



# Archdiocese of Washington Catholic Schools

## Academic Standards

### English/Language Arts

## 2<sup>nd</sup> GRADE

### **Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development**

Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, and word parts (-s, -ed, -ing). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.

#### **Phonemic Awareness**

2.1.1 Demonstrate an awareness of the sounds that are made by different letters by distinguishing beginning, middle, and ending sounds in words; rhyming words; and clearly pronouncing blends and vowel sounds.

#### **Decoding and Word Recognition**

2.1.2 Recognize and use knowledge of spelling patterns (such as *cut/cutting, slide/sliding*) when reading.

2.1.3 Decode (sound out) regular words with more than one syllable (*dinosaur, vacations*).

2.1.4 Recognize common abbreviations (*Jan., Fri.*).

2.1.5 Identify and correctly use regular plural words (*mountain/mountains*) and irregular plural words (*child/children, mouse/mice*).

2.1.6 Read aloud fluently and accurately with appropriate changes in voice and expression.

2.1.11 Know and use common word families (such as *-ale, -est, -ine, -ock, -ump*) when reading unfamiliar words.

#### **Vocabulary and Concept Development**

2.1.7 Understand and explain common antonyms (words with opposite meanings) and synonyms (words with the same meanings).

2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (*lunchtime, lunchroom, daydream, raindrop*).

2.1.9 Know the meaning of simple prefixes (word parts added at the beginning of words such as *un-*) and suffixes (word parts added at the end of words such as *-ful*).

2.1.10 Identify simple multiple-meaning words (*change, duck*).



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#### **Standard 2 – READING: Reading Comprehension**

Students read and understand grade-level appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what they read. In addition to their regular school reading, at Grade 2, students read a variety of grade-level-appropriate narrative (story) and expository (informational) texts (such as grade-level-appropriate classic and contemporary literature, poetry, children’s magazines and newspapers, dictionaries and other reference materials, and online information).

#### **Structural Features of Informational and Technical Materials**

2.2.1 Use titles, tables of contents, and chapter headings to locate information in text.

2.2.11 Identify text that uses sequence or other logical order (alphabetical order or time).

#### **Comprehension and Analysis of Grade-Level-Appropriate Text**

2.2.2 State the purpose of reading.

Example: Compare similar stories from different cultures, such as *Little Red Riding Hood* and *Lon Po Po* (Chinese version). Read an information text about pets to decide what kind of animal would make the best pet.

2.2.3 Use knowledge of the author’s purpose(s) to comprehend informational text.

Example: Read an informational text that compares different people, animals, or plants, such as *Gator or Croc* by Allan Fowler.

2.2.4 Ask and respond to questions to aid comprehension about important elements of informational texts.

Example: After reading a short account about the first man on the moon, ask and answer *why*, *what if*, and *how* questions to understand the lunar landing.

2.2.5 Restate facts and details in the text to clarify and organize ideas.

Example: Summarize information learned from a text, such as detail about ant colonies stated in *Ant Cities* by Arthur Dorros or reported about spider webs in *Spider Magic* by Dorothy Hinshaw Patent.

2.2.6 Recognize cause-and-effect relationships in a text.

Example: Read an informational book that explains some common scientific causes and effects, such as the growth of a plant from a seed or the effects of different weather patterns, such as too much snow or rain at one time causing flooding.

2.2.7 Interpret information from diagrams, charts, and graphs.

Example: Use a five-day weather chart or a weather chart on the Internet to determine the weather for the coming weekend.

2.2.8 Follow two-step written instructions.

2.2.9 Use context (the meaning of the surrounding text) to understand word and sentence meanings.

2.2.10 Draw conclusions or confirm predictions about what will happen next in a text by identifying key words (signal words that alert the reader to a sequence of events, such as *before*, *first*, *during*, *while*, *as*, *at the same time*, *after*, *then*, *next*, *at last*, *finally*, *now*, *when* or cause and effect, such as *because*, *since*, *therefore*, *so*).



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#### **Standard 3 – READING: Literary Response and Analysis**

*Students read and respond to a wide variety of significant works of children’s literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read.*

##### **Narrative Analysis of Grade-Level-Appropriate Text**

2.3.1 Compare plots, settings, or characters presented by different authors.

Example: Read and compare *Strega Nona*, an old Italian folktale retold by Tomie DePaola, with *Ox-Cart Man* by Donald Hall.

2.3.2 Create different endings to stories and identify the reason and the impact of the different ending.

Example: Read a story, such as *Fin McCool – The Giant of Knockmany Hill*, Tomie DePaola’s retelling of an Irish folktale. Then, discuss different possible endings to the story, such as how the story would change if Fin’s wife had not helped him or if Fin were not a giant.

2.3.3 Compare versions of same stories from different cultures.

Example: Compare fairy tales and folktales that have been retold by different cultures, such as *The Three Little Pigs* and the southwestern/Latino version *The Three Little Javelinas* by Susan Lowell, or *Cinderella* and the African version, *Myfaro’s Beautiful Daughters* by John Steptoe.

2.3.4 Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry.

Example: Listen to or read the rhymes for each letter of the alphabet in *A, My Name is Alice* by Jane Bayer. Tell what effects the writer uses to make the poems fun to hear.

