

Grade 2 - Language Arts Standards

Standards I and II: Reads a wide range of print and non-print texts for a variety of purposes. Reads a wide range of literature from many periods, in many genres and many cultures.

- A. Reads a wide range of print and non-print texts for a variety of purposes. I-A
- B. Distinguishes between stories, poems, plays, fairy tales and fables. II-A-B
- C. Uses criteria to choose independent reading materials (personal interest, knowledge of authors and genres or recommendations). I-C

Standard III: Demonstrates competence in skills and strategies of the reading process.

A. Develops phonological awareness.

- 1. **Demonstrates an understanding of letter- sound correspondence** by saying the sounds from all letters, from a variety of letter patterns such as consonant blends, long and short vowel patterns, r controlled vowels and by matching sounds to the corresponding letters. * PPO-A-1,2
 - 2. Blends phonemes (sounds) of letters and syllables to read unknown words with one or more syllables. A-2
 - 3. Uses knowledge of common word families to sound out familiar words. A-3
 - 4. Distinguishes and identifies the beginning, middle and ending sounds in words. *PPO-A-1,2
 - 5. Identifies words as having either short or long vowel sounds. *PPO-A-2
- B. Develops word recognition and word analysis skills.*
- 1. Begins to segment letters, letter blends and syllable sounds in words. B-4

- 2. Reads text using fluid and automatic decoding skills **using letter-sound correspondence.** B-2
 - 3. Determines the meaning of compound words by explaining the relationship between the word parts. B-3
 - 4. Identifies contractions and common abbreviations and connects them to whole words. B-3
 - 5. Determines meaning of prefixes including un-, re-, pre- and suffixes including -er, -est, -ful, and -less. B-3
 - 6. Uses root words and their various inflections to determine the meaning of words. B-3
 - 7. Determines the meaning and pronunciation of unknown words using a beginner's dictionary. B-6
 - 8. Alphabetizes words by first letter. *B-5
- C. Expands vocabulary by using a variety of clues.*
- 1. Reads regularly spelled multi-syllable words by sight. *PPO-C-2
 - 2. **Reads accurately high-frequency sight words.** *PPO-C-2
 - 3. Begins to identify synonyms, antonyms and homophones. C-4
 - 4. Classifies words into categories (e.g., colors, fruits, vegetables). C-3
 - 5. Reads high frequency sight words accurately. C-2
 - 6. Reads homographs aloud correctly, adjusting sounds to fit meaning and uses words in context. C-4, E-7
- D. Reads phrases, sentences, passages etc.*
- 1. *Reads passages fluently with appropriate changes in voice, timing and expression.* *D-5
 - 2. Uses knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading. D-4,9, E-7

- 3. Predicts content, events and outcomes from illustrations and prior experience, and supports those predictions with examples from the text or background knowledge. D-8, G-7
 - 4. Monitors comprehension by recognizing when text does not make sense, and looks back or reads on to reinforce comprehension. D-10
 - 5. Self-corrects when miscues interfere with reading. *D-10 10
 - 6. Identifies words from texts that appeal to the senses. D-7
- E. Demonstrates literal comprehension skills.*
- 1. Summarizes text by recalling main ideas and some supporting details. E-3
 - 2. Creates and uses graphic organizers, such as webs, to demonstrate comprehension. E-1
 - 3. Answers literal questions to demonstrate comprehension of grade-appropriate texts, electronic and visual media. E-2
 - 4. Uses table of contents, glossary, captions and illustrations to identify information and to comprehend text. E-8
 - 5. Arranges events from informational text in sequential order. E-5
 - 6. Identifies information in diagrams, charts, graphs and maps. E-1
 - 7. Describes characters and setting. E-6
- F. Demonstrates interpretive comprehension skills.*
- 1. Compares and contrasts information in texts with prior knowledge and experience. F-4, D-8
 - 2. Begins to identify central ideas and supporting details of informational text with teacher's assistance. F-6
 - 3. Tells the main idea of a selection. *F-5
 - 4. Classifies ideas from informational texts as main ideas or supporting details. F-6

5. *Begins to distinguish between fact and fiction.* *F-1
 6. *Begins to identify cause and effect relationships.* *F-5
- G. Demonstrates critical thinking skills.*
1. Begins to ask questions concerning essential elements of informational text. G-3
 2. Predicts in a more logical manner. *G-7

Standard IV: Demonstrates competence in the skills and strategies of the writing process.

