

Correlation of the Seedling Beginning Biography Series to the Common Core State Standards for ELA, Grades K–2



Common Core State Standards		Seedling Beginning Biography Series	
Reading: INFORMATIONAL TEXT		KINDERGARTEN	
<p>Key Ideas and Details</p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p> <p>2. With prompting and support, identify the main topic and retell key details of a text.</p> <p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>		<p>The Seedling <i>Beginning Biography Series</i> provides a variety of nonfiction genres and text types. The series is comprised of books addressing the following themes: Inventors/Entrepreneurs, Leaders/Explorers, and Artists/Authors. With four books per theme, students can compare topics among the books with the same theme. The titles of each book allow students to predict and identify the main idea. The Teacher Support Cards provide suggestions for discussing the books before, during, and after reading to reinforce the main idea and key details.</p>	
<p>Craft and Structure</p> <p>4. With prompting and support, ask and answer questions about unknown words in a text.</p> <p>5. Identify the front cover, back cover, and title page of a book.</p> <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>		<p>Each <i>Beginning Biography Series</i> book has a front cover, back cover, and title page that can be pointed out by students. The author’s name is clearly displayed on the cover and title page. The inside back cover of each book displays a glossary that defines key words from the text.</p>	
<p>Integration of Knowledge and Ideas</p> <p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>		<p><i>Beginning Biography Series</i> books contain colorful photographs that support the text. Students are able to use the photographs to further their learning on each person. Students can compare the photographs and text in two or more books with the same theme.</p>	
<p>Range of Reading and Level of Text Complexity</p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>		<p>The text in this series can be made available for students to read independently after they have been introduced and discussed in guided reading groups. The levels assigned to the titles make it easy for students to choose books that will lead to reading success.</p>	
Reading: FOUNDATIONAL SKILLS			
<p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none">» Follow words from left to right, top to bottom, and page by page.» Recognize that spoken words are represented in written language by specific sequences of letters.» Understand that words are separated by spaces in print.» Recognize and name all upper- and lowercase letters of the alphabet.		<p>Each <i>Beginning Biography</i> book contains print that is easy-to-read with adequate space between words so children can point to words as they read. The print is clear and readable. The books also contain features of print such as photograph labels, captions, headings, a table of contents, and a glossary.</p>	

<p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> » Recognize and produce rhyming words. » Count, pronounce, blend, and segment syllables in spoken words. » Blend and segment onsets and rimes of single-syllable spoken words. » Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) » Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>The Phonics and Word Recognition section of each Teacher Support Card provides a short phonemic awareness activity emphasizing phonemes or syllables relevant to the text. For example, <i>J. K. Rowling</i> discusses silent letters, such as w.</p>
<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> » Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. » Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. » Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). » Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>Each Teacher Support Card includes Phonics and Word Recognition activities. These highlight the vocabulary words frequently encountered in reading and specific vocabulary words necessary for understanding the particular text. The Teacher Support Cards may also note the appearance of contractions, compound words, and suffixes in the specific book, which can be used to review these vocabulary skills.</p>
<p>Fluency</p> <p>4. Read emergent-reader texts with purpose and understanding.</p>	<p>The <i>Beginning Biography Series</i> books span several reading levels, allowing students of varying reading abilities to read and understand them.</p>
<p>Language</p>	
<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> » Print many upper- and lowercase letters. » Use frequently occurring nouns and verbs. » Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). » Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). » Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). » Produce and expand complete sentences in shared language activities. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> » Capitalize the first word in a sentence and the pronoun I. » Recognize and name end punctuation. » Write a letter or letters for most consonant and short-vowel sounds (phonemes). » Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>Students will demonstrate their command of the English language when participating in discussions about the text and when completing writing activities in the Extension Activities as suggested on the Teacher Support Card.</p>

<p>Knowledge of Language</p> <p>3. (Begins in grade 2)</p>	
<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> » Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). » Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> » Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. » Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). » Identify real-life connections between words and their use (e.g., note places at school that are colorful). » Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>The Glossary on the inside back cover of each <i>Beginning Biography Series</i> title allows students to confirm the meanings of unknown words used in the text. The Teacher Support Cards provide Phonics and Word Recognition activities to reinforce unfamiliar words.</p>
<p>Writing</p>	
<p>Text Types and Purposes</p> <p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>Teacher Support Cards provide a writing activity to further engage students in the book's topic. Writing activities may include a combination of drawing, dictating, and writing to compose opinion, informative, and narrative writing. Students are encouraged to share their writing with the class in either a formal or informal manner. For example, <i>Sylvia Earle</i> includes a writing prompt instructing students to write a fictional story about an underwater adventure.</p>
<p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Writing activities from the Teacher Support Cards may be expanded to include use of digital tools for publication.</p>

