

Second Grade Common Core Standards Fulfilled by the *King School Series Teacher's Guide—Lvl 15–20*

As you strive to meet the Common Core State Standards in your classroom, you will find a key ally in the *King School Series* and its *Teacher's Guide (TG)*. Offering a well-rounded treatment of the stories, our materials prompt students to use a variety of cognitive, verbal, reading, and writing skills along the way. Every story and its corresponding TG supplements cover most, if not all, of the standards listed below. The Instructional Sequence, which is further customized in every story's Lesson Plan in the TG, references the below codes to demonstrate where and how the *King School Series* fulfills specific standards.¹

Reading: Literature

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.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

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.

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.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Language

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2* reading and content, choosing flexibly from an array of strategies.

L.2.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Reading: Foundational Skills

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

Speaking & Listening

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

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

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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

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

Writing

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

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

¹ Common Core State Standards (CCSS) citations are coded as follows: The abbreviation of the instructional strand's name; the grade level; and, finally, the standard. So the standard labeled "RL.2.3" indicates the "Reading: Literature" strand for *second* grade, standard number *three*, which is "Describe how characters in a story respond to major events and challenges." For a complete listing of the CCSS, please visit www.corestandards.org.

Second Grade KSS *Teacher's Guide* Instructional Sequence with CCSS Annotations

The Instructional Sequence below, which is further customized in every book's Lesson Plan in the *King School Series Teacher's Guide*, references the Common Core State Standards (CCSS) codes to demonstrate where and how the King School Series fulfills specific standards.

CCSS citations are coded as follows: The abbreviation of the instructional strand's name; the grade level; and, finally, the standard. So the standard labeled "RL.2.3" indicates the "Reading: Literature" strand for *second* grade, standard number *three*, which is "Describe how characters in a story respond to major events and challenges." For a complete listing of the CCSS, please visit www.corestandards.org.

Before Students Read a New Book Aloud

Create interest in a new book RL.2.7

- Build excitement by talking enthusiastically about the book.
- Pointing to the words on the cover, say the book's title and the names of the author and illustrator.
- Ask questions about the book's cover, and relate the cover illustration to the students' lives.

Prepare students to read the new book RL.2.1, RL.2.3, RF.2.3

- Provide background information, explain concepts, and preview vocabulary needed for students to understand the book.
- Rather than having students do a "cold" read-aloud from the outset, try the following:
 - Do a picture-walk through all or part of the book.
 - Have the students read the book silently before asking them to read aloud.

When Students Read the New Book Aloud

Use a shared reading strategy to give students confidence RL.2.10, RL.2.6, RF.2.4

- To warm students up before asking them to read aloud, try the following:
 - *Choral reading*—Start by reading together. Fade out when the student signals that he or she is ready to read alone.
 - *Echo reading*—Read one page/paragraph/sentence aloud. Then have the student read the same material.
 - *Take-turns reading*—Read one page/paragraph/sentence aloud. Then have the student read the next page/paragraph/sentence.
- Reverse roles. Pretend to be a student, and let students know that you're going to read out loud and make some mistakes on purpose. Have the students pretend to be a teacher correcting you. Delighted by this role reversal, the children will be proud of all the mistakes they catch.

Make comments and ask questions to engage students

and check comprehension RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.7, RF.2.3, RF.2.4, SL.2.1, SL.2.2, SL.2.3

- Occasionally remark on the book's characters and events.
- Encourage students to make predictions about what might happen.
- Ask questions that require more than simple yes-no answers and that focus students on a book's core ideas. The following kinds of questions work well:
 - *Student-centered*—"Derek wants to learn how to swim. What is something you would like to learn to do?"
 - *Text-based*—"What book does Victor read to his kindergarten buddy?"
 - *Predicting*—"Where do you think Kendra will look for her hamster next?"
 - *Inferential*—"How do you think Jasmin feels about going to the book fair?"
 - *Visual*—"Look closely at the illustration. How does Mrs. Hall's class feel about her big announcement?"
 - *Vocabulary*—"What do you think the word *selected* means in the sentence 'The second graders selected books to read from the class library'?"

Help students navigate difficult patches RF.2.3, RF.2.4, L.2.4, L.2.5

- Show students how to figure out challenging words by using context clues as well as decoding and word-attack skills.
- Help students define unfamiliar words.
- Provide carefully-worded prompts, encouragement, and praise to keep students going when they encounter difficulties.
- Try to honor students' requests to reread the book. Revisiting a favorite book is a treat—and it builds fluency.

When Students Finish Reading the New Book Aloud**Deepen students' connection to the book** RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.10, SL.2.1, SL.2.2, RF.2.4

- Talk about and return to favorite parts of the book.
- Relate the book's events to incidents in the students' lives.
- Try to honor students' requests if they'd like to reread the book. Rereading promotes fluency, which, in turn, enhances comprehension.

Check students' comprehension RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.10, SL.2.1, SL.2.2, RF.2.4

- Help students retell the story in their own words.
- Ask questions that require more than simple yes-no responses. Here, too, *student-centered, text-based, predicting, inferential, visual, and vocabulary questions* are effective.

Have students complete the Story Check and Hands-on Activity RL.2.1, RL.2.2, RL.2.3, RF.2.4, L.2.1, L.2.2, L.2.3, L.2.4, L.2.6, W.2.2**Introduce new vocabulary and/or knowledge related to the book** L.2.4, L.2.5, L.2.6**Have students do a brief book-related writing-art activity** W.2.3**Have students do a brief writing-journal entry, with the option of later fleshing out the entry using the Writing-Organizer Worksheet** W.2.1, W.2.2, W.2.3, W.2.5, W.2.8, L.2.1, L.2.2, L.2.3, L.2.6**Ending the Session**

- Compliment students on something they did especially well during the session.
- Consider giving students a tangible symbol of all they accomplished by having them do any of the following:
 - Add the new book to a personal book list you may ask each child to keep.
 - Add a sticker to a reading chart you may ask each child to keep.
- Express your pleasure in the time spent with the students and say you look forward to the next time you read together.