

# 2<sup>nd</sup> Grade

Implementing the English Language Arts  
Common Core State Standards



## A Teacher's Guide to the Common Core Standards: An Illinois Content Model Framework

English Language Arts/Literacy

## *The Letter and Spirit of 2<sup>nd</sup> Grade.....*

### **Reading**

- ❖ *Read grade-appropriate complex literature and informational text (RL/RI.2.10) such that they can ask and answer questions by referring explicitly to a text (RL/RI.2.1).*
- ❖ *Delve deeply into texts to uncover both the central message and supporting details, identifying the logical connections between sentences and paragraphs in a text.*
- ❖ *Compare and contrast two or more works with the same topic, author, or character, describing the traits and feelings of characters and how they respond to challenges or how ideas connect to one another.*
- ❖ *See RL/RI 2.2-9 for detailed expectations.*

### **Speaking/Listening**

- ❖ *Use skills and grade appropriate vocabulary from 1-2 to participate in collaborative conversations about grade 2 topics to deepen understanding and comprehension.*
- ❖ *Emerge from grade 2 with an ever-expanding academic vocabulary that they use in their writing and speaking.*
- ❖ *Ask questions of a speaker or a classmate to clarify comprehension of material read aloud fluently and offer elaboration on the ideas of classmates, building on what was said before.*

### **Writing**

- ❖ *Develop and organize writing in a manner appropriate to the task and purpose through introductions, supporting points, and conclusions. (W.2.1-3)*
- ❖ *Students describe accurately what happened in a text. Recognize and select the most relevant information when reading for the purpose of writing a narrative piece.*
- ❖ *Write to inform/explain or to express an opinion. To assist students in developing this skill, reading of history and science texts will provide models of connecting and sequencing of ideas.*
- ❖ *Use of specific facts and descriptive details is emphasized, as is correct spelling and punctuation. (See Language standards for detailed expectations).*
- ❖ *Include a balance of on-demand and process writing and short, focused research projects, incorporating digital texts where appropriate and use technology and media to deepen learning and draw attention to evidence and texts as appropriate.*

### **Word Analysis & Fluency**

- ❖ *Build word analysis skills so that students can demonstrate awareness and competence in grade appropriate phonics and decoding (RF.2.3).*
- ❖ *Reading fluency assessments administered at the start of the year (and throughout the year as necessary) should be used to determine a student's fluency level as students are given opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing. (RF.2.4.)*

\*Please note this tool is only one possible outline for Common Core State Standard (CCSS) classroom practice and is not intended to serve as a guide for replacing a full incorporation and implementation of the CCSS.

# Model Content Frameworks

[www.parcconline.org](http://www.parcconline.org)

Although PARCC has not yet designed K-2 Model Content Frameworks, the following information will assist district staff in understanding the design of these tools. Illinois has chosen to move ahead with a teacher's guide for Second grade that compliments the 3<sup>rd</sup> -11<sup>th</sup> grade teacher guides based on the PARCC information and current Illinois State Early Learning Standards.

The PARCC Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. The Model Content Frameworks offer one way of organizing the standards — in this instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules. Model Content Frameworks allow educators the flexibility to order the modules and the content within the modules in any way that suits their desired purposes. Because the knowledge and skills embedded across the four modules address all the standards for a given grade level, the order in which the four modules may be used is not critical. The Model Content Frameworks are designed with the following purposes in mind:

1. Supporting implementation of the Common Core State Standards, and
2. Informing the development of item specifications and blueprints for the **PARCC assessments** in grades 3–8 and high school.

The proposed **PARCC Assessment System** will be designed to measure knowledge, skills and understandings essential to achieving college and career readiness. In ELA/Literacy, these include the following areas as defined by the standards:

## **Reading complex texts:**

1. This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts.
2. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages.
3. Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts.

Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks appear in each module.

## **Writing effectively when using and/or analyzing sources:**

This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing.

