

Jackson Area Catholic Schools

Language Arts Academic Standards for Second Grade

Reading

Concepts of Print

- R.CP.02.01** The student will demonstrate concepts of print in shared or individual settings for multiple purposes using a variety of texts.
- R.CP.02.02** The student will recognize and use upper and lower case letters correctly.
- R.CP.02.03** The student will use punctuation correctly to gain understanding of written material.
- R.CP.02.04** The student will demonstrate print to speech correspondence when reading.
- R.CP.02.05** The student will identify the author and illustrator if each story.

Word Recognition and Word Study

Phonemic Awareness

- R.WS.02.01** The student will demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.
- R.WS.02.02** The student will recognize that words are composed of sounds blended together and carry meaning.

Phonics

- R.WS.02.03** The student will understand the alphabetic principle, that sounds in words are expressed by the letters of the alphabet.
- R.WS.02.04** The student will use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including: letter sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs *wh*, *ph*, irregular vowels *ei*, *ie*, *ea*, *ue*.

- R.WS.02.04a** The student will recognize phonetic concepts: long and short vowel rules, consonant sounds, diagraphs, r-controlled vowels, irregular vowel patterns and spellings, and word families (rhyming).
- R.WS.02.04b** The student will identify and use contractions, compound words, homonyms, synonyms, and antonyms.
- R.WS.02.04c** The student will construct meaning using prefixes and suffixes.

Word Recognition

- R.WS.02.05** The student will automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.02.06** The student will make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.
- R.WS.02.07** The student will make progress to automatically read by sight the Dolch First 1000 Words for mastery in fifth grade.
- R.WS.02.08** The student will use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
- R.WS.02.09** The student will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
- R.WS.02.10** The student will use syntactic and semantic cues including reading context; picture clues; prefixes *re-*, *un-*; and suffixes *-s*, *-ed*, *-ing* to determine the meaning of words in grade-appropriate texts.

Vocabulary

- R.WS.02.11** The student will in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.

Fluency

- R.FL.02.01** The student will automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.
- R.FL.02.02** The student will use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.
- R.FL.02.03** The student will read aloud unfamiliar text with a minimum of 90% accuracy in word recognition at an independent reading level.
- R.FL.02.04** The student will read orally teacher or student selected texts independently or in small groups to practice strategies for increased comprehension and fluency by using appropriate phrasing, intonation, pauses, and emphasis.
- R.FL.02.05** The student will experience teacher modeling of oral fluency and expression using various genre.
- R.FL.02.06** The student will demonstrate through guided reading and discussion how text, illustrations, fluency, and expression create meaning and understanding.
- R.FL.02.07** The student will engage in performance opportunities such as choral readings, poems, plays/skits, and puppet shows.
- R.FL.02.08** *The student will automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with the number of words that can be read fluently increasing steadily across the school year. (**NOTE: This seems to be similar to word recognition 05**)*
- R.FL.02.09** The student will make progress in automatically recognizing the 220 Dolch basic sight words and 95 common nouns for mastery in third grade.

Narrative Text

- R.NT.02.01** The student will describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.
- R.NT.02.02** The student will identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, fables, folktales and drama/plays.
- R.NT.02.03** The student will identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.

- R.NT.02.04** The student will identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.
- R.NT.02.05** The student will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
- R.NT.02.06** The student will identify and utilize the following literary elements and strategies to construct meaning: setting, characterization, point of view, theme, main idea/supporting details, plot/climax, sequence, tone, dialogue, context clues, comparing/contrasting, story webbing/mapping, Venn diagrams, cause/effect, questioning, predicting, and problem/solution.
- R.NT.02.07** The student will apply the above literary elements and strategies to recall details, summarize, and draw conclusions.

Informal Text

- R.IT.02.01** The student will identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how-to" books, personal correspondence, autobiography/biography, science and social studies magazines.
- R.IT.02.02** The student will discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.
- R.IT.02.03** The student will explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.
- R.IT.02.04** The student will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
- R.IT.02.05** The student will investigate text features such as tables of contents, glossary, and index.

Comprehension

- R.CM.02.01** The student will make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.

- R.CM.02.02 The student will retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.
- R.CM.02.03 The student will compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.
- R.CM.02.04 The student will apply significant knowledge from grade-level science, social studies, and mathematical text.
- R.CM.02.05 The student will develop mastery of material through tests/quizzes and culminating activities (e.g. written reports, oral presentations, posters/illustrations or projects.)

Metacognition

- R.MT.02.01** The student will self-monitor comprehension by recognizing when meaning is breaking down and use strategies including making credible predictions to increase comprehension when reading or listening to text.
- R.MT.02.02** The student will self-monitor comprehension by using strategies including constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading.
- R.MT.02.03** The student will self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text.
- R.MT.02.04** The student will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work.
- R.MT.02.05** The student will self-monitor comprehension by using graphic organizers such as a Venn diagram and paragraphs to compare and contrast or indicate a sequence of ideas.
- R.MT.02.06** The student will determine which resources contain appropriate information for the intended task using teacher/student generated criteria.

