

ELA Literature Enduring Skills -- Grade 2

Enduring Skill 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

Note- How to read the assessment item descriptor:

ES 1, Demonstrator 1, RL 2.1

Example:

ES (enduring skill) 1,

Demonstrator (Statements that describe success with each standard)

RL. 2.1 (Reading Literature. Grade 4. Grade specific standard 1)

RI. 2.1 (Reading Informational. Grade 4. Grade specific standard 1)

RF.2.1 (Reading Foundational. Grade 4. Grade specific standard 1)

Demonstrators

1. Ask and answer questions (who, what, where, when, why, how)
2. Identify and describe key details in a text.

Assessment Items

Alex's Lemonade Sale

Alex was eating his breakfast one morning. Outside, his dog, Tiki, began to bark. Alex's mom looked up from the sink, where she was doing dishes. "Alex, please go see what Tiki is barking at."

"Sure, mom," Alex said. He went outside.

The little brown dog was barking at a bush. Alex knelt down. "What is it, Tiki?" he asked. "Is there a squirrel in there?" The bush began to rustle. Alex walked up to it. He saw something move behind the bush.

He pushed the branches aside.

A tiny little man stood there. He wore a silver space suit. He had a big, round head. He had green skin. His nose was shaped like a horn.

"Please do not hurt me," the little man said. "Okay," said Alex. For some reason, he did not feel afraid. "Are you from outer space?"

The man nodded. "Yes. My name is Bort. I come from another planet. My space ship is out of fuel. I need help."

"What kind of fuel do you need?" Alex asked. Bort took a little bottle from the pocket of his space suit. There was pink liquid inside. "This," he said. "You have lots of it here on Earth. I believe you call it lemonade." He gave the bottle to Alex. He opened the top and sniffed.

It was lemonade, all right. "How much do you need?" Alex asked.

"About ten thousand gallons," said Bort. "It is a very big ship."

ES 1, Demonstrator 1, RL 2.1

1. Who is the main character in this passage?

- A. Bort
- B. Alex
- C. Mom
- D. Tiki

Answer: B- Alex

ES 1, Demonstrator 1, 2, RL 2.1

2. Where is Bort from?

Answer: Bort is from another planet in outer space

ES 1, Demonstrator 2, RL 2.1

3. What did Alex find when he went outside?

Answer: Alex found a green little man who wore a silver space suit.

ES 1, Demonstrator 1, 2, RL 2.1

4. How could Alex be helpful to Bort?

Answer: Alex could provide Bort fuel for his spaceship.

<http://www.readworks.org/passages/alexs-lemonade-sale>

Enduring Skill 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

Demonstrators

1. Retell: (stories, fables, and folktales from different cultures)
2. Identify the moral of the story.

Assessment Items

The Boy and the Turtle

One day a boy saved a turtle. The turtle was glad. He gave the boy two boxes. "You can only open one box," the turtle said. "Don't open them both!" "I won't," said the boy. He went home and opened one box. It was full of gold! He was so happy that he opened the other box. Right away he turned into an old man. He should have listened to the turtle!

ES 2, Demonstrator 1, RL 2.2

1. Retell the events of this story.

Beginning: _____

(Answer: The boy saved the turtle and the turtle was happy.)

Middle: _____

(Answer: The turtle gave the boy two boxes and told him not to open them both.)

End: _____

(Answer: The boy opened both boxes and turned into an old man.)

ES 2, Demonstrator 2, RL 2.2

2. What is the big idea of the story?
 - A. The boy should have opened both boxes.
 - B. The turtle should have saved himself.
 - C. The boy should have listened to the turtle.
 - D. The turtle should have followed the boy home.

Answer: C, The boy should have listened to the turtle.

<https://www.opened.com/assessment/recount-stories-from-diverse-cultures/1074901>

Enduring Skill 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Demonstrators

1. Define character and how they respond to events in a story.
2. Understand sequence of events.

Assessment Items

The Rabbit and the Turtle

Once there was a rabbit. Every day he talked about how fast he could run. He said he could run faster than the turtle. One day the rabbit and the turtle had a race. The rabbit thought he would win. He was so sure he would win that he stopped to rest. He fell asleep. The turtle was slow but he kept walking. The turtle won the race!

ES 3, Demonstrator 1, RL 2.3

1. Who are the two characters in the story?
-

Answer: The rabbit and the turtle

2. What does the rabbit do in the race?
 - A. He falls asleep.
 - B. He runs to the end.
 - C. He teases the turtle.

D. He grows strong.

Answer: A, He falls asleep.

3. What does the turtle do in the race?

A. He gives up.

B. He runs fast.

C. He starts to cry.

D. The turtle keeps walking slowly.

Answer: D, The turtle keeps walking slowly.

