<th>TG U1:</th>
<th>TG U2:</th>
<th>TG U3:</th>
<th>TG U4:</th>
<th>TG U5:</th>
<th>TG U6:</th>
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</thead>
<tbody>
<tr>
<td>Common Core Standards for English Language Arts</td>
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<tr>
<td><strong>Fluency continued</strong></td>
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<tr>
<td>Read grade-level text with purpose and</td>
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<tr>
<td>understanding. <strong>RF.2.4.a</strong></td>
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<tr>
<td>TG U1: FS3–5, FS7–8, FS11–12, FS15–16, FS19–20, FS23–25</td>
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<td>TG U2: 3–4, 7–8, 11–12, 15–16, 19–20, 23–25</td>
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<tr>
<td>TG U6: FS3–4, FS7–8, FS11–12, FS15–16, FS19–20, FS23–24, 47, 277</td>
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<tr>
<td>Read grade-level text orally with accuracy,</td>
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<td>appropriate rate, and expression on successive</td>
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<tr>
<td>readings. <strong>RF.2.4.b</strong></td>
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<td>227, 247, 267, 277</td>
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<td>TG U3: 87, 97, 117, 127, 177, 197, 217, 227,</td>
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<td>TG U4: FS3–4, FS8–10, FS12–14, FS16–17, FS20,</td>
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<td>FS24, 27, 77, 117, 177, 187, 227, 277–279</td>
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<td>TG U5: FS3–4, FS8, FS12–14, FS16–17, FS20, FS24,</td>
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<td>27, 77, 87, 167, 177, 217–218, 277–279</td>
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<tr>
<td>TG U6: FS3–4, FS7–8, FS11–12, FS15–16, FS19–20,</td>
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<tr>
<td>FS23–24, 27, 87, 167</td>
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<tr>
<td>Use context to confirm or self-correct word</td>
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<td>recognition and understanding, rereading as</td>
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<td>necessary. <strong>RF.2.4.c</strong></td>
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<td>TG U1: 13, 65, 93, 113, 123</td>
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<td>TG U3: 47, 187</td>
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<td>TG U4: 47</td>
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<tr>
<td>TG U5: 47, 227</td>
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<tr>
<td>TG U6: 127</td>
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</table>

<table>
<thead>
<tr>
<th>WRITING STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>Write opinion pieces in which they introduce</td>
</tr>
<tr>
<td>the topic or book they are writing about,</td>
</tr>
<tr>
<td>state an opinion, supply reasons that support</td>
</tr>
<tr>
<td>the opinion, use linking words (e.g., because,</td>
</tr>
<tr>
<td>and, also) to connect opinion and reasons,</td>
</tr>
<tr>
<td>and provide a concluding statement or section.</td>
</tr>
<tr>
<td><strong>W.2.1</strong></td>
</tr>
<tr>
<td>TG U1: 18–20</td>
</tr>
<tr>
<td>218–220</td>
</tr>
<tr>
<td>TG U3: 99–100, 144</td>
</tr>
<tr>
<td>TG U5: 38–40, 48–50, 68–70, 98–100, 142–144</td>
</tr>
<tr>
<td>TG U6: 18–20, 38–40, 48–50, 58–60, 68–70,</td>
</tr>
<tr>
<td>282–289</td>
</tr>
<tr>
<td>Write informative/explanatory texts in which</td>
</tr>
<tr>
<td>they introduce a topic, use facts and</td>
</tr>
<tr>
<td>definitions to develop points, and provide a</td>
</tr>
<tr>
<td>concluding statement or section. <strong>W.2.2</strong></td>
</tr>
<tr>
<td>TG U1: 170, 180, 190, 200, 210, 220, 230,</td>
</tr>
<tr>
<td>240, 250–252, 260–262, 270–271, 280–281,</td>
</tr>
<tr>
<td>286–288</td>
</tr>
<tr>
<td>TG U2: 286–288</td>
</tr>
<tr>
<td>258–260</td>
</tr>
</tbody>
</table>
### Text Types and Purposes continued

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.  **W.2.3**

| TG U1: | 20, 30, 40, 50, 60, 70, 80, 90, 100–101, 110–112, 120–122, 130–131, 140–141, 146–148 |
| TG U3: | 146–148 |

### Production and Distribution of Writing

**(Begins in Grade 3)**  **W.2.4**

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  **W.2.5**

| TG U1: | 118–120, 128–130, 143–145, 278–280 |

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  **W.2.6**

| TG U1: | 20, 40, 70, 90, 110, 130, 140, 180, 200, 220, 240, 250, 260, 270 |
| TG U2: | 20, 40, 60, 70, 90, 130, 144, 190, 210, 240, 260, 270, 280, 282, 284 |
| TG U3: | 30, 50, 70, 90, 140, 144, 210, 230, 240, 250, 257, 260, 270, 282, 284 |
| TG U4: | 40, 50, 80, 100, 120, 140, 142, 170, 190, 210, 230, 240, 257, 282, 284 |
| TG U5: | 30, 90, 100, 107, 257, 120, 140, 142, 144, 170, 180, 210, 230, 282, 284 |
| TG U6: | 20, 40, 70, 80, 107, 120, 140, 144, 200, 220, 240, 257, 260, 284, 288 |

