Grade 2
English Language Arts

Alabama Educator Instructional Supports

Alabama Course of Study Standards

Introduction

The *Alabama Instructional Supports: English Language Arts* is a companion to the 2016 *Revised Alabama Course of Study: English Language Arts* for Grades K–12. Instructional supports are foundational tools that educators may use to help students become independent learners as they build toward mastery of the *Alabama Course of Study* content standards. **Instructional supports are designed to help educators engage their students in exploring, explaining, and expanding their understanding of the content standards.**

The content standards contained within the course of study may be accessed on the Alabama State Department of Education (ALSDE) website at www.alsde.edu. When examining these instructional supports, educators are reminded that content standards indicate minimum content—what all students should know and be able to do by the end of each grade level or course. Local school systems may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

The instructional supports are organized by standard. Each standard's instructional support includes a statement of the content standard, instructional outcomes, guiding questions and instructional activities, key academic terms, and additional resources.

Content Standards

The content standards are the statements from the 2016 *Revised Alabama Course of Study: English Language Arts* that define what all students should know and be able to do at the conclusion of a given grade level or course. Content standards contain minimum required content and complete the phrase "Students will _____."

Each grade-level content standard integrates, builds on, and leads to broader, more comprehensive skills. The standards collectively guide educators in preparing students with the content and skills students should know by the end of high school.

The **Reading** standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also ensured through the requirement that students read increasingly complex texts.

The **Writing** standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades while using increasingly demanding content and sources. To meet these goals, students must devote significant time and effort to

writing. Students must produce numerous pieces, over short and extended time frames, that are integrated across all curricular areas.

The skills developed through the **Language** standards require attention to conventions of standard English, language, and vocabulary. As with all content domains, the Language standards are cumulative, building throughout the years with increased sophistication and complexity.

Instructional Outcomes

The instructional outcomes are statements that describe essential learning that learners should achieve at the end of instruction.

Guiding Questions and Instructional Activities

Guiding questions are designed to create a framework for the given standards and to engage students in exploring, explaining, and expanding their understanding of the content standards provided in the 2016 *Revised Alabama Course of Study: English Language Arts*. Therefore, each guiding question is written to help educators convey important concepts within the standard. By utilizing guiding questions, educators are engaging students in investigating, analyzing, and demonstrating knowledge of the underlying concepts reflected in the standard.

Each guiding question includes a representative set of sample activities and examples that can be used in the classroom. The set of activities and examples is not intended to include all the activities and examples that would be relevant to the standard.

Key Academic Terms

These academic terms are derived from the standards and are to be incorporated into instruction by the educator and used by the students.

Additional Resources

Additional resources are included that are aligned to the standard and may provide additional instructional support to help students build toward mastery of the designated standard. Please note that while every effort has been made to ensure all hyperlinks are working at the time of publication, web-based resources are impermanent and may be deleted, moved, or archived by the information owners at any time and without notice. Registration is not required to access the materials aligned to the specified standard. Some resources offer access to additional materials by asking educators to complete a registration. While the resources are publicly available, some websites may be blocked due to Internet restrictions put in place by a facility. Each facility's technology coordinator can assist educators in accessing any blocked content. Sites that use Adobe Flash may be difficult to access after December 31, 2020, unless users download additional programs that allow them to open SWF files outside their browsers.

Your Feedback

ALSDE and DRC value your feedback. The last two pages of this document contain a survey about your experience using the Alabama Educator Instructional Supports. Once you have had a chance to use and become familiar with these Instructional Supports, please take the time to fill out the survey. The Instructional Supports, as well as your responses to the survey, will be discussed during an educator review meeting in summer 2021.

Printing This Document

It is possible to use this entire document without printing it. However, if you would like to print this document, you do not have to print every page. First, identify the page ranges of the standards or domains that you would like to print. Then, in the print pop-up command screen, indicate which pages you would like to be printed.

Reading

Reading Standards for Literature
Key Ideas and Details
RL.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.   a. Infer the main idea and supporting details in narrative texts.

Instructional Outcomes:

- Engage in close reading to comprehend complex narrative texts.

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

- Infer the main idea in narrative texts.

- Infer supporting details in narrative texts.

Guiding Questions and Instructional Activities:

What is a key detail? How do you ask and answer questions to demonstrate understanding of key details in a text? How and when do you answer *who, what, where, when, why,* and *how* questions about a text?

1. Using a short literary text, determine key details and use them to ask and answer questions. Introduce the idea of key details, or details that share important information about the characters, plot, and setting. Include a discussion about why some details seem more important than others. Read a section of a short story, and model highlighting key details from the text. Have students discuss why each detail is important. Later, use this information to help the students identify key details independently. Have students classify each key detail as giving information about who, what, where, when, why, or how something occurs in the text. Repeat this as a class with several sections of a short story; repeat with independent responses to another section of the text.

2. Lead the students in a discussion about asking and answering questions before, during, and after reading. Discuss how asking questions can help students understand what they are reading. Lead the class in a guided reading session, modeling the types of questions you ask before, during, and after reading a text. Have students practice using *who, what, where, when, why,* or *how* questions about the text. Discuss when it is appropriate to ask each of these types of questions and what they can tell you about the text. Create a chart of

questions that can be asked before, during, and after reading based on the student discussion.

3. Lead the class in a guided reading session, reading a short story from a reading anthology or literary magazine. Ask students *who, what, where, when, why,* or *how* questions that are based on key details in the text. Direct the students to underline the key details in the text that answer the questions. Ask "What key details from the text answer the questions I just asked?" Lead class discussion on key details. Model exemplar responses to questions that have students restate the questions and answer key details about the text.

4. Using long literary texts, select key details and use them to ask and answer questions. Guide students in the selection of a literary text (e.g., novel) to be used for independent reading. Before, during, and after reading a section of the text independently, have students practice asking and answering *who, what, where, when, why,* or *how* questions in writing. Have students record student questions and answers in a journal or graphic organizer. Have students work in pairs or small groups and share their questions and answers.

5. Have students keep a reading journal in which they record one to two questions they may have before, during, and after reading a section of text (e.g., a chapter). Have students record their answers to these questions using key details from the text. Have students reflect on how asking and answering questions changes their understanding of a text as they read.

What is a main idea? What is a supporting detail? What does it mean to infer? How do you infer the main idea of a narrative text? How do you infer the supporting details of a main idea in a narrative text?

1. Using a literary text, accurately select the components of a summary—main idea and key (relevant) details. Introduce the concept of a main idea, or the most important idea in a story. Remind students that the main idea can often be determined because key details show it many times throughout the text. Use a story students are familiar with to model the main idea and show how the key details that support the main idea are repeated over and over.

2. Using the same short story, present students with sentence strips that have the supporting key details written on them. Have students look at those sentence strips and ask "Are all of these key details saying exactly the same thing?" Because each sentence is different, students will see that they might need to infer or draw a conclusion to figure out the main idea.

3. Lead students through a guided reading experience of a short literary text. While reading, highlight key details that support the main idea. Through discussion, have students infer what the main idea of the story is and explain how the key details support that main idea.

4. Using a long literary text, infer the main idea using key details from the text. Assist students in reading a longer literary text (e.g., long story, short novel). Have students read a section or chapter of the text. As they read the text independently, have students record in a graphic organizer key details that say the same thing over and over. Have students use these key details to infer the main idea.

Key Academic Terms:

literary text, ask, answer, questions, key details, main idea, supporting details, infer, narrative

Additional Resources:

[Ask and Answer Questions](#)

[Graphic Organizers](#)

[Creating Text-Dependent Questions](#)

[Khan Academy: The main idea: stories 2](#)

[Read*Write*Think: Amelia Bedelia Up Close! Closely Reading a Classic Story](#)

[The Main Idea of Main Ideas](#) (resource article)

Reading Standards for Literature
Key Ideas and Details
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts, including stories such as fables and folktales.

- Recount stories, including fables and folktales from diverse cultures.

- Determine a central message in the text.

- Determine a lesson in the text.

- Determine a moral in the text.

Guiding Questions and Instructional Activities:

How do you recount a story?

1. Students have been recounting and retelling stories since kindergarten, but will need to review how to recount a story. Review with students how to recount or retell a story using characters, setting, and major plot details from the beginning, middle, and end of the text (e.g., How to Retell a Story Video). Select a short literary text (e.g., fable, folktale). Lead a guided reading of the text, noting the characters, setting, problem, solution, and major plot points on a graphic organizer (e.g., Story Map graphic organizer). Model for students how to recount a story based on those details.

2. Select a short literary text (e.g., fable, folktale). Have students work independently, in small groups, or in pairs to read the text and record information about the story elements of the text using a graphic organizer like the ones used previously. Have students practice retelling each other the text using sentence frames such as:

    "The title of the text is_____."

    "The characters in this text are_____."

    "It takes place_____."

    "First_____."

    "Next_____."

"Finally_____."

Lead a whole class discussion where students share their retellings with the class and provide feedback if students are including too much or not enough information.

3. Select a longer literary text (e.g., fable, folktale). Have students work independently to read the text and record information about the story. Have students practice writing a paragraph that recounts the text.

What is a central message? What is a lesson? What is a moral? How do you determine the central message, lesson, or moral of a story?

1. Students learn about how to determine central messages, lessons, and morals of stories through key details in a text beginning in first grade. Remind students that a central message is what the author is trying to tell the reader through the text, and lessons or morals are specific types of central messages. Select or create a short literary text (e.g., paragraph story) that has a clear central message (e.g., "It's important to try something new.", "New friends can be found in unexpected places."). Lead a guided reading of the text and underline key details that help point out the central message that the author is trying to convey. Remind students that a central message is often a life lesson. Remind students that fables will have a "moral" or a line that explains what the lesson is.

2. Select a short literary text (e.g., fable, folktale). Have students work in small groups or pairs to determine the central message, lesson, or moral of the text. Have students work together to read the text aloud. Then have students discuss what each thinks the central message, lesson, or moral of the text is. Have students use sticky notes to mark places in the text that help support what the message, lesson, or moral of the text is. Lead a classroom discussion about their findings. Have students practice using sentence frames to describe their findings such as "I think the lesson of the text is_____. One detail that showed me that was_____. Another detail was_____."

3. Select a longer literary text (e.g., fable, folktale). Have students read the literary text independently. In a reading journal or on a designated worksheet, have students note details that convey the message, lesson, or moral of the text. Have students respond to a writing prompt such as "What is the message/lesson/moral of the text? What details from the text tell you this? Support your answer with text evidence."

Key Academic Terms:

literary text, story, recount, fable, folktale, central message, lesson, moral, diverse cultures

Additional Resources:

[Recount Stories from Diverse Cultures](#)

[Teaching Central Message with *The Gingerbread Man*](#)

[How to Teach Central Message](#)

Reading Standards for Literature
Key Ideas and Details
RL.2.3 Describe how characters in a story respond to major events and challenges.

Instructional Outcomes:

- Engage in close reading of complex literature.

- Identify and describe characters.

- Identify major events and challenges in a story.

- Describe how characters in a story respond to major events and challenges.

Guiding Questions and Instructional Activities:

What is a character? What is a major event? What is a challenge? How do you describe how characters in a story respond to major events and challenges?

1. Review how to read about, study, and analyze characters. Students have been exposed to how to analyze what characters say, think, and do since first grade but will need to review how to analyze a character based on responses to major events and challenges in the text. Select a short literary text that has several well-developed characters that are presented with major events and/or challenges. Lead a shared reading experience, and model how to highlight details that provide an understanding of a character's response to major events and challenges. Through a class discussion, work together to determine how the character is influenced by the plot events and the challenges faced.

2. Select a short story with a strong character and a clear plot with major events or challenges. Tell students that they will be choosing a character to analyze. Have students work individually, in small groups, or in pairs to read the story, highlighting details that show how a character responds to major events or challenges in the plot. Have students use a graphic organizer like the example shown.

Graphic Organizer: Character Response

Major Event/Challenge:	What does the text say about the character?	Why does the character act this way?