ES 3, Demonstrator 2, RL 2.3

1. What happens in the story?

A. The rabbit has a dream while he is sleeping.

B. The turtle wins because he didn't give up.

C. The turtle and the rabbit become friends.

D. The rabbit and the turtle have a talk,

Answer: B, The turtle wins because he didn't give up.

<https://www.opened.com/assessment/recount-stories-from-diverse-cultures/1074901>

Enduring Skill 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

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.

Demonstrators

1. Identify rhyming words, rhythm, and alliteration.

2. Identify that an author's choice of words gives meaning to a story, poem, or song.

Assessment Items

May likes to watch it snow
and hear the cold wind blow.
It helps her count the sheep
that help her fall _____.

ES 4, Demonstrator 1, RL 2.4

1. What word could fill in the blank to make a rhyme with sheep and make sense in the poem?

Answer: asleep

2. How many beats are in each line?

- A. 4
- B. 5
- C. 6
- D. 7

Answer: C, 6

ES 4, Demonstrator 2, RL 2.4

You are My Sunshine

You are my sunshine,

My only sunshine.

You make me happy

When skies are grey.

You'll never know, dear,

How much I love you.

Please don't take my sunshine away.

1. What word repeats in the song?

- A. happy
- B. grey
- C. please
- D. sunshine

Answer: D, sunshine

2. What feeling has to do with the word sunshine?

- A. excited
- B. happy
- C. sad
- D. mad

Answer: B, happy

3. What would happen if the song talked about rain instead of sunshine?

- A. It would seem funny.
- B. It would seem happy.
- C. It would seem scary.
- D. It would seem sad.

Answer: D, It would seem sad.

<https://www.opened.com/assessment/describe-how-words-and-phrases-supply-rhythm-and-meaning/1075277>

Enduring Skill 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts (e.g., a section, chapter, scene, or a stanza) relate to each other and the whole.

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

Demonstrators:

1. Identify that the structure of the story is the beginning, middle, and end.
2. Describe how the beginning introduces the story, the middle shows action, and the end concludes the story.

Assessment Items

ES5, Demonstrator 1, RL 2.5

Note to teacher: These questions can be used with any story you select on grade level.

1. What does the beginning of a story tell you?
 - A. What happens to the people in the story.
 - B. Who the story is about.

- C. What the lesson of the story is.
 - D. Why the author made the story.
2. What does the middle of the story tell you?
- A. Where the story takes place.
 - B. Actions of the characters and problems that happen.
 - C. How the story ends.
 - D. Why the story has been written.
3. What does the end of the story tell you?
- A. Where the story takes place.
 - B. What the problem is.
 - C. Who the writer is.
 - D. How the problem is worked out or solved.

ES 5, Demonstrator 2, RL 2.5

Once there was a boy named Maui. He did not like the sun. Every day he saw how people hurried to get their work done before the sun went away. There was never enough sunshine in the day. The people could not finish their work. Maui made up his mind to do something about it. One day Maui threw his rope up to the sun. He caught the sun and brought it down close to the earth. After that, the sun stayed out longer each day. The people had enough time to finish their work. Maui was a hero!

1. What happens at the beginning of the story?
- A. The writer shows what they people think of Maui.
 - B. The writer shows where Maui comes from.
 - C. The writer shows how Maui feels about the sun.
 - D. The writer shows how Maui catches the sun.

Answer: C, The writer shows how Maui feels about the sun.

2. What happens in the middle of the story?
- A. Maui makes up his mind to do something.
 - B. The sun stays out for a long time.
 - C. The sun helps the people as they work.
 - D. Maui finished his work.

Answer: A, Maui makes up his mind to do something.

3. What happens at the end of the story?
- A. Maui meets new people.
 - B. The writer shows how Maui turns into a hero.
 - C. Maui works for the first time.
 - D. The writer shows how Maui feels about the sun.

Answer: B, The writer shows how Maui turns into a hero.

<https://www.opened.com/assessment/story-structure-beginning-middle-end/1075204>

Enduring Skill 6: Assess how point of view or purpose shapes the content and style of a text.

RL 2.6: Acknowledge differences in points of view of characters including by speaking in different voice for each character when reading dialogue aloud.

Demonstrators

1. Identify characters and character traits.
2. Identify point of view.
3. Recognize dialogue and determine who is speaking.

Assessment Items

ES 6, Demonstrator 1, RL 2.6

My name is Nick. One day, Tim, Matt, and Eliza came to my house. They wanted me to come outside and play. That sounded like a lot of fun, but first I had to ask Mom if it was okay. I ran from the front door to find Mom.

“Mom, can I go play with my friends?” I asked.

“Not today, Nick,” she said. “You have to clean your room, and then we have to go to the store.”

