

**Reading Curriculum–Grade Two  
Diocese of Cleveland  
2013**

**Reading Informational Text: Nonfiction**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Capacities of the Literate Individual  
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Reading: Informational Text

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**Craft and Structure**

4. 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.

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.2.5. 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.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.2.8. Describe how reasons support specific points the author makes in a text.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Reading: Foundational Skills

Phonics and Word Recognition RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- d. Decode words with common prefixes and suffixes.
- f. Recognize and read grade-appropriate irregularly spelled words.

Fluency RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.2.1. 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.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Language Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Essential Questions

1. How can I use main ideas and details to summarize a text?
2. What text features can best help me to understand a non-fiction text?
3. What context clues can I use to define new vocabulary?
4. How is reading non-fiction different than reading fiction?
5. Why should I read non-fiction?

### Content

#### The students will know

1. Author's purpose & evidence
2. Multi-leveled questions
3. Summary with main ideas and details
4. Comparison and contrast of similar texts
5. Text features
6. Sequencing
7. Point of view
8. Cause and effect
9. Following directions
10. Vocabulary definitions using context and other resources
11. Multimedia sources
12. Phonics applications
13. Content area applications
14. Context clues

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

#### The students will be able to

1. Identify the author's purpose.
2. Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text.
3. Identify the main idea and details of each paragraph of a simple text.
4. Identify cause and effect relationships.
5. Locate specific information or features of a text.
6. Identify point of view.
7. Explain how illustrations, maps, charts, tables, graphs, diagrams, and multimedia elements can be used to comprehend a text.
8. Define new vocabulary by using context clues.
9. Compare and contrast the ideas or concepts from two or more text sources or multimedia.
10. Read and follow simple multi-step directions.
11. Read with accuracy and fluency to support comprehension.
12. Apply phonics skills to decode multi-syllable words in a text.
13. 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.
14. Write informative/explanatory texts in which they introduce

	<p>a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>15. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.</p>
<p><b>Common Core Vocabulary</b></p>	<p><b>Additional Vocabulary</b></p>
<ol style="list-style-type: none"> <li>1. Text features</li> <li>2. Details</li> <li>3. Sequencing</li> <li>4. Cause and effect</li> <li>5. Point of view</li> <li>6. Compare and contrast</li> <li>7. Summarize</li> <li>8. Context clues</li> <li>9. Main ideas</li> <li>10. Author's purpose</li> <li>11. Fluency</li> <li>12. Glossary</li> </ol>	<ol style="list-style-type: none"> <li>1. Fluency</li> <li>2. Paragraph</li> <li>3. Graph</li> <li>4. Diagram</li> <li>5. Dictionary</li> <li>6. Directions</li> <li>7. Illustrations</li> </ol>
<p><b>Learning Experiences (Suggested)</b></p>	<p><b>Assessment (Suggested)</b></p>
<ol style="list-style-type: none"> <li>1. Sandwich Summary. Children will list the main idea, details, and summary (or opinion) of the text during reading. They will work in cooperative groups and make adjustments as needed.</li> <li>2. Vocabulary Committees. Before reading, children will preview reading assignment in small groups, looking for difficult or unique words. They will create a list of possible vocabulary. The teacher will compile the lists of all groups and create a final class list based on the words that are most popular.</li> <li>3. Textbook Scavenger Hunt. At the beginning of the school year, children will familiarize themselves with content texts. They will use the contents, index, and glossary to find different things such as the beginnings of chapters, definitions, and the number of lessons in a chapter, etc.</li> <li>4. Learning Log. Children will write in a journal to summarize what they learned from reading, including thoughts and opinions.</li> <li>5. Read, Remember, Represent, Retell. Children will read as much as a child's hand will cover. They will first say to themselves what they remember about what was read. They then will draw a quick non-linguistic representation of that information. Finally, each child will work with a partner to retell what he or she learned.</li> <li>6. Connecting It to Me. Children should notice text that reminds them of things they have seen, heard, or experienced as they read an informational text. These questions can be posted, made into a bookmark, or otherwise be available to children to spark connections: <ol style="list-style-type: none"> <li>1. That reminds me of . . .</li> <li>2. That makes me think of . . .</li> <li>3. I read another book that . . .</li> <li>4. This is different from . . .</li> <li>5. I remember when . . .</li> </ol> </li> </ol>	<p><b>Sandwich Summary</b>  <b>Formative: Graphic Organizer</b>  Evaluate students' ability to identify main idea and details. (See link in resources)</p> <p><b>Vocabulary Committee</b>  <b>Diagnostic: Cooperative Group Work</b>  Observation; determine students' prior knowledge.</p> <p><b>Textbook Scavenger Hunt</b>  <b>Diagnostic: Listening Task</b>  Use text features to find information.</p> <p><b>Learning Log</b>  <b>Summative: Writing Assignment</b>  Summarize what was learned.</p>

