

Diocese of Bridgeport – ELA Standards – Grade 2



LITERATURE

STANDARD

SKILLS

<p>L 2.1</p>	<p>Read and comprehend literary and informational texts independently and proficiently.</p>	<ul style="list-style-type: none"> • Distinguish between fiction and nonfiction • Evaluate and interpret images/illustrations in stories; make connections to similar images • Interpret and follow written directions • Recall details from what is read and determine their importance • Appropriately apply strategies before, during, and after reading to construct meaning • Self-correct when reading • Read with oral accuracy, expression, and speech-like pace (fluency)
<p>L 2.2</p>	<p>Use a variety of strategies to comprehend, interpret and evaluate text.</p>	<ul style="list-style-type: none"> • Organize information in proper sequence to use in a summary and/or retelling • Examine the whole of the text and then its parts • Make and confirm/revise predictions • Create mental pictures • Make inferences • Utilize story maps and other graphic organizers to aid in understanding • Read ahead or reread texts • Ask and answer questions about what was read • Summarize in own words what was read • Monitor own comprehension • Demonstrate understanding of word relationships and nuances in word meanings
<p>L 2.3</p>	<p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and then whole.</p>	<ul style="list-style-type: none"> • Identify the author, illustrator, table of contents, index • Sequence events • Classify events • Identify the main plot – beginning, middle, and end • Identify the main theme • Identify the characters • Identify the setting • Identify the conflict and resolution • Describe how characters in a story respond to major events and challenges • Differentiate between cause and effect • Distinguish between fact and opinion • Recognize the difference among the various genres • Know and use various text features (captions, bold print, icons, etc.) to locate key facts efficiently • Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs with the text

L 2.4	Read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of the human experience.	<ul style="list-style-type: none"> • Read and respond to texts about different cultures and times • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text • Make connections between what is read and what has been read in other sources, what has been experienced, or what is known about the world in general • Make connections to/relate characters, events, settings in reading material to personal life and experiences
L 2.5	Read a wide range of print and non-print (including fiction and nonfiction, classical and contemporary works) texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; read closely to determine what the text says explicitly and to make logical inferences from it.	<ul style="list-style-type: none"> • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral • Connect the texts with real life situations, other texts, the world, or personal experience to ensure deep understanding • Read nonfiction text to gain new information • Choose books and reading material to read for pleasure • Read silently
L 2.6	Define and appropriately apply content-related vocabulary words, high frequency and sight words.	<ul style="list-style-type: none"> • Recognize basic vocabulary words from text by sight and meaning • Relate new vocabulary words to familiar words to continually extend scope of reading • Recognize high frequency words automatically • Appropriately use vocabulary in written and oral language • Recognize that some words have multiple meanings • Use a known root word as a clue to the meaning of an unknown word with the same root • Determine the meaning of a new word when formed by adding a known prefix (un-, re-, etc.) • Apply the rules of alphabetical order to locate words within the dictionary and identify meanings • Use glossaries and beginners dictionaries to determine the meaning of words
L 2.7	Assess how point of view or purpose shapes the content and style of a text.	<ul style="list-style-type: none"> • Read a text and explain its appeal • Identify and support author's purpose • Interact with other readers in understanding text
L 2.8	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.	<ul style="list-style-type: none"> • Compare/contrast the most important points presented by two texts on the same theme • Compare/contrast two or more versions of the same story by different authors or from different cultures
L 2.9	Use a variety of technological and informational resources to gather information.	<ul style="list-style-type: none"> • Use digital resources to access information • Access websites with teacher or parent guidance • Use electronic graphic organizers to chart information • Find and evaluate information found using digital sources
L 2.10	Read a variety of materials to learn about God's world and their faith.	<ul style="list-style-type: none"> • Students will read prayers aloud and silently • Students will read Bible stories • Students will read stories that model Gospel values • Students will read Gospel stories and restate the message of Jesus

