

**CORRELATION OF EVERYDAY LITERACY PROGRAM® TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADE 2**

Grade 2 • Common Core State Standards	Everyday Literacy® • Grade 2
<p>Reading: Literature Key Ideas and Details</p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>3. Describe how characters in a story respond to major events and challenges.</p>	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is unavailable in <i>Everyday Literacy</i>.</p>
<p>Craft and Structure</p> <p>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is unavailable in <i>Everyday Literacy</i>.</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is unavailable in <i>Everyday Literacy</i>.</p>
<p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p><i>Everyday Literacy</i> is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is unavailable in <i>Everyday Literacy</i>.</p>
<p>Reading: Informational Text Key Ideas and Details</p> <p>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Material in <i>Everyday Literacy</i> is designed and intended for whole-class instruction. A Teaching Card accompanies each piece of realia and offers valuable guidance for teachers on how to prompt and support students in their exploration of the materials. Every Teaching Card includes an extensive “Discuss the Features” page outlining a detailed class discussion of text features, vocabulary, and ideas presented in the text. In this instruction students ask and answer questions such as who, what, where, when, why and how in order to master significant details in the realia texts</p> <p>TC <i>Water World: A Fantastic Factbook!</i> p. 1-2 (guided discussion including why the book was written, what is listed on Contents page, what kinds of information can be found in pictures and Glossary).</p> <p>TC <i>Aquarium & Scavenger Hunt</i> p. 2 (class finds where, what, when, and why on an invitation).</p>

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TC *Let's Make Some Rain/The States of Water* p. 2 (class discussion of materials needed and steps to follow to make rain).

TC *Weather Wear* p. 2 (students find product names, product descriptions, item numbers, and prices in a catalog).

TC *Clouds: A Guide for Weather Watchers* p. 2 (understanding that the photographs, titles, features, and fact boxes on each page provide information about one type of cloud).

TC *Northern Whale Watch Tours* p. 2 (finding date, time, website, phone number and logo on an advertisement).

TC *Just Add Water* p. 2 (students explore article features to enhance comprehension of main topic and details).

TC *To The Pond* p. 2 (exploring the features of game instructions to find out how many people can play, how to set up the game, how to play and how to win).

TC *Water World Snack Bar* p. 2 (class discussion of menu features, including name of restaurant, what foods are offered and how much they cost).

TC *Somethin' Fishy* p. 2 (understanding how the buttons on the screen will affect internet game play).

Within “Discuss the Features” instruction students are guided to identify the main topic and key details.

TC *Water World: A Fantastic Factbook!* p.2 (guiding students to conclude that each spread contains similar information about a different body of water).

TC *Aquarium & Scavenger Hunt* p. 2 (class discussion concludes with understanding that the flyer is an invitation for the class to go on a field trip).

TC *Let's Make Some Rain/The States of Water* p. 1 (students talk about what the chart will help them do).

TC *Weather Wear* p. 2 (helping students understand through class discussion that the purpose of a catalog is to spur purchases).

TC *Clouds: A Guide for Weather Watchers* p. 2 (guiding children to understand that a good guidebook helps you find information quickly and easily).

TC *Northern Whale Watch Tours* p. 2 (class discussion on the purpose of the ad).

TC *Just Add Water* p. 2 (class discussion exploring how magazine article can be source of information on desert life).

TC *To The Pond* p. 2 (guiding students to conclude that good game instructions make learning a new game fun and easy).

TC *Water World Snack Bar* p. 1 (concluding that a menu shows the kinds of food and drinks served at a restaurant and what those items cost).

“Discuss the Features” instruction and the “Extension Activities” included on the Teaching Cards support students in their efforts to make connections using the text.

TC *Water World: A Fantastic Factbook!* p. 3 (talking about the importance of freshwater and encouraging students to brainstorm ways to conserve water at home).

TC *Let's Make Some Rain/The States of Water* p. 2 (students discuss the importance of following step-by-step directions in order).