3. Lead a classroom discussion about the character. Prompt students to use a sentence frame to describe the character's response such as "The character *XYZ* responds to_____ by_____. The character does this because_____."

4. Have students read a longer literary text and a choose a character to write about. Have students think about how the character responds to major events and challenges. As students read a section, have them note textual evidence about how the character responds to the major events or challenges. Have students respond to a prompt in writing such as "Choose a major event or challenge in the text. How does the character respond? Why does the character respond this way? Use details from the story to explain."

Key Academic Terms:

literary text, stories, characters, major event, challenge, describe

Additional Resources:

Describe Characters
How Characters Respond to Events Video
Character Challenge Student Handout

Reading Standards for Literature
Craft and Structure
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Instructional Outcomes:

- Engage in close reading to comprehend rhythm in stories, poems, or songs.

- Identify words and phrases that provide rhythm in stories, poems, or songs.

- Identify and describe how regular beats provide rhythm and meaning in a story, poem, or song.

- Identify and describe how alliteration provides rhythm and meaning in a story, poem, or song.

- Identify and describe how rhymes provide rhythm and meaning in a story, poem, or song.

- Identify and describe how repeated lines provide rhythm and meaning in a story, poem, or song.

Guiding Questions and Instructional Activities:

What is rhythm? What is a regular beat? What is alliteration? What is a rhyme? What is a repeated line? How do words and phrases provide rhythm through regular beats, alliteration, rhymes, and repeated lines in a story, poem, or song? How do words and phrases provide meaning through regular beats, alliteration, rhymes, and repeated lines in a story, poem, or song?

1. Students have been exposed to rhythm in literature since they were in kindergarten. It will be necessary to review these concepts and to use academic language so that students are able to describe how an author uses words and phrases to provide rhythm and meaning in a story, poem, or song. Select a poem that has regular beats, alliteration, and rhymes. Project the poem and lead a guided reading of the poem. Ask students to describe what they noticed about the words and phrases of the poem. Guide a discussion about rhythm, alliteration, and rhyme, underlining words and phrases that show each.

2. Explain to students that a rhythm is the patterns of the sounds of words (e.g., Rhythm and Rhyme Lesson). Select a story, poem, or song, and model how to clap a rhythm (e.g., Row,

Row, Row Your Boat) and model for students how to determine the beats of the song. Ask students if the beat repeats and if it is regular or irregular. Select another story, poem, or song with rhythm. Have students work independently, in small groups, or in pairs to determine the beats. Lead a discussion about student findings.

3. Explain to students that alliteration is the repeated use of the same beginning sounds in a group of words (e.g., Alliteration). Select a story, poem, or song that features alliteration, and show students how to determine which sound is being repeated. Select another story, poem, or song with alliteration. Have students work independently, in small groups, or in pairs to determine the words or phrases with alliteration. Lead a discussion about student findings.

4. Explain to students that words that rhyme have the same ending sound (e.g., Rhymes). Select a story, poem, or song that has rhyming pairs (e.g., Read*Write*Think: Rhyme Time With Madeline), and model for students how to identify the rhymes. Select another story, poem, or song with rhyming lines. Have students work independently, in small groups, or in pairs to determine the rhymes. Lead a discussion about student findings.

5. Explain to students that repeated lines give stories, poems, and songs rhythm (e.g., Repeated Lines). Select a story, poem, or song that has repeated lines, and model for students how to identify the lines. Select another story, poem, or song with repeated lines. Have students work independently, in small groups, or in pairs to determine the repeated lines. Lead a discussion about student findings.

6. Select a longer story, poem, or song. Have students work independently, in small groups, or in pairs to find examples of regular beats, alliteration, rhymes, and repeated lines. Have students fill out a graphic organizer that looks like the following:

Graphic Organizer: Creating Rhythm and Meaning

Example	Why does the author use this?	How does it create rhythm and meaning?
Repeated Beats:		
Alliteration:		
Rhyme:		
Repeated Lines:		

Lead a discussion about student findings. Have students use a sentence frame to assist them with the discussion such as "The author uses _____ to create rhythm by _____. The author uses _____ to create meaning by _____."

Key Academic Terms:

literary text, word choice, story, poem, song, rhythm, meaning, regular beat, alliteration, rhyme, repeated lines, describe

Additional Resources:

Read*Write*Think: A-Hunting We Will Go: Teaching Rhyming Through Musical Verse

Read*Write*Think: Alliteration All Around BookList

Reading Standards for Literature
Craft and Structure
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Instructional Outcomes:

- Engage in close reading of stories.

- Identify and describe the overall structure, using the major events of a story.

- Identify the beginnings of stories and practice describing how the beginning introduces the story.

- Identify the endings of stories and practice describing how the ending concludes the action.

Guiding Questions and Instructional Activities:

What is story structure? What is a beginning? What is an ending? How do you describe the overall structure of a story? How do you describe how the beginning introduces the story? How do you describe how the ending concludes the action?

1. Select a story with a clear beginning, middle, and end. Lead a guided reading of the story. Model for students how to determine the beginning of the story, middle of the story, and ending of the story. Use the graphic organizer to lead students through a discussion.

Anchor Chart: Story Structure and Plot

Story Structure	Plot Events
Beginning	
Middle	
End	

Have students discuss how the plot develops. Explain to students that as they read, they will need to note the story structure and how it relates to the plot events (e.g., Parts of Stories).

2. Select another short story with a clear beginning, middle, and end (e.g., short fairy tale). Have students work independently, in small groups, or in pairs to read the short story and record what happened in the beginning, middle, and end of the story. Have students explain what happened at the beginning and how it introduces the story and how the ending concludes the story (e.g., Beginning, Middle, and Ending Chart). Lead a discussion with students about their findings.

3. Select another longer story with a clear beginning, middle, and end. Have students read independently. As they read, have students record information about the overall story structure and plot events on a graphic organizer such as the ones introduced in the past. In a reading journal, have students respond to a prompt such as "What happens in the beginning, middle, and end of the story? How does the beginning introduce the story? How does the ending conclude the story?"

Key Academic Terms:

literary text, story, overall structure, beginning, introduce, ending, conclude, describe

Additional Resources:

Read*Write*Think: Teaching about Story Structure Using Fairy Tales

Story Elements Worksheets

Words & Pictures: Story Structure

Reading Rockets: Story Maps

Reading Standards for Literature
Craft and Structure
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts.

- Identify the characters in a text.

- Identify the characters' points of view in a text.

- Acknowledge differences in the points of view of characters.

- Identify each character and speak in a different voice for each character when reading dialogue aloud.

Guiding Questions and Instructional Activities:

What is point of view? How do you determine the point of view of a character? How do you acknowledge the differences in the points of view of characters? How do you speak in a different voice for each character when reading dialogue aloud?

1. Introduce the concept of point of view. Explain to students that by determining the point of view they will understand who is telling the story. Explain to students that characters may have points of view as well (e.g., Characters). Share several short examples of literary text and lead a whole class discussion about who the characters are and what their points of view are in each text. Model for students how to identify the characters' points of view.

2. Share several short examples of literary text with dialogue and lead a whole class discussion about who is speaking at each point in the text. Model for students how to identify the characters and their points of view (e.g., Compare Characters' Points of View). Model for students how to read aloud and speak in a different voice for each character.

3. Select a short literary text. Have students work independently, in small groups, or in pairs to determine the characters of the text. Have students practice reading aloud the text, changing their voice to represent each character. Have students create a graphic organizer to determine the points of view of each.

Graphic Organizer: Character Point of View

Character	Point of View
Character 1	
Character 2	
Character 3	

Once students have completed the task, lead a discussion about their findings.

4. As students read longer texts independently, have them note textual evidence that shows the characters' points of view. Have them answer a prompt such as "Who is a character in the text? What is that character's point of view? Use textual evidence to support your answer."

Key Academic Terms:

literary text, point of view, characters, read aloud, voice, dialogue, differences

Additional Resources:

[Read*Write*Think: Teaching Point of View with Two Bad Ants](#)

[Using Point of View](#)

[ReadWorks Point of View lesson](#)

Reading Standards for Literature
Integration of Knowledge and Ideas
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Instructional Outcomes:

- Identify complex literature print or digital texts that have illustrations.

- Engage in close reading of print or digital texts that have illustrations.

- Use illustrations to gain information about the story.

- Use information gained from illustrations with information from the words to demonstrate understanding of characters.

- Use information gained from illustrations with information from the words to demonstrate understanding of setting.

- Use information gained from illustrations with information from the words to demonstrate understanding of plot.

Guiding Questions and Instructional Activities:

What is an illustration? How do you gain information from an illustration? What does the term *digital text* mean? How do you use information from an illustration with information from the words in a text to demonstrate understanding of characters? How do you use information from an illustration with information from the words in a text to demonstrate understanding of setting? How do you use information from an illustration with information from the words in a text to demonstrate understanding of plot?

1. Students have been using illustrations to understand text since kindergarten; however, it will be important to review the concept and help students do a deeper analysis of the way illustrations and words together contribute to understanding the characters, settings, and plot of a story. Provide an overview of how illustrations function in a text. Explain to students that sometimes illustrations may be used in both print and digital text. Show students an illustration that is paired with a short excerpt of literary text, either print or digital. Model for students how to use the illustration along with the text to understand characters, setting, and plot (e.g., Use Illustrations and Words to Understand). Lead a discussion about the illustration and how it emphasizes character, setting, and plot.

2. Select another short print or digital text with an illustration. Have students work independently, in small groups, or in pairs to determine what the illustration tells the reader about the character, setting, and plot (e.g., [Practice: Use Illustrations and Words to Understand](#)). Lead a discussion about student findings.

3. As students read longer literary texts independently, have them note what illustrations show them about characters, settings, and mood of the text. Have them answer a prompt such as "What does the illustration tell you about the characters/setting/plot of the text? How does this connect with what you have read in the text? Use textual evidence to support your answer."

Key Academic Terms:

literary text, print text, digital text, illustration, character, setting, plot

Additional Resources:

[Use information from illustrations to understand characters](#)

[Identify the time period of a story using illustrations and text clues](#)

[Using Illustrations to Help Understand Text Instructional Video](#)

Reading Standards for Literature
Integration of Knowledge and Ideas
RL.2.8 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Instructional Outcomes:

- Identify two or more versions of the same story by different authors or from different cultures.

- Engage in close reading of two or more versions of the same story by different authors or from different cultures.

- Compare and contrast different elements of a story such as characters, setting, and plot.

- Look for similarities between the themes, characters, setting, and plot in two or more versions of the same story.

- Look for differences between the themes, characters, setting, and plot in two or more versions of the same story.

- Collect and organize similarities and differences between pairs or groups of versions of the same story by different authors or from different cultures.

Guiding Questions and Instructional Activities:

What is a version? How do you compare and contrast two or more versions of the same story? How does a story change when it is told by different authors?

1. Select two versions of the same story (e.g., Cinderella stories) written by different authors. Explain to students that sometimes the same story is retold by different authors. Explain to students that each retelling of the story is called a *version*. Lead a guided reading of two versions of the same story. Model for students how to underline similarities in the two stories and highlight differences in the two stories. Model for students how to use a Venn diagram to compare the similarities and differences between the two versions. Lead a discussion about how the story changes when it is told by two different authors.

2. Select two versions of the same story written by different authors. Have students work independently, in small groups, or in pairs to read both versions of the story. Have students use a Venn diagram to compare and contrast the two stories. Have students share their findings with other students. Lead a classroom discussion about student findings.

How do some elements of a story such as characters, setting, or plot, stay the same in two or more versions of the same story? How does a story change when it comes from different cultures?

1. Select two versions of the same story (e.g., Cinderella stories) written by different cultures. Explain to students that when the same story is retold in different cultures there will be similarities, but there may be differences because of different cultural context. Lead a guided reading of two versions of the same story. Model for students how to use a graphic organizer to record information about each version's characters, setting, and plot events.