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WRITING

	<u>STANDARD</u>	<u>SKILLS</u>
W 2.1	Use a variety of strategies in written language to inform, persuade, explain, and to share real or imagined experiences in order to communicate effectively to different audiences for different reasons.	<ul style="list-style-type: none"> • Identify multiple reasons for writing • Write at various times every day • Write notes in various content areas • Write from a variety of prompts or pictures • Select graphic organizers that are appropriate to help synthesize thoughts and ideas • Write in personal journals, blogs
W 2.2	Understand and use proper grammar and usage conventions in all written expression.	<ul style="list-style-type: none"> • Imitate teacher-modeled correct punctuation and capitalization in writing • Write complete sentences using nouns, verbs, pronouns and adjectives • Write complete sentences using correct punctuation and capitalization independently
W 2.3	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none"> • Utilize pre-writing skills - choosing a topic, brainstorming, making lists, using graphic organizers • Utilize revising skills - teacher editing, peer to peer editing, self-editing, adding details, finding better words, reordering sentences, clarifying ideas • Utilize editing skills - make corrections, spelling check, cut and paste • Share writing with others for feedback
W 2.4	Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	<ul style="list-style-type: none"> • Use graphic drawing tools to create pictures to illustrate thoughts, ideas, and stories • Save written work electronically • Use editing software tools to improve writing • Correspond using simple emails
W 2.5	Draw evidence from literary or informational texts to support analysis, reflection and research.	<ul style="list-style-type: none"> • Write and record mathematical or scientific observations • Write a summary of what was read • Write factual response based on what was read • Write a response to questions that incorporates the main idea of the question into that response • Write a response to literature that makes a connection between stories and/or personal life experiences • Begin to write paragraphs that include a topic sentence, main idea, supporting details, concluding sentence • Begin to write an opinion piece that supplies reasons for that opinion
W 2.6	Produce clear and coherent writing whereby development, organization, and style are appropriate to task, purpose and audience.	<ul style="list-style-type: none"> • Write using an appropriate sequence - beginning, middle, end • Write a narrative that includes characters, setting and sequential events • Write poems and short rhymes • Write and illustrate a simple narrative with one or two characters in chronological order • Write a book report • Write a friendly letter • Write simple prayers and petitions for use in the classroom or school services - Prayer of the Faithful

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SPEAKING AND LISTENING

<u>STANDARD</u>	<u>SKILLS</u>
SL 2.1	<p>Communicate orally using Standard English.</p> <ul style="list-style-type: none"> • Identify reasons for proper oral communication • Speak in complete sentences • Make eye contact when speaking • Ask for clarification and further explanation as needed about the topics and texts under discussion
SL 2.2	<p>Understand the importance of clear enunciation and volume.</p> <ul style="list-style-type: none"> • Speak clearly in all classroom situations • Contribute to class discussions • Adjust volume to fit situations appropriately
SL 2.3	<p>Develop active critical listening skills.</p> <ul style="list-style-type: none"> • Focus on the speaker • Make eye contact with the speaker • Listen to and then identify the main ideas of the speaker and/or the sequence of events • Follow directions given orally • Take notes while listening
SL 2.4	<p>Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> • Follow the class rules for effective discussion • Listen to others without interrupting • Participate in collaborative conversations with peers and/or adults; in small and larger groups • Connect own experiences with those of another • Adjust oral language to fit the audience
SL 2.5	<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • Make informal presentations and share written work orally • Apply story-telling strategies to oral presentations (beginning, middle, end, etc.) • Participate in a class "theater" • Recount key ideas or details from a text read aloud or information presented • Create and tell original stories
SL 2.6	<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <ul style="list-style-type: none"> • Discuss the impact of illustrations in stories • Create audio recordings of reading stories or poems aloud • Add drawings or visuals to clarify ideas, thoughts or feelings during an oral presentation • Describe orally the characters in books and/or videos • Recite memorized short poems • Participate in choral reading and singing of songs and hymns
SL 2.7	<p>Listen with courtesy and reverence and participate actively during liturgy and prayer time.</p> <ul style="list-style-type: none"> • Participate in responses to prayers during liturgy • Pray with classmates during the school day • Listen with reverence during Mass and other prayer services • Recite memorized prayers

