

Second Grade

Reading, Writing, & Communicating



Revised: December 2010



Colorado Academic Standards in Reading, Writing, and Communicating and

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

On December 10, 2009, the Colorado State Board of Education adopted the revised Reading, Writing, and Communicating Academic Standards, along with academic standards in nine other content areas, creating Colorado's first fully aligned preschool through high school academic expectations. Developed by a broad spectrum of Coloradans representing Pre-K and K-12 education, higher education, and business, utilizing the best national and international exemplars, the intention of these standards is to prepare Colorado schoolchildren for achievement at each grade level, and ultimately, for successful performance in postsecondary institutions and/or the workforce.

Concurrent to the revision of the Colorado standards was the Common Core State Standards (CCSS) initiative, whose process and purpose significantly overlapped with that of the Colorado Academic Standards. Led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), these standards present a national perspective on academic expectations for students, Kindergarten through High School in the United States.

In addition to standards in English Language Arts (ELA), the Common Core State Standards offer literacy expectations for history/social studies, science, and technical subjects. These expectations, beginning in grade 6 through grade 12, are intended to assist teachers in *"use(ing) their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields."* (Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, page 3). These expectations are NOT meant to supplant academic standards in other content areas, but to be used as a literacy supplement.

Upon the release of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects on June 2, 2010, the Colorado Department of Education began a gap analysis process to determine the degree to which the expectations of the Colorado Academic Standards aligned with the Common Core. The independent analysis proved a nearly 95% alignment between the two sets of standards. On August 2, 2010, the Colorado State Board of Education adopted the Common Core State Standards, and requested the integration of the Common Core State Standards and the Colorado Academic Standards.

In partnership with the dedicated members of the Colorado Standards Revision Subcommittee in Reading, Writing, and Communicating, this document represents the integration of the combined academic content of both sets of standards, maintaining the unique aspects of the Colorado Academic Standards, which include personal financial literacy, 21st century skills, school readiness competencies, postsecondary and workforce readiness competencies, and preschool expectations. The result is a world-class set of standards that are greater than the sum of their parts.

The Colorado Department of Education encourages you to review the Common Core State Standards and the extensive appendices at www.corestandards.org. While all the expectations of the Common Core State Standards are embedded and **coded with CCSS:** in this document, additional information on the development and the intentions behind the Common Core State Standards can be found on the website.

Colorado Academic Standards Reading, Writing, and Communicating

"Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested...." --Francis Bacon

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"If you cannot write well, you cannot think well, and if you cannot think well, others will do your thinking for you." --George Orwell

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A strong command of the language arts (reading, writing, speaking, and listening) is vital for being a successful student and ultimately a productive member of the 21st century workforce. Language skills have always been fundamental for academic and professional success. However, students in the 21st century are now facing more complex challenges in an ever-changing global society. These challenges have created the need for rigorous state standards in reading, writing, speaking, and listening.

Literacy – meaning the ability to construe a written, linguistic, alphabetic symbol system – is arguably the most important skill students acquire in preschool through twelfth-grade education because it makes all other forms of higher-order learning, critical thinking, and communication possible.

The study of reading, writing, and communicating is therefore essential to all other study in early childhood education, primary school, and secondary school. Such study comprises not only the fundamental knowledge and skills of language arts (reading, writing, speaking, and listening), but also the knowledge and skills of discourse (dialogue and discussion) and rhetoric (the ability to make arguments and to think critically about arguments made by others) and the knowledge and skills involved in responding to imaginative literature.

Language skills are necessary for academic success in all disciplines. The ability to integrate reading, writing, speaking, and listening effectively builds understanding across all academic subjects as well as allowing for the development of 21st century skills within the context of these subjects. Critical thinking and reasoning, information literacy, collaboration, self-direction, and innovation are vital 21st century skills.

Standards for reading, writing, and communicating in all grades must be clear and rigorous so that our public educational system gives students the skills, knowledge, and confidence they need to succeed in postsecondary education and the workforce, to be well-informed and responsible citizens, and to lead more fulfilling personal lives.

Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21st century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The "Continuum of State Standards Definitions" section that follows shows the hierarchical order of the standards components. The "Standards Template" section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

Prepared Graduate Competencies: The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Standard: The topical organization of an academic content area.

High School Expectations: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

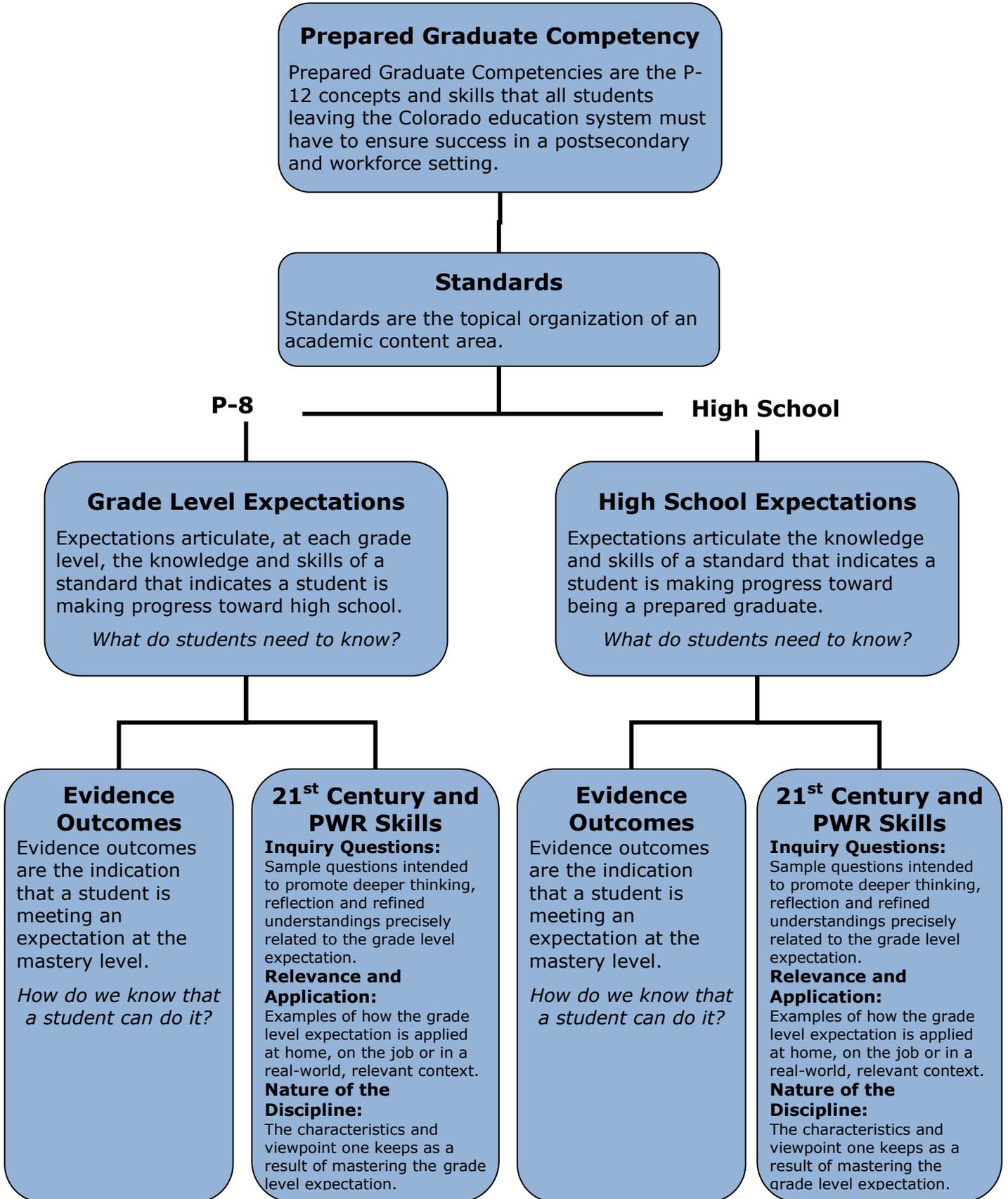
Grade Level Expectations: The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

Evidence Outcomes: The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

21st Century Skills and Readiness Competencies: Includes the following:

- ***Inquiry Questions:***
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Continuum of State Standards Definitions



STANDARDS TEMPLATE

Content Area: NAME OF CONTENT AREA

Standard: The topical organization of an academic content area.

