

Application of the South Carolina College-and-Career Ready Standards

Independent Reading Sample Lesson: Learn from Nonfiction – Grade 2

Applications correlate to indicators for the grade in which the lesson was taught. With some modifications, the same correlations will also apply at the other primary grades.

Reading - Informational Text (RI)

Key Ideas	Standard	Indicator	Application in the Lesson
Principles of Reading	RI3: Know and apply grade-level phonics and word analysis skills in decoding words.	3.1 Use knowledge of r-controlled vowels to read. 3.2 Use knowledge of how syllables work to read multisyllabic words. 3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes. 3.4 Use and apply knowledge of vowel diphthongs. 3.5 Use and apply knowledge of how inflectional endings change words. 3.6 Recognize and read grade-appropriate irregularly spelled words.	Student apply appropriate phonics and word analysis skills to decoding when they: <ul style="list-style-type: none"> Practice decoding words in their self-selected texts, each child using the strategies he/she individually has mastered; Are coached by the teacher during conferring to use strategies taught (e.g., syllabification) Read known high-frequency words in their self-selected texts.
	RI4: Read with sufficient accuracy and fluency to support comprehension.	4.1 Read grade-level texts with purpose and understanding. 4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	Students read with appropriate accuracy and fluency to support comprehension when they: <ul style="list-style-type: none"> Read and reread books they have chosen; Apply strategies such as rereading, monitoring, and cross-checking to maintain meaning.
Meaning and Context	RI5. Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read. 5.2 Make predictions before and during reading; confirm or modify thinking.	Students determine meaning through strategic thinking when they: <ul style="list-style-type: none"> Observe how the teacher asks questions, makes her own inferences, uses background knowledge, and draws conclusions about important information during her mini-lesson read-aloud; Ask their own questions, make their own inferences, and search for important information in their self-selected texts; Record their thinking on their Padlets; Confer with the teacher about interpretations of their texts.
Language, Craft, and Structure	RI8. Interpret and analyze the authors' use of words, phrases, text features, conventions, and structures, and how their	8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.	Students use text features when they: <ul style="list-style-type: none"> Observe the teacher's modeling of using Table of Contents, headings, captions, and illustrations to make reading decisions and learn information;

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	relationships shape meaning and tone in print and multimedia texts.	8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.	<ul style="list-style-type: none"> Utilize text features to guide their own reading choices, make inferences, and learn new information in their self-selected texts.
	RI.9. Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	9.1 Use context to determine the meaning of words and phrases. 9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases. 9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.	Students acquire and deepen meaning of words when they: <ul style="list-style-type: none"> Use context and text features such as bold print and glossary to support learning unfamiliar vocabulary; Use online resources (Google) to find meanings of unfamiliar words; Explore specific words to describe their thinking as they talk, write, and share, and confer with the teacher .
Range and Complexity	RI.12. Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	12.1 Engage in whole and small group reading with purpose and understanding. 12.2 Read independently for sustained periods of time. 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Students read to learn and respond to complex text as they: <ul style="list-style-type: none"> Participate in the teacher's read-aloud during the mini-lesson; Read their self-selected books; Use sticky notes to identify new learning and make decisions about the most interesting facts to enter into their Padlets; Share their new learning in groups.

Writing (W)

Key Ideas	Standard	Indicator	Application in the Lesson
Range and Complexity	W.6. Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences. 6.4 Begin to develop efficient keyboarding skills.	Students write routinely when they: <ul style="list-style-type: none"> Enter their new learning into their Padlets.

Communication (C)

Key Ideas	Standard	Indicator	Application in the Lesson
Meaning and Context	C.1. Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.	1.1 Explore and create meaning through conversation.... 1.2 Apply the skills of taking turns, listening to others, and speaking clearly. 1.3 Apply verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.	Students communicate with others to explore ideas and concepts when they: <ul style="list-style-type: none"> Share their thinking in groups; Respond to the ideas and questions of classmates; Work to speak clearly and organize their thinking as they express it.

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		1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups. 1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges	
	C3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	3.2 Create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.	Students communicate using multiple modalities (digital tools) when they: <ul style="list-style-type: none"> • Enter and explain the information they found using Padlet and review others' information on Padlet.