Resources (Suggested)	Catholic Identity
<p>1. iPad Resources</p> <p>2. Literature Connections</p> <p>Common Core Standards: Suggested Informational Texts</p> <p><i>A Medieval Feast</i> by Aliko</p> <p><i>Art Around the World</i> by Heather Leonard</p> <p><i>Bat Loves the Night</i> by Nicola Davies</p> <p><i>Bats: Creatures of the Night</i> by Joyce Milton</p> <p><i>Crittercam</i> by Andrew Einspruch</p> <p><i>From Seed to Plant</i> by Gail Gibbons</p> <p><i>Martin Luther King and the March on Washington</i> by Frances E. Ruffin</p> <p><i>Moonshot: The Flight of Apollo 11</i> by Brian Floca</p> <p><i>So You Want to Be President?</i> by Judith St. George</p> <p><i>Throw Your Tooth on the Roof</i> by Selby Beeler</p> <p><i>Tooth Traditions Around the World</i> by Selby Beeler</p> <p><i>Were We Wrong About Dinosaurs?</i> by Kathleen V. Boy Kudlinski</p> <p><i>Where Do Polar Bears Live?</i> by Sarah L. Thomson</p> <p>Common Core Standards: Suggested Read-Aloud Informational Texts</p> <p><i>14 Cows for America</i> by Carmen Agra Deedy</p> <p><i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick</p> <p><i>The Museum Book: A Guide to Strange and Wonderful Collections</i> by Jan Mark</p> <p><i>Ah, Music!</i> by Aliko</p> <p><i>If the World Were a Village</i> by David Smith</p> <p><i>Lincoln: A Photobiography</i> by Russell Freedman</p> <p><i>The Story of Ruby Bridges</i> by Robert Coles</p> <p><i>What the World Eats</i> by Faith D'Aluisio</p> <p><i>Wild Tracks! A Guide to Nature's Footprints</i> by Jim Arnosky</p> <p>3. Internet Resources</p> <p> <a href="#">Sandwich Summary</a></p> <p> <a href="#">Following Oral Directions</a></p>	<p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> <li>❖ Care for God's Creation</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.</li> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> <li>❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.</li> <li>❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.</li> <li>❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.</li> <li>❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.</li> <li>❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.</li> <li>❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.</li> <li>❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.</li> <li>❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.</li> </ul>

**Reading Curriculum–Grade Two  
Diocese of Cleveland  
2013**

**Reading Literature: Fiction**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They comprehend as well as critique.
- They use technology and digital media strategically and capably.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.2.3. Describe how characters in a story respond to major events and challenges.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from

different cultures.

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Reading: Foundational Skills

Phonics and Word Recognition RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

Fluency RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Language Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### Essential Questions

1. How does decoding affect fluency and comprehension?
2. What strategies are most helpful to me when retelling and answering questions about a story?
3. How can I compare and contrast the settings and plots of similar stories?
4. How can I apply phonics skills to help me decode unfamiliar words in a story?

### Content

#### The students will know

1. Multi-leveled questions and answers
2. Context clues
3. Retelling
4. Character traits
5. Parts of a story
6. Prediction
7. Point of view
8. Illustrations
9. Compare and contrast
10. Decoding skills and fluency
11. Phonics applications

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

#### The students will be able to

1. Ask and answer multi-leveled questions about a story using textual evidence.
2. Retell a story and determine its central message, lesson, or moral.
3. Describe how a character's traits relate to the sequence of events in a story.
4. Distinguish between the beginning, middle, and end of a story.
5. Contrast the points of view of different characters in a story.
6. Relate illustrations to text when summarizing a story.
7. Compare and contrast two versions of the same story.
8. Use decoding skills to ensure accuracy, comprehension, and oral reading fluency.
9. Utilize knowledge of sight words, prefixes, suffixes, phonemes (such as long and short vowels, blends, digraphs, etc.), rhymes, word families, and irregular spellings to read multi-syllable words in a story.
10. Define new vocabulary using context clues and other resources such as dictionaries.
11. Predict parts of a story using prior knowledge, illustrations, and textual evidence.
12. Read grade-level text orally with accuracy, appropriate rate, and expression.
13. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Common Core Vocabulary