- A. Develops physical manipulation skills.*
1. *Masters proper pencil grip.* *PPO-A-1
 2. Prints legibly, and spaces letters, words and sentences appropriately. A-2, C-7
 3. *Prints letters correctly.* *PPO-A-2
- B. Understands and develops a writing process.*
1. Generates writing ideas through discussions with others. B-7
 2. Develops a purpose and audience for writing. B-1
 3. *Chooses appropriate topics and engages in writing (stories, verse, non-fiction).* *PPO-B-1
 4. Writes letters of invitation that include relevant information. B-1
 5. Develops a main idea for writing. B-10
 6. *Tends to stay on topic.* *B-10
 7. Writes stories that convey a clear message, includes details, uses vivid language and moves through a logical sequence of steps and events. *B-1,3,4,10,15, C-4,5*
 8. Begins to organize and group related ideas. B-10
 9. Organizes writing in *correct sequence* creating a beginning, middle and ending. *B-4
 10. *Writes using mostly simple sentences.* *B-3
 11. Begins to reread own writing for clarity. *B-6

12. *Uses descriptive words and interesting vocabulary and details.* *B-3, C-6
 13. *Uses more description in story writing.* *B-15
 14. Uses language for writing that is different from oral language, mimicking writing style of books when appropriate. B-1
 15. Writes informally for various purposes (messages, journals, notes, poems). B-1
- C. Understands and uses conventions of print, style and organization.*
1. *Begins to use correct sentence structures when expressing thoughts and ideas.* C3, 12, 15
 2. *Uses complete sentences, including declarative, interrogative and exclamatory.* C-3, 6
 3. Uses periods, question marks and exclamation points as endpoints correctly. C-13
 4. Uses nouns, verbs and adjectives. C-14
 5. Begins to proofread to improve conventions(grammar, spelling, punctuation and capitalization). B-7, C-4, 6, 13
 6. Writes some sentences of increased length and slight variation in pattern. *C-3
 7. Uses correct capitalization for proper nouns, first word of sentence, months and days. C-13
- D. Develops vocabulary and spelling skills.*
1. Identifies rhyming words with the same or different spelling patterns. E-4
 2. Uses resources (word wall, beginner's dictionary, word band) to select effective vocabulary. E-6
 3. Spells words with consonant blends and digraphs. E-4,5
 4. **Spells regularly used and high frequency words correctly.** E-3,4,5
 5. Spells words studied correctly. E-4,5
 6. Spells plurals and verb tenses correctly. E-4,5

7. Begins to use spelling patterns and rules correctly. E-5
8. Uses spelling strategies (word walls, word lists, thinking about base words and affixes). E-5

Standard V: Gathers and uses a variety of informational and technological resources to communicate discoveries.

- A. Demonstrates research techniques.*
1. **Creates questions for investigation.** A-1
 2. **Gathers information, with teacher assistance, from a variety of locations** (classroom, media center, public library). A-4
 3. Acquires information, with teacher assistance, from multiple sources. A-4, B,C
 4. Identifies information to report. A-6, D
 5. Sorts relevant information into categories, with teacher assistance. A-6
- B. Demonstrates use of informational resources.*
- C. Demonstrates use of technological resources.*
- D. Communicates discoveries.*

Standard VI: Demonstrates competence in speaking, listening and viewing.

- A. Listens/views different materials from a variety of media. A*
- B. Uses language and speaking skills appropriate to the audience, situation and purpose.*
1. **Uses active listening strategies**, such as making eye contact and asking for clarification and explanation. C
 2. Demonstrates an understanding of the rules of the English language. C
 3. Selects language appropriate to purpose. C

4. Delivers informational presentations that: C-G
 - a. present events or ideas in logical sequence and maintain a clear focus;
 - b. demonstrate an understanding of the topic;
 - c. include relevant facts and details to develop a topic;
 - d. organize information with a clear beginning and ending; and
 - e. include illustrations if appropriate.
 5. Delivers formal and informal descriptive presentation recalling an event or personal experience that conveys relevant information and descriptive details. C-G
 6. Delivers simple dramatic presentations (recites poems, rhymes, songs and stories). C,F,G
- C. ***Speaks clearly and distinctly*** (uses clear diction and tone). E
- D. *Uses a variety of speaking techniques appropriate to purpose and audience (adjusts volume to stress important ideas).* G
- E. *Uses listening/viewing skills to recognize appropriate situation and purpose* (follows two and three step oral directions). H
- F. *Analyzes, evaluates and synthesizes information presented orally or visually.*
1. *Compares what is heard with prior knowledge and experience.*
VI-K, III-D-8, III-F-4
 2. Identifies the main idea of oral and visual presentations. K

Key to using this document:

- **Items with Roman numerals in bold are COS standards.**

- **Items under Roman Numerals in bold are state benchmarks.**

- Items in regular print are state grade level indicators. with the COS letter/number correlation.

- *Items in italics reference the Diocesan COS objectives that are not in state standards.*

- Items with an asterisk appear on the reading and writing continuum.