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	<p>TC <i>Weather Wear</i> p. 2 (students practice the steps necessary to complete an order form to purchase three items from the catalog).</p> <p>TC <i>Clouds: A Guide for Weather Watchers</i> p. 3 (connecting cloud types to local weather forecasts).</p> <p>TC <i>To The Pond</i> p. 2 (students discuss why How to Play steps are written in numbered order).</p> <p>TC <i>Somethin' Fishy</i> p. 2 (understanding that internet game must be played in a particular order).</p>
<p>Craft and Structure</p> <p>4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>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.</p> <p>6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>The <i>Everyday Literacy</i> real-world nonfiction texts are designed to help students understand the form and function of everyday, informational texts. The Teaching Cards assist teachers in guiding discussion of unknown words encountered in the realia.</p> <p>TC <i>Water World: A Fantastic Factbook!</i> p. 2 (discussing definition of “freshwater”).</p> <p>TC <i>Aquarium & Scavenger Hunt</i> p. 2 (discussing the meaning of “scavenger hunt”).</p> <p>TC <i>Let’s Make Some Rain/The States of Water</i> p. 2 (discussing meaning of “solid, liquid and gas”).</p> <p><i>Clouds: A Guide for Weather Watchers</i> (illustrates and describes stratus, nimbostratus, altocumulus, altostratus, cirrocumulus, cirrus, cumulus, cumulonimbus, wall, and funnel clouds).</p> <p>TC <i>Northern Whale Watch Tours</i> p. 2 (explaining that a “guarantee” is like a promise).</p> <p>TC <i>Just Add Water</i> p. 2 (explaining that text under a picture is called a “caption”).</p> <p>TC <i>Water World Snack Bar</i> p. 2 (explaining that “beverages” are drinks).</p> <p>The materials comprising the <i>Everyday Literacy</i> program represent complex, discontinuous, real-world texts. Students are encouraged to explore the material and identify its component features.</p> <p>TC <i>Water World: A Fantastic Factbook!</i> p. 2 (class discussion of book features including Contents page, bold print, page Introductions, photographs, Glossary and Index).</p> <p><i>Water World: A Fantastic Factbook!</i> (title includes Contents, bold print, glossary, index).</p> <p>TC <i>Aquarium & Scavenger Hunt</i> p. 2 (identifying the Date, Time and Permission Slip sections of a field trip flyer).</p> <p>TC <i>Let’s Make Some Rain/The States of Water</i> p. 2 (discussing What You Need and What You Need to Do features of procedural chart).</p> <p>TC <i>Weather Wear</i> p. 2 (exploring the features of a catalog such as product name, product description, item number price, and order form).</p> <p>TC <i>Clouds: A Guide for Weather Watchers</i> p. 2 (exploring text features such as Contents page, chapter headings, titles, features list, pronunciation guide, and fact boxes).</p> <p><i>Clouds: A Guide for Weather Watchers</i> (titles include contents page, chapter headings, titles, features list, pronunciation guide, and fact boxes).</p> <p>TC <i>Northern Whale Watch Tours</i> p. 2 (pointing out logo, tour dates & times, and web site on an ad).</p> <p>TC <i>Just Add Water</i> p. 2 (exploring features of an article such as headline, byline, labeled photographs, subheadings, and captions).</p> <p>TC <i>To The Pond</i> p. 2 (exploring game instruction features such as number of players, How to Set Up the Game, How to Play, How to Win, and numbered steps).</p> <p>TC <i>Water World Snack Bar</i> p. 2 (discussing menu features such as restaurant name and food category headings).</p>

