

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**

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
<p>Students can:</p> <p>a. Use Key Ideas and Details to:</p> <ol style="list-style-type: none"> 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 <i>who, what, where, when, why, and how</i> 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) <p>b. Use Craft and Structure to:</p> <ol style="list-style-type: none"> 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 <p>c. Use Integration of Knowledge and Ideas to:</p> <ol style="list-style-type: none"> 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) <p>d. Use Range of Reading and Level of Text Complexity to:</p> <ol style="list-style-type: none"> 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) <p>e. Compare formal and informal uses of English. (CCSS: L.2.3a)</p>	<p>Inquiry Questions:</p> <ol style="list-style-type: none"> 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? <p>Relevance and Application:</p> <ol style="list-style-type: none"> 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. <p>Nature of Reading, Writing, and Communicating:</p> <ol style="list-style-type: none"> 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:
 1. Exploring the writing process helps to plan and draft a variety of literary genres

Evidence Outcomes

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., *because, and, also*) 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)

21st Century Skills and Readiness Competencies

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	21st Century Skills and Readiness Competencies
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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

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: 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 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.