

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 *

Phonics and Word Study

2.2 Word Study. The student uses phonics and vocabulary strategies to read grade-level text with fluency and comprehension.

Process

2.2A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

Applied Standards	Supporting Standards
2.2B demonstrate and apply phonetic knowledge while reading and writing	2.2B.1 produce a series of rhyming words
	2.2B.2 distinguish between long and short vowel sounds in one-syllable and multi-syllable words
	2.2B.3 recognize the change in spoken word when a specified phoneme is added, changed, or removed
	2.2B.4 manipulate phonemes within base words
	2.2B.5 decode words with short, long, or variant vowels, trigraphs, and blends
	2.2B.6 decode and spell words with silent letters such as knife and gnat
	2.2B.7 decode and spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
	2.2B.8 decode and spell compound words, contractions, and common abbreviations
	2.2B.9 decode and spell words using knowledge of syllable division patterns such as VCCV, VCV, and VCCC
	2.2B.10 decode and spell words with prefixes, including un-, re-, and -dis, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est
	2.2B.11 identifying and reading high-frequency words from a research-based list
2.2C use strategies to determine the meaning of unknown words while reading	2.2C.1 use context within a sentence to determine meaning
	2.2C.2 use print or digital resources to determine meaning
	2.2C.3 identify the meaning of words with the affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/ tion/sion
	2.2C.4 identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context
2.2D demonstrate print awareness	2.2D.1 alphabetize a series of words and use a dictionary or glossary to find words
	2.2D.2 develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters words

Shared Reading

2.3 Reading. The student uses metacognitive skills to both develop and deepen comprehension and recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex texts. The student analyzes works of fiction and non-fiction to uncover authentic Truth. *

Tools to Know (Reading Process)

2.3A establish purpose for reading assigned and self-selected texts	2.3B generate questions about text before, during, and after reading	2.3C make, correct, or confirm predictions using text features, characteristics of genre, and structures	2.3D create mental images to deepen understanding	2.3E monitor comprehension and make adjustments while reading
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Tools to Know (Comprehension)

2.3F make connections to personal experiences, other texts, and society	2.3G make inferences and use evidence to support understanding	2.3H evaluate details read to determine key ideas	2.3I synthesize information to create new understanding
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Applied Standards	Supporting Standards
2.3J use literary elements and genre-specific characteristics, structures, and purposes to analyze and comprehend increasingly complex traditional, contemporary, classical, and diverse texts	2.3K Fiction
	2.3K.1 discuss topics and determine theme
	2.3K.2 describe the main character's internal and external traits and reasons why people do the things they do*
	2.3K.3 describe and understand plot elements, including the main events, the conflict, and the resolution
	2.3K.4 describe the importance of the setting
	2.3K.5 identify moral lessons as themes in well-known fables, legends, myths, or stories *
	2.3L Poetry
	2.3L.1 explain visual patterns and structures in a variety of poems
	2.3L.2 recite poems of substance that encourage striving for virtue and goodness *
	2.3M Drama
	2.3M.1 discuss elements of drama such as characters, dialogue, and setting
	2.3M.2 use imagination to create dialogue between the readers and the characters in a story *
	2.3N Informational
2.3N.1 recognize the central idea with supporting evidence, graphics to locate or gain information, organizational patterns such as chronological order and cause and effect stated explicitly	
2.3O Persuasive	
2.3O.1 state what the author is trying to persuade the reader to think or do	
2.3O.2 distinguish facts from opinion	

Independent Reading

2.4	Self-sustained reading. The student is expected to self-select text and read independently for a sustained period of time.
2.4A	self-select text and read independently for a sustained period of time
2.4B	share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form *

Responding to Text

2.5	Response skills. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
2.6	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 and can be used to develop his or her own products and performances.

Ways to Show (Response Skills)													
2.5A	describe personal connections to texts	2.5B	write brief comments on literary or informational texts	2.5C	use text evidence to support an appropriate response	2.5D	retell texts in ways that maintain meaning	2.5E	respond using newly acquired vocabulary as appropriate				
Applied Standards		Supporting Standards											
2.6A	analyze how authors' choices influence and communicate meaning and can be used purposefully in writing and speaking	2.6A.1	analyze the author's reasoning and discover the author's intent *	2.6A.2	discuss how the use of text structure contributes to the author's purpose	2.6A.3	discuss the author's use of print and graphic features to achieve specific purposes	2.6A.4	discuss the use of descriptive, literal, and figurative language	2.6A.5	identify the use of first or third person in a text	2.6A.6	identify and explain the use of repetition

Writing

2.7	Composition. The student uses genre characteristics and craft to compose multiple texts that are meaningful and serve as a bridge for communication with one's fellow man for the betterment of all involved. *
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Tools to Know (Writing Process)										
2.7A	plan first drafts	2.7B	develop drafts	2.7C	revise drafts	2.7D	edit drafts	2.7E	publish written work	
Applied Standards		Supporting Standards								
2.7F	compose literary texts, including personal narratives and poetry	2.7A.1	plan a first draft by generating ideas for writing such as drawing and brainstorming							
		2.7B.1	organize drafts with purposeful structure							
		2.7B.2	develop an idea with specific and relevant details							
2.7G	compose informational texts, including procedural texts and reports	2.7C.1	revise drafts by adding details in pictures or words							
		2.7D	edit drafts for...							
		2.7D.1	complete sentences with subject-verb agreement							
		2.7D.2	past, present, and future verb tense							
		2.7D.3	singular, plural, common, and proper nouns							
		2.7D.4	adjectives, including articles							
		2.7D.5	adverbs that convey time and adverbs that convey place							
		2.7D.6	prepositions and prepositional phrases							
		2.7D.7	pronouns, including subjective, objective, and possessive cases							
		2.7D.8	coordinating conjunctions to form compound subjects and predicates							
		2.7D.9	capitalization of months, days of the week, and the salutation and closing of a letter							
2.7D.10	end punctuation, apostrophes in contractions, and commas with items in a series and in dates									
2.7D.11	correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words									
2.7E.1	publish and share written work for appropriate audiences									
2.7I	compose correspondence	2.7I.1	compose thank you notes and letters							

Research

2.8	Inquiry and research. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.
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Applied Standards		Supporting Standards								
2.8	use research skills to plan and present in written, oral, or multimodal formats	2.8A.1	generate questions for formal and informal inquiry							
		2.8A.2	develop and follow a research plan							
		2.8A.3	identify and gather relevant sources and information to answer the questions							
		2.8A.4	identify primary and secondary sources							
		2.8A.5	demonstrate understanding of information gathered							
		2.8A.6	cite sources appropriately							
		2.8A.7	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results							