

It Takes One Unit Standards Key

Grade 2 • Ages 7-8

COMMON CORE STANDARDS

(www.corestandards.org)

1. Reading: Informational Text • CCSS.ELA-Literacy.RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • CCSS.ELA-Literacy.RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. • CCSS.ELA-Literacy.RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

2. Reading: Foundational Skills • CCSS.ELA-Literacy.RF.2.4: Read with sufficient accuracy and fluency to support comprehension.

3. Writing • CCSS.ELA-Literacy.W.2.2: 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.ELA-Literacy.W.2.7: 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.ELA-Literacy.W.2.8: Recall information from experiences or gather information from provided sources to answer a question.

4. Speaking & Listening • CCSS.ELA-Literacy.SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. • CCSS.ELA-Literacy.SL.2.1a: 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.ELA-Literacy.SL.2.1b: Build on others' talk in conversations by linking their comments to the remarks of others. • CCSS.ELA-Literacy.SL.2.1c: Ask for clarification and further explanation as needed about the topics and texts under discussion. • CCSS.ELA-Literacy.SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented

orally or through other media. • CCSS.ELA-Literacy.SL.2.3: 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.ELA-Literacy.SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • CCSS.ELA-Literacy.SL.2.5: 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.ELA-Literacy.SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

5. Language • CCSS.ELA-Literacy.L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • CCSS.ELA-Literacy.L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

COLORADO P-12 ACADEMIC STANDARDS <http://www.cde.state.co.us/StandardsAndInstruction/ColoradoStandards-AcademicStandards.asp>

1. Comprehensive Health

• Standard 4: Prevention and Risk Management

Grade Level Expectation (GLE): 3. Explain why bullying is harmful and how to respond appropriately
Evidence Outcomes (EO): Students can:

- Understand why it is wrong to tease others
- Identify why making fun of others is harmful to self and others
- Describe the difference between bullying and teasing
- Explain what to do if you or someone else is being bullied

2. Reading, Writing and Communicating

• Standard 1: Oral Expression and Listening
Grade Level Expectation (GLE): 1. Discussions contribute and expand on the ideas of self and others

Evidence Outcomes (EO): Students can:

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- Contribute knowledge to a small group or class discussion to develop a topic
- Maintain focus on the topic
- 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
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- Use content-specific vocabulary to ask questions and provide information

Grade Level Expectation (GLE): 2. New information can be learned and better dialogue created by listening actively

Evidence Outcomes (EO): Students can:

- Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
 - 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)
 - Build on others' talk in conversations by linking their comments to the remarks of others

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iii. Ask for clarification and further explanation as needed about the topics and texts under discussion

b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media and 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

a. 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

• Standard 3: Writing and Composition

Grade Level Expectations (GLE): 2. Exploring the writing process helps to plan and draft a variety of simple informational texts

Evidence Outcomes (EO): Students can:

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

3. Visual Arts

• Standard 1: Observe and Learn to Comprehend

Grade Level Expectation (GLE): 1. Artists make choices that communicate ideas in works of art Evidence Outcomes (EO): Students can:

a. Express an idea in multiple ways

b. Identify and compare ideas and artistic choices found in a work of art

c. Make artistic choices to communicate ideas

4. Social Studies

• Standard 4: Civics Grade Level Expectation (GLE): 1. Responsible community members advocate for their ideas

Evidence Outcomes (EO): Students can:

a. List ways that people express their ideas respectfully

b. Describe ways in which you can take an active part in improving your school or community

c. Identify and give examples of civic responsibilities that are important to individuals, families, and communities

Grade Level Expectation (GLE): 2. People use multiple ways to resolve conflicts or differences

Evidence Outcomes (EO): Students can:

a. Give examples of ways that individuals, groups, and communities manage conflict and promote equality, justice, and responsibility

b. Identify examples of power and authority and strategies that could be used to address an imbalance, including bullying as power without authority

c. Identify and give examples of appropriate and inappropriate uses of power and the consequences

d. Demonstrate skills to resolve conflicts or differences

Inquiry Questions:

1. What happens when someone uses power unwisely?

2. What are good ways to solve differences?

3. What would it be like if everyone was friends?

4. What do equality, justice, and responsibility look like in the world?

OTHER STANDARDS MET

1. 21st Century Skills (www.p21.org)

• Learning and Innovation Skills

a. Critical Thinking: Reason effectively, make judgments and decisions, solve problems

b. Communicate clearly and collaborate with others

c. Creativity and Innovation: Think creatively and work creatively with others

• Life and Career Skills

a. Initiative and Self Direction: Manage goals and time, work independently, be self-directed learners

b. Social and Cross-Cultural Skills: Interact effectively with others

c. Productivity and Accountability: Manage projects and produce results

d. Responsibility: Be responsible to others

2. Social and Emotional Standards (www.casel.org)

• Self-Awareness

• Social Awareness

• Relationship Skills