# Snapshot – Grade 2 English Language Arts and Reading

We Transform the World!
**CATHOLIC SCHOOLS**
THE ARCHDIOCESE OF GALVESTON-HOUSTON

## Catholic Identity: Integration of Our Faith

| | |
|---|---|
| 2.1A | share how literature contributes to strengthening moral character * |
| 2.1B | interpret and evaluate literature in a Christian spirit * |
| 2.1C | share how literature ignites the creative imagination * |
| 2.1D | recognize and model the virtues possessed by literary characters* |

## Literacy Routines (use during Word Study, Reading, and Writing to improve communication)

**2.2   Oral language.** The student develops oral language through listening, speaking, and discussion.

| Application | Instructional Focus |
|---|---|
| 2.2   communicate ideas effectively through speaking and discussion | 2.2A   listen actively, ask relevant questions to clarify information, and answer questions<br>2.2B   follow, restate, and give oral instructions that involve a series of related sequence of actions<br>2.2C   share information and ideas that focus on the topic under discussion, speaking clearly, at an appropriate pace and using the conventions of language<br>2.2D   work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others<br>2.2E   develop social communication such as conversing politely in all situations |

## Word Study

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
**2.3A/B   Beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.
**2.3C      Vocabulary.** The student uses newly acquired vocabulary expressively.

| Application | Instructional Focus | | |
|---|---|---|---|
| 2.3A   demonstrate phonological awareness | 2.3A   demonstrate phonological awareness by:<br>.1   producing a series of rhyming words<br>.2   distinguishing between long and short vowel sounds in one-syllable and multi-syllable words<br>.3   recognizing the change in spoken word when a specified phoneme is added, changed, or removed<br>.4   manipulating phonemes within base words | | |
| | **Decoding (Reading)** | ⟷ | **Encoding (Writing)** |
| 2.3B   demonstrate and apply phonetic knowledge while reading and spelling | 2.3B   demonstrate and apply phonetic knowledge by:<br>.1   decoding words with short, long, or variant vowels, trigraphs, blends | | 2.3B   demonstrate and apply spelling knowledge by: |
| | .2   decoding words with silent letters such as knife and gnat | ⟷ | .2   spelling words with silent letters such as knife and gnat |
| | .3   decoding one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables | ⟷ | .3   spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables |
| | .4   decoding compound words, contractions, and common abbreviations | ⟷ | .4   spelling compound words, contractions, and common abbreviations |
| | .5   decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV | ⟷ | .5   decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV |
| | .6   decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est | ⟷ | .6   spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est |
| | .7   identifying and reading high-frequency words from a research-based list | | .7   spell high frequency words from a research-based list |
| 2.3C   use skills to support strategies for determining the meaning of unknown words while reading | 2.3C.1   alphabetize a series of words and use a dictionary or glossary to find words<br>2.3C.2   use print or digital resources to determine meaning and pronunciation of unknown words<br>2.3C.3   identify the meaning of and use words with affixes<br>2.3C.4   identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context | | |

## Shared Reading

### Tools to Know

Developing and sustaining foundational language skills:  listening, speaking, reading, writing, and thinking.
**2.3C   Vocabulary.**  The student uses newly acquired vocabulary expressively.
**2.4      Fluency.**  The student reads grade-level text with fluency and comprehension.
Comprehension skills:  listening, speaking, reading, writing, and thinking using multiple texts.
**2.5      Comprehension.** The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

| Reading Process: Thinking Within the Text | | | | | | | Comprehension: Thinking with the Text | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 2.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade- level text | 2.5A establish purpose for reading assigned and self-selected texts | 2.3C.5 use context within and beyond a sentence to determine the meaning of unfamiliar words | 2.5B generate questions about text before, during, and after reading | 2.5C make and correct or confirm predictions using text features, characteristics of genre, and structures | 2.5D create mental images to deepen understanding | 2.5E monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down | 2.5F make connections to personal experiences, ideas in other texts, and society | 2.5G make inferences and use evidence to support understanding | 2.5H evaluate details read to determine key ideas | 2.5I synthesize information to create new understanding |