“But, Mom, I really want to play with them.” I said.

“Maybe you can play with them tomorrow,” Mom said.

I wanted to cry as I walked back to the front door.

“Sorry, guys,” I said to Tim, Matt, and Eliza. “I want to play today, but Mom says no.”

“That’s okay, Nick,” said Eliza. “We can play together tomorrow.”

1. List the characters in the story:

1. _____

2. _____

3. _____

4. _____

ES 6, Demonstrator 2, RL2.6

2. Who is telling the story?

A. Eliza

B. Matt

- C. Nick
- D. Tim

Answer: C, Nick

3. Which best tells how the storyteller feels at the start of the story?

- A. happy
- B. mad
- C. sad
- D. scared

Answer: A, happy

4. Which best tells how the storyteller feels at the end of they story?

- A. happy
- B. mad
- C. sad
- D. scared

Answer: C, sad

ES 6, Demonstrator 3, RL 2.6

1. Who was Nick getting permission from in the story?

- A. Eliza
- B. Mom
- C. Tim
- D. Matt

Answer: B, Mom

<https://www.opened.com/assessment/understanding-and-distinguishing-point-of-view/1093222>

Enduring Skill 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL 2.7: Use information gained from the illustrations and words used in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Demonstrators

1. Explain characters, setting, and plot.
2. Identify how illustrations help to enhance the meaning of the story.

Assessment Items

Read this story. Then look at the picture.

Once there was a girl named Red. One day she went to visit her grandmother. She had to walk through the forest to get there. A forest is a place where lots of trees grow. It was dark in the forest and she was afraid. Then she met a bad wolf. But Red was very strong, and she got away from the wolf. Then she got to her grandmother's house. After that she was safe.

<https://opened-resource-uploads.s3.amazonaws.com/eva.kathryn.nisley/dfc750ea4545b6ecaae8b7e7d26d0542.JPG>

(show picture of little red riding hood walking through the forest)

ES 7, Demonstrator 1, RL 2.7

1. What is the forest like?
 - A. It is full of houses.
 - B. It is full of trees.
 - C. It is full of people.
 - D. It is dark.

Answer: B and D, the forest is both full of trees and dark.

2. What does Red look like?
 - A. She has red hair.
 - B. She wears a red coat.
 - C. She has big eyes.
 - D. She wears red shoes.

Answer: B, She wears a red coat.

ES 7, Demonstrator 2, RL 2.7

1. How does Red get a way from the wolf?
 - A. She is strong.
 - B. She is a big kid.
 - C. She gives the wolf food.
 - D. She scares the wolf with her red coat.

Answer: A, She is strong.

Enduring Skill 8: (Non Applicable to Literature)

Enduring Skill 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

R.L 2.9: Compare and Contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Demonstrators

1. Identify characters of two or more versions of a story by different authors.
2. Recall details and events from two or more versions of a story by different authors.
3. Compare and contrast two or more versions of the same stories by different authors representing different cultures.

Assessment Items

Read these stories.

Cinderella had a mean stepmother who made her work very hard. One day a prince invited everyone to a ball. Cinderella was sad because she was not allowed to go. Then a fairy godmother showed up. She used magic to turn Cinderella's rags into a beautiful dress with glass shoes. Cinderella went to the ball and the prince fell in love with her. Suddenly the magic went away and Cinderella was wearing rags again. She quickly ran away, leaving a shoe behind. The next day the prince took the shoe to every girl in town. When he finally found Cinderella, her foot fit into the shoe. He was happy and asked her to marry him. They lived happily ever after.

Pear Blossom had a mean stepmother who made her work very hard. One day there was a festival in the village. Her stepmother told Pear Blossom she could go only after she cleaned the weeds out from the rice fields. Pear Blossom became sad when she saw that this would take weeks. Suddenly a black ox showed up. It ate the weeds until they were all gone. Her work was done! On the way to the festival she ran into a prince on the road. She felt shy and she ran away, but she left a shoe behind. The prince saw how beautiful she was and picked up her shoe. At the festival he found her and gave it back. Then he asked if she would marry him. They lived happily ever after.

ES 9, Demonstrator 1, RL 2.9

1. Who were the main characters in each story?
_____ and _____.

Answer: Cinderella and Pear Blossom

ES 9, Demonstrator 2, RL 2.9

2. Who showed up to help Cinderella get to the ball?
A. Her Stepmother
B. The prince
C. The fairy godmother
D. A witch

Answer: C, The fairy Godmother

3. Who showed up to help Pear Blossom get to the festival?
A. A prince
B. Her Stepmother
C. A black ox
D. The fairy godmother

Answer: A black ox

ES 9, Demonstrator 3, RL 2.9

1. How are the stories the same?
A. Both girls finish their work on their own.
B. Both girls have an evil stepmother.
C. Both stories talk about glass shoes.
D. Both stories happen in one day.

