Expectations and Outcomes

SCHOOL DISTRICT OF BLACK RIVER FALLS
Inspiring Excellence

Grade Level/Course: Second Grade

Content Area: English Language Arts

Unit Title	Guarantees
Reading	• Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups. • Recount or describe key ideas and details from written texts, read aloud or information presented orally or through media. • Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. • Describe how characters in a story respond to major events and challenges • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. • Compare and contrast two or more versions of the same story (Cinderella stories) by different authors or from different cultures. • Describe how reasons support specific points the author makes in a text. (inferring) • Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area. • Identify the main purpose of a text, including what the author wants to answer, explain or describe.
Writing	• Participate in collaborative conversations about grade 2 topics and texts with peers and adults in small and larger groups. • Recount or describe key ideas and details from written texts, read aloud or information presented orally or through media. • 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.

Unit Title	Guarantees
	- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage→badge; boy→boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. - 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). - 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 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Unit Title	Guarantees
Spelling	**currently under revision**
Foundation Reading Study	**currently under revision**