Prepared Graduates:

- The P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

High School and Grade Level Expectations

Concepts and skills students master:

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

What do students need to know?

Evidence Outcomes

Students can:

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

How do we know that a student can do it?

21st Century Skills and Readiness Competencies

Inquiry Questions:

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

Relevance and Application:

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

Nature of the Discipline:

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Prepared Graduate Competencies in Reading, Writing, and Communicating

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

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
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening
- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks
- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing
- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Exercise ethical conduct when writing, researching, and documenting sources

Standards in Reading, Writing, and Communicating

Standards are the topical organization of an academic content area. The four standards of Reading, Writing, and Communicating are:

1. Oral Expression and Listening

Learning of word meanings occurs rapidly from birth through adolescence within communicative relationships. Everyday interactions with parents, teachers, peers, friends, and community members shape speech habits and knowledge of language. Language is the means to higher mental functioning, that which is a species-specific skill, unique to humans as a generative means for thinking and communication. Through linguistic oral communication, logical thinking develops and makes possible critical thinking, reasoning, development of information literacy, application of collaboration skills, self-direction, and invention.

Oral language foundation and written symbol systems concretize the way a student communicates. Thus, students in Colorado develop oral language skills in listening and speaking, and master the written language skills of reading and writing. Specifically, holding Colorado students accountable for language mastery from the perspectives of scientific research in linguistics, cognitive psychology, human information processing, brain-behavior relationships, and socio-cultural perspectives on language development will allow students to master 21st century skills and serve the state, region, and nation well.

2. Reading for All Purposes

Literacy skills are essential for students to fully participate in and expand their understanding of today's global society. Whether they are reading functional texts (voting ballots, a map, a train schedule, a driver's test, a job application, a text message, product labels); reference materials (textbooks, technical manuals, electronic media); or print and non-print literary texts, students need reading skills to fully manage, evaluate, and use the myriad information available in their day-to-day lives.

3. Writing and Composition

Writing is a fundamental component of literacy. Writing is a means of critical inquiry; it promotes problem solving and mastering new concepts. Adept writers can work through various ideas while producing informational, persuasive, and narrative or literary texts. In other words, writing can be used as a medium for reasoning and making intellectual connections. As students arrange ideas to persuade, describe, and inform, they engage in logical critique, and they are likely to gain new insights and a deeper understanding of concepts and content.

4. Research and Reasoning

Research and Reasoning skills are pertinent for success in a postsecondary and workforce setting. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work.

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects include a separate standard for Language. In this document, those Language expectations are integrated into the four standards above as appropriate.

21st Century Skills and Readiness Competencies in Reading, Writing, and Communicating

The reading, writing, and communicating subcommittee embedded 21st century skills, school readiness, and postsecondary and workforce readiness skills into the revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

Colorado's Description of 21st Century Skills

The 21st century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Reading, Writing, and Communicating are inherently demonstrated in each of Colorado's 21st century skills, as follows:

Critical Thinking and Reasoning

Critical thinking and reasoning are vital to advance in the technologically sophisticated world we live in. In order for students to be successful and powerful readers, writers, and communicators, they must incorporate critical thinking and reasoning skills. Students need to be able to successfully argue a point, justify reasoning, evaluate for a purpose, infer to predict and draw conclusions, problem-solve, and understand and use logic to inform critical thinking.

Information Literacy

The student who is information-literate accesses information efficiently and effectively by reading and understanding essential content of a range of informational texts and documents in all academic areas. This involves evaluating information critically and competently; accessing appropriate tools to synthesize information; recognizing relevant primary and secondary information; and distinguishing among fact, point of view, and opinion.