Answer: B, both girls have an evil stepmother.

2. How is the first story different?
A. Cinderella feels shy with the prince.
B. Cinderella is allowed to go to the ball.
C. Cinderella's fairy godmother uses magic.
D. Cinderella's foot is the wrong size for the shoe.

Answer: C, Cinderella's fairy godmother uses magic.

3. How is the second story different?
A. Pear Blossom loses both of her shoes.
B. Pear Blossom is unhappy at the end.
C. Pear Blossom goes to a ball instead of a festival.
D. Pear Blossom meets an ox instead of a fairy godmother.

Answer: D, Pear Blossom meets an ox instead of a fairy godmother.

Enduring Skill 10: Read and comprehend complex literary and information text independently and proficiently.

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

Demonstrators

1. Recognize and identify a variety of texts. (stories, poetry)
2. Read and comprehend independently and proficiently in grade 2-3 complexity band.
3. Read texts with multiple layers of meaning.
4. Read text with multiple structures.
5. Read text with figurative, purposeful, and academic vocabulary.

Assessment Items

<http://www.readworks.org/passages/camping-trip-0>

<http://www.readworks.org/passages/clean-park-0>

<http://www.readworks.org/passages/lion-bedroom>

ELA Informational Enduring Skills -- Grade 2

Enduring Skill 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

Demonstrators

1. Ask and answer questions (who, what, when, where, why, how) of informational text.
2. Identify key details in informational text.
3. Describe key details in informational text when using who, what, when, where, why, how.

Assessment Items

Read the article below about blue whales. Then choose all of the sentences that have information that you learned from the reading.

Blue Whales

The Earth's oceans are very big. The biggest animal in the world lives in the ocean. The blue whale is the biggest animal in the ocean. Blue whales dive deep into the ocean to catch food. They also have to come to the top of the water to breathe.

Blue whales eat krill. Krill are tiny sea creatures. It is funny that the biggest animal eats one of the smallest animals!

Blue whales sometimes live in small groups. These groups are called pods. Some blue whales like to swim alone.

Blue whales talk to each other! They make loud sounds that can be heard from miles away. They make this sound to talk to other whales. Some scientists (people who study whales) think they can find food when they make these sounds, too.

There used to be a lot of blue whales in the oceans. Now there are only about 10,000. Blue whales live in all of the oceans. They live to be about 35 years old.

ES 1, Demonstrator 1, RI 2.1

1. What question could you answer from what you learned in the reading?
 - A. Do blue whales have teeth?
 - B. Where can you find blue whales?
 - C. About how much does an adult blue whale weigh?
 - D. How many krill do blue whales need to eat every day?

Answer: C, Where can you find blue whales?

ES 1, Demonstrator 2, RI 2.1

1. Choose sentences that have information from the reading:
 - A. Blue whales eat krill.
 - B. Blue whales have blue skin.
 - C. Some whales like to swim by themselves.
 - D. Blue whales breathe through a blow hole.
 - E. Blue whales swim slower when they are eating krill.
 - F. Blue whales are one of the loudest animals in the world.

Answer: A. Blue whales eat krill, and C. Some whales like to swim by themselves.

ES 1, Demonstrator 3, RI 2.1

1. Write one fact given in the story that you learned about blue whales.

Answer: see story to gather answer.

Enduring Skill 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

Demonstrators

1. Identify the focus of specific paragraphs that support the main idea.
2. Identify the main idea of a text.
3. Identify the main, key details, in a multi-paragraph text.

Assessment Items

Read the text and answer the questions.

Women's Rights

From a young age, Elizabeth Cady Stanton learned that girls did not have the same rights as boys. Stanton went to a school for boys and girls. She later wrote that she was "the only girl in the higher classes of math and the languages." She wasn't allowed to continue going to the same schools that boys went to after high school. Instead she studied at a special school for girls.

Stanton was a strong believer in people's rights. Some of these rights were the right to vote or the right to have any job you are trained for. Stanton's father was a judge. She read law with him but wasn't allowed to practice because she was a woman. After all this, Stanton wanted to fight for women's rights.

ES 2, Demonstrator 1, RI 2.2

1. What is the main topic of the first part?

- A. Elizabeth Cady Stanton's family
- B. Elizabeth Cady Stanton's later years
- C. Elizabeth Cady Stanton's later years
- D. Elizabeth Cady Stanton's job

Answer: C, Elizabeth Cady Stanton's later years.

