



Literacy - Grade 2

Course Description:

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Common Core State Standards for English Language Arts](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, comprehension, critical thinking, and collaboration skills are taught within the context of reading, writing, speaking and listening, and language. Students also learn basic foundational skills such as print concepts, phonics, and phonological awareness.

Enduring Understandings:

- Readers ask and answer questions based on key details from literature and informational text to guide their understanding of the text.
- Readers compare and contrast ideas derived from key details in literature and informational text, recount stories, describe how characters, words, phrases, images, and overall structure affect the meaning of text in order to consider the different points of view of diverse cultures.
- Readers make connections between themselves, characters, other texts, historical events, scientific concepts, and the outside world to develop a greater understanding of main ideas, topics, meaning, and perspective.
- Readers use text features, including images, diagrams, and charts, recognize the author’s main purpose, and identify evidence to support their claims about text.
- Readers use word analysis and grade-level phonics to decode words, so that they may read with sufficient accuracy and fluency to understand, utilize, and enjoy text.
- Writers write opinion pieces, informative/explanatory texts, and narratives supported by prior knowledge, details, assisted revising and editing, and shared research to persuade, inform, describe events/experiences, express their feelings, and entertain readers.
- Conversationalists collaborate with diverse partners both peers and adults about grade-appropriate topics and tell stories in small and whole-class groups, recounting key ideas and details derived from listening to a variety of information, including text read aloud, oral presentations, and other media to share their ideas and concepts.
- Communicators demonstrate a command of grammar and usage when writing or speaking including conventions of capitalization, punctuation, and spelling to clearly convey their meaning.
- Communicators acquire and use vocabulary to clarify and clearly express specific, nuanced meaning through words appropriate to context.

READING - LITERATURE

- I can ask and answer questions about key details in a text. (RL.2.1)
- I can retell a story, fable, or folktale. (RL.2.2)
- I can explain the moral in the story. (RL.2.2)
- I can describe how characters in a story respond to important events. (RL.3)
- I can describe how words give rhythm and meaning to a story, poem, or song. (RL.2.4)
- I can describe the structure of a story, including how the beginning introduces a story and the ending concludes the story. (RL.2.5)



READING - LITERATURE (continued)

- I can describe differences in the points of views of different characters.(RL.6)
- I can use illustrations and text to describe the setting, plot and characters in a story. (RL.2.7)
- I can compare how two or more versions of a story can be the same and different. (RL.2.9)
- I can read and comprehend grade-level literature including stories and poetry. (RL.2.10)

READING - INFORMATIONAL TEXT

- I can ask and answer questions about key details in a text. (RI.2.1)
- I can identify the main idea of a text. (RI.2.2)
- I can state the focus of the paragraphs within the text. (RI.2.2)
- I can make connections between different events in history. (RI.2.3)
- I can make connections between different scientific ideas. (RI.2.3)
- I can make connections between the different steps in a set of directions. (RI.2.3)
- I can determine the meaning of words and phrases in a text. (RI.2.4)
- I can use text features to locate key facts or information in a text quickly. (RI.2.5)
- I can identify the author's main purpose in nonfiction writing. (RI.2.6)
- I can use diagrams and pictures to help me understand nonfiction. (RI.2.7)
- I can explain why the author includes certain details in a text. (RI.2.8)
- I can compare and contrast which facts are the same or different in two texts on the same subject. (RI.2.9)
- I can read and comprehend grade-level informational texts including history/social studies, science, and technical texts. (RI.2.10)

READING - FOUNDATIONAL SKILLS

- I can read long and short vowel sounds in one- and two-syllable words. (RF.2.3.A)
- I can spell and read vowel teams. (RF.2.3.B)
- I can read words with prefixes and suffixes. (RF.2.3.D)
- I can identify and read common words with irregular spelling. (RF.2.3.E)
- I can read grade-level text orally with accuracy, appropriate rate, and expression. (RF.2.4.A)
- I can recognize when a word I read does not make sense and self correct using context clues. (RF.2.4.C)



WRITING

- I can write an opinion piece with an introduction to introduce a topic and state an opinion. (W.2.1)
- I can give reasons that support my opinions. (W.2.1)
- I can use linking words to connect my ideas and reasons. (W.2.1)
- I can write a closing statement for my opinion piece. (W.2.1)
- I can write an informative text with an introduction to teach about a topic. (W.2.2)
- I can give facts and definitions about a topic in an informative text. (W.2.2)
- I can write a closing statement for an informative text. (W.2.2)
- I can write a narrative with a sequence of events. (W.2.3)
- I can include actions, thoughts, and feelings in a narrative. (W.2.3)
- I can use transition words to signal the order of events in a narrative. (W.2.3)
- I can write a conclusion for a narrative. (W.2.3)
- I can strengthen my writing by revising and editing with guidance and support. (W.2.5)
- I can use technology to produce and publish my work with guidance and support. (W.2.6)
- I can work with others to research and write about a topic. (W.2.7)
- I can recall information from experiences or gather information from provided sources. (W.2.8)

LANGUAGE

- I can use correct conventions of grammar when I write or speak. (L.2.1)
- I can write and use complete simple and compound sentences. (L.2.1.F)
- I can write sentences using correct capitalization. (L.2.2)
- I can write sentences using correct punctuation. (L.2.2)
- I can write sentences using correct spelling. (L.2.2)
- I can determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. (L.2.4)
- I can find real-life connections between words and the way they are used. (L.2.5.A)
- I can distinguish shades of meaning among closely related verbs and adjectives. (L.2.5.B)
- I can use new words and phrases I learn through reading, writing, and conversation. (L.2.6)



SPEAKING AND LISTENING

- I can follow the agreed upon rules for discussion. (SL.2.1.A)
- I can listen to the comments of others and share my own ideas. (SL.2.1.B)
- I can describe key ideas or details from a presentation or text read aloud. (SL.2.2)
- I can ask and answer questions about what a speaker says to help me understand the information. (SL.2.3)
- I can tell about an experience with facts, details, and interesting words. (SL.2.4)
- I can speak so that the listener can hear and understand me. (SL.2.4)
- I can make an audio recording of a story or poem. (SL.2.5)
- I can add pictures and visual displays to a presentation to add meaning. (SL.2.5)
- I can speak and share my ideas in complete sentences when someone asks me a question. (SL.2.6)