Collaboration

Reading, writing, and communicating must encompass collaboration skills. Students should be able to collaborate with each other in multiple settings: peer groups, one-on-one, in front of an audience, in large and small group settings, and with people of other ethnicities. Students should be able to participate in a peer review, foster a safe environment for discourse, mediate opposing perspectives, contribute ideas, speak with a purpose, understand and apply knowledge of culture, and seek others' ideas.

Self Direction

Students who read, write, and communicate independently portray self-direction by using metacognition skills. These important skills are a learner's automatic awareness of knowledge and ability to understand, control, and manipulate cognitive processes. These skills are important not only in school but throughout life, enabling the student to learn and set goals independently.

Invention

Applying new ways to solve problems is an ideal in reading and writing instruction. Invention is one of the key components of creating an exemplary writing piece or synthesizing information from multiple sources. Invention takes students to a higher level of metacognition while exploring literature and writing about their experiences.

Colorado’s Description for School Readiness

(Adopted by the State Board of Education, December 2008)

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

Colorado’s Description of Postsecondary and Workforce Readiness

(Adopted by the State Board of Education, June 2009)

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

How These Skills and Competencies are Embedded in the Revised Standards

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

Inquiry Questions – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

Relevance and Application – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

Nature of Discipline – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

1. Oral Expression and Listening

Learning of word meanings occurs rapidly from birth through adolescence within communicative relationships. Everyday interactions with parents, teachers, peers, friends, and community members shape speech habits and knowledge of language. Language is the means to higher mental functioning, that which is a species-specific skill, unique to humans as a generative means for thinking and communication. Through linguistic oral communication, logical thinking develops and makes possible critical thinking, reasoning, development of information literacy, application of collaboration skills, self-direction, and invention.

Oral language foundation and written symbol systems concretize the way a student communicates. Thus, students in Colorado develop oral language skills in listening and speaking, and master the written language skills of reading and writing. Specifically, holding Colorado students accountable for language mastery from the perspectives of scientific research in linguistics, cognitive psychology, human information processing, brain-behavior relationships, and socio-cultural perspectives on language development will allow students to master 21st century skills and serve the state, region, and nation well.

Prepared Graduate Competencies

The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Oral Expression and Listening Standard:

- 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
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

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	21st Century Skills and Readiness Competencies
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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.

2. Reading for All Purposes

Literacy skills are essential for students to fully participate in and expand their understanding of today's global society. Whether they are reading functional texts (voting ballots, a map, a train schedule, a driver's test, a job application, a text message, product labels); reference materials (textbooks, technical manuals, electronic media); or print and non-print literary texts, students need reading skills to fully manage, evaluate, and use the myriad information available in their day-to-day lives.

Prepared Graduate Competencies

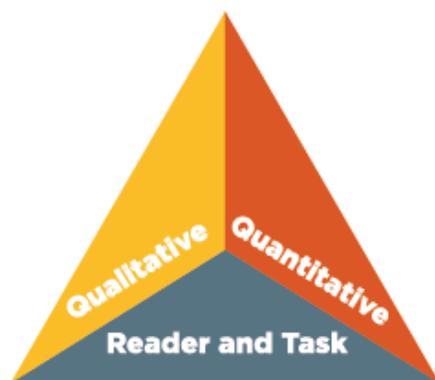
The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Reading for All Purposes Standard:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

From the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Pages 31 and 57):

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Range of Text Types for 6–12

Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

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: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Second Grade

Concepts and skills students master:

- 3. Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology

Evidence Outcomes

Students can:

- a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
 - i. Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
 - ii. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
 - iii. Read multisyllabic words accurately and fluently
 - iv. Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c)
 - v. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
 - vi. Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e)
 - vii. Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.2.3f)
- b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)
 - i. Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)
 - ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)
- c. 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. (CCSS: L.2.4)
 - i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)
 - ii. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (CCSS: L.2.4b)
 - iii. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (CCSS: L.2.4c)
 - iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (CCSS: L.2.4d)
- d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
 - i. Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*). (CCSS: L.2.5a)
 - ii. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (CCSS: L.2.5b)
- e. 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*). (CCSS: L.2.6)

21st Century Skills and Readiness Competencies

Inquiry Questions:

- 1. How do prefixes (un-, re-) and suffixes (-s, -ed, -est) change the meaning of a word?
- 2. Which words don't follow the phonics rules?
- 3. Which strategies should be used to decode multisyllabic words?