<p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>	<p>The subjects and themes of the <i>Beginning Biography Series</i> books should be familiar to many students. After reading one or more titles with the same theme, students can work in groups to do additional research on the subject. Teacher Support Cards may discuss research topics for a specific title. The cards also list one or more discussion questions that allow students to discuss their past experience with a topic.</p>
<p>Range of Writing</p> <p>10. (Begins in grade 3)</p>	
<p>Speaking & Listening</p>	
<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> » Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). » Continue a conversation through multiple exchanges. <p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Each Teacher Support Card includes Introduce the Book, Text Features, Discuss the Book, and Extension Activities. These features encourage teachers and students to engage in meaningful dialogue about the title using a question-and-response format. Students are encouraged to use a wide variety of comprehension strategies to participate in active reading. Students can participate in conversations about texts with peer groups, or in small or large group instructions. Students can be encouraged to share their own past experience with a topic and to learn from other students' past experiences. For example, <i>Steve Jobs</i> includes the discussion question "How would your life be different without Steve's products?"</p>

Reading: INFORMATIONAL TEXT

GRADE 1

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

The Seedling *Beginning Biography Series* provides a variety of nonfiction genres and text types. The series is comprised of books addressing the following themes: Inventors/Entrepreneurs, Leaders/Explorers, and Artists/Authors. With four books per theme, students can compare topics among the books with the same theme. The titles of each book allow students to predict and identify the main idea. The Teacher Support Cards provide suggestions for discussing the books before, during, and after reading to reinforce the main idea and key details.

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Print features of the *Beginning Biography Series* books include a table of contents, headings, and labels and captions for photographs. The inside back cover of each book displays a glossary that defines key words from the text.

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Beginning Biography Series books contain colorful photographs that support the text. Students are able to use the photographs to further their learning on each topic. Students can compare the photographs and text in two or more books with the same theme.

Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts appropriately complex for grade 1.

The text in this series can be made available for students to read independently after they have been introduced and discussed in guided reading groups. The levels assigned to the titles make it easy for students to choose books that will lead to reading success.

Reading: FOUNDATIONAL SKILLS

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - » Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Each *Beginning Biography* book contains print that is easy-to-read with adequate space between words so children can point to words as they read. The print is clear and readable. The books also contain features of print such as photograph labels, captions, headings, a table of contents, and a glossary.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - » Distinguish long from short vowel sounds in spoken single-syllable words.
 - » Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - » Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - » Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

The Phonics and Word Recognition section of each Teacher Support Card provides a short phonemic awareness activity emphasizing phonemes or syllables relevant to the text. For example, *J. K. Rowling* discusses silent letters, such as w.

<p>Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> » Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). » Decode regularly spelled one-syllable words. » Know final -e and common vowel team conventions for representing long vowel sounds. » Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. » Decode two-syllable words following basic patterns by breaking the words into syllables. » Read words with inflectional endings. » Recognize and read grade-appropriate irregularly spelled words. 	<p>Each Teacher Support Card includes Phonics and Word Recognition activities. These highlight the vocabulary words frequently encountered in reading and specific vocabulary words necessary for understanding the particular text. The Teacher Support Cards may also note the appearance of contractions, compound words, and suffixes in the specific book, which can be used to review these vocabulary skills.</p>
<p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> » 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>The <i>Beginning Biography Series</i> books span several reading levels, allowing students of varying abilities to read and understand them.</p>

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - » Print all upper- and lowercase letters.
 - » Use common, proper, and possessive nouns.
 - » Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - » Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - » Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
 - » Use frequently occurring adjectives.
 - » Use frequently occurring conjunctions (e.g., and, but, or, so, because).
 - » Use determiners (e.g., articles, demonstratives).
 - » Use frequently occurring prepositions (e.g., during, beyond, toward).
 - » Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - » Capitalize dates and names of people.
 - » Use end punctuation for sentences.
 - » Use commas in dates and to separate single words in a series.
 - » Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - » Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Students will demonstrate their command of the English language when participating in discussions about the text and when completing writing activities in the Extension Activities as suggested on the Teacher Support Card.

Knowledge of Language

3. (Begins in grade 2)

<p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> » Use sentence-level context as a clue to the meaning of a word or phrase. » Use frequently occurring affixes as a clue to the meaning of a word. » Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> » Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. » Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). » Identify real-life connections between words and their use (e.g., note places at home that are cozy). » Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).</p>	<p>The Glossary on the inside back cover of each <i>Beginning Biography Series</i> title allows students to confirm the meanings of unknown words used in the text. The Teacher Support Cards provide Phonics and Word Recognition activities to reinforce unfamiliar words.</p>
<p>Writing</p>	
<p>Text Types and Purposes</p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>Teacher Support Cards provide a writing activity to further engage students in the book's topic. Writing activities may include a combination of drawing, dictating, and writing to compose opinion, informative, and narrative writing. Students are encouraged to share their writing with the class in either a formal or informal manner. For example, <i>Sylvia Earle</i> includes a writing prompt instructing students to write a fictional story about an underwater adventure.</p>
<p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>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>Writing activities from the Teacher Support Cards may be expanded to include use of digital tools for publication.</p>

