

Common Core Alignment Overview

Junior Great Books Nonfiction Inquiry activities develop students' reading, critical thinking, writing, speaking and listening, and language skills. This document details the alignment of Nonfiction Inquiry activities with the Common Core State Standards for grade 2.

Prereading

Speaking and Listening Standards

- 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.2.4. 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 Standards

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

Language Standards

- 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.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

First Reading with Sharing Questions

Reading Standards for Informational Text

- RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.10. By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundational Skills

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

Speaking and Listening Standards

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

Language Standards

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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 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 (e.g., *When other kids are happy that makes me happy*).

Second Reading

Reading Standards for Informational Text

- RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.10. By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundational Skills

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

Writing Standards

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

Speaking and Listening Standards

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

Language Standards

- 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 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 (e.g., *When other kids are happy that makes me happy*).

Shared Inquiry Discussion

Reading Standards for Informational Text

- RI.2.1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Writing Standards

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

Speaking and Listening Standards

- 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.

Language Standards

- 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.2.5. Demonstrate understanding of 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 (e.g., *When other kids are happy that makes me happy*).

Writing

Reading Standards for Informational Text

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

- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe how reasons support specific points the author makes in a text.

Writing Standards

- 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.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Language Standards

- 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.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Extension Activities

Reading Standards for Informational Text

- RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Writing Standards

- 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.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

- 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.2.3. 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.
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- 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 (e.g., *When other kids are happy that makes me happy*).