### Research to Build and Present Knowledge

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).  **W.2.7**

| TG U1: | 18–20, 48–49, 58–60 |
| TG U2: | 18–20, 38–40, 68–70, 198–200, 238–240 |
| TG U3: | 118–120, 128–130, 258–260 |
| TG U5: | 98–100, 108–110, 118–120 |
| TG U6: | 38–40, 68–70, 88–90, 98–100, 208–210 |

Recall information from experiences or gather information from provided sources to answer a question.  **W.2.8**

| TG U1: | 250–251, 260–261 |
| TG U2: | 109–111 |
| TG U3: | 58–60, 88–90, 218–220 |
| TG U4: | 238–240, 284–285 |
| TG U5: | 70–72 |
| TG U6: | 248–250 |
## Research to Build and Present Knowledge

(Begins in Grade 4) **W.2.9**

Not applicable according to Common Core State Standards for English Language Arts

## Range of Writing

(Begins in Grade 4) **W.2.10**

Not applicable according to Common Core State Standards for English Language Arts

## Comprehension and Collaboration

**Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. SL.2.1**

<table>
<thead>
<tr>
<th>TG U1:</th>
<th>14, 34, 54, 64, 84, 114, 134, 184, 214, 224, 234, 244, 254, 264, 274</th>
</tr>
</thead>
<tbody>
<tr>
<td>TG U2:</td>
<td>42, 82, 162, 172, 182, 192, 194, 202, 204, 212, 214, 252, 262, 272</td>
</tr>
<tr>
<td>TG U3:</td>
<td>242, 252, 262, 272</td>
</tr>
<tr>
<td>TG U4:</td>
<td>34, 42, 114, 122, 134, 192, 202, 212, 222</td>
</tr>
<tr>
<td>TG U5:</td>
<td>12, 22, 32, 74, 102, 104, 164, 204, 214</td>
</tr>
<tr>
<td>TG U6:</td>
<td>42, 52, 72, 82, 94, 184, 224, 262, 272</td>
</tr>
</tbody>
</table>

**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). SL.2.1.a**

<table>
<thead>
<tr>
<th>TG U1:</th>
<th>12, 32, 52, 62, 82, 92, 102, 122, 162, 172, 192, 202, 232, 242, 252</th>
</tr>
</thead>
<tbody>
<tr>
<td>TG U2:</td>
<td>102, 132</td>
</tr>
<tr>
<td>TG U3:</td>
<td>92, 122, 164, 222</td>
</tr>
<tr>
<td>TG U4:</td>
<td>62, 92, 172, 182, 192, 202, 222, 234, 262, 272</td>
</tr>
<tr>
<td>TG U5:</td>
<td>14, 84, 92, 104, 162, 202</td>
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<tr>
<td>TG U6:</td>
<td>42, 52, 172, 252</td>
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</tbody>
</table>

**Build on others’ talk in conversations by linking their comments to the remarks of others. SL.2.1.b**

<table>
<thead>
<tr>
<th>TG U1:</th>
<th>12, 32, 52, 62, 72, 82, 92, 102, 112, 172, 232, 242, 252, 262, 272</th>
</tr>
</thead>
<tbody>
<tr>
<td>TG U2:</td>
<td>42, 62, 72, 82, 102, 132, 162, 172, 192, 212, 222, 242, 252, 262, 272</td>
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<tr>
<td>TG U4:</td>
<td>32, 62, 92, 172, 182, 192, 202, 212, 222, 242, 262, 272</td>
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<tr>
<td>TG U5:</td>
<td>74, 14, 22, 32, 84, 92, 102, 112, 162, 202</td>
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<tr>
<td>TG U6:</td>
<td>52, 62, 72, 82, 172, 192, 204, 254, 262, 272</td>
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</tbody>
</table>

**Ask for clarification and further explanation as needed about the topics and texts under discussion. SL.2.1.c**

<table>
<thead>
<tr>
<th>TG U1:</th>
<th>172, 232</th>
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<tbody>
<tr>
<td>TG U2:</td>
<td>144</td>
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<tr>
<td>TG U3:</td>
<td>218</td>
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<td>TG U4:</td>
<td>182</td>
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<td>TG U5:</td>
<td>182</td>
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<td>TG U6:</td>
<td>182</td>
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</tbody>
</table>
### Comprehension and Collaboration continued

