

Content Area: Reading, Writing, and Communicating

Standard: 1. Oral Expression and Listening

Prepared Graduates:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Grade Level Expectation: Second Grade

Concepts and skills students master:

1. Discussions contribute and expand on the ideas of self and others

Evidence Outcomes

Students can:

- a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
- b. Contribute knowledge to a small group or class discussion to develop a topic
- c. Maintain focus on the topic
- d. 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. (CCSS: SL.2.5)
- e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
- f. Use content-specific vocabulary to ask questions and provide information

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it important to use precise vocabulary in communication?
2. How do people remember new words and their mean?
3. How do people connect new words to things that are important to them?
4. What is the most important thing to do to ensure people understand a presentation?

Relevance and Application:

1. The use of precise language is important when communicating with others to clearly express an idea.
2. Online dictionary resources offer new ways to expand vocabulary (such as personal word bank, word wall, picture dictionary, or glossary).
3. Music writers (composers) and musical performers work together to create new songs and exciting performances.
4. Use electronic collaboration tools to contribute to the group goal.

Nature of Reading, Writing, and Communicating:

1. Good communicators choose their words carefully.

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

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)

21st Century Skills and Readiness Competencies

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

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)

21st Century Skills and Readiness Competencies

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: 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:

- 2. Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text

Evidence Outcomes

Students can:

- a. Use Key Ideas and Details to:
 - i. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. (CCSS: RI.2.1)
 - ii. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2)
 - iii. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS: RI.2.3)
 - iv. Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud
- b. Use Craft and Structure to:
 - i. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. (CCSS: RI.2.)
 - ii. 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. (CCSS: RI.2.5)
 - iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6)
 - iv. Read text to perform a specific task (such as follow a recipe, play a game)
- c. Use Integration of Knowledge and Ideas to:
 - i. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7)
 - ii. Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8)
 - iii. Compare and contrast the most important points presented by two texts on the same topic. (CCSS: RI.2.9)
- d. Use Range of Reading and Level of Text Complexity to:
 - i. Adjust reading rate according to type of text and purpose for reading
 - ii. 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. (CCSS: RI.2.10)
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. What text features are most useful when reading informational texts? Why?
2. How does using the table of contents save a reader time?
3. What are two or more uses of the bold key words in the text?
4. How do captions assist a reader in gathering information?

Relevance and Application:

1. Use background knowledge and connect it to new information to learn many new concepts or ideas.
2. Identifying features of online websites help one navigate and understand saving time and increasing comprehension.

Nature of Reading, Writing, and Communicating:

1. Readers gather information from multiple sources. Comparing what they know to what they want to learn helps construct new meaning.
2. Readers read for enjoyment and information.

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: 1. Exploring the writing process helps to plan and draft a variety of literary genres	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. (CCSS: W.2.1) b. 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. (CCSS: W.2.3) c. Organize ideas using pictures, graphic organizers, or story maps d. Write simple, descriptive poems e. Write with precise nouns, active verbs, and descriptive adjectives f. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)	Inquiry Questions: 1. How are different literary genres different in form and substance? 2. What are two characteristics of the person you are describing? 3. Why do short poems still have an important message? 4. How do planning frames (graphic organizers, lists, photos, or drawings) help writers as they write a story? 5. How do authors collect topics for writing? 6. How might authors create an inviting beginning and satisfying ending?
	Relevance and Application: 1. Authors will write funny poems and short stories for readers to enjoy. 2. Parents like to read fairy tales to their children before they go to bed. 3. The ability to read and understand poems and fictional stories will assist in building metacognition, which will aid in comprehending harder text. 4. Creative approaches to writing and story craft distinguish best-selling authors from ordinary writers.
	Nature of Reading, Writing, and Communicating: 1. Writers think about character traits to help them include more interesting details in their writing.

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

Students can:

- 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)
- Write letters and “how-to’s” (procedures, directions, recipes) that follow a logical order and appropriate format
- Organize informational texts using main ideas and specific supporting details
- Organize ideas using a variety of pictures, graphic organizers or bulleted lists
- Use relevant details when responding in writing to questions about texts
- State a focus when responding to a given question, and use details from text to support a given focus
- Apply appropriate transition words to writing

21st Century Skills and Readiness Competencies

Inquiry Questions:

- What are different forms of informational writing?
- Why is it important to writers to know who will be reading their work?
- How is report writing different from storytelling?
- How do writers use technology to support the writing process?
- How do authors stay focused on one topic throughout a piece of writing?
- How might technology impact the writing process for informational texts?

Relevance and Application:

- Cooks write their recipes step-by-step so the readers can follow the directions easily.
- Parents write to their children who live far away using conventional and digital means.

Nature of Reading, Writing, and Communicating:

- Writers use their own experiences in their writing to make connections.
- Writers work with peers to create organized pieces of writing.
- Writers plan and organize information with their audience and purpose in mind.
- Writers reread and revise while drafting.

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

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Grade Level Expectation: Second Grade

Concepts and skills students master:

- 3. Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing

Evidence Outcomes

Students can:

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
 - i. Use collective nouns (e.g., *group*). (CCSS: L.2.1a)
 - ii. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). (CCSS: L.2.1b)
 - iii. Use reflexive pronouns (e.g., *myself, ourselves*). (CCSS: L.2.1c)
 - iv. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). (CCSS: L.2.1d)
 - v. Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
 - vi. Apply accurate subject-verb agreement while writing
 - vii. 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*). (CCSS: L.2.1f)
 - viii. Vary sentence beginning
 - ix. Spell high-frequency words correctly
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
 - i. Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)
 - ii. Use commas in greetings and closings of letters. (CCSS: L.2.2b)
 - iii. Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
 - iv. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*). (CCSS: L.2.2d)
 - v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)
- c. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)
- d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How can spelling change the meaning of a word?
2. How can punctuation change the meaning of a sentence?
3. What is the primary use of the apostrophe in contractions?
4. Why is punctuation used for many different purposes in writing?
5. Why are uppercase/capital letters important in writing?

Relevance and Application:

1. The meaning of a sentence can be changed by changing the order of the words in the sentence. (He can run. Can he run?)
2. Knowing when to capitalize letters will help readers understand writing.

Nature of Reading, Writing, and Communicating:

1. Writers know that endings change words.
2. Writers revise their writing to choose better words to communicate what they want to say.
3. Writers use proper punctuation in their writing.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates: <ul style="list-style-type: none"> ➤ Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Grade Level Expectation: Second Grade

Concepts and skills students master: <ol style="list-style-type: none"> 1. Reference materials help us locate information and answer questions
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Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> a. Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page) b. Identify a specific question and gather information for purposeful investigation and inquiry c. Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type) d. Use a variety of multimedia sources to answer questions of interest e. Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8) 	Inquiry Questions: <ol style="list-style-type: none"> 1. How do people know information is relevant, significant, and accurate? 2. How do people know which resource will provide the most accurate information? Relevance and Application: <ol style="list-style-type: none"> 1. There are many ways people look up and research unknown information. (Use a dictionary to find the meaning of unfamiliar words. Use an encyclopedia to look up information. Use the Internet to conduct research. Use interviews to gather information.) Nature of Reading, Writing, and Communicating: <ol style="list-style-type: none"> 1. Researchers use information to support their thinking. 2. Researchers use a variety of reference materials to support learning new information.