<p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>	<p>The subjects and themes of the <i>Beginning Biography Series</i> books should be familiar to many students. After reading one or more titles with the same theme, students can work in groups to do additional research on the subject. Teacher Support Cards may discuss research topics for a specific title.</p>
<p>Range of Writing</p> <p>10. (Begins in grade 3)</p>	
<p>Speaking & Listening</p>	
<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> » Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). » Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. » Ask questions to clear up any confusion about the topics and texts under discussion. <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Each Teacher Support Card includes Introduce the Book, Text Features, Discuss the Book, and Extension Activities. These features encourage teachers and students to engage in meaningful dialogue about the title using a question-and-response format. Students are encouraged to use a wide variety of comprehension strategies to participate in active reading. Students can participate in conversations about texts with peer groups, or in small or large group instructions. Students can be encouraged to share their own past experience with a topic and to learn from other students’ past experiences. For example, <i>Steve Jobs</i> includes the discussion question “How would your life be different without Steve’s products?”</p>
<p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p>	<p>Extension Activities on the Teacher Support Cards often call for students to present information to the class, by themselves or in a group.</p>

Reading: INFORMATIONAL TEXT

GRADE 2

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.

The Seedling *Beginning Biography Series* provides a variety of nonfiction genres and text types. The series is comprised of books addressing the following themes: Inventors/Entrepreneurs, Leaders/Explorers, and Artists/Authors. With four books per theme, students can compare topics among the books with the same theme. The titles of each book allow students to predict and identify the main idea. The Teacher Support Cards provide suggestions for discussing the books before, during, and after reading to reinforce the main idea and key details.

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.

Print features of the *Beginning Biography Series* books include a table of contents, headings, and labels and captions for photographs. The inside back cover of each book displays a glossary that defines key words from the text.

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.

Beginning Biography Series books contain colorful photographs that support the text. Students are able to use the photographs to further their learning on each topic. Students can compare the photographs and text in two or more books with the same theme.

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.

Scaffolding is built into a guided reading program, making it easy for students to choose books that will lead to reading success. Levels H to I span both grade 2 and grade 3 and contain science and history/social studies topics.
 Inventors/Entrepreneurs: *Steve Jobs, James Naismith, Wally Amos, Ruth Handler*
 Leaders/Explorers: *Barack Obama, Sylvia Earle, Neil Armstrong, Sonia Sotomayor*
 Artists/Authors: *Dr. Seuss, Walt Disney, J. K. Rowling, Jim Henson*

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.

Each Teacher Support Card includes Phonics and Word Recognition activities. These highlight the vocabulary words frequently encountered in reading and specific vocabulary words necessary for understanding the particular text. The Teacher Support Cards may also note the appearance of contractions, compound words, and suffixes in the specific book, which can be used to review these vocabulary skills.

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.

The *Beginning Biography Series* books span several reading levels, allowing students of varying abilities to read and understand them.

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.

Students will demonstrate their command of the English language when participating in discussions about the text and when completing writing activities in the Extension Activities as suggested on the Teacher Support Card.

<p>Knowledge of Language</p> <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> » Compare formal and informal uses of English. 	<p>Teacher Support Cards include reading, writing, speaking, and listening activities.</p>
<p>Vocabulary Acquisition and Use</p> <p>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.</p> <ul style="list-style-type: none"> » 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. <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> » 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). <p>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>The Glossary on the inside back cover of each <i>Beginning Biography Series</i> title allows students to confirm the meanings of unknown words used in the text. The Teacher Support Cards provide Phonics and Word Recognition activities to reinforce unfamiliar words.</p>
<p>Writing</p>	
<p>Text Types and Purposes</p> <p>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.</p> <p>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.</p> <p>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>Teacher Support Cards provide a writing activity to further engage students in the book's topic. Writing activities may include a combination of drawing, dictating, and writing to compose opinion, informative, and narrative writing. Students are encouraged to share their writing with the class in either a formal or informal manner. For example, <i>Sylvia Earle</i> includes a writing prompt instructing students to write a fictional story about an underwater adventure.</p>

<p>Production and Distribution of Writing</p> <p>4. (Begins in grade 3)</p> <p>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>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>Writing activities from the Teacher Support Cards may be expanded to include use of digital tools for publication.</p>
<p>Research to Build and Present Knowledge</p> <p>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).</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p> <p>9. (Begins in grade 4)</p>	<p>The subjects and themes of the <i>Beginning Biography Series</i> books should be familiar to many students. After reading one or more titles with the same theme, students can work in groups to do additional research on the subject. Teacher Support Cards may discuss research topics for a specific title. The cards also list one or more discussion questions that allow students to discuss their past experience with a topic.</p>
<p>Range of Writing</p> <p>10. (Begins in grade 3)</p>	
<p>Speaking & Listening</p>	
<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> » 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. » Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p>	<p>Each Teacher Support Card includes Introduce the Book, Text Features, Discuss the Book, and Extension Activities. These features encourage teachers and students to engage in meaningful dialogue about the title using a question-and-response format. Students are encouraged to use a wide variety of comprehension strategies to participate in active reading. Students can participate in conversations about texts with peer groups, or in small or large group instructions. For example, <i>Steve Jobs</i> includes the discussion question "How would your life be different without Steve's products?"</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>Through the discussion activities found on the Teacher Support Card, students can be encouraged to share their own past experience with a topic and to learn from other students' past experiences. Extension Activities on the Teacher Support Cards often call for students to present information to the class, by themselves or in a group.</p>

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