2nd GRADE ENGLISH LANGUAGE ARTS

Cardinal Newman Standards: Catholic Identity Integration

- **CS.ELA.K6.GS1:** Analyze literature that reflects the transmission of a Catholic culture and worldview.
  (CCSSI.ELA.RL2.1; RL2.3; RL2.6; RL2.10; RI2.3; RI2.6; RI2.8; RI2.9)
- **CS.ELA.K6.IS2:** Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
  (CCSSI.ELA.RL2.1; RL2.2; RL2.4; RL2.5; RL2.6; RL2.9; RF2.3; W2.1; W2.2; W2.5; W2.8; SL2.2; L2.3)
- **CS.ELA.K6.IS7:** Identify the causes underlying why people do the things they do.
  (CCSSI.ELA.RL2.1; RL2.3; RL2.6; RI2.1; RI2.2; RI2.3; RI2.6; RI2.8; RI2.9: RI2.10)
- **CS.ELA.K6.WS3:** Use grammar as a means of signifying concepts and the relationship to reason.
  (CCSSI.ELA.RF2.3; W2.5; W2.7; W2.8; SL2.6; L2.1; L2.2; L2.3; L2.4; L2.5; L2.6)
- **CS.ELA.K6.DS8:** Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
  (CCSSI.ELA.RL2.1; RL2.2; RL2.3; RL2.5; RL2.6; RL2.7; RL2.10)

Priority Skills	Supporting Skills
- Read and comprehend complex literary and informational texts independently and proficiently - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. - Describe how characters in a story respond to major events and challenges. - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. - Describe how reasons support specific points the author makes in a text. - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. - Know and apply grade-level phonics and word analysis skills in decoding words - Read with sufficient accuracy and fluency to support comprehension. - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. - Recall information from experiences or gather information from provided sources to answer a question. - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Priority Skills	Supporting Skills
• Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*(see prior page)*

Essential Questions

- What best practices can I implement to understand, and be understood by, others?
- How do I know true virtue when I see it?
- What traits help characters respond courageously to challenges, and what personal experiences can I draw from to live out those same traits in my own life?
- How does the overall structure, such as introductions, details and conclusions, within a text help with understanding the main idea/theme of that text?
- How can connecting our own experiences, feelings, and understanding of truth to the events, characters, and themes in a story help us better understand and enjoy what we read?

Vital Vocabulary

- Body (Paragraphs), Cause, Conclusion, Consequence, (Author's) Craft, Description, Effect, Examples, Experience, Figurative Language, Influence, Irregular, Intent, Introduction, Main Idea, Prefix, Response, Suffix, Text Evidence, Theme, Topic
  - Tier 1 and Tier 2 Vocabulary at teacher's discretion from suggested reading list (Cardinal Newman Standards, Appendix C)