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **SL.2.2**

| TG U1:  | 22, 42, 62, 72, 82, 122, 132, 162, 172, 182, 192, 212, 222, 232, 262 |
| TG U2:  | 54, 72, 103, 222 |
| TG U3:  | 84, 104, 114, 134, 234, 254, 264 |
| TG U4:  | 32, 62, 72, 242, 262 |
| TG U5:  | 82, 212, 222, 242, 252, 262, 272 |
| TG U6:  | 32, 102, 112, 122, 132, 162, 242, 262, 272 |

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. **SL.2.3**

| TG U1:  | 148, 288 |
| TG U2:  | 288 |
| TG U3:  | 288 |
| TG U4:  | 220, 230 |
| TG U5:  | 230 |
| TG U6:  | 230 |

### Presentation of Knowledge and Ideas

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **SL.2.4**

| TG U1:  | 70, 80, 140 |
| TG U2:  | 40, 60, 70, 80, 110, 120, 130, 140, 180, 190, 220, 240 |
| TG U3:  | 20, 50, 110, 120, 140, 190, 230, 250, 260, 270 |
| TG U4:  | 60, 80, 110, 120, 140, 142, 170, 180, 190, 220 |
| TG U5:  | 30, 40, 50, 60, 80, 90, 100, 130, 142, 210, 220, 250, 260, 270, 282 |
| TG U6:  | 20, 120, 240, 260, 280 |

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. **SL.2.5**

| TG U1:  | 26–27, 29, 40, 60, 67, 85, 144, 146, 284 |
| TG U2:  | 32, 227, 232 |
| TG U3:  | 117 |
| TG U4:  | 40, 140, 284 |
| TG U5:  | 117, 182, 232, 288 |
| TG U6:  | 32, 92, 182, 232 |

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **SL.2.6**

<p>| TG U1:  | 14–16, 23–24, 34, 54, 63, 74, 104, 124, 132, 164, 212, 214, 223, 264, 274 |
| TG U3:  | 103, 163, 193, 233, 243, 273 |
| TG U4:  | 33, 43, 111, 113, 133, 233, 263 |
| TG U5:  | 43, 91, 93, 241 |
| TG U6:  | 139, 203 |</p>
<table>
<thead>
<tr>
<th>Language Standard</th>
<th>Common Core Standards for English Language Arts</th>
<th>ReadyGEN ©2016 Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conventions of Standard English</strong></td>
<td><strong>LANGUAGE STANDARDS</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.1** | **TG U1**: 20, 40, 60, 80, 100, 120, 140, 170, 180, 200, 220, 230, 240, 250, 270  
**TG U3**: 31, 61, 71, 91, 111, 131, 171, 191, 211, 231, 241, 251, 261, 271, 281  
**TG U4**: 21, 31, 51, 71, 101, 121, 171, 191, 211, 221, 231, 241, 251, 271, 281  
**TG U5**: 41, 51, 81, 91, 111, 121, 141, 181, 201, 211, 221, 251, 261, 271, 281  
| Use collective nouns (e.g., *group*). **L.2.1.a** | **TG U1**: 60–61  
**TG U4**: 60–62 | |
| Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). **L.2.1.b** | **TG U1**: 50–51  
**TG U3**: 12, 22, 32, 198  
**TG U4**: 50–52  
**TG U5**: 50–52  
**TG U6**: 50–52 | |
| Use reflexive pronouns (e.g., *myself, ourselves*). **L.2.1.c** | **TG U1**: 140–141  
**TG U4**: 140–142 | |
| Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). **L.2.1.d** | **TG U1**: 90–92, 100–101, 110–112  
**TG U2**: 47, 48, 111  
**TG U4**: 90–91, 100–101, 110–112 | |
| Use adjectives and adverbs, and choose between them depending on what is to be modified. **L.2.1.e** | **TG U1**: 119–121, 169–170, 180–181, 200–201, 210–211, 220–221, 250–251, 260–262  
**TG U2**: 80–81, 90–92  
**TG U5**: 80–81, 90–91  
**TG U6**: 140–142 | |
### Conventions of Standard English continued