Relevance and Application:

- 1. Readers recognize common words that do not fit regular spelling patterns.
- 2. Readers understand that the spelling of a suffix connects to its meaning, not its sound (suffix -s = /z/ in dogs; -ed = /t/ in missed).

Nature of Reading, Writing, and Communicating:

- 1. The ability to decode increasingly complex words is essential for successful reading development.
- 2. Readers use phonemes, graphemes (letters), and morphemes (suffixes, prefixes) in an alphabetic language.

3. Writing and Composition

Writing is a fundamental component of literacy. Writing is a means of critical inquiry; it promotes problem solving and mastering new concepts. Adept writers can work through various ideas while producing informational, persuasive, and narrative or literary texts. In other words, writing can be used as a medium for reasoning and making intellectual connections. As students arrange ideas to persuade, describe, and inform, they engage in logical critique, and they are likely to gain new insights and a deeper understanding of concepts and content.

From the Common Core State Standards Expectations for EACH grade level:

"Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences."

Prepared Graduate Competencies

The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Writing and Composition standard:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive 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:
 1. Exploring the writing process helps to plan and draft a variety of literary genres

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>Students can:</p> <ul style="list-style-type: none"> 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) 	<p>Inquiry Questions:</p> <ul style="list-style-type: none"> 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? <p>Relevance and Application:</p> <ul style="list-style-type: none"> 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. <p>Nature of Reading, Writing, and Communicating:</p> <ul style="list-style-type: none"> 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	21st Century Skills and Readiness Competencies
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- 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.

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.

4. Research and Reasoning

Research and Reasoning skills are pertinent for success in a postsecondary and workforce setting. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work.

Prepared Graduate Competencies

The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduate Competencies in the Research and Reasoning standard:

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Exercise ethical conduct when writing, researching, and documenting sources

Content Area: Reading, Writing, and Communicating

Standard: 4. Research and Reasoning

Prepared Graduates:

- 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:

1. Reference materials help us locate information and answer questions

Evidence Outcomes

Students can:

- 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)

21st Century Skills and Readiness Competencies

Inquiry Questions:

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:

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:

1. Researchers use information to support their thinking.
2. Researchers use a variety of reference materials to support learning new information.

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

Prepared Graduates:
 ➤ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

Grade Level Expectation: Second Grade

Concepts and skills students master:
 2. Questions are essential to analyze and evaluate the quality of thinking

Evidence Outcomes	21st Century Skills and Readiness Competencies
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Students can:
 a. 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). (CCSS: W.2.7)
 i. Ask primary questions of depth and breadth
 ii. Acknowledge the need to treat all viewpoints fair-mindedly

Inquiry Questions:
 1. Consider this reading from the point of view of someone new. What would be your opinion?
 2. What makes the situation of this reading possibly more complicated?
 3. What does it mean to be fair-minded?
 4. Why is it important to include other people’s perspectives?
 5. How can readers be sure that the information is fair and unbiased? What do you say when it is not fair information

Relevance and Application:
 1. Professors share the skills of policemen and evaluate all of those with a points of view, asking questions, and determining a conclusion using the best evidence to support reasoning.
 2. Examples of asking good questions for real problems include a group of students wanting to start a book contest, and probing the difficulties and complexities of a book contest.

Nature of Reading, Writing, and Communicating:
 1. People who reason understand reasoning is done from a point of view, based on data, information, and evidence, and contains inferences by which they draw conclusions and give meaning to data.
 2. Researchers understand that for thinking to improve, it is necessary to ask critical questions.
 3. People who reason know thinking has potential strengths and weaknesses.

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