## **Conducting and reporting on research:**

This expands on “writing when analyzing sources” to require students to demonstrate their ability to

1. gather resources,
2. evaluate their relevance, and
3. report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

## **Speaking and listening:**

This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

**Language use for reading, writing and speaking:** This requires students to have a strong command of grammar and spoken and written academic English.

The importance of the above skills is reflected in the emphasis the Model Content Frameworks place on students' needing regular opportunities to grapple with the **close, analytic reading** of grade-level complex texts and to construct increasingly sophisticated **responses in writing**. The Model Content Frameworks therefore provide a helpful guide in preparing students for the future **PARCC assessments**.

# Skills to Be Woven Throughout the Year

## **Analyze Content**

Students should carefully gather observations about a text by examining its meaning thoroughly and methodically. Teachers should encourage students to read and reread deliberately.

## **Conduct Discussions**

Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led), to check understanding and stay on topic while explaining their understanding.

## **Read Fluently**

Students should be able to read with accuracy and fluency to comprehend texts.

## **Study and Apply Grammar**

While the teaching of grammar and usage should be integrated throughout the year, students may need explicit instruction and additional practice in certain areas of grammar as they appear in the context of reading, writing, and speaking.

## **Cite Evidence**

Students should be able to refer explicitly to the text as the basis for answers.

## **Decode Words**

Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts.

## **Report Findings**

Students should tell a story, recount an experience, or report on a topic or text with appropriate facts and descriptive details, speaking clearly at an appropriate pace.

## **Understand and Apply Vocabulary**

Focus on academic words, or Tier 2 words, within the context of the reading and writing process; provide students with opportunities to acquire meaning through reading, writing, speaking and listening.

## **Digital Integration and Application**

Students will use digital tools to produce and publish writing along with analyzing multimedia illustrations and text to demonstrate understanding.

**Examples of Informational texts:** biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital resources on a range of topics written for a broad audience.

**Examples of Literature:** adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse

## 2<sup>nd</sup> Grade Illinois Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

### 1<sup>st</sup> Quarter-Length Module

#### Reading Complex Texts

Read grade level texts of appropriate complexity

##### Short Texts

Literature - 50%  
Informational – 50%



<u>4-8 Short Texts (3-4 weeks total)</u>	
Folktales/Fables 3-4	Draw evidence from texts and
Science 1-2	Present analyses in writing as well
Social Studies or Arts 1-2	as through speaking.

##### Extended Text

Literature - 1 (novel or play)



<u>1 Extended Text (2 weeks)</u>
Perform a close, analytic reading
Compare and synthesize ideas across other related texts
Have text-focused discussions
Produce written work

Connect the extended text to 1 or more short text(s).

#### Writing about Texts – Balance of Opinion & Informative/Explanatory

Mix of on-demand, review, and revisions writing tasks  
Build confidence and competence with technology

##### **Writing Piece - One Piece That Focuses on Opinion**

- Introduce a topic
- State an opinion
- Supply reasons that support the opinion
- Use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons
- Provide a concluding statement or section

##### **Writing Research Projects**

- Participate in a shared research and writing project
- Write 1 research project to address a topic/problem/issue
- Integrate knowledge about a topic drawn from one or more texts
- Answer a question from provided sources or record science observations
- Present findings in a variety of modes including in collaboration with peers



Beneficial for the project if it connects to a short or extended text.

#### Writing Narratives

- Write one narrative to recount a well elaborated or short sequenced event
- Include details to describe actions, thoughts and feelings
- Use temporal words to signal event order
- Provide a sense of closure

## 2<sup>nd</sup> Grade Illinois Model Content Frameworks

Optional models to consider when constructing a year long course of instruction.

### 2<sup>nd</sup> Quarter-Length Module

#### Reading Complex Texts

Read grade level texts of appropriate complexity

##### Short Texts

Literature - 50%  
Informational – 50%



##### 4-8 Short Texts (3-4 weeks total)

Literature 3-4  
Science 1-2  
Social Studies or Arts 1-2

Draw evidence from texts and present analyses in writing as well as through speaking.

