

**California State Standards for Second Grade
Indian Land Tenure Curriculum
Standard One, Lesson Two**

Standards that students could potentially address:

California Content Standards for English-Language Arts

READING:

3.0 Literary Response and Analysis

Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

Narrative Analysis of Grade-Level-Appropriate Text

3.1 Compare and contrast plots, settings, and characters presented by different authors.

3.3 Compare and contrast different versions of the same stories that reflect different cultures.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).

1.2 Ask for clarification and explanation of stories and ideas.

1.3 Paraphrase information that has been shared orally by others.

Organization and Delivery of Oral Communication

1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

1.7 Recount experiences in a logical sequence.

1.8 Retell stories, including characters, setting, and plot.

1.9 Report on a topic with supportive facts and details.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

- 2.1 Recount experiences or present stories:
 - a. Move through a logical sequence of events.
 - b. Describe story elements (e.g., characters, plot, setting).
- 2.2 Report on a topic with facts and details, drawing from several sources of information.

Content Standards for History-Social Studies

People Who Make a Difference

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free-market system.

2.1 Students differentiate between things that happened long ago and things that happened yesterday.

2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.