

## **College and Career Readiness Anchor Standards for Reading**

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Key Ideas and Details**

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
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.
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.

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Note on range and content of student reading**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

## 2<sup>nd</sup> Grade

### Reading Standards for Literature 2<sup>nd</sup> grade

The following 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 infused through the requirement that students read increasingly complex texts through the grades. *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.*

#### Key Ideas and Details

1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

#### Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by

#### Range of Reading and Level of Text Complexity

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.

### Reading Standards for Informational Text 2<sup>nd</sup> grade

#### Key Ideas and Details

1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.
2. Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

#### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
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.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

### **Integration of Knowledge and Ideas**

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.

### **Range of Reading and Level of Text Complexity**

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 (2)**

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

**Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.**

#### **Print Concepts**

1. Mastered in 1<sup>st</sup> Grade

#### **Phonological Awareness**

2. Mastered in 1<sup>st</sup> Grade

#### **Phonics and Word Recognition**

3. 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.

#### **Fluency**

4. Read with sufficient accuracy and fluency to support comprehension.
  - 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, rereading as necessary.

## **College and Career Readiness Anchor Standards for Writing**

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Text Types and Purposes\***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*\*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types*

### **Note on range and content of student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

## Writing Standards Grade 2

The following standards for K–5 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, and they should address increasingly demanding content and sources. *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.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

### Text Types and Purposes

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.
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.
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.

### Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge

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).
8. Recall information from experiences or gather information from provided sources to answer a question.
9. 9. (Begins in grade 4)

### Range of Writing

10. (Begins in grade 3)

## **College and Career Readiness Anchor Standards for Speaking and Listening**

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

## **Speaking and Listening Standards 2**

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *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.*

### **Comprehension and Collaboration**

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others’ talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.

### **Presentation of Knowledge and Ideas**

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

## College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

### Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

## Language Standards K-5

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *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.* Beginning in grade 3, 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 (\*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

### Conventions of Standard English

- i. 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*).
  - ii. 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. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

- iii. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Compare formal and informal uses of English.

### Vocabulary Acquisition and Use

- iv. 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.
    - v. 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*).
  - vi. 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*).

## Language Progressive Skills, by Grade

The following skills, marked with an asterisk (\*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Standard  | Grade(s) |   |   |   |   |   |      |       |
|---|----------|---|---|---|---|---|------|-------|
|   | 3        | 4 | 5 | 6 | 7 | 8 | 9–10 | 11–12 |
| L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.   |          |   |   |   |   |   |      |       |
| L.3.3a. Choose words and phrases for effect.  |          |   |   |   |   |   |      |       |
| L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.   |          |   |   |   |   |   |      |       |
| L.4.1g. Correctly use frequently confused words (e.g., <i>to/too/two</i> ; <i>there/their</i> ).  |          |   |   |   |   |   |      |       |
| L.4.3a. Choose words and phrases to convey ideas precisely.*  |          |   |   |   |   |   |      |       |
| L.4.3b. Choose punctuation for effect.  |          |   |   |   |   |   |      |       |
| L.5.1d. Recognize and correct inappropriate shifts in verb tense.   |          |   |   |   |   |   |      |       |
| L.5.2a. Use punctuation to separate items in a series.*   |          |   |   |   |   |   |      |       |
| L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.  |          |   |   |   |   |   |      |       |
| L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  |          |   |   |   |   |   |      |       |
| L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |          |   |   |   |   |   |      |       |
| L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.   |          |   |   |   |   |   |      |       |
| L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.*   |          |   |   |   |   |   |      |       |
| L.6.3b. Maintain consistency in style and tone.   |          |   |   |   |   |   |      |       |
| L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.   |          |   |   |   |   |   |      |       |
| L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.   |          |   |   |   |   |   |      |       |
| L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.  |          |   |   |   |   |   |      |       |
| L.9–10.1a. Use parallel structure.  |          |   |   |   |   |   |      |       |

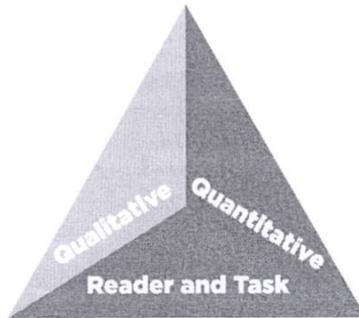
\*Subsumed by L.7.3a

\*Subsumed by L.9–10.1a

\*Subsumed by L.11–12.3a

## Standard 10: Range, Quality, and Complexity of Student Reading K-5

### Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

### Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

| Literature  |  |  | Informational Text   |
|---|--|--|--|
| Stories   | Dramas   | Poetry   | Literary Nonfiction and Historical, Scientific, and Technical Texts  |
| Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth | Includes staged dialogue and brief familiar scenes | Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem | Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics |

## Texts Illustrating the Complexity, Quality, and Range of Student Reading 2<sup>nd</sup> – 3<sup>rd</sup> Grade

### Literature: Stories, Drama, Poetry

- “Who Has Seen the Wind?” by Christina G. Rossetti (1893)
- *Charlotte’s Web* by E. B. White (1952)\*
- *Sarah, Plain and Tall* by Patricia MacLachlan (1985)
- *Tops and Bottoms* by Janet Stevens (1995)
- *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001)

### Informational Texts: Literary Nonfiction and Historical Scientific and Technical Texts

- *A Medieval Feast* by Alike (1983)
- *From Seed to Plant* by Gail Gibbons (1991)
- *The Story of Ruby Bridges* by Robert Coles (1995)\*
- *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997)
- *Moonshot: The Flight of Apollo 11* by Brian Floca (2009)

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

\*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge.

Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

\* Read-aloud

\*\* Read-along

## Staying on Topic within a Grade and Across Grades:

### How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*. Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students’ reading and understanding of increasingly complex texts on their own in subsequent grades.



## Exemplar Texts on a Topic – Grade 2

The Human Body - Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.

Digestive and excretory systems

- *What Happens to a Hamburger* by Paul Showers (1985)
- *The Digestive System* by Christine Taylor-Butler (2008)
- *The Digestive System* by Rebecca L. Johnson (2006)
- *The Digestive System* by Kristin Petrie (2007)

Taking care of your body: Healthy eating and nutrition

- *Good Enough to Eat* by Lizzy Rockwell (1999)
- *Showdown at the Food Pyramid* by Rex Barron (2004)

Muscular, skeletal, and nervous systems

- *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009)
- *Muscles* by Seymour Simon (1998)
- *Bones* by Seymour Simon (1998)
- *The Astounding Nervous System* Crabtree Publishing (2009)
- *The Nervous System* by Joelle Riley (2004)