##### Extended Text

Informational



##### 1 Extended Text (2 weeks)

Perform a close, analytic reading  
Compare and synthesize ideas across other related texts  
Have text-focused discussions  
Produce written work

Connect the extended text to 1 or more short text.

#### Writing about Texts - Balance of Opinion and Informative/Explanatory

Mix of on-demand, review, and revision writing tasks  
Build confidence and competence with technology

##### **Writing Piece— One Piece That Focuses on Informing/Explaining**

- Introduce a topic
- Use facts and definitions to develop points
- Provide a concluding statement or section

##### **Writing Research Projects**

- Participate in a shared research and writing project
- Write one research project to address a topic/problem/issue
- Integrate knowledge about a topic drawn from one or more texts
- Answer a question from provided sources or record science observations
- Present findings in a variety of modes including in collaboration with peers



Beneficial for the project if it connects to a short or extended text.

#### Writing Narratives

- Write one narrative to recount a well elaborated or short sequenced event
- Include details to describe actions, thoughts and feelings
- Use temporal words to signal event order
- Provide a sense of closure

## 2<sup>nd</sup> Grade Illinois Model Content Frameworks

Optional models to consider when constructing a year long course of instruction.

### 3<sup>rd</sup> Quarter-Length Module

#### Reading Complex Texts

Read grade level texts of appropriate complexity

##### Short Texts

Literature - 50%

Informational – 50%



**4-8 Short Texts (3-4 weeks total)**

Literature 3-5	Draw evidence from texts and
Science 1-2	preset analyses in writing as well
Social Studies or Arts 1-2	as through speaking.

Connect the extended text to 1 or more short text.

##### Extended Text

Literature - 1 (novel or play)



**1 Extended Text (2-3 weeks)**

Perform a close, analytic reading  
Compare and synthesize ideas across other related texts  
Have text-focused discussions  
Produce written work

#### Writing about Texts - Balance of Opinion and Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

##### **Writing Piece – One Piece That Focuses on Opinion**

- Introduce a topic
- State an opinion
- Supply reasons that support the opinion
- Use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons
- Provide a concluding statement or section

##### **Writing Research Projects**

- Participate in a shared research and writing project
- Write one research project to address a topic/problem/issue
- Integrate knowledge about a topic drawn from one or more texts
- Answer a question from provided sources or record science observations
- Present findings in a variety of modes including in collaboration with peers



Beneficial for the project if it connects to a short or extended text.

#### Writing Narratives

- Write one-two narratives to recount a well elaborated or short sequenced event
- Include details to describe actions, thoughts and feelings
- Use temporal words to signal event order
- Provide a sense of closure

## 2<sup>nd</sup> Grade Illinois Model Content Frameworks

Optional models to consider when constructing a year long course of instruction.

### 4<sup>th</sup> Quarter-Length Module

#### Reading Complex Texts

Read grade level texts of appropriate complexity

##### Short Texts

Literature - 50%

Informational – 50%



##### 5-9 Short Texts (3-4 weeks total)

Literature 3-5

Science 1-2

Social Studies or Arts 1-2

Draw evidence from texts and

present analyses in writing as well  
as through speaking.

##### Extended Text

Informational



##### 1 Extended Text (2-3 weeks)

Perform a close, analytic reading

Compare and synthesize ideas across other related texts

Have text-focused discussions

Produce written work

Connect  
the  
extended  
text to 1  
or more  
short text.

#### Writing about Texts - Balance of Opinion & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks

Build confidence and competence with technology

##### **Writing Piece— One Piece That Focuses on Informing/Explaining**

- Introduce a topic
- Use facts and definitions to develop points
- Provide a concluding statement or section

##### **Writing Research Projects**

- Participate in a shared research and writing project
- Write one research project to address a topic/problem/issue
- Integrate knowledge about a topic drawn from one or more texts
- Answer a question from provided sources or record science observations
- Present findings in a variety of modes including in collaboration with peers



Beneficial for the project if it connects to a short or extended text.