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	<p>TC <i>Somethin' Fishy</i> p. 2 (discussing internet page features such as logo, tool bar, tabs, start button, help button, and quit button).</p> <p>Within “Discuss the Features” instruction students are guided to identify the main topic and key details.</p> <p>TC <i>Water World: A Fantastic Factbook!</i> p. 1-2 (teacher suggests that class consider “What do you think the writers and photographers who made this book want you to learn about?” as they explore the book and its features).</p> <p>TC <i>Aquarium & Scavenger Hunt</i> p. 2 (class discussion concludes with understanding that the flyer is an invitation for the class to go on a field trip).</p> <p>TC <i>Let's Make Some Rain/The States of Water</i> p. 1 (students and teacher read the chart title aloud to determine what the chart will help them do).</p> <p>TC <i>Weather Wear</i> p. 2 (helping students understand through class discussion that the purpose of a catalog is to spur purchases).</p> <p>TC <i>Clouds: A Guide for Weather Watchers</i> p. 2 (helping students understand that a good guidebook helps you find information quickly and easily).</p> <p>TC <i>Northern Whale Watch Tours</i> p. 1 (helping students understand that the purpose of the ad is to convince people to take whale watching tours).</p> <p>TC <i>Just Add Water</i> p. 2 (helping students understand that articles are a source of information on a single topic).</p> <p>TC <i>To The Pond</i> p. 2 (guiding students to conclude that good game instructions make learning a new game fun and easy).</p> <p>TC <i>Water World Snack Bar</i> p. 1 (concluding that a menu shows the kinds of food and drinks served at a restaurant and what those items cost).</p>
<p>Integration of Knowledge and Ideas</p> <p>7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>8. Describe how reasons support specific points the author makes in a text.</p> <p>9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>The <i>Everyday Literacy</i> program is designed to make students aware that texts they encounter in their everyday lives are primarily designed to explain, inform or persuade. The program encourages students to think critically about the material they are examining and to identify its fundamental purpose.</p> <p>Illustrations and/or photographs are critical elements of each piece of <i>Everyday Literacy</i> realia and students are directed to examine the relationship between the illustrations and the accompanying text.</p> <p>TC <i>Water World: A Fantastic Factbook!</i> p. 2 (class discussion of photographs illustrating ways that freshwater is used by humans, plants and animals).</p> <p>TC <i>Aquarium & Scavenger Hunt</i> p. 2 (pointing out that flyer includes illustrations of creatures students may see at the aquarium).</p> <p>TC <i>Let's Make Some Rain/The States of Water</i> p. 2 (explaining that pictures on a chart illustrate water in solid, liquid and gaseous forms).</p> <p>TC <i>Weather Wear</i> p. 2 (class discussion about how pictures in a catalog make the products more appealing).</p> <p>TC <i>Clouds: A Guide for Weather Watchers</i> p. 2 (photographs of each cloud type).</p> <p>TC <i>Northern Whale Watch Tours</i> p. 2 (discussing how dramatic whale breaching photo makes a whale watching tour seem exciting).</p>

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	<p>TC <i>Just Add Water</i> p. 2 (concluding that Before and After photographs illustrate the dramatic difference rain makes in a desert). TC <i>Water World Snack Bar</i> p. 2 (pointing out that heart symbol indicates a healthy menu choice). TC <i>Somethin' Fishy</i> p. 2 (pointing out that the larger animal swimming by is to be matched with the animal pictured on the button below the window).</p> <p>Each grade-level set of <i>Everyday Literacy</i> materials includes several examples of persuasive writing, such as advertisements and catalogs. The direct instruction engages students in determining the author purpose to have included particular information. TC <i>Aquarium & Scavenger Hunt</i> p. 2 (class discussion about which language on the flyer is designed to persuade students to attend). TC <i>Weather Wear</i> p. 2 (pointing out how photos of happy children and an option to add stickers to a raincoat make the raincoat more interesting). TC <i>Northern Whale Watch Tours</i> p. 2 (pointing out text that provides reasons to go on a whale watch tour). TC <i>Water World Snack Bar</i> p. 2 (class discussion of items on the menu and whether students would want to try them).</p> <p>The ten distinct items in each <i>Everyday Literacy</i> grade-level collection are thematically linked. This provides opportunities for students to compare and contrast multiple texts on the same topic. For example, <i>Water World: A Fantastic Fact Book!</i> and <i>Let's Make Some Rain/The States of Water</i> both offer students information about water in the environment. Students can compare and contrast the two texts to realize that while <i>Let's Make Some Rain/The States of Water</i> describes the three states of water, <i>Water World: A Fantastic Fact Book!</i> deals only with water in its liquid state. <i>Let's Make Some Rain/The States of Water!</i> present student with two charts: one describing the steps necessary to make rain in a jar and the other describing the three states of water. Through the “Discuss the Features” activities on the Teaching Card, students are helped to understand the difference between a procedural chart and an information chart.</p>
<p>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.</p>	<p>The <i>Everyday Literacy</i> materials are not leveled because the program is specifically designed for whole-class, whole-group instruction. Teachers and students delve into each piece of realia together and explore inquiry-based questions to reinforce important ideas and critical vocabulary. The following texts comprise the Grade 2 program. The realia have been specifically and professionally selected and created to be relevant to the second grade student. <i>Water World: A Fantastic Factbook!</i> (factbook) <i>Aquarium & Scavenger Hunt</i> (flyer/invitation) <i>Let's Make Some Rain/The States of Water</i> (chart) <i>Weather Wear</i> (catalog) <i>Clouds: A Guide for Weather Watchers</i> (guidebook) <i>Northern Whale Watch Tours</i> (ad)</p>