<table>
<thead>
<tr>
<th>Task</th>
<th>TG U1</th>
<th>TG U2</th>
<th>TG U3</th>
<th>TG U4</th>
<th>TG U5</th>
<th>TG U6</th>
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</thead>
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<tr>
<td>Produce, expand, and rearrange complete simple and compound sentences (e.g., <em>The boy watched the movie</em>; <em>The little boy watched the movie</em>; <em>The action movie was watched by the little boy</em>).</td>
<td>L.2.1.f</td>
<td>L.2.2</td>
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<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<td>Capitalize holidays, product names, and geographic names.</td>
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<td>Use commas in greetings and closings of letters.</td>
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<td>Use an apostrophe to form contractions and frequently occurring possessives.</td>
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<td>Generalize learned spelling patterns when writing words (e.g., <em>cage</em> → <em>badge</em>; <em>boy</em> → <em>boil</em>).</td>
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<td>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
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<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening. <strong>L.2.3</strong></td>
<td>TG U1: 20, 30, 50, 60, 80, 90, 120, 130, 170, 180, 200, 210, 220, 230, 250</td>
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<td>TG U2: 30, 50, 70, 90, 110, 140, 180, 190, 200, 220, 240, 260, 280, 282</td>
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<td>TG U3: 40, 60, 80, 100, 130, 170, 200, 210, 230, 250, 270, 280</td>
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<td>TG U4: 20, 50, 70, 90, 110, 140, 180, 190, 210, 220, 230, 240, 260, 270</td>
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<td>TG U5: 20, 40, 60, 110, 170, 190, 200, 220, 230, 240, 250, 260, 270, 280</td>
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<td>TG U6: 30, 50, 70, 80, 90, 110, 130, 170, 180, 190, 210, 220, 230, 250</td>
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<td>T<strong>G U1</strong>: 259</td>
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<td>T<strong>G U2</strong>: 223–225</td>
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<td>T<strong>G U4</strong>: 257</td>
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<td>T<strong>G U5</strong>: 257</td>
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<td>T<strong>G U6</strong>: 257</td>
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<td>**Compare formal and informal uses of English. <strong>L.2.3.a</strong></td>
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<td><strong>Vocabulary Acquisition and Use</strong></td>
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<td>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. <strong>L.2.4</strong></td>
<td>TG U1: 14–16, 64–65, 94, 123, 133, 174, 183, 193, 203, 216, 224, 233, 254, 263</td>
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<td>TG U2: 43, 63, 163, 183</td>
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<td>TG U4: 43, 47, 93, 123, 193</td>
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<td>TG U5: 103</td>
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<td>TG U6: 34, 93, 111, 163, 181, 193, 213, 217, 221, 231, 241, 253</td>
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<td>T<strong>G U1</strong>: 13, 65, 93, 113, 123, 214, 216</td>
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<td>T<strong>G U2</strong>: 103, 225</td>
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<td>T<strong>G U3</strong>: 187</td>
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<td>T<strong>G U4</strong>: 47, 93, 194, 196, 233</td>
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<td>T<strong>G U5</strong>: 54–56, 56–57</td>
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<td>T<strong>G U6</strong>: 23, 115, 193, 217</td>
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<td>**Use sentence-level context as a clue to the meaning of a word or phrase. **L.2.4.a</td>
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<td>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). <strong>L.2.4.b</strong></td>
<td>TG U2: 213</td>
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<td>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). <strong>L.2.4.c</strong></td>
<td>TG U1: 216–217</td>
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<td>TG U5: 213–215</td>
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### Vocabulary Acquisition and Use continued

| Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). **L.2.4.d** | TG U3: 22–24  
TG U4: FS2–4, 203, 213, 273  
TG U5: 23, 95  
TG U6: 53, 70–71, 80–81, 133 |
|---|---|
| Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **L.2.4.e** | TG U1: 129–131, 216–218, 218–219, 223–225  
TG U2: 194–196, 204, 213  
TG U3: 73–75, 195–196  
TG U5: 44, 54, 64, 94, 114, 134, 184, 264, 57  
TG U6: 24, 34, 63–64, 124, 141, 164, 204, 214, 224, 244, 261, 271 |
| Demonstrate understanding of word relationships and nuances in word meanings. **L.2.5** | TG U1: 39  
TG U2: 123, 173, 193  
TG U3: 193  
TG U4: 243  
TG U5: 243  
TG U6: 181, 259 |
| Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). **L.2.5.a** | TG U1: 201  
TG U6: 121, 171, 178, 181, 191, 201 |
| Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). **L.2.5.b** | TG U1: 39–40  
TG U2: 103–105  
TG U3: 103–105  
TG U4: 103–105  
TG U5: 103–105  
TG U6: 120–121, 130–131, 140–142 |
| 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). **L.2.6** | TG U1: 14, 24, 34, 44, 54, 94, 164, 174, 194, 204, 220, 230, 234  
TG U2: 14, 24, 34, 44, 54, 64, 94, 134, 164, 174, 184, 224, 234, 244, 254  
TG U3: 14, 24, 34, 44, 54, 64, 94, 104, 114, 124, 184, 244  
TG U4: 14, 24, 34, 44, 64, 74, 84, 94, 104, 124, 134, 214, 244, 254, 274  
TG U5: 14, 44, 54, 64, 84, 104, 124, 164, 184, 204, 224, 244, 264, 274  
TG U6: 14, 24, 44, 54, 104, 114, 124, 164, 184, 194, 234, 244, 254, 264, 274 |
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