2. What is the main topic of the first part?

- A. Elizabeth Cady Stanton's beliefs about people's rights
- B. Elizabeth Cady Stanton's beliefs about teaching.
- C. Elizabeth Cady Stanton's job.
- D. Elizabeth Cady Stanton's family

Answer: A, Elizabeth Cady Stanton's beliefs about people's right

ES 2, Demonstrator 2, RI 2.2

1. What is the main topic of the whole text?

- A. why Elizabeth Cady Stanton went to school
- B. why Elizabeth Cady Stanton studied law
- C. how Elizabeth Cady Stanton became a teacher
- D. how Elizabeth Cady Stanton came to fight for women's rights

Answer: D, how Elizabeth Cady Stanton came to fight for women's rights

ES 2, Demonstrator 3, RI 2.2

1. List 2 reasons why Stanton wanted to fight for women's rights.

1. _____
2. _____

Answer: Stanton had been treated differently than her male peers, view text to identify specifics and check for clarity. Some appropriate answers are:

- She wasn't allowed to go to the same school as boys.
- She wasn't allowed to practice law.
- Women were not allowed to vote.
- Women were not allowed to hold the same job as men when trained.

Enduring Skill 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

Demonstrators

1. Describe the connection that occurs in an informational text between a series of:
 - historical events
 - scientific ideas or concepts
 - steps from a procedure

Assessment Items

Read the text and answer the questions.

Women's Rights

From a young age, Elizabeth Cady Stanton learned that girls did not have the same rights as boys. Stanton went to a school for boys and girls. She later wrote that she was "the only girl in the higher classes of math and the languages." She wasn't allowed to continue going to the same schools that boys went to after high school. Instead she studied at a special school for girls.

Stanton was a strong believer in people's rights. Some of these rights were the right to vote or the right to have any job you are trained for. Stanton's father was a judge. She read law with him but wasn't allowed to practice because she was a woman. After all this, Stanton wanted to fight for women's rights.

ES 3, Demonstrator 1, RI 2.3

1. How did boy's and girl's rights at the time affect Stanton's early life?
 - A. Stanton noticed that boys and girls had the same rights.
 - B. Stanton noticed that neither boys or girls had any rights.
 - C. Stanton noticed that boys had more rights than girls.
 - D. Stanton noticed that girls had more rights than boys.

Answer: C, Stanton noticed that boys had more rights than girls.

2. How are Stanton's life and women's rights connected?
 - A. Stanton was against women's rights.
 - B. Stanton was unsure about women's rights.

- C. Stanton enjoyed women's rights.
- D. Stanton fought for women's rights.

Answer: D, Stanton fought for women's rights.

ES 3, Demonstrator 1, RI 2.3

Read the following and answer the questions.

How to Make Applesauce

Food Items Needed:

- 2 small red apples
- 2 tablespoon lemon juice
- 2 teaspoon sugar
- 2 pinches of cinnamon

Kitchen Items Needed:

- knife (you will need help from an adult)
- blender
- spoons
- bowl

Directions:

Peel the apples and cut them into small pieces. Throw out the core.
Put the apple pieces and lemon juice into the blender. Blend until the mix is very smooth.
Pour the mix into two small bowls and stir in the sugar and cinnamon.
Enjoy your applesauce!

1. How are the knife and the blender connected?

- A. Both are food items needed.
- B. Both are kitchen items needed.
- C. The knife is used to make the blender.
- D. The blender is used to make the knife.

Answer: B, Both are kitchen items needed.

2. How are the apples and the applesauce connected?

- A. A knife is used to make both apples and applesauce.
- B. A blender is used to make both apples and applesauce.
- C. The applesauce is used to make the apples.
- D. The apples are used to make the applesauce.

Answer: D, The apples are used to make the applesauce.

3. How are the knife and the apples connected?

- A. The knife is used to stir the apples.
- B. The apples are used to find the knife.
- C. The knife is used to cut the apples.

D. The apples are used to buy the knife.

Answer: C, the knife is used to cut the apples.

Enduring Skill 4: Interpret word and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

Demonstrators

1. Determine the meaning of root words.
2. Determine the meaning of new words using prefixes and suffixes.
3. Identify the meaning of compound words.
4. Understand that sometimes when a word is used in a phrase the meaning of the word may change.

ES 4, Demonstrator 1, RI 2.4

Read and answer the following question.

1. The teacher asked us to recount our tokens that we had won. What does the root word count mean?
 - A. to guess
 - B. determine the total number of
 - C. give to someone else.
 - D. to share

Answer: B, to determine the total number of

ES 4, Demonstrator 2, RI 2.4

1. The teacher asked us to retell the story to a friend. What does the word retell mean?
 - A. To make up the ending.
 - B. To tell again
 - C. To make it different
 - D. To write it down

Answer: B, to tell again

2. The little girl talked on the phone with her grandma. What does the word talked mean?

- A. To call
- B. To be talking to now.
- C. That she will call her grandma
- D. That she has already spoken to her.