### Ways to Show: Thinking About the Meaning

**2.6      Genres.**  The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across texts.
**2.7      Literary elements.**  The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts
**2.8      Author's Purpose.**

| Application | Instructional Focus | Fiction | Poetry | Drama | Informational | Persuasive | Multimodal/Digital |
|---|---|---|---|---|---|---|---|
| 2.6/2.7 **comprehend** the author's purpose and meaning in texts to include multiple genres; **describe** literary elements and structure | Genre Characteristics | 2.6A demonstrate knowledge of distinguishing characteristics of folktales, fables, and fairy tales | 2.6B explain visual patterns and structures in a variety of poems | 2.6C discuss elements of drama such as characters, dialogue, and setting | 2.6D recognize features and graphics to locate and gain information including features and graphics | 2.6E recognize characteristics of persuasive text | 2.6F recognize characteristics of multimodal and digital texts |
| | Overall Meaning | 2.8A discuss the author's purpose for writing text | 2.8A discuss the author's purpose for writing text | 2.8A discuss the author's purpose for writing text | 2.8A discuss the author's purpose for writing text | 2.8A discuss the author's purpose for writing text | 2.8A discuss the author's purpose for writing text |
| | | 2.7A discuss topics and determine theme using text evidence | 2.7A discuss topics and determine theme using text evidence | 2.7A discuss topics and determine theme using text evidence | 2.6D.1 recognize the central idea and supporting evidence | 2.6E.1 state what the author is trying to persuade the reader to think or do | |
| | Analysis for Deeper Meaning | 2.7B describe and understand plot elements, including the main events, the conflict, and the resolution | 2.7B describe and understand plot elements, including the main events, the conflict, and the resolution | 2.7B describe and understand plot elements, including the main events, the conflict, and the resolution | 2.6D.2 recognize organizational patterns such as chronological order and cause and effect stated explicitly | 2.6E.2 distinguish facts from opinion | (refer to the genre) |
| | | 2.7C describe the main character's (characters') internal and external traits | 2.7C describe the main character's (characters') internal and external traits | 2.7C describe the main character's (characters') internal and external traits | | | |
| | | 2.7D describe the importance of the setting | 2.7D describe the importance of the setting | 2.7D describe the importance of the setting | | | |
| | | 2.7E identify moral lessons as themes in well-known fables, legends, myths, or stories* | 2.7E recite poems of substance that encourage striving for virtue and goodness* | 2.7E use imagination to create dialogue between the readers and characters in a story* | | | |

# Snapshot – Grade 2 English Language Arts and Reading

We Transform the World!
CATHOLIC SCHOOLS
THE ARCHDIOCESE OF GALVESTON-HOUSTON

## Author's Craft: Thinking About the Writing

**2.8 Author's purpose and craft.** The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

| Application | Instructional Focus | | Fiction | Poetry | Drama | Informational | Persuasive | Multimodal/Digital |
|---|---|---|---|---|---|---|---|---|
| 2.8 **identify, explain,** and **discuss** the authors' choices and how they influence meaning; **apply** author's craft purposefully in writing and speaking | Point of View | | 2.8B identify the use of first or third person in a text | 2.8B identify the use of first or third person in a text | 2.8B identify the use of first or third person in a text | 2.8B identify the use of first or third person in a text | 2.8B identify the use of first or third person in a text | 2.8B identify the use of first or third person in a text |
| | Structure | | 2.8C discuss how the use of text structure contributes to the author's purpose | 2.8C discuss how the use of text structure contributes to the author's purpose | 2.8C discuss how the use of text structure contributes to the author's purpose | 2.8C discuss how the use of text structure contributes to the author's purpose | 2.8C discuss how the use of text structure contributes to the author's purpose | 2.8C discuss how the use of text structure contributes to the author's purpose |
| | | | 2.8D discuss the author's use of print and graphic features to achieve their purpose | 2.8D discuss the author's use of print and graphic features to achieve their purpose | 2.8D discuss the author's use of print and graphic features to achieve their purpose | 2.8D discuss the author's use of print and graphic features to achieve their purpose | 2.8D discuss the author's use of print and graphic features to achieve their purpose | 2.8D discuss the author's use of print and graphic features to achieve their purpose |
| | Language | | 2.8E discuss the use of descriptive, literal, and figurative language | 2.8E discuss the use of descriptive, literal, and figurative language | 2.8E discuss the use of descriptive, literal, and figurative language | 2.8E discuss the use of descriptive, literal, and figurative language | 2.8E discuss the use of descriptive, literal, and figurative language | 2.8E discuss the use of descriptive, literal, and figurative language |
| | | | 2.8F identify and explain the use of repetition | 2.8F identify and explain the use of repetition | 2.8F identify and explain the use of repetition | 2.8F identify and explain the use of repetition | 2.8F identify and explain the use of repetition | 2.8F identify and explain the use of repetition |

