

Catholic Identity Standards

2.0 The student understands and integrates the content of what is learned into their faith and daily life.

- 2.0A recognize that every human life is sacred because each person is created and loved by God
- 2.0B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts
- 2.0C recognize and oppose unjust social structures and work toward justice for all
- 2.0D see God at work in all things and as expressed in the sacraments
- 2.0E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith

Developing and Sustaining Foundational Language Skills: Oral Language

2.1 The student develops oral language through listening, speaking, and discussion.

- 2.1A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
- 2.1B follow, restate, and give oral instructions that involve a short, related sequence of actions
- 2.1C share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
- 2.1D 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
- 2.1E develop social communication such as distinguishing between asking and telling

Developing and Sustaining Foundational Language Skills: Fluency

2.4 The student reads grade-level text with fluency and comprehension.

- 2.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text

Developing and Sustaining Foundational Language Skills: Self-Sustained Reading

2.5 The student reads grade-appropriate texts independently.

- 2.5A self-select text and read independently for a sustained period of time

Developing and Sustaining Foundational Language Skills: Beginning Reading and Writing

2.2 The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

- 2.2A.i demonstrate phonological awareness by producing a series of rhyming words
- 2.2A.ii demonstrate phonological awareness by distinguishing between long and short vowel sounds in one-syllable and multi syllable words
- 2.2A.iii demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed
- 2.2A.iv demonstrate phonological awareness by manipulating phonemes within base words
- 2.2B.i demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends
- 2.2B.ii demonstrate and apply phonetic knowledge by decoding words with silent letters such as knife and gnat
- 2.2B.iii demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables
- 2.2B.iv demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations
- 2.2B.v demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV
- 2.2B.vi demonstrate and apply phonetic knowledge by decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est
- 2.2B.vii demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list
- 2.2C.i demonstrate and apply spelling knowledge by 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
- 2.2C.ii demonstrate and apply spelling knowledge by spelling words with silent letters such as knife and gnat
- 2.2C.iii demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations
- 2.2C.iv demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns
- 2.2C.v demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word
- 2.2C.vi demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est
- 2.2D alphabetize a series of words and use a dictionary or glossary to find words
- 2.2E develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters

Developing and Sustaining Foundational Language Skills: Vocabulary

2.3 The student uses newly acquired vocabulary expressively.

- 2.3A use print or digital resources to determine meaning and pronunciation of unknown words
- 2.3B use context within and beyond a sentence to determine the meaning of unfamiliar words
- 2.3C identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion
- 2.3D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context

Comprehension Skills

2.6	The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.
2.DS1*	Accept and value how literature aids one to live harmoniously with others
2.DS4*	Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form
2.DS5*	Share how literature ignites the creative imagination in healthy ways
2.6A	establish purpose for reading assigned and self-selected texts
2.6B	generate questions about text before, during, and after reading to deepen understanding and gain information
2.6C	make and correct or confirm predictions using text features, characteristics of genre, and structures
2.6D	create mental images to deepen understanding
2.6E	make connections to personal experiences, ideas in other texts, and society
2.6F	make inferences and use evidence to support understanding
2.6G	evaluate details read to determine key ideas
2.6H	synthesize information to create new understanding
2.6I	monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down

Response Skills

2.7	The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
2.GS4*	share how literature can contribute to strengthening one's moral character
2.DS7*	Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays
2.7A	describe personal connections to a variety of sources
2.7B	write brief comments on literary or informational texts that demonstrate an understanding of the text
2.7C	use text evidence to support an appropriate response
2.7D	retell and paraphrase texts in ways that maintain meaning and logical order
2.7E	interact with sources in meaningful ways such as illustrating or writing
2.7F	respond using newly acquired vocabulary as appropriate

Multiple Genres: Literary Elements

2.8	The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
2.DS8*	recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes
2.IS1	Demonstrate how literature is used to develop a religious, moral, and social sense
2.8A	discuss topics and determine theme using text evidence with adult assistance
2.8B	describe the main character's (characters') internal and external traits
2.8C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently
2.8D	describe the importance of the setting
2.IS6*	identify examples of noble characteristics in stories of virtuous heroes and heroines
2.IS7*	identify the causes underlying why people do the things they do

Multiple Genres: Genres

2.9	The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
2.DS9*	share how the beauty and cadence of poetry impacts human sensibilities and forms the soul
2.9A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales
2.9B	explain visual patterns and structures in a variety of poems
2.9C	discuss elements of drama such as characters, dialogue, and setting
2.9D.i	recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance
2.9D.ii	recognize characteristics and structures of informational text, including features and graphics to locate and gain information
2.9D.iii	recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly
2.9E.i	recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do
2.9E.ii	recognize characteristics of persuasive text, including distinguishing facts from opinion
2.9F	recognize characteristics of multimodal and digital texts

Author's Purpose and Craft

2.10	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.
2.10A	discuss the author's purpose for writing text
2.10B	discuss how the use of text structure contributes to the author's purpose
2.10C	discuss the author's use of print and graphic features to achieve specific purposes
2.10D	discuss the use of descriptive, literal, and figurative language
2.10E	identify the use of first or third person in a text
2.10F	identify and explain the use of repetition

Composition: Writing Process

2.11 The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

- 2.11A plan a first draft by generating ideas for writing such as drawing and brainstorming
- 2.11B.i develop drafts into a focused piece of writing by organizing with structure
- 2.11B.ii develop drafts into a focused piece of writing by developing an idea with specific and relevant details
- 2.11C revise drafts by adding, deleting, or rearranging words, phrases, or sentences
- 2.11D.i edit drafts using standard English conventions, including complete sentences with subject-verb agreement
- 2.11D.ii edit drafts using standard English conventions, including past, present, and future verb tense
- 2.11D.iii edit drafts using standard English conventions, including singular, plural, common, and proper nouns
- 2.11D.iv edit drafts using standard English conventions, including adjectives, including articles
- 2.11D.v edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place
- 2.11D.vi edit drafts using standard English conventions, including prepositions and prepositional phrases
- 2.11D.vii edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases
- 2.11D.viii edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates
- 2.11D.ix edit drafts using standard English conventions, including capitalization of months, days of the week, and the salutation and conclusion of a letter
- 2.11D.x edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates
- 2.11D.xi edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words
- 2.11E publish and share writing
- 2.WS3 use grammar as a means of signifying concepts and the relationship to reason

Composition: Genres

2.12 The student uses genre characteristics and craft to compose multiple texts that are meaningful.

- 2.12A compose literary texts, including personal narratives and poetry
- 2.12B compose informational texts, including procedural texts and reports
- 2.12C compose correspondence such as thank you notes or letters
- 2.WS1* use language as a bridge for communication with one's fellow man for the betterment of all involved
- 2.IS12* use imagination to create dialogue between the readers and the characters in a story

Inquiry and Research

2.13 The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

- 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, to present results