Graphic Organizer: Character, Setting, and Plot

Version Title	Characters	Setting	Plot Event
Title 1			
Title 2			

2. Model for students how to use a Venn diagram to compare the similarities and differences between the characters/settings/plot of the two versions. Lead a discussion about how the story changes when it comes from two different cultures.

3. Select two versions of the same story from two different cultures. Have students work independently, in small groups, or in pairs to read both versions of the story. Have students use a Venn diagram to compare and contrast the two stories. Have students share their findings with other students. Lead a classroom discussion about student findings.

4. Select two longer versions of the same story from two different cultures. Have students work independently to record information about characters, setting, and plot event from both versions, using the graphic organizers previously introduced. Have students respond to a prompt in their reading journal such as "How are these two versions of the story similar? How are they different? How are the characters similar or different? How is the setting similar or different? How is the plot similar or different?"

Key Academic Terms:

literary text, theme, characters, setting, plot, compare, contrast, organize, similarities, differences, graphic organizer, versions

Additional Resources:

[Compare and Contrast Versions of a Story](#)

[CinderWHO?](#)

[Compare and Contrast](#)

Reading Standards for Informational Text
Key Ideas and Details
RI.2.10 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.

- Identify key details in a text.

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

Guiding Questions and Instructional Activities:

What is a key detail? How do you ask and answer questions to demonstrate understanding of key details in a text? How and when do you answer *who, what, where, when, why,* and *how* questions about a text?

1. Using a short informational text, determine key details and use them to ask and answer questions. Introduce the idea of key details, or details that share important information about the key details of the text. Include a discussion about why some details seem more important than others. Read a section of an informational text, and model highlighting key details from the text. Have students discuss why each detail is important. Later, use this information to help the students identify key details independently. Have students classify each key detail as giving information about *who, what, where, when, why,* or *how* something occurs in the text. Repeat this as a class with several sections of a short story; repeat with independent responses to another section of the text.

2. Lead the students in a discussion about asking and answering questions before, during, and after reading. Discuss how asking questions can help students understand what they are reading. Lead the class in a guided reading session, modeling the types of questions you ask before, during, and after reading a text. Have students practice using *who, what, where, when, why,* or *how* questions about the text. Discuss when it is appropriate to ask each of these types of questions and what they can tell you about the text. Create a chart of questions that can be asked before, during, and after reading based on the student discussion.

3. Lead the class in a guided reading session, reading a short science or social studies article. Ask students *who, what, where, when, why,* or *how* questions that are based on key details in the text. Direct the students to underline the key details in the text that answer the questions. Ask "What key details from the text answer the questions I just asked?" Lead class discussion on key details. Model exemplar responses to questions that have students restate the questions and answer key details about the text.

4. Using long informational texts, identify key details and use them to ask and answer questions. Guide students in the selection of an informational text to be used for independent reading. Before, during, and after reading a section of the text independently, have students practice asking and answering *who, what, where, when, why,* or *how* questions in writing. Have students record student questions and answers in a journal or graphic organizer. Have students work in pairs or short groups and share their questions and answers.

5. Have students keep a reading journal in which they record one to two questions they may have before, during, and after reading a section of text (e.g., a chapter). Have students record their answers to these questions using key details from the text. Have students reflect on how asking and answering questions changes their understanding of a text as they read.

Key Academic Terms:

informational text, ask, answer, questions, key details

Additional Resources:

[Ask and Answer Questions](#)

[Graphic Organizers: Main Idea and Supporting Details](#)

[Kahn Academy—Answering questions about a story: 2](#) (for use with educators)

Reading Standards for Informational Text
Key Ideas and Details
RI.2.11 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.

- Identify paragraphs in a text.

- Identify the main topics of a multiparagraph text.

- Identify the focus of specific paragraphs within the text.

Guiding Questions and Instructional Activities:

What is a main topic? What is a paragraph? How do you identify the main topic of a multiparagraph text? What does *focus* mean? How do you identify the focus of specific paragraphs within the text?

1. Select a short informational paragraph. Introduce the concept of main topic of an informational text. Explain to students that a main topic tells the reader what a text is mostly about. Explain to students that the supporting details help the reader understand the main topic. Lead a guided reading of the short informational paragraph and as a class underline the sentence that shows the reader the main idea of the text (e.g., Identify the Main Topic). Once the class has reached consensus about the main topic, model for students how to determine the supporting details in the text. Have students use a sentence frame to discuss the main idea and supporting details such as "The main idea is _____ because the text says _____. One supporting detail is _____."

2. Select a short informational text with multiple paragraphs. Have students work independently, in small groups, or in pairs to read the short text and determine the main topic and supporting details of each paragraph (e.g., Practice: Identify the Main Topic). Students should circle the sentence that best outlines the main idea of each paragraph. Model for students how to determine the focus of the paragraph. Students should underline the sentences that provide supporting details. After determining the main topic and focus, students should then draw conclusions about the main topic of the entire passage. Lead a classroom discussion about student findings and correct any misconceptions.

3. Select a longer informational text. Have students use the graphic organizer and work independently to read the text and determine the main topic, focus, and supporting details of each paragraph.

Graphic Organizer: Main Topic, Focus, and Supporting Details

Paragraph #	Main Topic	Focus	Supporting Details
Paragraph 1			
Paragraph 2			

Once they have determined the main topic of all paragraphs, students should draw conclusions about the main topic of the entire text. Have students practice writing in response to a prompt such as "What is the main topic and focus of each paragraph? What is the main topic of the whole text? What are two or three supporting details in the text? Use textual evidence to support your answer."

Key Academic Terms:

informational text, main topic, paragraph, focus, multiparagraph

Additional Resources:

What's the Big Idea?

Asking Questions to Find the Main Idea

Kahn Academy: Main Point Quick Guide (for use with educators)

Read*Write*Think: Nonfiction Pyramid

Reading Standards for Informational Text
Key Ideas and Details
RI.2.12 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.

- Define and explain what a historical event is and how it is used in a text.

- Define and explain what a scientific idea or concept is and how it is used in a text.

- Define and explain what a technical procedure is and how it is used in a text.

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

Guiding Questions and Instructional Activities:

What is a historical event? How are historical events used in informational texts? How do you describe the connection between a series of historical events in a text?

1. Select a short historical text that includes key events. Students have been asked to think about the importance of events since first grade, but it is important to review this topic. Explain that to analyze in detail an informational text, students must be able to identify key events introduced in the text and think about how the author presents them. Either on a chart, smartboard, or with a projector, share the text. Lead a guided reading lesson of the article. As you encounter key events, highlight them.

2. Use the same short historical text. Ask students to think about the words that the author has used to describe a key event and box those words. Lead a discussion with students to summarize what they have learned about this key event. Model for students how to fill out a graphic organizer about each key event.

Graphic Organizer: Key Events

| Event: | What Happened?

Text Evidence: | Why Did It Happen?

Text Evidence: |
|---|---|---|
| Event: | What Happened?

Text Evidence: | Why Did It Happen?

Text Evidence: |

Lead a classroom discussion about each event and the textual evidence that supports what happened and why. Lead a discussion about how the events connect to each other and the other information in the text.

3. Select another short informational article. Have students practice selecting and highlighting key events throughout the article. Have students respond to a prompt in writing such as "Select two key events from the text, making sure to explain what happened and why. How do these events connect to each other? Use text evidence to support your answer."

What is a scientific idea or concept? How are scientific ideas or concepts used in a text? How do you describe the connection between scientific ideas or concepts in a text?

1. Select a short scientific text that includes key scientific ideas or concepts. Students have been asked to think about the importance of scientific ideas since first grade, but it is important to review this topic. Explain that to analyze an informational text in detail, students must be able to identify key scientific ideas or concepts introduced in the text and think about how the author presents them. Either on a chart, projector, or smartboard, share the text. Lead a guided reading lesson of the article. Highlight key ideas within the text.

2. Use the same short informational article. Ask students to think about the words that the author has used to describe a key scientific idea or concept and box those words. Lead a discussion with students to summarize what they have learned about this key scientific idea or concept. Model for students how to fill out a graphic organizer about each scientific idea or concept.

Graphic Organizer: Scientific Idea or Concept

Idea/Concept:	What Is It? Text Evidence:	Why Is It Important? Text Evidence:
Idea/Concept:	What Is It? Text Evidence:	Why Is It Important? Text Evidence:

Lead a classroom discussion about each scientific idea or concept and the textual evidence that supports what the scientific idea or concept is and why it is important. Lead a discussion about how the ideas or concepts connect to each other and the other information in the text.

3. Select another short informational article. Have students practice selecting and highlighting key scientific ideas or concepts throughout the article. Have students respond to a prompt in writing such as "Select two or more key scientific ideas or concepts from the text, making sure to explain what each key scientific idea or concept is and why it is important. How do these ideas or concepts connect to each other? Use text evidence to support your answer."

What is a technical procedure? How are steps in technical procedures used in a text? How do you describe the connection between steps in technical procedures in a text?

1. Select a short technical text that includes procedures. Students have been asked to think about the importance of procedures since first grade, but it is important to review this topic. Explain that to analyze an informational text in detail, students must be able to identify key procedures introduced in the text and think about how the author presents them. Either on a chart, smartboard, or with a projector, share the text. Lead a guided reading lesson of the article. Highlight procedures within the text.

2. Use the same short informational article. Ask students to think about the words that the author has used to explain procedures in the text and box those words. Lead a discussion with students to summarize what they have learned about this procedure. Model for students how to fill out a graphic organizer about each procedure.

Graphic Organizer: Technical Procedure

Procedure:	What is being explained? Text Evidence:	Why is it included? Text Evidence:
Procedure:	What is being explained? Text Evidence:	Why is it included? Text Evidence:

Lead a classroom discussion about each procedure and the textual evidence that supports what happened and why. Lead a discussion about how the steps in the technical procedure connect to each other and the other information in the text.

3. Select another short informational article. Have students practice selecting and highlighting procedures shared within the article. Have students respond to a prompt in writing such as "Select a procedure from the text, making sure to explain what is being explained and why it is included. How do the steps in the procedure connect to each other? Use text evidence to support your answer."

Key Academic Terms:

informational text, historical event, scientific idea or concept, technical procedure, connection

Additional Resources:

[Practice: Read Historical Text](#)

[Read Scientific Text](#)

[Practice: Read Technical Text](#)

[Practice: Connections within Text](#)

[Making Connections in a Nonfiction Text: Exploring ELA](#)

Reading Standards for Informational Text
Craft and Structure
RI.2.13 Determine the meaning of words and phrases in a text relevant to a *Grade 2 topic or subject area.*

Instructional Outcomes:

- Review common words and phrases used in Grade 2 informational texts and content area reading (e.g., science, math, social studies).

- Engage in close reading to identify content-specific words or phrases.

- Use context clues to determine the meaning of domain-specific words or phrases.

- Identify resources such as dictionaries and glossaries to determine meanings of general academic and domain-specific words.

- Use graphic organizers or word charts to organize newly-acquired academic and domain-specific words and phrases.

Guiding Questions and Instructional Activities:

How do you determine the meaning of words in a science, math, or social studies text used in your classroom? How do you determine the meaning of phrases in a science, math, or social studies text used in your classroom?

1. Introduce the concept of domain-based words or phrases. Explain to students that when they are reading in school or in the world, there are words that are used in particular areas of learning such as social studies (e.g., *maps, neighborhood*), science (*weather, microscope*), and language arts (e.g., *plot*, *character*). Select a short informational text particular to a domain and determine some of the domain-based words that are within the text. Prior to reading the text, have students fill out a graphic organizer that requires students to use prior knowledge about the meaning of domain-based words, assign synonyms and antonyms, and determine examples and non-examples (e.g., Word Map). Lead a guided reading experience and discuss the domain-specific vocabulary as you reach it, making sure that students select the meaning that matches what is in the text.

2. Introduce the idea of visual glossaries. Have students develop images, student-friendly definitions, and examples from text to help build knowledge of domain-based words and phrases. Working together, students may build domain-specific glossaries that can be

accessed by the entire class. Encourage students to use these words in their domain-specific discussions. Model the use of sentence frames to help guide students to use new academic language when discussing such as "The mood of the text is _____." or "The population of our town is _____."