Answer: D, that she has already spoken to her.

ES 4, Demonstrator 3, RI 2.4

1. The boys loved to play basketball at recess. What is the compound word in this sentence?

- A. boys
- B. loved
- C. basketball
- D. recess

Answer: C, basketball

2. What does the word basketball mean?

- A. an orange round ball that is thrown through a hoop
- B. playing outside
- C. a ball that is kicked into a goal
- D. playing on the playground

Answer: A, an orange round ball that is thrown through a hoop

ES 4, Demonstrator 4, RI 2.4

pony (poh-nee) noun

- 1. A horse that stays small even when fully grown
- 2. A small horse.

pooch (pooCH) noun

- 1. Bulge.
- 2. An informal word for a dog.

1. What part of speech is the word pooch? _____

Answer: noun

2. What does the word pooch mean? _____

Answer: bulge, an informal word for a dog.

ES 4, Demonstrator 4, RI 2.4

1. Tom used a saw to cut down the broken branch.

What does the word saw mean in the sentence?

- A. to see something
- B. A tool for cutting
- C. a tree
- D. a branch

Answer: B, a tool for cutting

Enduring Skill 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the texts (e.g., a section, chapter, scene, or a stanza) relate to each other and the whole.

RI 2.5: Know and use various text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Demonstrators

1. Identify text features.
2. Show understanding of key facts or information in the text.

ES 5, Demonstrator 1, RI 2.5

Read the text and answer the questions.

Women's Rights

From a young age, Elizabeth Cady Stanton learned that girls did not have the same rights as boys. Stanton went to a school for boys and girls. She later wrote that she was "the only girl in the higher classes of math and the languages." She wasn't allowed to continue going to the same schools that boys went to after high school. Instead she studied at a special school for girls.

Stanton was a strong believer in people's rights. Some of these rights were the right to vote or the right to have any job you are trained for. Stanton's father was a judge. She read law with him but wasn't allowed to practice because she was a woman. After all this, Stanton wanted to fight for women's rights.

1. What does the title tell you?

- A. the character
- B. the problem
- C. the time
- D. the topic

Answer: D, the topic

2. What would a caption to a picture that goes with this text most likely say?

- A. This is a picture of Elizabeth Cady Stanton.
- B. This is a picture of Elizabeth Cady Stanton's father.
- C. This is a picture of Elizabeth Cady Stanton's classmate.
- D. This is a picture of Elizabeth Cady Stanton's school.

Answer: A, This is a picture of Elizabeth Cady Stanton.

ES 5, Demonstrator 2, RI 2.5

1. Which key words from the first sentence best help you understand the text?

- A. from a
- B. young age
- C. Elizabeth Cady Stanton
- D. learned that

Answer: C, Elizabeth Cady Stanton

Read the text and Answer the questions.

How to Make Applesauce

Food Items Needed:

- 2 small red apples
- 2 tablespoon lemon juice
- 2 teaspoon sugar
- 2 pinches of cinnamon

Kitchen Items Needed:

- knife (you will need help from an adult)
- blender
- spoons
- bowl

Directions:

- Peel the apples and cut them into small pieces. Throw out the core.
- Put the apple pieces and lemon juice into the blender. Blend until the mix is very smooth.
- Pour the mix into two small bowls and stir in the sugar and cinnamon.
- Enjoy your applesauce!

3. It would be helpful to look up _____ in a glossary.

- A. apple
- B. tablespoon
- C. lemon
- D. enjoy

Answer: B, tablespoon

4. Why are some of the words bold?

- A. They give directions.

- B They give meanings of words.
- C. They start new sections.
- D. They start new steps.

Answer: C, They start new sections.

Enduring Skill 6: Assess how point of view or purpose shapes the content and style of a text.

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

Demonstrators

1. Identify the author's purpose.
2. Identify the main purpose of a text.

Assessment Items

ES 6, Demonstrator 1, RI 2.6

Read the story below and then answer the question.

Our class has rules that everyone should follow. You should listen to others when they are talking. You also should raise your hand when you want to talk. Please keep your hands to yourself and do not be mean to others. These rules will help everyone in the class get along.

1. What are the purposes of this text?
 - A. To inform you of the class rules.
 - B. To persuade you to follow the class rules.
 - C. To entertain you and make you laugh.
 - D. To tell you what happens if you do not follow rules.

Answer: A, to inform you of the class rules, or B, to persuade you to follow the class rules.

ES 6, Demonstrator 2, RI 2.6

2. Why did the writer write this story?
 - A. to tell how to follow the rules
 - B. to tell why people make rules
 - C. to tell what the class rules are
 - D. to tell why people follow rules

Answer: C, to tell what the class rules are

Enduring Skill 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI 2.7: Explain how specific images (a diagram showing how a machine works) contribute to and clarify a text.