## Independent Reading

**2.9 Self-sustained reading.** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

| 2.9A | self-select text and read independently for a sustained period of time |
|---|---|

## Responding to Text (applied to both Shared Reading and Independent Reading)

**2.10 Response skills:** listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

### Ways to Show (Response Skills)

| 2.10A describe personal connections to a variety of sources | 2.10B write brief comments on literary or informational texts that demonstrate an understanding of the text | 2.10C use text evidence to support an appropriate response | 2.10D retell and paraphrase texts in ways that maintain meaning and logical order | 2.10E interact with sources in meaningful ways such as illustrating or writing | 2.10F respond using newly acquired vocabulary as appropriate |
|---|---|---|---|---|---|

# Snapshot – Grade 2 English Language Arts and Reading

We Transform the World!
CATHOLIC SCHOOLS
THE ARCHDIOCESE OF GALVESTON-HOUSTON

## Writing

Composition: listening, speaking, reading, writing, and thinking using multiple texts
**2.11 Writing process.** The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
**2.12 Genres.** The student uses genre characteristics and craft to compose multiple texts that are meaningful.

| Application | Tools to Know (Writing Process) | |
|---|---|---|
| | 2.11A | **plan a first draft** by using prewriting strategies such as drawing and brainstorming |
| 2.12A dictate or compose **literary texts**, including personal narratives and poetry | 2.11B | **develop drafts** into a focused piece of writing by: <br> .1 organizing with structure <br> .2 developing an idea with specific and relevant details |
| | 2.11C | **revise drafts** by adding, deleting, or rearranging words, phrases, or sentences |
| 2.12B dictate or compose **informational texts**, including procedural texts <br><br> 2.12C dictate or compose **persuasive texts** <br><br> 2.12D dictate or compose **correspondence** such as thank you notes or letters | 2.11D | **edit drafts** for grammar, capitalization, punctuation, and spelling, including: <br> .1 complete sentences with subject-verb agreement <br> .2 past, present, and future verb tense <br> .3 singular, plural, common, and proper nouns <br> .4 adjectives, including articles <br> .5 adverbs that convey time and adverbs that convey place <br> .6 prepositions and prepositional phrases <br> .7 pronouns, including subjective, objective, and possessive cases <br> .8 coordinating conjunctions to form compound subjects and predicates <br> .9 capitalization of months, days of the week, and the salutation and conclusion of a letter <br> .10 end punctuation, apostrophes in contractions, and commas with items in a series and in dates <br> .11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words |
| | 2.11E.1 | **publish** and share writing |
| | 2.11E.2 | develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters |

## Research (embedded skills throughout Reading and Writing)

**2.13 Inquiry and research**: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

| Application | Instructional Focus | |
|---|---|---|
| 2.13 use research skills to plan and present in written, oral, or multimodal formats | 2.13A | generate questions for formal and informal inquiry with adult assistance |
| | 2.13B | develop and follow a research plan with adult assistance |
| | 2.13C | identify and gather relevant sources and information to answer the questions |
| | 2.13D | identify primary and secondary sources |
| | 2.13E | demonstrate understanding of information gathered |
| | 2.13F | cite sources appropriately |
| | 2.13G | use an appropriate mode of delivery, whether written, oral, or multimodal |