3. As students engage in domain-specific writing, encourage them to use domain-specific vocabulary provided in a word bank. Prior to writing, have students use a word map to help define those words (e.g., Concept Word Map). Require that students use this vocabulary in their writing.

Key Academic Terms:

informational text, academic vocabulary, domain-specific vocabulary, context, dictionary, glossary, graphic organizers

Additional Resources:

Learn the Meanings of New Words and Phrases

Read*Write*Think: Using Word Walls to Develop and Maintain Academic Vocabulary

Content Area Vocabulary Learning

Reading Standards for Informational Text
Craft and Structure
RI.2.14 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.

Instructional Outcomes:

- Engage in close reading of informational text with text features such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons.

- Use captions to locate key facts or information in a text efficiently.

- Use bold print to locate key facts or information in a text efficiently.

- Use subheadings to locate key facts or information in a text efficiently.

- Use glossaries to locate key facts or information in a text efficiently.

- Use indexes to locate key facts or information in a text efficiently.

- Use electronic menus to locate key facts or information in a text efficiently.

- Use icons to locate key facts or information in a text efficiently.

Guiding Questions and Instructional Activities:

What is a text feature? What is a caption? What is bold print? What are subheadings? What are glossaries? What are indexes? What are electronic menus? What are icons?

1. Explain to students that text features are used to find information in a text (e.g., Use Text Features). Have students brainstorm the types of text features they may know and have used (e.g., table of contents, caption, titles, subheadings, glossaries, indexes). Create a chart of student responses and discuss the purpose of each text feature.

2. Explain to students that a caption is an important text feature. Explain to students that captions are words that are used to describe what is happening in a picture or photograph (e.g., Captions). Select a short informational text with captions. Lead a guided reading experience of the text. Lead a classroom discussion where students identify captions in the text and determine why the author included them with the photographs and pictures in the text.

3. Explain to students that another important text feature is bold print. Explain to students that bold print is used to call attention to an important idea (e.g., Bold Print). Select a short informational text with examples of bold print. Lead a guided reading experience of the text. Lead a classroom discussion where students identify the places where bold print is used and discuss why the author included the use of bold print in the text.

4. Explain to students that subheadings are titles that tell about what will be in the text next and so are helpful to find information (e.g., Subheadings). Select a short informational text with examples of subheadings. Lead a guided reading experience of the text. Lead a classroom discussion where students identify the places where subheadings are used and discuss why the author included subheadings in the text.

5. Explain to students that glossaries provide definitions or meanings of words that are generally found within the text (e.g., Glossaries). Select a short informational text with examples of a glossary. Lead a guided reading experience of the text. Lead a classroom discussion where students locate the glossary, locate words within the glossary, and discuss why the author included a glossary in the text.

6. Explain to students that indexes help readers locate information in a text (e.g., Indexes). Select a short informational text with an example of an index. Lead a guided reading experience of the text. Lead a classroom discussion where students locate the index, locate information within the index, and discuss why the author included an index in the text.

7. Explain to students that two important search tools are electronic menus and icons when working online. Explain to students that electronic menus can be pulled down and help a student navigate to where they want to go. Explain to students that an icon is a picture or symbol that acts as a button; when clicked, it takes you to another area of a website. Model for students how to use electronic menus and icons by projecting a website with both. Have students practice using search tools. Lead a discussion about student findings.

How do you use various text features to locate key facts or information in a text efficiently?

1. Select several print and digital texts that use captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons (e.g., Practice: Locate Facts and Information). Have students work independently, in small groups, or in pairs to practice finding information using the various text features. Lead a discussion about student findings.

2. As students read longer print and digital informational texts throughout the year independently, have them note text features such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons. As students read, have them note what information can be found in these text features and how they can use them to locate information.

Key Academic Terms:

informational text, text feature, caption, bold print, subheading, glossary, index, electronic menu, icon, key fact, information, efficient

Additional Resources:

Text Features Chart

Guiding Students Through Expository Text with Text Feature Walks

Sample Lesson: Cloud, Rain, and Fog

Reading Standards for Informational Text
Craft and Structure
RI.2.15 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.

- Identify the main purpose of a text.

- Identify what the author wants to answer, explain, or describe in a text.

Guiding Questions and Instructional Activities:

What is a main purpose? How do you identify the main purpose of a text? How do you identify what the author wants to answer, explain, or describe in a text?

1. Select several short informational texts with different purposes (e.g., answer a question, explain a process, describe an event). Lead a guided reading of each text as a whole class. Before you read the text, ask students "What is the author trying to do by writing this text? What is the purpose?" Lead a discussion after each text about the purpose and how students knew what the purpose was. Introduce the concept of main purpose (e.g., Identify Text Purpose).

2. Select a short informational text with a clear author's purpose. Have students work independently to read the text and ask themselves questions about the text such as:

   "What is the text about? What is the topic?"

   "What information does the author give?"

   "Why did the author write this text?"

3. Once students have answered the questions, they should discuss their findings. Lead a whole class discussion about student findings and dispel any misconceptions.

4. Have students independently read a longer informational text with a clear purpose. Students should determine the author's purpose and support their conclusion with textual evidence. Have students respond to a prompt in a reading journal such as "What is the author's purpose? How do you know?"

Key Academic Terms:

informational text, main purpose, author, answer, explain, describe, identify

Additional Resources:

[Author's Purpose Song Video](#)

[Author's Purpose 2nd Grade Unit](#)

[Author's Purpose Lesson](#)

Reading Standards for Informational Text
Integration of Knowledge and Ideas
RI.2.16 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Instructional Outcomes:

- Engage in close reading of informational texts with specific images, including diagrams.

- Read and understand information from specific images, including diagrams.

- Explain how a specific image contributes to the text.

- Explain how a specific image clarifies the text.

Guiding Questions and Instructional Activities:

What is an image in a text? How do you gain information from images?

1. Review the ways that texts present information, including images such as diagrams. Select a model text that has information presented in images such as diagrams. Lead a guided reading experience of the text by projecting it in front of the class. Ask students "What is an image? How is information presented on this page? Where does the author include images? What kind of information does the author include in this image? Why does the author include this type of illustration?" Help guide students to understand what an image is and the kinds of information found within images.

2. Explain to students that they will be doing a scavenger hunt using print and multimedia classroom texts. Have students work independently, in small groups, or in pairs to search for examples of images. When they find an image, have them decide why the author included the image. Lead a classroom discussion in which students share their findings.

What is a diagram? How do specific images contribute to a text? How do specific images clarify a text?

1. Explain to students that there are many different images in texts, but that a diagram is a drawing that gives information. Share with students an example of a diagram (e.g., Diagrams). Model for students how to read the words on the diagram and connect the diagram with the text in the captions and labels, but also the surrounding text. Ask students "Why did the author include this diagram? Does it add information? Does it make what you

are reading more clear? How does it help you understand what you are reading?" Lead a discussion and clarify any misconceptions.

2. Select an informational text with a diagram. Have students work independently, in small groups, or in pairs to determine what information is found in the diagram and how the diagram relates to the text (e.g., Practice: Diagrams). Lead a discussion about student findings.

Key Academic Terms:

informational text, image, diagram, contribute, clarify

Additional Resources:

Understand and Use Visual Information

Teaching Visual Literacy in the Classroom

Visual Imagery

Second Grade: Pictures and Captions in Non-Fiction Texts

| Reading Standards for Informational Text |
|---|
| Integration of Knowledge and Ideas |
| **RI.2.17** Describe how reasons support specific points the author makes in a text. |

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.

- Identify how reasons are used in a text.

- Introduce the concept of making specific points and practice identifying the specific points the author makes in a text.

- Describe how reasons support specific points the author makes in a text.

Guiding Questions and Instructional Activities:

What is a reason? What is a specific point in a text? How does an author make a specific point in a text? How do you describe how reasons support specific points the author makes in a text?

1. Select a short text in which an author makes a point and supports it with reasons. Introduce the concept of an author's point and reasons by sharing an anchor chart like the example shown.
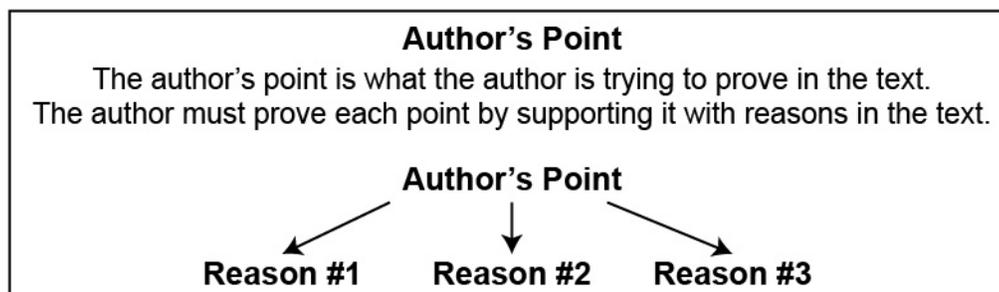
   Lead a guided reading discussion of the short text. Have students identify the author's point. Lead a discussion about the reasons the author gives for each point. Underline each reason.

2. Select another short text in which an author makes a point and supports it with reasons. Have students work independently, in small groups, or in pairs to read the short text and determine the point and reasons that support it (e.g., Describe How Reasons Support Key Points). Lead a class discussion about student findings. Have students respond using a

sentence frame such as "The author's point is _____. I know this because _____. The author supports this point with these reasons: _____." As students discuss, make sure to address any misconceptions.

3. Have students read a longer text independently (e.g., Practice: Describe How Reasons Support Key Points). Have students determine the author's point and underline the key reasons for the author's point. Have students respond to a writing prompt such as "What is the author's point? How do you know? What reasons does the author give to support the point? Use the text to help you answer."

Key Academic Terms:

informational text, reason, support, specific point

Additional Resources:

How to Teach Author's Point and Reasons

Reading Informational Text Presentation (pages 24–30)

Reading Standards for Informational Text
Integration of Knowledge and Ideas
RI.2.18 Compare and contrast the most important points presented by two texts on the same topic.

Instructional Outcomes:

- Identify pairs of two informational texts about the same topic.

- Engage in close reading of two informational texts about the same topic.

- Identify important points in a text.

- Compare the most important points in two texts on the same topic.

- Contrast the most important points in two texts on the same topic.

- Organize similarities and differences between the most important points two texts present about the same topic.

Guiding Questions and Instructional Activities:

What is an important point? How do you identify an important point?

1. Select a short informational text. Lead a guided reading of the short informational text. Model for students how to underline important points the author makes. Ask students the question "How do you know these points are important? What makes these points more important than others?" Through discussion, emphasize that these points are related to the main idea of the text. Identify the main idea and then list the key supporting details.

2. Select longer informational texts. Have students work in small groups or pairs to determine the most important points in the texts and how they relate to the main ideas. Lead a discussion about student findings and help resolve any misconceptions.

How do you compare and contrast the most important points presented by two texts on the same topic?

1. Select a subject about which all students would be somewhat knowledgeable (e.g., a recent school assembly, popular television show, recent social studies or science unit). Ask one student to spend one minute giving information about the subject. Record the information on one side of a t-chart. Then, ask another student to speak about the same subject. On the

other side of the t-chart, record notes about what that students says. Point out that some of the important points may be the same and some may be different. Model for students how to write a paragraph about the subject using information from both columns.

2. Select two short informational texts about a high-interest topic (e.g., Model Passage). Lead a guided reading with students about the two texts. Have students read the first text independently, in small groups, or in pairs. Have students record important points about the topic in a graphic organizer.

Graphic Organizer: Important Points

Text #1:	Text #2:

Have students highlight information from both texts that is similar. Have students share out loud in small groups or pairs how they will write a paragraph about this topic. Have students provide feedback to each other if they think information is missing. Have students write a paragraph about the topic. Lead a classroom discussion in which students share their paragraphs.