1. Moral
2. Character traits
3. Sequence
4. Point of view
5. Fluency
6. Compare and contrast
7. Word families
8. Prefix
9. Suffix
10. Context clues
11. Multi syllable
12. Events
13. Allegory
14. Categorize

### Additional Vocabulary

1. Rhyme
2. Summary
3. Long vowel
4. Short vowel
5. Dictionary
6. Thesaurus

<ul style="list-style-type: none"> <li>15. Idiom</li> <li>16. Transitional language</li> <li>17. Word relationships</li> <li>18. Interpret</li> <li>19. Style</li> <li>20. Evaluate</li> <li>21. Synthesize</li> <li>22. Literal</li> <li>23. Inferential</li> <li>24. Evaluative</li> <li>25. Reaction to text</li> <li>26. Text marking</li> <li>27. Cause/effect</li> <li>28. Analogies</li> </ul>	
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<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. Predict-o-Gram. After doing a picture walk of a story or using digital tools, children will complete a story map containing the following categories: characters, setting, problem, solution. They will use picture clues, prior knowledge, and words that they notice in the text to predict (or guess) an answer for each category.</li> <li>2. ReQuest. Children will write and answer leveled questions about a story, trying to use at least some that begin with Why or How. They will focus on the main story parts like character traits, setting, problem, events, and solution, avoiding questions that don't relate to the plot, like "What is the main character wearing?" They will ask and answer each other's questions aloud.</li> <li>3. Character Portrayal. Taking on a role of a character from a story, children will write a letter, email, or blog from his or her point of view. Some topics include sharing feelings as that character or summarizing the story from his or her point of view.</li> <li>4. Skip It and Go Back method. While reading a story, children will skip words they don't know and say "blank." Then they will go back and use their phonics skills to fill in the blank with a word that makes sense in the sentence and the story itself. (It's most important that the word makes sense and fits the story, even if the letters don't fit. The teacher will help children decode from there.)</li> <li>5. Oral Reading Fluency Probe. Students will orally read a fictional text selection at appropriate complexity level. Students will be assessed on applying knowledge on phonemic awareness skills while orally reading.</li> </ol>	<p><b>Predict-o-Gram</b>  <b>Diagnostic: Graphic Organizer</b>  After doing a picture walk of a story or using digital tools, children will complete a story map containing the following categories: characters, setting, problem, solution. They will use picture clues, prior knowledge, and words that they notice in the text to predict (or guess) an answer for each category.</p> <p><b>ReQuest Participation</b>  <b>Summative: Peer Assessment</b>  Children will write and answer leveled questions about a story, trying to use at least some that begin with Why or How. They will focus on the main story parts like character traits, setting, problem, events, and solution, avoiding questions that don't relate to the plot, like "What is the main character wearing?" They will ask and answer each other's questions aloud. Teacher will record anecdotal notes of students' questions and responses, giving extra points for How or Why questions.</p> <p><b>Character Portrayal</b>  <b>Summative: Writing Assignment</b>  Taking on a role of a character from a story, children will write a letter, email, or blog from his or her point of view. Some topics include sharing feelings as that character or summarizing the story from his or her point of view.</p> <p><b>Skip It and Go Back</b>  <b>Formative: Reading Task</b>  While reading a story, children will skip words they don't know and say "blank." Then they will go back and use their phonics skills to fill in the blank with a word that makes sense in the sentence and the story itself. (It's most important that the word makes sense and fits the story, even if the letters don't fit. The teacher will help children decode from there.)</p> <p><b>Oral Reading Fluency Probe Assessment</b>  <b>Formative: Oral Assessment</b>  Students will orally read a fictional text selection at appropriate complexity level. Students will be assessed on applying knowledge on phonemic awareness skills while orally reading.</p>



[Running Record for Fluency](#)