#### Writing Narratives

- Write one-two narratives to recount a well elaborated or short sequenced event
- Include details to describe actions, thoughts and feelings
- Use temporal words to signal event order
- Provide a sense of closure



## Writing Standards Progression from Grade 1 to Grade 2

In grade 2, students write to present the relationships between ideas and information efficiently. Additionally, with guidance and support from adults, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.2.1-3).

Specific changes in the Writing Standards from grade 1 to grade 2 are highlighted in the chart below:

<b>Grade 1, Standard 1 (W.1.1)</b>	<b>Grade 2 Standard 1 (W.2.1)</b>
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply <u>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.</u>
<b>Grade 1, Standard 2 (W.1.2)</b>	<b>Grade 2, Standard 2 (W.2.2)</b>
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/explanatory texts in which they <u>introduce</u> a topic, <u>use facts and definitions to develop points, and provide a concluding statement or section.</u>
<b>Grade 1, Standard 3 (W.1.3)</b>	<b>Grade 2, Standard 3 (W.2.3)</b>
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Write narratives in which they recount <u>a well-elaborated event</u> or short sequence of events, include details <u>to describe actions, thoughts, and feelings</u> , use temporal words to signal event order, and provide a sense of closure.
<b>Grade 1, Standard 4 (W.2.4)</b>	<b>Grade 2, Standard 4 (W.2.4)</b>
(Begins in grade 3)	(Begins in grade 3)
<b>Grade 1, Standard 5 (W.2.5)</b>	<b>Grade 2, Standard 5 (W.2.5)</b>
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from adults and peers, focus on a topic and <u>strengthen writing as needed by revising and editing.</u>
<b>Grade 1, Standard 6 (W.2.6)</b>	<b>Grade 2, Standard 6 (W.2.6)</b>
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>Grade 1, Standard 7 (W.2.7)</b>	<b>Grade 2, Standard 7 (W.2.7)</b>
Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	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).
<b>Grade 1, Standard 8 (W.2.8)</b>	<b>Grade 2, Standard 8 (W.2.8)</b>
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from provided sources to answer a question.
<b>Grade 1, Standard 9 (W.2.9)</b>	<b>Grade 2, Standard 9 (W.2.9)</b>
(Begins in grade 4)	(Begins in grade 4)
<b>Grade 1, Standard 10 (W.2.10)</b>	<b>Grade 2, Standard 10 (W.2.10)</b>
(Begins in grade 3)	(Begins in grade 3)

## Speaking and Listening Standards Progression from Grade 1 to Grade 2

In grade 2, students speak with growing maturity to convey ideas and information clearly. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 1 to grade 2 are highlighted in the chart below:

<b>Grade 1, Standard 1 (SL.1.1)</b>	<b>Grade 2, Standard 1 (SL.2.1)</b>
Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussion (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ol>	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol>
<b>Grade 1, Standard 2 (SL.1.2)</b>	<b>Grade 2, Standard 2 (SL.2.2)</b>
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>Grade 1, Standard 2 (SL.1.3)</b>	<b>Grade 2, Standard 2 (SL.2.3)</b>
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	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
<b>Grade 1, Standard 4 (SL.1.4)</b>	<b>Grade 2, Standard 4 (SL.2.4)</b>
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>Grade 1, Standard 5 (SL.1.5)</b>	<b>Grade 2, Standard 5 (SL.2.5)</b>
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.	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.
<b>Grade 1, Standard 6 (SL.1.6)</b>	<b>Grade 2, Standard 6 (SL.2.6)</b>
Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards and 3 on page 26 for specific expectations.)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26-27 for specific expectations.)

# PARCC

## Model Content Frameworks: Grades 3-11

English Language Arts/ Literacy

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