3. Select two short informational texts about a topic for students to read independently. Have students use a graphic organizer (e.g., Venn Diagram) to organize the important points from the text. Have students place the points that are similar together. Have students place the points that are different in their own circles. Have students respond to a prompt such as "What important points do both authors include in the text. What important points can only be found in the first text? What important points can only be found in the second text?"

Key Academic Terms:

informational text, compare, contrast, important point

Additional Resources:

Paired Text Lessons and Articles

Compare and Contrast Nonfiction Texts

Compare Multiple Sources

Reading Standards: Foundational Skills
Phonics and Word Recognition

RF.2.20 Know and apply grade-level phonics and word analysis skills in decoding words.
 	
   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 	
   b. Know spelling-sound correspondences for additional common vowel teams.
 	
   c. Decode regularly spelled two-syllable words with long vowels.
 	
   d. Decode words with common prefixes and suffixes.
 	
   e. Identify words with inconsistent but common spelling-sound correspondences.
 	
   f. Recognize and read grade-appropriate irregularly spelled words.

Instructional Outcomes:

- Identify a long vowel.

- Identify a short vowel.

- Distinguish between long and short vowels when reading regularly spelled one-syllable words.

- Connect spelling-sound correspondences for common vowel teams.

- Decode regularly spelled two-syllable words with long vowels.

- Use common prefixes and suffixes to decode words.

- Identify words that have inconsistent but common spelling-sound correspondences.

- Recognize and read grade-appropriate irregularly spelled words.

Guiding Questions and Instructional Activities:

What is a long vowel? What is a short vowel? How do you distinguish between long and short vowels when reading regularly spelled one-syllable words?

1. Review with students the difference between vowels and consonants. Show the students the alphabet and have them circle the vowels and highlight the consonants. Remind students

that when they are reading a word, they will need to use the vowels to figure out how it is said.

2. Introduce the concept of long and short vowels. Share with students the difference between the way long and short vowels act and how they affect sounds (e.g., Distinguishing Long and Short Vowel Sounds). Have students practice distinguishing between long and short vowel sounds (e.g., Practice: Distinguishing Long and Short Vowel Sounds).

3. Have students work in small groups or pairs to practice sounding out long and short vowel sounds using phonics flashcards. Have students keep track of sounds they have mastered.

4. Select a short text that has several examples of either long or short vowels (e.g., eDecodables). Have students practice reading aloud to another student, into a tape recorder, and/or to you. Periodically, meet with students independently and run a reading inventory to determine mastery of the long and short vowels.

What is a vowel team? How do you know what vowel teams sound like and how they are spelled?

1. Introduce the concept of a vowel team. Share with students how combining vowels into teams will affect sounds (e.g., Vowel Team Sound/Spellings). Have students practice using vowel teams (e.g., Vowel Team Sound/Spellings).

2. Have students work in small groups or pairs to practice sounding vowel teams using phonics flashcards. Have students keep track of sounds they have mastered.

3. Select a short text that has several examples of vowel teams (e.g., eDecodables). Have students practice reading aloud to another student, into a tape recorder, and/or to you. Periodically, meet with students independently and run a reading inventory to determine mastery of vowel teams.

What is a syllable? How do you decode regularly spelled two-syllable words with long vowels?

1. Students have been introduced to syllables beginning in kindergarten but will need to review how to break a word into syllables. Share with students how breaking a word into syllables can help students when they are decoding a word (e.g., Decoding Two-Syllable Words). Have students practice breaking two-syllable words into separate syllables (e.g., Practice: Decoding Two-Syllable Words).

2. Select a short text that has several examples of two-syllable words (e.g., eDecodables). Have students practice reading aloud to another student, into a tape recorder, and/or to you. Periodically, meet with students independently, and run a reading inventory to determine mastery of decoding two-syllable words.

What is a prefix? What is a suffix? How do you decode words with common prefixes and suffixes?

1. Introduce the concept of prefixes and suffixes. Share with students how a prefix or suffix can be added to a word to change its meaning. Introduce a list of common prefixes and suffixes. Have students practice reading them aloud. Discuss what each prefix and suffix means. Show students how to decode words with common prefixes and suffixes (e.g., Decoding Words with Prefixes and Suffixes). Have students practice breaking words into the root word and the suffix or prefix (e.g., Practice: Decoding Words with Prefixes and Suffixes).

2. Select a short text that has several examples of words with prefixes and suffixes. Have students practice reading aloud to another student, into a tape recorder, and/or to you. Periodically, meet with students independently and run a reading inventory to determine mastery of decoding words with prefixes and suffixes.

What is spelling-sound correspondence? How do you identify words that have inconsistent but common spelling sound-correspondences? How do you recognize and read grade-appropriate irregularly spelled words?

1. Introduce the concept of inconsistent sounds. Share with students some spelling patterns that have different sounds. Have students practice reading them aloud. Show students how to identify words that have inconsistent spelling sound-correspondences (e.g., Spelling with Inconsistent Sounds). Have students practice identifying and reading words with inconsistent sounds (e.g., Practice: Spelling with Inconsistent Sounds).

2. Select a short text that has several examples of words with inconsistent sounds. Have students practice reading aloud to another student, into a tape recorder, and/or to you. Periodically, meet with students independently, and run a reading inventory to determine mastery of decoding words with inconsistent sounds.

Key Academic Terms:

phonics, word analysis, syllable, decode, long vowel, short vowel, vowel team, one-syllable word, two-syllable word, prefix, suffix, spelling-sound correspondence, regular spelling, irregular spelling

Additional Resources:

Scholastic: Phonics

2nd Grade Word Patterns

Phonics Lesson Plans

PBS: Phonics and Word Recognition Grade 2

Writing

Writing Standards
Text Types and Purposes
W.2.22 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.   a. Write free verse poetry to express ideas.

Instructional Outcomes:

- Identify opinions.

- Identify the characteristics of an opinion piece.

- Introduce the topic or book that is being written about.

- State opinions and supply reasons that support the opinion.

- Use linking words to connect opinions and reasons.

- Write a concluding statement or section.

- Write free verse poetry to express ideas.

Guiding Questions and Instructional Activities:

What is an opinion? What is an opinion piece?

1. Explain to students the difference between a fact and an opinion (e.g., Fact and Opinion). Have students practice determining facts from opinions and writing facts versus opinions (e.g., Fact or Opinion, Fact or Opinion: I Think and I Know). Once students are comfortable with the difference between a fact and an opinion, they will be ready to approach opinion writing.

2. Select a mentor text that is a high-quality and high-interest example of opinion writing. Have students work independently, in small groups, or in pairs to read the mentor text. Students should use the graphic organizer to record information about the opinion piece.

Graphic Organizer: Author's Opinion

Mentor Text Title:	
What is the author's opinion?	
How do you know the author's opinion?	
What is a reason the author gives you?	
What is another reason the author gives you?	
Do you agree with the author? Why?	

Use the anchor chart to lead a classroom discussion about the components of good opinion writing.

Anchor Chart: Opinion Writing

Opinion Writing	
Opinion	**What the author believes**
Reason	**Why the author believes this**
Conclusion	**What the author believes stated another way**

Discuss each component of opinion writing and tie it back to the mentor text that students have read. Using the mentor text, highlight the opinion, reasons, and conclusions. Explain to students that in an opinion piece, there is usually an introduction that explains the opinion, three reasons for the opinion, and a conclusion that summarizes the opinion. Explain to students that when they write their own opinions, they will need to include these components.

How do you introduce the topic or book you are writing about? How do you state an opinion? How do you supply reasons that support the opinion?

1. Review with students the concept of opinions and reasons from the previous lesson. Explain to students that when they write an opinion, it should be supported by at least two or three reasons. Show students a graphic organizer for developing an opinion (e.g., Opinion Writing Planner). Review with students that in an opinion paragraph, there is a sentence that gives the opinion, two or three sentences that give reasons, and a sentence that is a conclusion. Select a sample issue, and model for students how the graphic organizer can be used to build out the blueprint for writing.

2. Provide students with an issue that has two sides. Explain to students that they will be forming an opinion about the issue. Have students discuss how to state their positions clearly. Have students use a graphic organizer with space to state an opinion using sentence starters such as "In my opinion _____." "I think _____." "I strongly believe _____." "I feel _____." or "My favorite _____." (e.g., Opinion Writing). Lead a discussion about the ways students have stated their opinions.

3. Explain to students that they will continue to develop their opinions about the same topic. Now that they have developed an opening opinion statement, they will need to have two or three reasons to support their opinion. Explain to students that they will be building the outline for writing an opinion before they begin writing. Have students use the same graphic organizer to create an outline for their writing. Once all students have completed their graphic organizers, have them trade with another student so that their opinions and reasons can be evaluated. Once students have received feedback, have them make changes where necessary. Students should then write an opinion based on their planning.

What is a linking word? How do you use linking words to connect opinions and reasons?

1. Select a sample body paragraph that presents an author's opinion and reasons but is devoid of linking words. Project or share the paragraph with students and lead a discussion about the quality of writing. Point out to students that the writing is choppy and that ideas do not seem to relate to one another because of the lack of linking words. Share a list of linking words (e.g., *because, also, to, therefore, additionally, for example, for instance)*. Lead a whole class discussion about ways to revise the paragraph using this list of linking words. Discuss how the use of these words changes the relationship between opinions and reasons and clarifies the author's writing.

2. Have students draft an opinion paragraph for an opinion. Remind students that as they are writing their opinion, they will need to use linking words to help connect the relationships between opinions and their reasons and examples. Have students share their drafts during

peer-editing conferences to check for the use of linking. Have students revise their drafts based on the peer feedback.

What is a concluding statement or section? How do you provide a concluding statement or section?

1. Select a mentor text that has a strong conclusion. Share the anchor chart.

Concluding an Opinion Text
1. Restate your opinion about the topic.   2. Summarize your reasons for your opinion.

Lead a discussion with students about the mentor text conclusion. Point out where the author has done each component. Share with students a short opinion paragraph that is missing a concluding statement. Model for students how to add a concluding statement to that paragraph. Have students practice adding concluding sentences onto opinion paragraphs.

2. Have students begin by practicing writing concluding statements for opinion paragraphs. Have students write a four-sentence paragraph that states an opinion and backs it up with three reasons or examples. Students should then work with a partner and trade paragraphs. Each student should add a concluding statement that restates and summarizes the opinion in their own words. Lead a classroom discussion about the results.

3. Have students write an opinion paragraph that includes a concluding statement. In peer-editing partnerships, have students share their concluding statements. Have peer editors analyze the concluding statement and make revision suggestions. Students should revise their concluding statement and highlight how they have restated the opinion and summarized ideas, while providing a sense of closure.

What is free verse poetry? How do you write free verse poetry to express ideas?

1. Select a mentor text that is a high-quality and high-interest example of a free verse poem that states an opinion. Lead a guided reading of the poem. Ask students if this is written in the same form as the other opinion texts they have read and written. Lead a discussion about free verse poetry. Explain to students that a free verse poem is a type of poetry that has no rhyme or rules for how it is written (e.g., Free Verse Poetry). Explain to students that because it a form of poetry that does not have rules, it can be very good for expressing opinions.

2. Select a topic and create a free verse poem around an opinion about that topic. Lead a guided reading of the poem you have created. Show students where you stated your opinion within the poem and how you gave reasons using poetry.

3. Have students write free verse poems about an opinion they have. Have students include reasons for that opinion that are integrated into their poems. In peer-editing partnerships, have students share their poems. Have peer editors analyze the poem and make sure that both opinions and reasons are stated within. Students should revise their poems based on feedback.

Key Academic Terms:

writing, opinion pieces, opinion, topic, reason, support, linking word, connections, conclusion, free verse poetry

Additional Resources:

[Free Verse Poems](#)

[Free-Verse Poems for Kids](#)

[Graphic Organizers for Opinion Writing](#)

[Opinion Writing – Strong Conclusions](#)

[Opinion Writing for Kids](#)

[Opinion about a Topic: Student Model](#)

[Write Opinions about a Book](#)

Writing Standards
Text Types and Purposes
W.2.23 Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Instructional Outcomes:

- Identify the characteristics of informative pieces.
- Identify the characteristics of explanatory pieces.
- Identify the characteristics of a topic and know how to introduce it.
- Use facts and definitions to develop points.
- Provide a concluding statement or section.
- Write an informative or explanatory piece.