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	<p><i>Just Add Water</i> (article) <i>To The Pond</i> (instructions) <i>Water World Snack Bar</i> (menu) <i>Somethin' Fishy</i> (internet screen)</p>
<p>Reading: Foundational Skills Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Know spelling-sound correspondences for additional common vowel teams. Decode regularly spelled two-syllable words with long vowels. Decode words with common prefixes and suffixes. Identify words with inconsistent but common spelling-sound correspondences. Recognize and read grade-appropriate irregularly spelled words.</p>	<p><i>Teachers can use selected realia to teach or reinforce grade-level phonics and word analysis skills as they determine appropriate to their students.</i></p>
<p>Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students at the K-2 level are not expected to read the <i>Everyday Literacy</i> texts on their own. The materials are not leveled and are intended for whole-class instruction. In addition, the texts are discontinuous and not meant to be read word-for-word. However, with appropriate instruction and scaffolding, students will use this program to gain essential understand of the types of real-world texts they encounter in their everyday lives. Teachers may select to engage students in reading selected text from the realia as they determine appropriate.</p>
<p>Language Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified. 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). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>The Extension Activities on every Teaching Card include writing activities in which students demonstrate their understanding and command of the conventions of English. Students use capitalization, punctuation, sentence formation, labeling, appropriate vocabulary. See the Extension Activities feature on every Teaching Card, page 3.</p>

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<p>Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.</p>	<p>Teachers can use selected realia to compare the conventions of written and spoken language as they determine appropriate to their students. The <i>Everyday Literacy</i> non-fiction texts provide strong examples of the differences between prose, poetry and the writing students encounter in their everyday lives</p>
<p>Vocabulary Acquisition and Use 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. Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 5. Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 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).</p>	<p><i>Everyday Literacy</i> materials are non-fiction texts that students encounter in everyday life. These realia contain new vocabulary. The first page of each Teaching Card includes an “Academic Vocabulary” section and subsequent pages of the Teaching Card help the teacher initiate class discussion about new vocabulary. Students are encouraged to determine the meaning of new vocabulary based on the text and illustrations of the <i>Everyday Literacy</i> realia. TC <i>Water World: A Fantastic Factbook!</i> p. 2 (class discussion of the meaning of “freshwater” based on text read aloud, photographs and glossary definition). TC <i>Aquarium & Scavenger Hunt</i> p. 2 (discussing the meaning of “scavenger hunt”). TC <i>Let’s Make Some Rain/The States of Water</i> p. 2 (discussing the meanings of “solid, liquid and gas”). <i>Clouds: A Guide for Weather Watchers</i> p.3 (defines “clouds”). TC <i>Northern Whale Watch Tours</i> p. 2 (explaining that a “guarantee” is like a promise). TC <i>Just Add Water</i> p. 2 (explaining that text under a photograph is called a “caption”). TC <i>Water World Snack Bar</i> p. 2 (explaining that “beverages” are drinks).</p> <p>Nuances in word relationships and meaning are explored through class discussion. TC <i>Water World: A Fantastic Factbook!</i> p. 2-3 (class discussion of the meaning of “freshwater” followed by small group brainstorming ways to conserve water at home). TC <i>Let’s Make Some Rain/The States of Water</i> p. 3 (students create a wordweb with “rain” at the center). TC <i>Weather Wear</i> p. 3 (students draw appropriate items to be packed for a trip to one of three different climates). TC <i>Clouds: A Guide for Weather Watchers</i> p. 3 (working in groups, students explore connection between each cloud type and the weather it brings). TC <i>Northern Whale Watch Tours</i> p. 3 (students work as a class to create an advertising jingle for <i>Northern Whale Watch Tours</i>). TC <i>Just Add Water</i> p. 3 (students work in pairs to write an article about a local plant or animal). TC <i>To The Pond</i> p. 3 (students identify other games that they enjoy playing and write instructions for those games, including how to set up, how to play and how to win). TC <i>Water World Snack Bar</i> p. 3 (class discusses an actual restaurant review and whether the language used indicates the reviewer liked or disliked the food).</p> <p>Students are encouraged to use their new vocabulary through Writing Activities, Cooperative Learning, and other Extension Activities outlined on each Teaching Card. TC <i>Water World: A Fantastic Factbook!</i> p. 2 (students write a list of interesting questions about water). TC <i>Aquarium & Scavenger Hunt</i> p. 3 (students write a pretend thank-you note describing their</p>

