

Reading for Literature

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
	Key Ideas and Details				
How do characters in a story come to life?	2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Poetry Prose Fiction		Recognize religious words or symbols.
How is poetry different from prose?	2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.			Retell Bible stories
What is story structure?	2.RL.3	Describe how characters in a story respond to major events and challenges, and make predictions about the text.			Connect Bible/religious stories to students' experiences.
How do pictures explain a story?	Craft and Structure				
What can reading tell us about the world?	2.RL.4	Describe how words, figurative language, and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.			Read the stories of saints.
What do key headings and special print explain?	2.RL.5	Describe the overall structure of a story (plot), including describing how the beginning introduces the story and the ending concludes the action.			Connect experiences of book characters to faith lessons (Ten Commandments.)
	2.RL.6	Acknowledge the differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud from a familiar text.			
How can the skill of reading help to understand God's world and his creation?	Integration of Knowledge and Ideas				
	2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, settings or plot (textual clues).			
	2.RL.8	Not applicable to literature.			
	2.RL.9	With prompting and support, compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from			

		different cultures.		
		Range of Reading and Level of Textual Complexity		
	2.RL.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		

Reading for Informational Text

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
What is the message of the text? How are the words alike or different?	Key Ideas and Details		Nonfiction Information		
	2.RI.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.			
	2.RI.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.			
	2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures (how-to) in a text.			
	Craft and Structure				
	2.RI.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .			
	2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.			
	2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.			
	Integration of Knowledge and Ideas				
	2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.			
2.RI.8	Describe how reasons support specific points the author makes in a text.				

	2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.		
	Range of Reading and Level of Text Complexity			
	2.RI.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
	2.RI.11	Read a variety of materials to learn more about God’s world and the Catholic faith.		

Reading: Foundational Skills

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
How does the sound of letters help us to spell and decode words?		Print & Cursive Concepts			
	2.RF.1	Demonstrate understanding of the organization and basic features of both print and cursive.			
What can you do when you do not know a word?		Phonological Awareness			
	2.RF.2	Demonstrate understanding of age-appropriate words, syllables, and sounds (phonemes).			
		Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words.			
Does what you read make sense in your head?	2.RF.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.			
	2.RF.3b	Know spelling-sound correspondences for additional common vowel teams.			
	2.RF.3c	Decode regularly spelled two-syllable words with long vowels.			
	2.RF.3d	Decode words with common prefixes and suffixes.			
	2.RF.3e	Identify words with inconsistent but common spelling-sound correspondences.			

How do you know if a story or text is too difficult to read on your own?	2.RF.3f	Recognize and read grade-appropriate irregularly spelled words.		
	Fluency			
	Read with sufficient accuracy and fluency to support comprehension.			
	2.RF.4a	Read on-level text with purpose and understanding.		
	2.RF.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		
2.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			

Writing

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
	Text Types and Purposes				
What is the writing process?	2.W.1	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 reason, and provide a concluding statement or section.	Genre Writing process Prewriting Revise Proofread Edit Publish Draft Revision		Writes thank you notes to those who support your school: pastor, parents, parishioners, etc.
Why is writing important in life?	2.W.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement section.			
Why is writing differ among genres?	2.W.3	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.			
Why is writing important for effective communication?	Production and Distribution of Writing				
	2.W.4	With guidance and support from adults, produce writing in which the development and organization			
	2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by planning, revising, and editing.			
What is the importance of sharing your writing?	2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.			
	Research to Build and Present Knowledge				
Why is each step in the writing process important?	2.W.7	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).			
	2.W.8	Recall information from experiences or gather information from provided sources to answer a question.			
	2.W.9	Draw/illustrate evidence from literary or informational			

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How does writing enable us to follow and live the principles of Catholic social teachings?		texts to support analysis, reflection, and research.		
	Range of Writing			
	2.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of disciplines-specific tasks, purposes, and audiences.		
	2.W.11	Write or draw connections with Catholic social teachings.		

Speaking and Listening

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity			
	Comprehension and Collaboration							
How do you listen?	2.SL.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	Communication		Listen with reverence during Mass and prayer services. Recite memorized prayers. Participate in choral readings and singing of songs and hymns. Retell Bible stories. Create and perform Reader’s Theatre of Bible stories and/or stories of saints.			
How do listening and speaking skills help us learn, play, communicate, and participate fully in classroom, community, and parish life?	2.SL.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).						
	2.SL.1b	Build on others’ talk in conversations by linking their comments to the remarks of others.						
	2.SL.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.						
In what ways are ideas communicated effectively?	2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.						
	2.SL.3	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.						
	Presentation of Knowledge and Ideas							
How do our words and body language help us communicate effectively?	2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.						
	2.SL.5	Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.						
How do verbal and nonverbal cues affect understanding?	2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.						

Language Mechanics

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
<p>Why is it important to use correct grammar?</p> <p>How will the use of correct English language structure and conventions help us to communicate effectively?</p>	Conventions of Standard English				<p>Practice capitalization with priest names, saints, and parishes or churches.</p>
	2.L.1	Demonstrate natural use of the conventions of standard English grammar and usage when writing or speaking.			
	2.L.1a	Use collective nouns (e.g., <i>group</i>).			
	2.L.1b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).			
	2.L.1c	Use reflexive pronouns (e.g., <i>myself, ourselves</i>).			
	2.L.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).			
	2.L.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.			
	2.L.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie</i>).			
	2.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	2.L.2a	Capitalize holidays, product names, and geographic names.			
	2.L.2b	Use commas in greetings and closings of letters			
	2.L.2c	Use an apostrophe to form contractions and frequently occurring possessives.			
	2.L.2d	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).			
	2.L.2e	Consult reference materials including beginning dictionaries, as needed to check and correct spellings.			

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Knowledge of Language	
2.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
2.L.3a	Compare/ contrast standard/formal and informal uses of English in written verbal formats.
2.L.3b	Compare/ contrast standard/ formal and informal uses of English in digital formats (e.g., texts, blogs, email, etc.)
Vocabulary Acquisition and Use	
2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies.
2.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
2.L.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).
2.L.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).
2.L.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).
2.L.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
2.L.5	Demonstrate understanding of word relationships and nuances in word meanings.
2.L.5a	Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).
2.L.5b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).

	2.L.6	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).		
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- Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands
- Quantitative evaluation of the text:** Readability measures and other scores of text complexity
- Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: For additional resources, check the Lexile measure (<https://lexile.com/>) or Accelerated Reader book levels (<http://www.arbookfind.com/default.aspx>)

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, myths, and Bible readings.	Includes staged dialogue and brief familiar scenes.	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem as well as prayers and psalms.	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. Additional readings could include the Catechism, the Pope’s writing, and diocesan newspaper.