Guiding Questions and Instructional Activities:

What is an informative text? What is an explanatory text? How do you introduce a topic? What is a fact? What is a definition? How do you use facts and definitions to develop points?

1. Students have been taught about informative or explanatory texts since the first grade. Although this is a review, it will still be necessary to review the characteristics of explanatory or informative texts. Select a mentor text that is a high-quality and high-interest example of an informative or explanatory text. Have students work independently, in small groups, or in pairs to read the mentor text. Students should use the graphic organizer to record information about the text.

Graphic Organizer: Characteristics of Text

How does the author . . .	
explain in the text?	
describe in the text?	
illustrate in the text?	

Lead a classroom discussion about student findings from the text. Have students draw conclusions about informative or explanatory writing.

2. Lead a classroom discussion about informative or explanatory writing. Share the parts of informational and explanatory texts (e.g., Write to Inform or Explain). Discuss informative/explanatory writing and tie it back to the mentor texts that students have read. Using one of the mentor texts, highlight where the author presents a topic, develops the topic with facts and definitions, and provides a concluding statement or section. Explain to students that when they write their own informative/explanatory texts, they will need to include these components.

3. Students have learned about the idea of topics beginning in first grade but will need to review the concept. Explain to students that informative or explanatory writing informs something or explains about a topic. Explain to students that prior to writing an informative/explanatory piece, it is helpful to plan out the writing. Introduce the idea of a topic sentence to students, and model how to develop one for a selected topic (e.g., Features of Explanatory Writing). Have students select a topic and write their topic sentence. Have students share their topic sentences in small groups or pairs. Have students provide feedback to make their topic sentences clear and easy to understand.

4. Use the previously introduced mentor text. Explain to students that informative/explanatory writing must include facts and definitions to support their points about a topic. Share the anchor chart.

Anchor Chart: Supporting Details

> **Supporting Details that Inform or Explain:**
>
> **Facts:** Details that give specific information about the topic
>
> **Definitions:** Details that explain what something means

Lead a guided discussion about the mentor text, helping students identify the facts and definitions within the text. Explain to students that when they plan their writing, they will need to include both facts and definitions to help support their topic.

5. Share a graphic organizer such as the following to organize the plan for their writing:

Informative or Explanatory Writing
INTRODUCTION Why are you writing about this topic?
Fact/Definition about the topic:
Fact/Definition about the topic:
Fact/Definition about the topic:
CONCLUDING SENTENCE OR SECTION Concluding sentence:

Have students develop a plan for their writing using this graphic organizer, focusing on the development of the topic sentence and fact/definitions they will use to support their topic.

How do you provide a concluding statement or section?

1. Explain to students that when writing a text, it is important to wrap up the ideas within with a strong concluding statement or section. Select a mentor text that has a strong conclusion. Share the anchor chart.

Anchor Chart: Concluding a Text

Concluding an Informational or Explanatory Text
1. Restate the topic and information within the text in general. 2. Provide a sense of closure.

2. Lead a discussion with students about the mentor text conclusion. Point out how the author has summarized the text while providing closure. Share with students a paragraph that is missing a concluding statement. Model for students how to add a concluding statement to

that paragraph. Have students practice adding concluding sentences onto paragraphs (e.g., Informative and Explanatory Worksheets).

3. Have students begin by practicing writing concluding statements for paragraphs. Have students write a four-sentence paragraph about a high-interest topic (e.g., Finishing Each Other's Paragraph). Have students write a topic sentence and then three supporting sentences with facts and details. Students should then work with a partner and trade paragraphs. Each student should add a concluding statement that summarizes the paragraph in their own words. Lead a classroom discussion about the results.

4. Have students write an informational/explanatory paragraph that includes a concluding statement. In peer-editing partnerships, have students share their concluding statements. Have peer editors analyze the concluding statement and make revision suggestions. Students should revise their concluding statement and highlight how they have restated the topic and summarized ideas, while providing a sense of closure.

Key Academic Terms:

writing, informative writing, explanatory writing, topic, fact, definition, detail, conclusion, points

Additional Resources:

Informative/Explanatory Writing

Expository Writing Cake

Guidelines and Resources for Teaching Informative Writing (for educators)

Writing Standards
Text Types and Purposes
W.2.24 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.

Instructional Outcomes:

- Identify the characteristics of narratives.

- 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.

- Provide a sense of closure in narrative writing.

- Write a narrative.

Guiding Questions and Instructional Activities:

What are the characteristics of a narrative piece? What is a well-elaborated event? What is a sequence of events?

1. Students have been taught about narrative texts since the first grade and are very familiar with the components of narrative text through their study of reading. Although this is a review, it will still be necessary to review the characteristics of narrative texts (e.g., Personal Narratives, Story). It should also be noted, that while students interact or tell stories to each other, they may not connect that storytelling to their own writing. In order to have students begin to think in a story-telling mindset, have students practice telling stories to each other in small groups or pairs. Have them respond to the following discussion prompt: "In your group, you will be telling each other a story. Think about a time when you felt surprised. Share that story with your group." Have students ask each other questions to clarify parts that are confusing or lacking enough detail. Lead a discussion with students about what makes a personal narrative or story engaging.

2. Select a mentor text that is a high-quality and high-interest example of a personal narrative or story about a single event that is well-elaborated. Have students work independently, in small groups, or in pairs to read the mentor text. Present students with the concept of a graphic organizer that helps elaborate about a single event (e.g., Narrative Story Organizer).

As students read the mentor text, they should highlight the ways the author has given details to elaborate the event. Lead a classroom discussion about student findings. Have students draw conclusions about how an event can be elaborated in narrative writing using a graphic organizer like the graphic organizer presented earlier in the activity.

3. Select a mentor text that is a high-quality and high-interest example of a personal narrative or story that features a series of events. Have students work independently, in small groups, or in pairs to read the mentor text. Present students with the concept of a story map diagram (e.g., [Story Map](#)) and review each component. As students read the mentor text, they should highlight key events in the narrative. Lead a classroom discussion about student findings. Have students draw conclusions about how events unfold in narrative writing.

4. Students will select a story they want to tell through narrative writing. Have students develop a plan for their narrative using one of the two previously shared graphic organizers used in step 2 or step 3. Students will either need to develop a single event with details or will need to write about a series of events. Have students work in small groups or pairs to look each student's plan prior to writing. If there are problems with the event sequence, students should revise the event sequence for clarity or a more natural progression. Once they have revised their plan, they should draft a personal narrative.

How do you include details to describe actions, thoughts, and feelings?

1. Select a mentor text that is a personal narrative or story with details about actions, thoughts, and feelings. Lead a guided reading of the mentor text. As you read the text, lead a discussion about details that were used to describe actions, thoughts, and feelings. Create a story map about the personal narrative, and note where details were used to describe actions, thoughts, and feelings. Model for students how to take a story map they have already developed, and use it to plan where they will include details about actions, thoughts, and feelings.

2. Have students begin to make a story map of a personal narrative or story using a graphic organizer like the ones they have used previously. Once students have outlined the basic events of a personal narrative or story, have them determine where they will use details to develop actions, thoughts, and feelings. In small groups or pairs, have students share their story map plans. Have students analyze a student's story map plan and provide feedback for areas that could be more developed or are not clear. Students should revise their story map plans based on this feedback.

3. Have students write a draft of their narrative using a graphic organizer plan. In peer-editing partnerships, have students share their drafts. Have students analyze the ways each student has used details to develop actions, thoughts, and feelings in their writing. Have students provide feedback to one another about the effectiveness of their use of details to develop actions, thoughts, and feelings. Students should revise their drafts based on this feedback.

What is a temporal word? How do you use temporal words to signal event order?

1. Select a sample narrative text devoid of temporal words that signal time order (e.g., *first, next, then, last*). Project or share the text with students, and lead a discussion about the quality of writing. Point out to students it is difficult to follow the sequence because of the lack of temporal words that signal time order. Share a list of common temporal words and phrases used to show sequence of events (e.g., Time Order Words). Lead a whole class discussion about ways to revise the text using this temporal list. Discuss how the use of these words helps the reader follow the sequence of events.

2. Have students look at a draft from a personal narrative text they have written. Have students revise the text so that they use temporal words to show a sequence of events. Have students share their drafts during peer-editing conferences to check for the use of temporal words. Have students revise their drafts based on the peer feedback.

How do you provide a sense of closure?

1. Select a mentor text that has a strong conclusion. Lead students through a guided reading experience of the mentor text. Ask students where the author has provided a closure for the story. Lead a discussion with students about what they notice in the mentor text. Highlight the places where events are tied up and how the author hints at how things have changed in the mentor text. Explain to students that when they are concluding a narrative essay they will need to wrap up the event or events so that the reader is not left wondering what happened.

2. Have students select a narrative text they have previously written. In peer-editing partnerships, have students share their conclusions. Have peer editors analyze the conclusions to see if the writing wraps up the event or events to provide closure. Students should revise their conclusions and highlight where they provided closure in their conclusions.

Key Academic Terms:

writing, narrative writing, well-elaborated event, sequence of events, detail, action, thought, feeling, temporal word, event order, closure, recount

Additional Resources:

Sample Narrative Writing Plan

Why Context Matters in Writing

What Is Narrative Writing, and How Do I Teach It in the Classroom?

Writing Process

Writing Standards
Research to Build and Present Knowledge
W.2.27 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).

Instructional Outcomes:

- Participate in shared research, working as a team to share work and collect information.
- Use multiple books about a single topic to produce a report.
- Record information, including science observations.
- Write a shared research project.

Guiding Questions and Instructional Activities:

What is shared research? What is a writing project? How do you participate in shared research and writing projects? How do you find information about a single topic? How do you record information about a single topic?

1. Before teaching, gather informational texts around a high-interest theme (e.g., famous people, geographic features, deep-sea animals). You may wish for this to tie into your social studies or science curriculum units. Explain to students that they will be working in small groups or pairs on a shared research project. Explain to students that as part of this project, they will need to select a topic to research and will work with their groups to find out information and take notes about the topic. Select a book about the topic in general, and read it to the class to spark interest. Show students the library of sources that you have gathered and make a list of the topics within it. Record ideas on a chart that looks like the following:

Topic: **Geographic Features**
Possible Research Topics: • Islands   • Canyons   • Mountains   • Deserts   • Caves   • Glaciers

Have students rank their top three choices of topic to study. Assign students to small groups or pairs based on their choices.

2. Have students work in groups to take notes based on a graphic organizer. Have students each work to take their own notes. Over the research period, meet with students and go over their note-taking.

3. Have students organize their information so that it can be used to write a paragraph about their topic. Have students use a graphic organizer to organize a simple five-sentence paragraph. Have students work independently to write their own paragraph based on their shared research.

Key Academic Terms:

writing, research, research report, shared research, book, topic

Additional Resources:

Step-by-Step Research Projects for Young Writers (for educators)

How to Answer a Question with a Research Project

Read*Write*Think: Inquiry Charts (I-Charts)

Note-taking Lesson Plan

Use the Research Process

Answer Questions

Writing Standards
Research to Build and Present Knowledge
W.2.28 Recall information from experiences or gather information from provided sources to answer a question.

Instructional Outcomes:

- Select multiple sources about a topic and use them for research.

- Recall information from experiences.

- Gather information from provided sources.

- Use information recalled from experiences or information gathered from provided sources to answer a question.

Guiding Questions and Instructional Activities:

How do you recall information from experiences? How do you gather information from provided sources? How do you use information recalled from experiences or information gathered from provided sources to answer a question?