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	<p>visit to the aquarium). TC <i>Let's Make Some Rain/The States of Water</i> p. 3 (students practice giving directions to others in their group using color adjectives). TC <i>Weather Wear</i> p. 3 (students focus on adjectives used in a catalog to make items more appealing). TC <i>Clouds: A Guide for Weather Watchers</i> p. 3 (using guidebook and weather report, students write a weather report about one type of cloud). TC <i>Northern Whale Watch Tours</i> p. 3 (students prepare an ad encouraging people to visit a local attraction). TC <i>Just Add Water</i> p. 3 (students work in pairs to write an article about a local plant or animal). TC <i>To The Pond</i> p. 3 (students identify other games that they enjoy playing and write instructions for those games, including how to set up, how to play and how to win). TC <i>Water World Snack Bar</i> p. 3 (students create a jingle for <i>Water World Snack Bar</i>). TC <i>Somethin' Fishy</i> p. 3 (students design and illustrate their own paper website page for a zoo animal).</p>
<p>Writing 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.</p>	<p>Using the <i>Everyday Literacy</i> program, students produce their own everyday text, while critically analyzing and articulating the reasons behind their choices and creations. Some of the Teaching Cards include Writing Activities prompting students to express opinions about the associated realia. TC <i>Water World: A Fantastic Factbook!</i> p. 3 (students create a list of ways to conserve water at home). TC <i>Aquarium & Scavenger Hunt</i> p. 3 (students write a pretend thank-you note describing their visit to the aquarium). TC <i>Weather Wear</i> p. 3 (students draw a fun umbrella and then write a catalog entry describing the umbrella in appealing terms). TC <i>Water World Snack Bar</i> p. 3 (students create a commercial and jingle for <i>Water World Snack Bar</i>).</p> <p>The Teaching Card provided with each piece of <i>Everyday Literacy</i> realia includes a suggestion for a Writing Activity designed to encourage students to produce their own informational/explanatory text. TC <i>Water World: A Fantastic Factbook!</i> p. 3 (students write a list of interesting questions about water). TC <i>Aquarium & Scavenger Hunt</i> p. 3 (students write a pretend thank-you note describing their visit to the aquarium). TC <i>Let's Make Some Rain/The States of Water</i> p. 3 (students prepare a step-by-step chart for making lemonade). TC <i>Weather Wear</i> p. 3 (students write appealing catalog entry for a fun umbrella). TC <i>Clouds: A Guide for Weather Watchers</i> p. 3 (students write a weather report based on one type of cloud). TC <i>Northern Whale Watch Tours</i> p. 3 (students write and illustrate an ad encouraging people to visit a local attraction).</p>