Demonstrators

1. Discuss how specific images add to and clarify informational text as well as connect with the message.

Assessment Items

ES 7, Demonstrator 1, RI 2.7

Read and answer the questions.

Some people can't hear sounds. This means they can't talk the same way most people do. Instead they have their own special language. A language is a way for people to share ideas. People who can't hear use their hands to make letters and words. These are called signs. There are lots of different sign languages all over the world.

Look at this picture.

Image Source: [Image Source: http://commons.wikimedia.org/wiki/File:Jbulwer.jpg](http://commons.wikimedia.org/wiki/File:Jbulwer.jpg)

1. How does this picture help the story?
 - A. It shows what it's like for people who can't hear.
 - B. It shows what a language is.
 - C. It shows what signs look like.
 - D. It shows how people learn to make signs.

Answer: C, It shows what signs look like.

2. Look at this picture.

Image Source: <http://www.cdc.gov/h1n1flu/deaf.htm>

How does this picture help the story?

- A. It shows what it looks like when people use sign language.
- B. It shows what it sounds like when people make signs.
- C. It shows how people lose their hearing.
- D. It shows that there are lots of different sign languages.

Answer: A, It shows what it looks like when people use sign language.

Enduring Skill 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RI 2.8: Describe how reasons support specific points the author makes in a text.

Demonstrators

1. Identify the key points and details in an informational text.
2. Know that an author uses details to make a point.
3. Describe how reasons support the author's specific points.

Assessments

Read this story.

Did you know that schools used to be different? There was a time when some children could not go to the schools they liked. They could only go to schools where everyone else looked just like them. Then one day a girl named Ruby Bridges changed that. She went to a new school all by herself. Everyone at the new school looked different than her. She was very brave because people were mean to her there. But Ruby stayed strong. Thanks to her, schools are better now. They let children in no matter what they look like.

ES 8, Demonstrator 1, RI 2.8

1. Why did children have to go to different schools?
 - A. because of how they looked
 - B. because of where they lived
 - C. because of what they liked to do
 - D. because of who their friends were

Answer: A, because of how they looked.

ES 8, Demonstrator 2, RI 2.8

2. How was Ruby brave?
 - A. She was mean to other children.
 - B. She looked different than other children.
 - C. She lived far away from school.
 - D. She went to a new school.

Answer: D, She went to a new school.

ES 8, Demonstrator 3, RI 2.8

3. Why are schools better now?

- A. They are bigger and they teach more children.
- B. They are full of children who look the same.
- C. They let children in no matter what they look like.
- D. They let children come from far away places.

Answer: C, They let children in no matter what they look like.

Enduring Skill 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI 2.9: Compare and Contrast the most important points presented by two texts on the same topic.

Demonstrators

1. Identify the key details presented in two texts of the same topic.
2. Compare and Contrast similarities and differences of both texts.

Assessment Items

ES 9, Demonstrator 1, RI 2.9

Read these stories

Do you like vegetables? I don't. Vegetables are plants that people eat. Most of them grow in the ground. They taste bad. Lots of them are ugly colors like dark green. Some of them are leaves like the ones that grow on trees. Why would anyone want to eat something like that? I like fruits better than vegetables.

I love vegetables! They are very healthy. This means they are good for your body. They help you grow strong. They also make you feel good. Vegetables taste great in all kinds of food. They also help you stay awake during the day so that you can do lots of things. Vegetables can even keep you from getting sick!

1. What are some key details about vegetables from the stories?
 - A. Vegetables are plants.
 - B. Vegetables are good for your body.
 - C. Vegetables taste bad.
 - D. Vegetables are healthy for you to eat.

Answer: A, B, and D.

ES 9 Demonstrator 2, RI 2.9

1. How are the stories the same?
 - A. They both talk about where vegetables grow.
 - B. They both talk about how vegetables taste.
 - C. They both say that vegetables are healthy.
 - D. They both say that vegetables look ugly.

Answer: B, They both talk about how vegetables taste.

2. How are the stories different?
 - A. One is right and one is wrong.
 - B. They show different points of view.
 - C. They talk about different kinds of vegetables.
 - D. One talks about vegetables and one talks about fruit.

Answer: B, They show different points of view.

Enduring Skill 10: Read and comprehend complex literary and information text independently and proficiently.

RI 2.10: By the end of the 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.

Demonstrators

1. Read and comprehend informational text independently and proficiently.
2. Know how to use text features to comprehend informational text across curriculum.