1. Explain to students that they will be researching to answer a question that they will choose. Once students have selected a research question, have students brainstorm what they know about the topic from their own experiences. This will help them decide where to begin gathering information about their topic. Explain that they will also need to determine the best sources to use for their research. Select a sample research question, and project it on the board (e.g., Why does a kangaroo have a pouch?). Explain to students that from background information, they might know that a pouch can protect the joey. Lead a discussion about where students would go to look for information for that topic (e.g., book about kangaroos, magazine about zoology).

2. Model for students how to use sample sources to take notes about the text. Show students how to fill in a note-taking graphic organizer like the following:

Graphic Organizer: Taking Notes

Research Question: Why does a kangaroo have a pouch?		
Idea: Protects its joey	**Fact:**	**Source:**
	Fact:	**Source:**
	Fact:	**Source:**

Show students how to take an idea such as "Protects its joey" and fill in facts from the sources provided. Model for students how to write the titles of sources used.

Have students practice the steps for researching and note-taking using sources. As students work to answer their research questions, have them select sources and take notes in the graphic organizer.

Graphic Organizer: Facts and Sources

Research Question:		
Idea:	**Fact:**	**Source:**
	Fact:	**Source:**
	Fact:	**Source:**

Have students share their findings with each other to review the sources. Create an ongoing list of sources for students to access when working on research projects.

Key Academic Terms:

library, source, topic, research, experience, question, answer

Additional Resources:

Step-by-Step Research Reports for Young Writers (for educators)

Use the Research Process

Answer Questions

Language

Language Standards
Conventions of Standard English Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

L.2.35 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 	
   a. Use collective nouns (e.g., *group*).
 	
   b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 	
   c. Use reflexive pronouns (e.g., *myself, ourselves*).
 	
   d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 	
   e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 	
   f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

Instructional Outcomes:

- Introduce collective nouns and explain how to use them.

- Identify correct and incorrect usage of collective nouns in written passages.

- Use collective nouns correctly in writing.

- Explain the characteristics of an irregular plural noun.

- Form and use irregular plural nouns.

- Identify correct and incorrect usage of irregular plural nouns in written passages.

- Use irregular plural nouns correctly in writing.

- Explain the characteristics of a reflexive pronoun.

- Identify correct and incorrect use of reflexive pronouns in written passages.

- Use reflexive pronouns correctly in writing.

- Use the past tense of frequently occurring irregular verbs in written passages.

- Identify and use adjectives and adverbs.

- Use adjectives and adverbs depending on what is being modified.

- Identify correct and incorrect use of adjectives and adverbs in written passages.

- Use adjectives and adverbs correctly in writing.

- Introduce characteristics of simple and compound sentences.

- Produce, expand, and rearrange complete simple and compound sentences.

Guiding Questions and Instructional Activities:

What is a collective noun? How do you use collective nouns?

1. Students began learning about nouns in first grade but will need to review the concept. Explain to students about collective nouns and how they are used (e.g., Collective Nouns). Explain to students that collective nouns are words that are used for a group of people, animals, or things. Have students practice using collective nouns (e.g., Practice: Collective Nouns). Lead a classroom discussion where students brainstorm a list of collective nouns. Create a poster for the classroom that uses these ideas.

2. Create a writing text that has missing collective nouns. Have students work independently, in small groups, or in pairs to replace the missing words with collective nouns. Once students have finished, review their answers and correct any misconceptions.

What is an irregular plural noun? How do you form and use frequently occurring irregular plural nouns?

1. Review with students how to make regular nouns plural. Explain to students that sometimes plural nouns do not end with *-s* or *-es* but have a different spelling to show they are plural (e.g., Irregular Plural Nouns). Lead a classroom discussion where students brainstorm a list of irregular plural nouns. Create a poster for the classroom that uses these ideas. Have students practice using irregular plural nouns (e.g., Practice: Irregular Plural Nouns).

2. Create a writing text that has missing irregular plural nouns. Have students work independently, in small groups, or in pairs to replace the missing words with irregular plural nouns. Once students have finished, review their answers and correct any misconceptions.

3. Have students work in peer-editing partnerships or small groups to revise for mistakes in using irregular plural nouns. Students should identify any places where plural nouns are

used and make recommendations for changes if incorrect. Students should revise their work according to these recommendations.

What is a reflexive pronoun? How do you use reflexive pronouns?

1. Students began learning about pronouns in first grade but will need to review the concept. Review with students what a pronoun is and how it functions in a sentence. Introduce reflexive pronouns and how they are used in a sentence (e.g., Reflexive Pronouns). Have students practice using reflexive pronouns (e.g., Practice: Reflexive Pronouns). Lead a classroom discussion about their results.

2. Create a writing text that has missing reflexive pronouns. Have students work independently, in small groups, or in pairs to replace the missing words with reflexive pronouns. Once students have finished, review their answers and correct any misconceptions.

3. Have students work in peer-editing partnerships or small groups to revise for mistakes in using reflexive pronouns. Students should identify any places where reflexive pronouns are used or needed and make recommendations for changes if incorrect. Students should revise their work according to these recommendations.

What is *past tense*? How do you use the past tense of frequently occurring irregular verbs?

1. Review with students what a verb is. Explain to students that when you are writing about the past, you will use the past tense of the verb. Explain to students that regular verbs will follow common rules when they are in the simple past tense. (e.g., Past-Tense Verbs). Have students practice identifying and forming simple past-tense verbs (e.g., Practice: Past-Tense Verbs).

2. Select a text that has a variety of regular and irregular past-tense verbs. Ask students to underline the past-tense verbs in each sentence. Have students determine whether they follow the rules for forming past-tense verbs. Lead a discussion about verbs that do not follow this pattern. Explain to students that sometimes verbs are irregular and do not follow the same rules (e.g., Irregular Verbs). Have students practice identifying and forming irregular verbs (e.g., Practice: Irregular Verbs).

3. Create a writing text that has missing past-tense verbs and a word bank of regular and irregular verbs. Have students work independently, in small groups, or pairs to determine which verbs complete the text and how to form the past tense. Once students have finished, review their answers and correct any misconceptions.

4. Have students work in peer-editing partnerships or small groups to revise for mistakes in forming the past tense in regular and irregular verbs. Students should identify any places

where past-tense verbs are used and make recommendations for changes if incorrect. Students should revise their work according to these recommendations.

What is an adjective? What is an adverb? How do you use adjectives and adverbs? How do you choose between adjectives and adverbs depending on what is being modified?

1. Students began learning about adjectives in first grade but will need to review the concept. Review with students what an adjective is and how it functions in a sentence (e.g., Adjectives). Explain to students that adjectives are words that describe nouns. Have students practice identifying adjectives in sentences (e.g., Practice: Adjectives). Lead a classroom discussion about their results.

2. Students began learning about adverbs in first grade but will need to review the concept. Review with students what an adverb is and how it functions in a sentence (e.g., Adverbs). Explain to students that adverbs are words that describe verbs. Have students practice identifying adverbs in sentences (e.g., Practice: Adverbs). Lead a classroom discussion about their results.

3. Explain to students that they will need to understand when to use an adjective and when to use an adverb. Review the functions of adjectives (to describe nouns) and adverbs (to describe verbs) (e.g., Using Adjectives or Adverbs). Have students practice determining whether to use adjectives or adverbs (e.g., Practice: Using Adjectives or Adverbs).

4. Create a writing text that has missing adjectives and adverbs. Have students work independently, in small groups, or in pairs to replace the missing words with adjectives or adverbs that make sense. Once students have finished, review their answers and correct any misconceptions.

5. Have students work in peer-editing partnerships or small groups to revise for mistakes in using adjectives or adverbs in their own writing. Students should identify any places where adjectives or adverbs are used or needed and make recommendations for changes if incorrect. Students should revise their work according to these recommendations.

What is a simple sentence? What is a compound sentence? How do you produce, expand, and rearrange complete simple and compound sentences?

1. Before students can understand the different types of sentences, they must understand the parts of a sentence and be able to identify them. Review the parts of a sentence (e.g., Subjects, Predicates). Have students practice identifying and writing subjects and predicates (e.g., Practice: Subjects, Practice: Predicates).

2. Introduce the different types of sentences, including simple and compound sentences (e.g., Combine Sentences). Project a paragraph that has simple and compound sentences in it. Lead a discussion and identify each sentence as either simple or compound. Have students

practice identifying and writing simple and compound sentences (e.g., [Practice: Combine Sentences](#)).

3. Create a writing text that has a variety of simple and compound sentences. Have students work independently, in small groups, or in pairs to classify each sentence. Where there is more than one of the same type of sentence in a row, have students revise one of the sentences to be a different type to create variety. Once students have finished, review their answers and correct any misconceptions.

4. Have students work in peer-editing partnerships or small groups to identify different types of sentences and make sure that they are formed correctly. Students should identify any places where sentences have not been formed correctly. Students should revise their work according to these recommendations.

Key Academic Terms:

language, conventions, grammar, usage, collective noun, irregular plural noun, reflexive pronoun, past tense, irregular verb, adjective, adverb, simple sentence, compound sentence

Additional Resources:

[Collective Nouns Worksheets](#)

[Collective Nouns](#)

[Khan Academy: Irregular plural nouns – base plurals](#)

[Khan Academy: Reflexive pronouns](#)

[Intro to Verb Tense](#)

[Khan Academy: Intro to irregular verbs](#)

[Adverb or Adjective](#)

[Adjectives and Adverbs Video](#)

[Simple and Compound Sentences](#)

Language Standards
Conventions of Standard English Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

L.2.36 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 	
   a. Capitalize holidays, product names, and geographic names.
 	
   b. Use commas in greetings and closings of letters.
 	
   c. Use an apostrophe to form contractions and frequently occurring possessives.
 	
   d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 	
   e. Form uppercase and lowercase letters in cursive.
 	
   f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Instructional Outcomes:

- Explain the rules for capitalizing holidays, product names, and geographic names.

- Identify correct and incorrect capitalization of holidays, product names, and geographic names in written passages.

- Use capitalization for holidays, product names, and geographic names correctly in writing.

- Explain how to use commas in greetings and closings of letters.

- Identify correct and incorrect usage of commas in greetings and closings of letters.

- Use commas in greetings and closings of letters correctly in writing.

- Explain the use of apostrophes to form contractions and frequently occurring possessives.

- Identify correct and incorrect usage of apostrophes to form contractions and frequently occurring possessives in written passages.

- Use apostrophes to form contractions and frequently occurring possessives correctly in writing.

- Explain how to form and use possessives.

- Identify correct and incorrect use of possessives in written passages.

- Use possessives correctly in writing.

- Use spelling patterns when writing words.

- Identify resources for checking spelling, including word lists, dictionaries, and glossaries.

Guiding Questions and Instructional Activities:

Why do you capitalize holidays, product names, and geographic names?

1. Review with students what capitalization is and how it should be used correctly. Share with students the rules for capitalization (e.g., Capitalization). Have students practice using capitalization correctly (e.g., Practice: Holidays, Practice: Product Names, Practice: Geographic Names).

2. Create a writing text that has errors in capitalization in holidays, product names, and geographic names, including words that need capitalization and words that are incorrectly capitalized. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.

3. Have students work in peer-editing pairs to review written drafts, looking for places where there are errors in capitalization. Students should use peer-editing suggestions to revise their work.

Why do you use commas in greetings and closings of letters?

1. Review with students what a comma is and how it functions in a sentence. Share with students the rules for using commas in greetings and closings of letters (e.g., Letter Punctuation). Have students practice using commas correctly (e.g., Practice: Letter Punctuation).

2. Create a writing text that has errors in the use of commas in greetings and closings of letters, including errors that need the addition of commas and those that use commas incorrectly. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.

3. Have students work in peer-editing pairs to review written drafts, looking for places where there are errors in the use of commas in greetings and closings of letters. Students should use peer-editing suggestions to revise their work.

What is an apostrophe? What is a contraction? What is a possessive? Why do you use apostrophes to form contractions and frequently occurring possessives?