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	<p>TC <i>Just Add Water</i> p. 3 (students work in pairs to write an article about a local plant or animal). TC <i>To The Pond</i> p. 3 (students identify other games that they enjoy playing and write instructions for those games, including how to set up, how to play and how to win). TC <i>Water World Snack Bar</i> p. 3 (students create a commercial and jingle for <i>Water World Snack Bar</i>). TC <i>Somethin’ Fishy</i> p. 3 (students create their own paper “website” page for a zoo animal including a drawing and written text).</p> <p>Several pieces of realia in each <i>Everyday Literacy</i> collection are procedural texts which, by their nature, encourage students to consider the importance of ordering events. TC <i>Let’s Make Some Rain/The States of Water</i> p. 3 (students prepare a step-by-step chart for making lemonade). TC <i>To The Pond</i> p. 3 (students identify other games that they enjoy playing and write instructions for those games, including how to set up, how to play and how to win). TC <i>Somethin’ Fishy</i> p. 3 (working as a class, write list of directions for game students play at school).</p>
<p>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.</p>	<p>The Writing Activities provided on the Teaching Cards include opportunities for students to discuss and reflect upon their writing. TC <i>Water World: A Fantastic Factbook!</i> p. 3 (class answers the interesting questions about water posed by each student). TC <i>Weather Wear</i> p. 3 (students draw appropriate items to pack for one of three different climates and then compare their lists with other groups). TC <i>Clouds: A Guide for Weather Watchers</i> p. 3 (students work in groups to prepare a chart on low, middle, or high clouds and share the charts with the class). TC <i>Just Add Water</i> p. 3 (students work in pairs to write an article about a local plant or animal and share their articles with the class). TC <i>Water World Snack Bar</i> p. 3 (students prepare a commercial and a jingle for the restaurant and share them with the class). TC <i>Somethin’ Fishy</i> p. 3 (working as a class, write list of directions for game students play at school; revise the directions as needed).</p>
<p>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. (Begins in grade 4)</p>	<p>The <i>Everyday Literacy</i> program is designed to shed critical light on the kinds of texts students will encounter in their daily lives. For that reason, Information Literacy and real-world Connections are essential features of the program. The Teaching Cards suggest activities for shared research and writing projects. TC <i>Water World: A Fantastic Factbook!</i> p. 3 (students work in groups to brainstorm and list ways to conserve water at home). TC <i>Aquarium & Scavenger Hunt</i> p. 3 (students examine flyers for local attractions to determine what people can do there and when the attraction is open). TC <i>Weather Wear</i> p. 3 (teacher explains that a designer sketches items to see how they look before they are made; students then design several pairs of rain boots and select one for a catalog).</p>

**CORRELATION OF EVERYDAY LITERACY PROGRAM® TO THE
COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADE 2**

Grade 2 • Common Core State Standards

Everyday Literacy® • Grade 2

	<p>TC <i>Clouds: A Guide for Weather Watchers</i> p. 3 (students work in groups to prepare a chart on low, middle, or high clouds and share the charts with the class).</p> <p>TC <i>Northern Whale Watch Tours</i> p. 3 (students search magazines for corporate logos and discuss what they like about each logo).</p> <p>TC <i>Just Add Water</i> p. 3 (students work in pairs to write an article about a local plant or animal).</p> <p>TC <i>To The Pond</i> p. 3 (students work in groups to create a game, including set up, how to play, and how to win).</p> <p>TC <i>Water World Snack Bar</i> p. 2 (students study online menus from local or chain restaurants and compare the features to those found on the menu for <i>Water World Snack Bar</i>).</p> <p>The Teaching Cards also offer opportunities for students to make Connections between their lives and the information presented in the texts.</p> <p>TC <i>Water World: A Fantastic Factbook!</i> p. 3 (students work in groups to brainstorm and list ways to conserve water at home).</p> <p>TC <i>Aquarium & Scavenger Hunt</i> p. 3 (students examine flyers for local attractions to determine what people can do there and when the attraction is open).</p> <p>TC <i>Let's Make Some Rain/The States of Water</i> p. 3 (students prepare a step-by-step chart for making lemonade).</p> <p>TC <i>Weather Wear</i> p. 3 (using information from their experience, students draw items to be packed for a trip to one of three different climates).</p> <p>TC <i>Clouds: A Guide for Weather Watchers</i> p. 3 (students talk about which type of weather causes the most concern).</p> <p>TC <i>Northern Whale Watch Tours</i> p. 3 (students search magazines for corporate logos and discuss what they like about each logo).</p> <p>TC <i>Just Add Water</i> p. 3 (acting as researchers, students gather information from other sources to verify the details in the article).</p> <p>TC <i>To The Pond</i> p. 3 (students identify other games that they enjoy playing and write instructions for those games, including how to set up, how to play and how to win).</p> <p>TC <i>Water World Snack Bar</i> p. 2 (students study online menus from local or chain restaurants and compare the features to those found on the menu for <i>Water World Snack Bar</i>).</p> <p>TC <i>Somethin' Fishy</i> p. 3 (after talking about the role of researcher, students name five sea animals they would like to know more about).</p>
<p>Range of Writing 10. (Begins in grade 3)</p>	<p><i>Begins at grade 3.</i></p>
<p>Speaking & Listening 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 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). Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>The <i>Everyday Literacy</i> program is a highly interactive program. Each Teaching Card opens with a “Talk About...” feature engaging students in discussion and conversation about topics related to the realia being introduced. Students make and share connections opening every lesson. Each <i>Everyday Literacy</i> Teaching Card also contains extension activities for students to enjoy independently, with partners, or in small groups. The Teaching Cards include “Cooperative Learning” and “Apply the Learning” activities designed to reinforce the lesson as the students work in pairs or small groups.</p>