Critical Standards

- R.CS.02.01** The student will develop and discuss shared standards and begin to assess the quality and accuracy of their own writing and the writing of others.

Reading Attitude

- R.AT.02.01** The student will be enthusiastic about reading and learning how to read.
- R.AT.02.02** The student will do substantial reading and writing on their own during free time in school and at home.
- R.AT.02.03** The student will develop and demonstrate a Catholic/Christian philosophy through summary and discussion of literature.

Writing

Writing Genre

- W.GN.02.01** The student will write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events.
- W.GN.02.02** The student will approximate poetry based on reading a wide variety of grade appropriate poetry.
- W.GN.02.03** The student will write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.
- W.GN.02.04** The student will use the writing process to produce and present a research project; develop two research questions related to a teacher-selected topic; gather electronic or print resources and organize the information using key ideas with teacher assistance.

Writing Process

- W.PR.02.01** The student will set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece.
- W.PR.02.02** The student will develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).
- W.PR.02.03** The student will draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details.
- W.PR.02.04** The student will write in first and third person based on genre type and purpose.
- W.PR.02.05** The student will draft a coherent piece with appropriate grammar, usage, mechanics, and temporary spellings.

W.PR.02.06 The student will revise drafts based on constructive and specific oral and written responses to writing; identify sections of the piece that need to be revised using reorganization, additions, deletions, and appropriate use of transitions; make stylistic changes in content and form to suit intended purpose and audience.

W.PR.02.07 The student will attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.

Personal Style

W.PS.02.01 The student will develop personal style in oral, written, and visual messages in both narrative (e.g., descriptive language, use of imagination, varying sentence beginnings) and informational writing (e.g., facts, effective conclusions).

Grammar and Usage

W.GR.02.01 The student will capitalize sentences correctly.

W.GR.02.02 The student will capitalize proper nouns correctly.

W.GR.02.03 The student will capitalize titles correctly.

W.GR.02.04 The student will correctly use periods, question marks, exclamation marks, apostrophes, and commas when writing sentences.

W.GR.02.05 The student will identify quotation marks and parentheses in sentences.

W.GR.02.06 The student will identify and write three types of sentences (statements, questions, and exclamations) correctly.

W.GR.02.07 The student will identify and use parts of speech (nouns, verbs, pronouns, adjectives, conjunctions, prepositions, and adverbs) correctly.

Spelling

W.SP.02.01 The student will demonstrate an understanding of basic spelling rules and correctly spell words on assessments.

W.SP.02.02 The student will use basic spelling rules.

W.SP.02.03 The student will use structural cues and common word families in spelling.

W.SP.02.04 The student will use environmental sources such as word walls and word lists.

Handwriting

W.HW.02.01 The student will fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.

Writing Attitude

W.AT.02.01 The student will be enthusiastic about writing and learning to write.

W.AT.02.02 The student will demonstrate through writing an understanding of their Catholic/Christian faith in relation to literature read and/or other given topics.

Speaking

Conventions

- S.CN.02.01** The student will use common grammatical structures correctly when speaking including subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead of, so that).
- S.CN.02.02** The student will explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.
- S.CN.02.03** The student will speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations.
- S.CN.02.04** The student will present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)
- S.CN.02.05** The student will understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership.
- S.CN.02.06** The student will speak with appropriate tone, volume, enunciation, facial expression, and eye contact.
- S.CN.02.07** The student will effectively communicate ideas with a unified theme, appropriate topic, and time element.

Discourse

- S.DS.02.01** The student will engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.
- S.DS.02.02** The student will tell or retell stories (e.g., fantasy, legends, drama), using story grammar (e.g., elaborated information about characters, characters' actions and motivations, plot, and setting as related to plot), while maintaining appropriate intonation and tone of voice.
- S.DS.02.03** The student will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.

- S.DS.02.04** The student will plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.
- S.DS.02.05** The student will speak courteously with appropriate conventions while maintaining eye contact and polite posture.
- S.DS.02.06** The student will plan and deliver oral presentations or reports.
- S.DS.02.07** The student will understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership.

Listening and Viewing

Conventions

- L.CN.02.01** The student will understand, give, restate, and follow three-and-four step directions.
- L.CN.02.02** The student will ask appropriate questions during a presentation or report.
- L.CN.02.03** The student will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.
- L.CN.02.04** The student will understand how the source of the message affects the receiver's response (student/student, student/teacher, student/parent).
- L.CN.02.05** The student will begin to evaluate the messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda.
- L.CN.02.06** The student will listen to one another and interact and respond appropriately.

Response

- L.RP.02.01** The student will listen to or view knowledgeably and discuss a variety of genre.
- L.RP.02.02** The student will select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.
- L.RP.02.03** The student will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.

Research

Strategies

- RS.S.02.01** The student will locate, select, retrieve, and present information on a topic, issue or problem.
- RS.S.02.02** The student will appropriately use various informational genres: maps, globes, dictionaries, encyclopedias, periodicals, and appropriate informational articles.
- RS.S.02.03** The student will use a variety of available technology.