1. Review with students what an apostrophe is and how it functions in a sentence either with contractions or possessives. Have students review what a contraction is and brainstorm common contractions that they may already know (e.g., *I'm, you're, she's*). Share with students the rules for using apostrophes to form contractions (e.g., Apostrophes for Contractions). Have students practice using apostrophes correctly to form contractions (e.g., Practice: Apostrophes for Contractions).

2. Introduce to students what a possessive is and how it is used in a sentence. Share with students the rules for using apostrophes to form frequently occurring possessives (e.g., Apostrophes for Possessives). Have students practice using apostrophes correctly to form possessives (e.g., Practice: Apostrophes for Possessives).

3. Create a writing text that has errors in the use of apostrophes to form contractions and possessives, including words that need apostrophes and words that use apostrophes incorrectly. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.

4. Have students work in peer-editing pairs to review written drafts, looking for places where there are errors in the use of apostrophes to form contractions and possessives. Students should use peer-editing suggestions to revise their work.

What is a learned spelling pattern? How do you use learned spelling patterns when writing words? How and why do you consult reference materials to check and correct spellings?

1. Throughout the school year, it will be important to introduce a variety of spelling patterns and generalizations to students (e.g., Common Spelling Patterns). It is important to emphasize to students that spelling generalizations are not rules and that there may be exceptions. Use a list of spelling generalizations designated for second grade by your district spelling program or use an external resource to determine which spelling generalizations to teach (e.g., Practice: Common Spelling Patterns).

2. Create a writing text that has spelling errors in words with common spelling patterns. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.

3. Explain to students that when they are writing, they may encounter words they do not know how to spell. When assessing student writing, note words that students tend to misspell on an individual basis. Help each student create a personal list of words the student tends to misspell that the student may use as a reference when writing. Students should note if the words on their lists are part of a common word family or a have a common word pattern. Create a commonly misspelled word list for the class. Model for students how to use resources such as word processing spell-check or a dictionary to find the correct spelling of words.

4. Have students select a draft of their own written work. Have students work in peer-editing partnerships to check for misspelled words. Have students work together to find the correct spelling of words, using spell-check and dictionary references and revising accordingly.

Key Academic Terms:

language, conventions, grammar, usage, capitalization, holiday, product name, geographic name, comma, greeting, closing, letter, apostrophe, contraction, possessive, spelling pattern, cursive, uppercase letter, lowercase letter, spelling

Additional Resources:

Capitalize Holidays and Geographic Names

Teaching Contractions and Possessives with Books

Tips for Improving Spelling

Use Resources to Check Spelling

The Big Five: Phonics and Spelling Generalizations

Spelling Activities

Spelling "Go Fish" Card Game

English Spelling: Making Sense of a Seemingly Chaotic Writing System (for educators)

Guide to English Spelling Rules

Spelling Strategies

Language Standards
Vocabulary Acquisition and Use

L.2.38 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.

    a. Use sentence-level context as a clue to the meaning of a word or phrase.

    b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

    c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

    d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

    e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Instructional Outcomes:

- Explain how sentence-level context is used to determine the meaning of a word or phrase.

- Use sentence-level context clues to determine the meaning of words and phrases.

- Form words made up of known affixes and known words.

- Determine the meaning of a new word formed when a known prefix is added to a known word.

- Use a known root word as a clue to the meaning of an unknown word with the same root.

- Use knowledge of the meaning of individual words to predict the meaning of compound words.

- Use glossaries or beginning dictionaries to determine the meaning of key words and phrases.

Guiding Questions and Instructional Activities:

What is context? How do you use sentence-level context as a clue to the meaning of a word or phrase?

1. Students have learned about using context clues beginning in first grade, but you will need to review the concept with them. Review with students that there are often clues to the meanings of unknown words in the words before and after the unknown word in the sentence. Share with students how to use context clues within the same sentence to help determine the meaning (e.g., Context Clues). Have students use sentence-level context clues to figure out meanings of words (e.g., Practice: Context Clues). Model for students how to use these types of context clues to determine the meaning of the words in the sentence.

2. Select a text that has enough sentence-level context to help students determine the meaning of unknown words. Have students work independently, in small groups, or in pairs to practice determining the meaning of unknown words using these sentence-level context clues. Once students have completed the task, lead a discussion about their findings.

3. As students read independently, have students note two to three unknown words in the text selection. Have students use sentence-level context clues to attempt to find their meanings. In a reading journal or in writing, have students note the words, the sentence(s) in which the words are found, context clues that help denote the meanings, and their predicted meanings. Students should double-check their answers using a dictionary or online vocabulary reference.

What is a root word? How do you use a known root word as a clue to the meaning of an unknown word with the same root? What is a prefix? How do you determine the meaning of a new word formed when a known prefix is added to a known word?

1. Explain to students that the meaning of a word can often be constructed using knowledge of word parts. Explain that many words are formed by adding to a root word. Introduce common root words with which they may be familiar (e.g., Roots). Have students work in small groups or pairs to practice identifying roots in sentences and predicting their meaning (e.g., Practice: Roots). Lead a discussion about student findings.

2. Introduce students to prefixes and their use at the beginning of a root word (e.g., Prefixes). Have students brainstorm a list of familiar prefixes. Have students work in small groups or pairs to practice using words with Greek and Latin roots in sentences (e.g., Practice: Prefixes). Lead a discussion about student findings.

3. Select a short text that has words that are made up of common roots and prefixes. Have students work independently, in small groups, or in pairs to identify words in the text and determine the meaning using their knowledge of roots and prefixes. Have students write a

sentence for each word they find. Lead a classroom discussion about the sentences and the meaning of the words.

What is a compound word? How do you use knowledge of the meaning of individual words to predict the meaning of compound words?

1. Explain to students that compound words are made up of two smaller, familiar words that together make a new meaning (e.g., Compound Words). Have students work in small groups or pairs to create compound words and predict their meaning (e.g., Practice: Compound Words). Lead a discussion about student findings.

2. Select a short text that has compound words. Have students work independently, in small groups, or in pairs to identify compound words in the text and determine the meaning by breaking them down into smaller familiar words. Have students write a sentence for each compound word they find. Lead a classroom discussion about the sentences and the meaning of the words.

What is a glossary? What is a dictionary? How do you use glossaries or beginning dictionaries to determine or clarify the meaning of key words and phrases?

1. Explain to students that they can use different print and digital reference materials to help determine or clarify the meaning of words and phrases. Project a sample dictionary or glossary entry onto the board. Review with students where they can note the meaning of words. Show a sentence that has an unknown vocabulary word or phrase in it. Have students predict the meaning of the word based on context and/or knowledge of roots and prefixes. Model for students how to find the meaning of the word(s) in a dictionary or glossary entry. Explain to students that they should check their prediction against the meaning.

2. As students read independently, have students note two to three unknown words and phrases in the text selection. Have students attempt to use their prior knowledge of context clues, prefixes, and roots to find the meanings of the words. In a reading journal or in writing, have students note each word, the sentence in which the word or phrase is found, the context clues/roots and prefixes, and their predicted meaning. Students should double-check their answers using a dictionary or glossary as a reference. Lead a discussion where students talk about the meanings of the unknown words and phrases, explaining how they figured out their meanings.

Key Academic Terms:

vocabulary acquisition, meaning, context, prefix, root word, compound word, glossary, dictionary, meaning, key word, key phrase

Additional Resources:

Context Clues

Find the Meaning from the Text

Compound Words

Use Print and Digital Resources

Using a dictionary: root words

Language Standards
Vocabulary Acquisition and Use

L.2.39 Demonstrate understanding of word relationships and nuances in word meanings.
 	
  a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 	
  b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

Instructional Outcomes:

- Model and practice how to identify real-life connections between words and their use.

- Demonstrate how closely related verbs may have shades of meaning, and construct logical sequences of related verbs.

- Demonstrate how closely related adjectives may have shades of meaning, and construct lists of related adjectives.

- Model and practice how to distinguish shades of meaning among closely related verbs and closely related adjectives.

Guiding Questions and Instructional Activities:

How do you identify real-life connections between words and their use?

1. Explain to students that as they read, they will need to build an understanding of words and how they are used by making real-life connections. Select a short text with several familiar adjectives (e.g., *spicy, juicy*). Model for students how to make a real-life connection to these words (e.g., Make Real-Life Connections). Lead a discussion where students talk about their own personal and real-world connections to these words. Create a list of connections. Lead a discussion where students think about how these connections broaden their understandings of the words when they are used in a sentence.

2. Provide students with short text excerpts that contain adjectives, and practice making real-world connections to the meanings of the words (e.g., Real-Life Connections Practice). Have students share their connections in small groups or pairs. Lead a whole class discussion about their findings.

3. As students read longer texts independently, periodically have them select a word from the reading and make at least three real-world connections to the word. Then in a reading journal or other reading response worksheet, have students answer a prompt such as "How do the connections you made to this word relate to the way the author has used the word? Use text evidence to support your answer."

What is a shade of meaning? How do you distinguish shades of meaning among closely related verbs? How do you distinguish shades of meaning among closely related adjectives?

1. Explain to students that sometimes words have similar meanings. Remind students that they can use a resource such as a thesaurus to find words that have similar meanings. Select a common verb such as *run*, or an adjective such as *pretty,* and lead a classroom discussion where students brainstorm a list of words that mean almost the same thing. Model for students how to use a thesaurus to expand those lists. Have students practice taking common words and finding synonyms for those common words.

2. Introduce the concept of shades of meaning by explaining that sometimes words that are synonyms have similar meanings, but may have different powers or degrees of meaning behind them (e.g., Shades of Meaning). Model for students how to take the list of synonyms they found for the verb *run* and list them in order from most to least fast (e.g., *jog> run>sprint).* Have students work independently, in small groups, or in pairs to practice determining the shades of meaning of verbs and adjectives (e.g., Shades of Meaning Practice).

Key Academic Terms:

vocabulary acquisition, word relationship, nuance, real-life connection, shades of meaning, related verbs, related adjectives

Additional Resources:

Using Words: Real-Life Connections

Shades of Meaning

Shades of Meaning 2

Alabama Educator Instructional Supports: ACAP Summative Survey

Please take a few minutes to answer 10 survey questions by April 30, 2021. You may complete the survey electronically here: https://www.surveymonkey.com/r/WXZWXCT. If you prefer to mail in your survey, you may print this page and mail it in an envelope using the address on the next page. You may also print this double-sided with the following page, fold it into thirds, seal it with tape, and mail it. The survey takes approximately five minutes to complete.

1. Which content area(s) did you use? (Check all that apply.)

    ☐ English Language Arts   ☐ Mathematics   ☐ Science

2. Which grade(s) did you use? (Check all that apply.)

    ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6   ☐ 7   ☐ 8

3. In which state district (such as Leeds City or Winston County) do you work? _____

4. What is your current position/job title?
    o Classroom teacher
    o Curriculum coach/specialist (school or district)
    o Teacher assistant/classroom aide/paraprofessional
    o Administrator
    o Other (please specify): _____

5. For how many standards did you use the material in the Instructional Supports when planning your instruction?
    o All   o Most   o Some   o None

6. How helpful were the Instructional Supports in providing a deeper understanding of the standards?

    ○ Very helpful   ○ Helpful   ○ Somewhat helpful   ○ Not helpful

7. How helpful were these documents to you when planning instruction?

    ○ Very helpful   ○ Helpful   ○ Somewhat helpful   ○ Not helpful

8. How many times did you consult the Instructional Supports documents while planning instruction?

    ○ Daily   ○ A few times   ○ A few times   ○ A few times during   ○ One or   ○ Zero times
             a week   a month   the school year   two times

9. How likely are you to recommend the use of the Instructional Supports to other teachers in your district or school?

    ○ Very likely   ○ Somewhat likely   ○ Somewhat unlikely   ○ Very unlikely

10. Is there any additional information about the Instructional Supports that you would like to share or any additional resources that you would like to see included?

_____

_____

_____

Thank you for taking the time to fill out the survey.

Data Recognition Corporation
Attn: Alabama Instructional Supports Feedback
2800 Northwest Boulevard
Plymouth, MN 55441