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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.

TC *Water World: A Fantastic Factbook!* p. 3 (students work in groups to brainstorm and list ways to conserve water at home).

TC *Aquarium & Scavenger Hunt* p. 3 (students work in groups to follow a map, read clues, and find hidden objects).

TC *Let's Make Some Rain/The States of Water* p. 3 (students work in groups to play a “Spin and Draw” game”).

TC *Weather Wear* p. 3 (working in groups, students draw items to be packed for a trip to one of three different climates).

TC *Clouds: A Guide for Weather Watchers* p. 3 (students work in groups to prepare a chart on low, middle, or high clouds and share the charts with the class).

TC *Northern Whale Watch Tours* p. 3 (students discuss the question they would like to ask a marine biologist).

TC *Just Add Water* p. 3 (students work as a class to answer questions based on the article text).

TC *To The Pond* p. 3 (students work with partners to create a new game).

TC *Water World Snack Bar* p. 3 (students name foods from other countries that they have tried).

TC *Somethin' Fishy* p. 3 (working as a class, write list of directions for game students play at school).

Each Teaching Card includes a full-page of “Discuss the Features” instruction. As the teacher locates and reads aloud each labeled feature, students are encouraged to ask and answer questions and make connections to their own experience.

TC *Water World: A Fantastic Factbook!* p. 2 (students ask and answer questions about the features of a factbook).

TC *Aquarium & Scavenger Hunt* p. 2 (students ask and answer questions about a field trip flyer).

TC *Let's Make Some Rain/The States of Water* p. 3 (students ask and answer questions about steps for rain making).

TC *Weather Wear* p. 2 (students ask and answer questions about features of a catalog).

TC *Clouds: A Guide for Weather Watchers* p. 2 (student ask and answer questions about features of a guidebook).

TC *Northern Whale Watch Tours* p. 2 (after class discussion on the ad's features, students discuss whether the ad has convinced them to go whale watching).

TC *Just Add Water* p. 2 (students ask and answer questions to explore how the features of an article help in understanding the text).

TC *To The Pond* p. 2 (students ask and answer questions about features of game instructions).

TC *Water World Snack Bar* p. 2 (students ask and answer questions about the features of a restaurant menu).

TC *Somethin' Fishy* p. 2 (students ask and answer questions about features of an internet game screen).

The Information Literacy activity included on each Teaching Card offers suggestions for group discussions designed to reinforce comprehension and extend students' understanding

TC *Water World: A Fantastic Factbook!* p. 3 (students list interesting questions about water and then class answers the questions).

