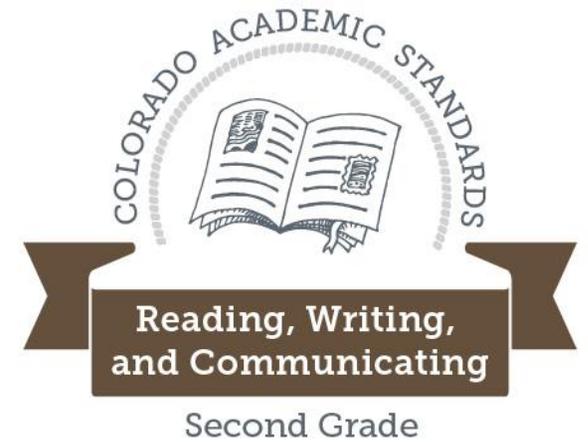


A Guide to the Colorado Academic Standards



Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for Second Grade Reading, Writing, and Communicating. This guide offers some learning experiences students may engage in during this school year, experiences that may also be supported at home.

Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas – emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

Reading, Writing, and Communicating for Elementary Schools (k-5)

The Reading, Writing, and Communicating standards move from developing skills in reading, writing, and communicating to applying these literacy skills to more complex texts through the elementary years. Standards at each grade emphasize skills related to speaking and collaborating with others as students work with literature and informational readings and participate in individual and group research projects.

Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Vince Puzick, Reading, Writing, and Communicating Content Specialist at 303-319-9519, Puzick_v@cde.state.co.us



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At the end of
Second Grade,
students can...



**Reading, Writing,
and Communicating**

Second Grade



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Reading, Writing, and Communicating Learning Expectations for Second Grade

Oral Expression and Listening

Learn new information, expand understanding, and engage in better conversations by listening actively (eye contact, asking questions, body posture).

Reading for All Purposes

Decode (sound out and pronounce) words with accuracy based on spelling patterns and word parts (root words, prefixes, suffixes); read fluently (with proper speed, accuracy, and expression) by using skills and strategies to help them understand books, stories, poems and informational books (“how to” books, instructions).

Writing and Composition

Use the writing process (plan, write, clean up, share) to write stories, information, and opinion pieces; use correct spelling, capitalization, grammar, and punctuation at grade level.

Research and Reasoning

Use different materials and resources to find information and answer questions about a topic; use questions to determine if something “makes sense” in the resources.

Throughout the Second Grade, you may find students...

- Using phonics and knowledge of words (spelling patterns, root words, prefixes, and suffixes) to read fluently (with appropriate speed, accuracy, and expression); using decoding skills (sound out and pronounce) to read and understand stories, informational books (“how to” books, books about inventors and inventions), and opinion pieces (favorite movies, activities, games); identifying key ideas and supporting details in reading to understand and talk about a story, poem, or book.
- Drawing and writing in response to readings as a way to “think through” ideas; sharing ideas about topics or the readings in small group discussions; building on others’ comments in shared discussions; asking questions of group members; actively listening (using eye contact, body posture) when working with fellow students.
- Discussing author’s word choices and use of images in a story, poem, or book; explaining how words and illustrations, charts, visuals and photos work together in a story or book; comparing two stories (characters, themes, setting) or two informational books (main ideas, details, illustrations).
- Writing narratives (real or imagined stories) to describe events; writing to explain a topic (“how to” steps, instructions); writing to express an opinion (favorite writer, favorite character); using resources to find answers to questions; using details to improve writing; talking about writing with classmates and adults; using writing mechanics (capitalization, commas, apostrophes, and different sentence beginnings) consistently.