Content Area: Reading, Writing, and Communicating
Standard: 1. Oral Expression and Listening

Prepared Graduates:
➢ Demonstrate skill in inferential and evaluative listening

Grade Level Expectation: Second Grade

Concepts and skills students master:
2. New information can be learned and better dialogue created by listening actively

Evidence Outcomes	21st Century Skills and Readiness Competencies

Students can:
a. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (CCSS: SL.2.1)
  i. 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). (CCSS: SL.2.1a)
  ii. Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
  iii. Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2)
c. 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. (CCSS: SL.2.3)
	Inquiry Questions:
	1. Do people learn more by talking or listening? Why?
	2. How do people respond to ideas that are unfair?
	
	Relevance and Application:
	1. Communicators check their personal thinking to ensure other points of view are considered fairly.
	2. Listeners use background knowledge to answer questions before asking others.
	3. Video game designers create a variety of options to allow the players to have choices.
	4. Doctors listen to their patients and use their own knowledge of medicine to make a diagnosis.
	5. Use electronic tools to provide feedback.
	
	Nature of Reading, Writing, and Communicating:
	1. Good listeners make new discoveries by using their own knowledge along with information they hear from others.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:
➢ Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Second Grade

Concepts and skills students master:
1. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Use Key Ideas and Details to: i. Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences ii. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. (CCSS: RL.2.1) iii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2) iv. Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3) b. Use Craft and Structure to: i. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4) ii. Read high-frequency words with accuracy and speed iii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5) iv. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS: RL.2.6) v. Identify how word choice (sensory details, figurative language) enhances meaning in poetry c. Use Integration of Knowledge and Ideas to: i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7) ii. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9) d. Use Range of Reading and Level of Text Complexity to: i. 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. (CCSS: RL.2.10) e. Compare formal and informal uses of English. (CCSS: L.2.3a)	**Inquiry Questions:** 1. Why is it important to read the title before reading the text? 2. What would happen to comprehension if readers never went back and re-read something they did not understand? 3. Why is it important to read accurately and fluently? 4. What would a summary look like if a writer did not stick to the important details? **Relevance and Application:** 1. Read stories and text to others using appropriate phrasing, intonation, rate, and attention to punctuation. 2. Distinguish different literary forms (i.e., poetry, narrative, fiction). 3. Interpret the intended message in various genres (such as fables, billboards, web pages, poetry, and posters). 4. Listening and reading along with the text of digital audio stories of multiple genres aid in comprehension and fluency. **Nature of Reading, Writing, and Communicating:** 1. Reading helps people understand themselves and make connections to the world. 2. Readers use comprehension strategies automatically without thinking about them.

Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:
➤ Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Second Grade

Concepts and skills students master:
2. Exploring the writing process helps to plan and draft a variety of simple informational texts

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2) b. Write letters and "how-to's" (procedures, directions, recipes) that follow a logical order and appropriate format c. Organize informational texts using main ideas and specific supporting details d. Organize ideas using a variety of pictures, graphic organizers or bulleted lists e. Use relevant details when responding in writing to questions about texts f. State a focus when responding to a given question, and use details from text to support a given focus g. Apply appropriate transition words to writing	**Inquiry Questions:** 1. What are different forms of informational writing? 2. Why is it important to writers to know who will be reading their work? 3. How is report writing different from storytelling? 4. How do writers use technology to support the writing process? 5. How do authors stay focused on one topic throughout a piece of writing? 6. How might technology impact the writing process for informational texts?
	Relevance and Application: 1. Cooks write their recipes step-by-step so the readers can follow the directions easily. 2. Parents write to their children who live far away using conventional and digital means.
	Nature of Reading, Writing, and Communicating: 1. Writers use their own experiences in their writing to make connections. 2. Writers work with peers to create organized pieces of writing. 3. Writers plan and organize information with their audience and purpose in mind. 4. Writers reread and revise while drafting.