



Course Outcome Summary

Course Information: **Reading 2**

Description: This course is about students' reading with fluency and comprehension, communicating through writing, speaking, and listening at a second grade level.

Instruction Level: Grade 2

Course Standards:

- Ask and answer such questions as who, what, when, where, why, and how to demonstrate understanding of key details in a text
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot
- Identify the main topic of a multi-paragraph text as well as focus on specific paragraphs within the text
- Know and apply grade level phonics and word analysis skills in decoding one syllable words.
- Distinguish long and short vowels when reading regularly spelled one syllable words.
- Know spelling-sound correspondence for additional common vowel teams
 - Decode words with common prefixes and suffixes
 - Identify words with inconsistent but commonly spelled sound correspondence
- Read with sufficient accuracy and fluency to support comprehension
- Read on level texts with purpose and understanding
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Recount or describe key details and ideas in the text read aloud or presented through media
- 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
- Produce complete sentences when appropriate to task and situation
- Write opinion pieces introducing a book or topic, stating an opinion, supplying reasons supporting that opinion, using linking words to connect opinion and reason and provide a concluding statement.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide concluding statement.
- 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.

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Use collective nouns, irregular plural nouns, reflexive pronouns, past tense, frequently occurring irregular verbs
 - Use adjectives and adverbs

Units

1. **Critical Reading Skills**
2. **Reading Foundations**
3. **Speaking and Listening**
4. **Writing**
5. **Language**

Unit Outlines

1. Critical Reading Skills

Standards:

- Ask and answer such questions as who, what, when, where, why, and how to demonstrate understanding of key details in a text
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot
- Identify the main topic of a multi-paragraph text as well as focus on specific paragraphs within the text

Essential Questions:

Students will be able to answer the question(s):

- How did the reading strategies help you understand the text?
- Why do we ask questions before, during and after reading?
- Why do we make predictions?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Characters, Setting & Plot
- Main Idea & Details
- Making Predictions & Questioning
- Using Text Features

2. Reading Foundations

Standards:

- Know and apply grade level phonics and word analysis skills in decoding one syllable words.
- Distinguish long and short vowels when reading regularly spelled one syllable words.
- Know spelling -sound correspondence for additional common vowel teams
 - Decode words with common prefixes and suffixes
 - Identify words with inconsistent but commonly spelled sound correspondence
- Read with sufficient accuracy and fluency to support comprehension
- Read on level texts with purpose and understanding
 - Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

Essential Questions:

Students will be able to answer the question(s):

- How will using word families and phonics help you read?
- What word attack skills are you using to read?
- What skills did you use to read a new word?
- How does fluency help you understand what you are reading?
- What does a good reader do when it doesn't make sense?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Fluency & Comprehension
- Decoding/ Word Attack (Syllables, Prefixes, Suffixes, etc.)
- Self- Correcting

3. Speaking and Listening

Standards:

- Recount or describe key details and ideas in the text read aloud or presented through media
- 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
- Produce complete sentences when appropriate to task and situation

Essential Questions:

Students will be able to answer the question(s):

- How do we share a story of information with someone else?
- Why do we communicate with others?
- Why is it important to be effective listeners?
- How do we speak so others understand our ideas?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Listening & Speaking
- Communication
- Asking & Answering Questions

4. Writing

Standards:

- Write opinion pieces introducing a book or topic, stating an opinion, supplying reasons supporting that opinion, using linking words to connect opinion and reason and provide a concluding statement.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide concluding statement.
- 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.

Essential Questions:

Students will be able to answer the question(s):

- Why is writing important?
- How do we share a personal story with someone else?
- How can we use writing to teach someone something new?
- How do you share your opinion with others?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Informational, Narrative, Opinion

5. Language

Standards:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Use collective nouns, irregular plural nouns, reflexive pronouns, past tense, frequently occurring irregular verbs
 - Use adjectives and adverbs

Essential Questions:

Students will be able to answer the question(s):

- Why is grammar important for writing and speaking?
- What is essential for every complete sentence or thought?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- Nouns, Irregular plural nouns, reflexive pronouns, past tense, frequently occurring irregular verbs
- Adjectives and adverbs