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	<p>TC <i>Aquarium & Scavenger Hunt</i> p. 3 (students discuss why flyers are like invitations).</p> <p>TC <i>Let's Make Some Rain/The States of Water</i> p. 3 (students ask and answer questions about other things that come with step-by-step directions).</p> <p>TC <i>Weather Wear</i> p. 3 (students discuss items on the Fun in the Snow page, who would use them, and whether they would want the item on a snowy day).</p> <p>TC <i>Clouds: A Guide for Weather Watchers</i> p. 3 (students ask and answer question about weather forecasts).</p> <p>TC <i>Northern Whale Watch Tours</i> p. 3 (students discuss what questions they might like to ask a marine biologist about whales).</p> <p>TC <i>Just Add Water</i> p. 3 (students examine photographs and describe three pieces of information they can glean from that image).</p> <p>TC <i>To The Pond</i> p. 3 (students practice following instructions by playing "I Spy").</p> <p>TC <i>Water World Snack Bar</i> p. 3 (students listen to actual restaurant review read aloud and discuss whether the reviewer liked or disliked the food).</p> <p>TC <i>Somethin' Fishy</i> p. 3 (working as a class, write list of directions for game students play at school).</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>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.</p> <p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Each <i>Everyday Literacy</i> Teaching Card contains extension activities for students, including both Writing Activities and Cooperative Learning experiences.</p> <p>The <i>Everyday Literacy</i> program consists of the kinds of texts that students will encounter in their daily lives. This emphasis on familiar types of texts encourages students to make connections to their own experience.</p> <p>TC <i>Water World: A Fantastic Factbook!</i> p. 3 (students work in groups to brainstorm and list ways to conserve water at home).</p> <p>TC <i>Let's Make Some Rain/The States of Water</i> p. 3 (students suggest other things that come with step-by-step directions).</p> <p>TC <i>Clouds: A Guide for Weather Watchers</i> p. 3 (students talk about which type of weather usually causes the most concern).</p> <p>TC <i>Northern Whale Watch Tours</i> p. 3 (students search magazines for corporate logos and discuss what they like about each logo).</p> <p>TC <i>Water World Snack Bar</i> p. 3 (students name food from other countries that they have tried).</p> <p>Students are encouraged to demonstrate their mastery of the material through both oral and written means, including drawings and other visual displays.</p> <p>TC <i>Water World: A Fantastic Factbook!</i> p. 3 (list of ways to conserve water at home includes illustrations).</p> <p>TC <i>Let's Make Some Rain/The States of Water</i> p. 3 (students practice giving three-step directions as their partners draw the specified object).</p> <p>TC <i>Weather Wear</i> p.3 (students draw objects to be packed for a trip to one of three different climates).</p> <p>TC <i>Clouds: A Guide for Weather Watchers</i> p. 3 (students work in groups to prepare an illustrated chart on low, middle, or high clouds).</p> <p>TC <i>Northern Whale Watch Tours</i> p. 3 (students create an illustrated ad for a local attraction).</p>

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Grade 2 • Common Core State Standards

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	<p>TC <i>Just Add Water</i> p. 3 (students work in pairs to write an illustrated article about a local plant or animal).</p> <p>TC <i>To The Pond</i> p. 3 (class discusses the role of a graphic designer and creates a design for the cover of a game box).</p> <p>TC <i>Water World Snack Bar</i> p. 3 (students create illustrations for the <i>Water World Snack Bar</i> menu items).</p> <p>TC <i>Somethin' Fishy</i> p. 3 (students write and illustrate their own paper “website” game screen).</p> <p>The Information Literacy activity included on each Teaching Card offers suggestions for group discussions designed to reinforce comprehension and extend students’ understanding.</p> <p>TC <i>Water World: A Fantastic Factbook!</i> p. 3 (students work in groups to brainstorm and list ways to conserve water at home).</p> <p>TC <i>Aquarium & Scavenger Hunt</i> p. 3 (students discuss the role of an aquarium guide).</p> <p>TC <i>Let’s Make Some Rain/The States of Water</i> p. 3 (students suggest other things that come with step-by-step directions).</p> <p>TC <i>Weather Wear</i> p. 3 (students discuss items on the Fun in the Snow page, who would use them, and whether they would want the item on a snowy day).</p> <p>TC <i>Clouds: A Guide for Weather Watchers</i> p. 3 (class discussion about which type of weather cause the most concern).</p> <p>TC <i>Northern Whale Watch Tours</i> p. 3 (students discuss what questions they might like to ask a marine biologist about whales).</p> <p>TC <i>Just Add Water</i> p. 3 (class discussion about the fact that photo captions are helpful, but information can be gleaned directly from the photo itself).</p> <p>TC <i>To The Pond</i> p. 3 (students practice giving and following instructions by playing “I Spy”).</p> <p>TC <i>Water World Snack Bar</i> p. 3 (students listen to actual restaurant review read aloud and discuss whether the reviewer liked or disliked the food).</p> <p>TC <i>Somethin' Fishy</i> p. 3 (working as a class, write list of directions for game students play at school).</p>
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