Assessment Items

<http://www.readworks.org/passages/bat-mystery>

<http://www.readworks.org/passages/brush-history>

<http://www.readworks.org/passages/dangerous-landslide>

ELA Foundational Enduring Skills -- Grade 2

Enduring Skill: Know and apply grade level phonics and word analysis skills and decoding words

RF. 2.3:

- 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.**

Demonstrators

1. Know and read fluently, regularly spelled words with long and short vowel sounds.
2. Identify and read words with common vowel teams.
3. Identify the number of syllables in a word.
4. Understand that prefixes and suffixes add meaning to a word.
5. Define prefixes and suffixes.
6. Identify and read words with inconsistent spelling-sound correspondences.

Assessment Items

RF 2.3, Demonstrator 1

Have students read aloud the list of words below.

cat
cake
bet
deer

hit
five
pot
note
cut
flute

RF 2.3, Demonstrator 2

Have students read aloud the list of words below.

laugh
oink
hoot
boy
loud
feet
house
leap
grief

RF 2.3, Demonstrator 3

Have students read aloud the list of words below. (Clap out the syllables and tell the number)

yellow
baby
paper
spider
secret
broken
tutu

RF 2.3, Demonstrator 4

What are the differences in meaning between the two words below? What makes them different?

1. Friendly - Unfriendly
2. Agree – Disagree
3. Heat – Preheat
4. Understand - Misunderstand

RF 2.3 Demonstrator 5

1. What does the prefix BI- mean in BICYCLE?
 - a. two
 - b. one
 - c. not
 - d. round

2. In the word “unlucky” the prefix un – means what?
 - a. not
 - b. Before
 - c. In
 - d. Wrong

3. If I use the prefix DIS and the base word LIKE, what is my new word?
 - e. liked
 - f. like
 - g. dislike
 - h. do not like

RF 2.3, Demonstrator 6

Choose the correct word to complete each sentence.

1. Cody (see, saw) a deer out in the field. Answer: saw
2. The ballgame will (begin, began) at 7:00 p.m. tonight. Answer: begin
3. We (hear, heard) the fireworks as they lit up the night sky. Answer: heard
4. The kids (ran, run) around on the playground at recess. Answer: ran
5. She (held, hold) the baby chick in her hands. Answer: held

Enduring Skill: Read with sufficient accuracy and fluency to support comprehension.

RF.2.4:

- a. Read on level text with purpose and understanding.**
- b. Read on level text orally with accuracy, appropriate rate, and expression on successive readings.**
- c. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.**

Demonstrators

- 1. Set a purpose for reading**
- 2. Use expression when reading**
- 3. Use strategies for self-correction**
- 4. Skim Text to check for understanding**

5. Scan text to confirm understanding
6. Reread for fluency and comprehension
7. Self-monitor for understanding

Assessment Items

RF2.4.a, Demonstrator 6

Read these sentences to answer the questions.

"My neighbor walks a lot."

1. What sentence is closest in meaning to the sample sentence above?
 - A. My neighbor eats a lot.
 - B. My neighbor runs a lot.
 - C. My neighbor works a lot.
 - D. My neighbor jumps a lot.

Answer: B, My neighbor runs a lot.

RF 2.4b. Demonstrator 5, 6 and 7

1. Read this sentence to answer the question.

"I don't have a dog, I have a cat."

When saying this sentence out loud, what word should you make a short stop after?

- A. don't
- B. have
- C. dog
- D. cat

Answer: C, dog

2. Which of these sentences is about something that happened in the past?
 - A. Tyrone can run very fast.
 - B. We are going to the store.
 - C. The car passes my house.
 - D. The lion at the zoo roared.

Answer: D, The lion at the zoo roared.

RF2.4c, Demonstrator 5, 6, and 7

1. Is the underlined noun singular or plural?

My sister hopped up and down on her foot.

Answer: singular

2. Tell if the underlined words mean one or more than one.

The two sisters talk on the telephone every week.

Answer: more than one

3. Which is past tense?

- A. The dog wags his big brown tail.
- B. Yesterday I cooked eggs for breakfast.

Answer: B, Yesterday I cooked eggs for breakfast.

4. Select the synonym for the word in bold.

Nathan's **bunny** hopped out of its cage. Nathan asked his neighbors if the rabbit was in their yard.

Answer: rabbit

5. Read the sentence. Select the sentence that uses an antonym in place of the word in bold.

Do you know that **tall** teacher over there?

- A. Do you know that **young** teacher over there?
- B. Do you know that **short** teacher over there?

Answer: B, Do you know that short teacher over there?

6. Select the antonym of the word in bold.

I **always** do my homework and never miss a day of school.

Answer: never

7. What does gruff mean? Use context clues.

Mrs. McCall may sound gruff, but he's really nice.

- A. unfriendly
- B. kind

Answer: A, unfriendly

8. Complete the sentence with the correct homophone.

Red and yellow leaves _____ down the street.

- A. blue
- B. blew

Answer: B, blew