2.3.5 Confirm predictions about what will happen next in a story.

2.3.6 Recognize the difference between fantasy and reality.

2.3.7 Identify the meaning or lesson of a story.

#### **Standard 4 – WRITING: Writing Process**

*Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.*

##### **Organization and Focus**

2.4.1 Create a list of ideas of writing.

2.4.2 Organize related ideas together to maintain a consistent focus.

##### **Research and Technology**

2.4.3 Find ideas for writing stories and descriptions in pictures or books.

2.4.4 Understand the purposes of various reference materials (such as a dictionary, thesaurus, and atlas).

2.4.5 Use a computer to draft, revise and publish writing.



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#### Evaluation and Revision

- 2.4.6 Review, evaluate, and revise writing for meaning and clarity.
- 2.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.
- 2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail.

#### **Standard 5 – WRITING: Writing Applications (Different Types of Writing and Their Characteristics)**

*At Grade 2, students are introduced to letter writing. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Students continue to write simple rhymes and poems. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 – Writing Process. Writing demonstrates and awareness of the audience (intended reader) and purpose for writing.*

*In addition to producing the different writing forms introduced in earlier grades, Grade 2 students use the writing strategies outlined in Standard 4 – Writing process to:*

2.5.1 Write brief narratives (stories) based on their experiences that:

- move through a logical sequence of events.
- describe the setting, characters, objects, and events in detail.

Example: Write a story about an experience that took place during a certain season in the year: spring, summer, fall, or winter. Tell the story in the order that it happened and describe it in enough detail so that the reader can picture clearly the place, people, and events.

2.5.2 Write a brief description of a familiar object, person, place, or event that:

- develops a main idea
- uses details to support the main idea

Example: Write a descriptive piece on a topic, such as *Houses Come in Different Shapes and Sizes*.

2.5.3 Write a friendly letter complete with the date, salutation (greeting, such as *Dear Mr. Smith*), body, closing, and signature.

Example: Write a letter to the police department in your town asking if someone can come to your classroom to talk about bicycle safety.

2.5.4 Write rhymes and simple poems.

2.5.5 Use descriptive words when writing.

2.5.6 Write for different purposes and to a specific audience or person.

Example: Write a description of your favorite book to recommend the book to a friend.

2.5.7 Write responses to literature that:

- demonstrate an understanding of what is read.
- support statements with evidence from the text.

Example: Write a description of a favorite character in a book. Include examples from the book to show why this character is such a favorite.



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#### **Research Application**

- 2.5.8 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:
- uses a variety of resources (books, technology, pictures, charts, tables of contents, diagrams) and documents sources (titles and authors).
  - organizes information by categorizing it into single categories (such as size or color) or includes information gained through observation.
- Example: After making observations and completing research at the library, write a report about animals that live in water or about different modes.

#### **Standard 6 – WRITING: Written English Language Conventions**

*Students write using Standard English conventions appropriate to this grade level.*

##### **Handwriting**

- 2.6.1 Form letters correctly and space words and sentences properly so that writing can be read easily by another person.

##### **Sentence Structure**

- 2.6.2 Distinguish between complete (*When Tom hit the ball, he was proud*) and incomplete sentences (*When Tom hit the ball*).
- 2.6.3 Use the correct word order in written sentences.

##### **Grammar**

- 2.6.4 Identify and correctly write various parts of speech, including nouns (words that name people, places, or things) and verbs (words that express action or help make statements).
- Example: Identify the noun and verb in a sentence, such as *Maria* (noun) *and a friend* (noun) *played* (verb) *for a long time*.

##### **Punctuation**

- 2.6.5 Use commas in the greeting (*Dear Sam,*) and closure of a letter (*Love, or Your friend,*) and with dates (*March 22, 2005*) and items in a series (*Tony, Steve, and Bill*).
- 2.6.6 Use quotation marks correctly to show that someone is speaking.
- Correct: "You may go home now," she said.
  - Incorrect: "You may go home now she said."

##### **Capitalization**

- 2.6.7 Capitalize all proper nouns (names of specific people or things, such as *Mike, Maryland, Jeep*), words at the beginning of sentences and greetings, months and days of the week, and titles (*Dr., Mr., Mrs., Miss*) and initials of people.

##### **Spelling**

- 2.6.8 Spell correctly words like *was, were, says, said, who, what, why, which* are used frequently but do not fit common spelling patterns.



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- 2.6.9 Spell correctly words with short and long vowel sounds (a, e, i, o, u), r-controlled vowels (ar, er, ir, or, ur), and consonant-blend patterns (bl, dr, st).
- short vowels: actor, effort, ink, ochop, unless
  - long vowels: ace, equal, ind, oe, use
  - r-controlled: ark, ersupper, irbird, orcorn, ururther
  - consonant blends: blue, crash, dresk, stpeak, stcoast

### **Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications**

*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 (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.*

#### **Comprehension**

- 2.7.1 Determine the purpose of listening (such as to obtain information, to solve problems, or to enjoy).
- 2.7.2 Ask for clarification and explanation of stories and ideas.
- 2.7.3 Paraphrase (restate in own words) information that has been shared orally by others.
- 2.7.4 Give and follow three- and four-step oral directives.

#### **Organization and Delivery of Oral Communication**

- 2.7.5 Organize presentations to maintain a clear focus.
- 2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report to class).
- 2.7.7 Tell experiences in a logical order.
- 2.7.8 Retell stories, including characters, setting and plot.
- 2.7.9 Report on a topic with supportive facts and details.
- 2.7.12 Use descriptive words when speaking about people, places, things, and events.

#### **Speaking Applications**

- 2.7.10 Recount experiences or present stories that:
- Move through a logical sequence of events.
  - Describe story elements including characters, plot, and setting.
- 2.7.11 Report on a topic with facts and details, drawing from several sources of information.
- 2.7.13 Recite poems, rhymes, songs, and stories.
- 2.7.14 Provide descriptions with careful attention to sensory detail.