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GRAMMAR AND MECHANICS

STANDARD

SKILLS

<p>GM 2.1</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when speaking or writing.</p>	<ul style="list-style-type: none"> • Identify the four types of sentences - declarative, interrogative, imperative, exclamatory • Identify nouns, verbs, adjectives and adverbs • Begin to form plurals of nouns • Begin to identify verb tenses • Name self last • Use forms of the verb <i>to be</i> correctly • Identify complete sentences • Make subjects and verbs agree in sentences • Identify and use verb tenses correctly (past, present, future) • Form and use irregular verbs correctly • Use reflexive pronouns (myself, ourselves) • Produce, expand, and rearrange complete and simple sentences • ELL - relate their first language to the above listed outcomes to increase competency in English
<p>GM 2.2</p>	<p>Demonstrate command of the conventions of Standard English capitalization and punctuation when writing.</p>	<ul style="list-style-type: none"> • Begin to properly capitalize: first words in sentences, proper nouns, days of the week, months, <i>I</i> (self), names, titles, initials, holidays, geographical names, product names • Use proper punctuation at the end of different types of sentences correctly • Use commas in dates, in a series, and after greetings and closings in letters • Use apostrophes in contractions and to show possession • Indent the first sentence in a paragraph

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SPELLING

	<u>STANDARD</u>	<u>SKILLS</u>
S 2.1	Understand the importance of correct spelling.	<ul style="list-style-type: none">• Memorize and correctly spell core words• Self-correct misspelled words• Use spell-check and other technologies to spell correctly• Take logical risks in the spelling of unfamiliar words• Apply strategies to spell words independently
S 2.2	Understand and apply the sound-symbol relationship.	<ul style="list-style-type: none">• Use common and more complex spelling rules and patterns• Apply knowledge of spelling patterns and sound-symbol relationships to new words• Identify and correctly spell compound words and contractions• Correctly spell words in present and past tenses• Correctly spell words and simple sentences from dictation• Differentiate correct homophone use within text and in dictation
S 2.3	Correctly spell content-related vocabulary and sight words.	<ul style="list-style-type: none">• Memorize and correctly spell 2nd Grade high frequency words• Categorize a list of words into alphabetical order• Apply the rules of alphabetical order to locate words within the dictionary and identify meanings

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HANDWRITING

	<u>STANDARD</u>	<u>SKILLS</u>
H 2.1	Understand that legible handwriting is a tool of communication and a courtesy to those who are expected to read it.	<ul style="list-style-type: none">• Present written work in legible manuscript• Copy from board, books, etc. with accuracy• Write from dictation• Write legibly across all content areas• Evaluate handwriting and self-correct written work
H 2.2	Achieve proficiency in manuscript writing to enable written communication.	<ul style="list-style-type: none">• Know and use correct hand position and posture• Correctly form all letters and numbers without a model• Use capital and lower case letters appropriately• Correctly space letters and words in written work• Form punctuation marks accurately (., ?, !)
H 2.3	Begin to use cursive lettering.	<ul style="list-style-type: none">• Begin to form cursive letters using proper pen/pencil, paper, position and body posture• Produce lowercase and uppercase letters in cursive

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PHONICS

STANDARD

SKILLS

P
2.1

Understand and apply phonics and word analysis skills to decode and encode words.

- Associate each consonant with the sound it stands for in the initial, medial and final positions
- Distinguish between long and short vowels
- Decode and encode one syllable and two syllable words
- Identify elements in long and short vowels
- Identify the sounds of consonant blends and digraphs: *sh, ch, th, wh, ck, kn, ph,* and *wr* and *-le*
- Associate and distinguish between vowel digraphs and diphthongs: *oo, ea, au, aw, oi, ou*
- Locate prefixes and suffixes and identify the base word
- Recognize the sounds in r-controlled vowels
- Apply spelling rules to words and suffixes: *y* to *i*, drop the final *e*, double the final consonant
- Identify and apply examples of synonyms, antonyms, and homophones/homonyms
- Construct and deconstruct compound words
- Distinguish between the hard and soft *c* and *g*
- Use knowledge of individual words to predict the meanings of compound words
- Form plural words with *-s* and *-es* correctly
- Add inflected endings with and without spelling changes: *-ing, -ed, -ly, -y, -ful, -less, -ness, -er, -est*
- Use a known root word as a clue to the meaning of an unknown word with the same root
- Separate and construct contractions using *not, is, have, am, are, will*