**Resources (Suggested)**

1. iPad Resources
2. Literature Connection  
Common Core Standards: Suggested Books  
*Cowgirl Kate and Cocoa* by Erica Silverman  
*Get Ready for Second Grade, Amber Brown* by Paula Danziger  
*Amos & Boris* by William Steigiles Gannett  
*Poppleton in Winter* by Cynthia Rylant  
*Sarah, Plain and Tall* by Patricia MacLachlan  
*The Fire Cat* by Esther Averill  
*The Lighthouse Family: The Storm* by Cynthia Rylant  
*The One-Eyed Giant* by Mary Pope Osborne  
*The Raft* by Jim LaMarche  
*The Stories Julian Tells* by Ann Cameron  
*The Treasure* by Uri Shulevitz  
*Tops and Bottoms* by Janet Stevens
3. Internet Resources  
 [Predict-O-Gram](#)  
 [Word Wizard](#)  
 [Character Scrapbook](#)  
 [Picture Walk](#)  
 [Elements of a Story](#)  
 [Story Telling](#)

**Catholic Identity**

**Social Justice Teachings**

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Care for God's Creation

**Rights of Children**

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**Reading Curriculum—Grade 2**  
**Diocese of Cleveland**  
**2013**

**Reading Literature: Drama**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They respond to the varying demands of audience, task, purpose, and discipline.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Reading: Literature

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.2.3. Describe how characters in a story respond to major events and challenges.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Reading: Foundational Skills

Phonics and Word Recognition RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- f. Recognize and read grade-appropriate irregularly spelled words.

Fluency RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in

coherent sentences.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Language  
5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

DOC: Reading, DOC: Grade 2 , I: Phonemic Awareness/Fluency

A. Phonics

- 10. Use knowledge of common and complex word families to decode unfamiliar words (onsets and rimes).

B. Word Recognition

- 1. Recognize and use a growing bank of sight words.

DOC: Reading, DOC: Grade 2, V: Reading Applications 2

Reading Applications: Literary Text

A. Literary Elements

- 4. Distinguish various forms of literature such as poems, fairy tales, folk tales, fables, nonfiction, and plays.

### Essential Questions

1. Why is it important for me to use good decoding skills when reading a play aloud?
2. Why should I read a play with fluency and expression?
3. How can I help my audience tell the difference between characters when reading a play aloud?

### Content

The students will know

1. Description of drama
2. Independent reading
3. Summary
4. Characters and events
5. Context clues & phonics skills for decoding
6. Entertainment as purpose
7. Fluency (expression, smoothness, and clarity)

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Describe how the characters respond to the events in a drama or play.
2. Summarize the text of a play.
3. Use different voices to distinguish between characters in a drama or play.
4. Use context clues to define unfamiliar words in a drama or play, using context clues and familiar words with similar meanings.
5. Identify the main characteristics of a drama or play.
6. Read a play or drama aloud with fluency and independence, demonstrating that the purpose is to entertain an audience by using expression, clarity, and smoothness.
7. Use context clues and knowledge of sight words and word families to decode multi-syllable and irregularly spelled words in a drama or play.
8. Acknowledge differences in the points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.
9. Recognize and read grade-appropriate irregularly spelled words.
10. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and large groups.

	<p>11. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>12. Demonstrate understanding of word relationships and nuances in word meanings.</p>
<p><b>Common Core Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Drama</li> <li>2. Characters</li> <li>3. Events</li> <li>4. Scene</li> <li>5. Expression</li> <li>6. Script</li> <li>7. Act</li> <li>8. Directions</li> <li>9. Play</li> <li>10. Audience</li> <li>11. Summary</li> <li>12. Entertain</li> <li>13. Fluency</li> <li>14. Context clues</li> <li>15. Decoding</li> </ol>	<p><b>Additional Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Sight words</li> <li>2. Word families</li> </ol>
<p><b>Learning Experiences (Suggested)</b></p> <ol style="list-style-type: none"> <li>1. Cooperative Learning/Fluency Read Aloud. Children will read a play aloud as a class, practicing fluency skills such as expression and pausing at punctuation. After children practice the script many times, they will make stick puppets for the characters and props and present the play to the class. See the link for "Plays for Every Day" which provides more information as well as a script and illustrations.</li> <li>2. Simulation/Pantomime. Children will imagine that they are on the beach or some other location. Each child must think of something that they found or did on the beach and then act it out for the class.</li> <li>3. Cooperative Learning/Improvisation. Students create a process drama about a problem or situation using improvisation as a group to make it up as they go along.</li> <li>4. Thick and Thin. After children read a play, they will answer thick and thin questions from the teacher. Thin questions are surface level/recall or literal questions and thick questions require deeper thinking, inferring, and synthesizing skills. The teacher can use a think aloud to model the strategies for developing questions.</li> </ol> <p> <a href="#">Plays for Every Day!</a></p>	<p><b>Assessment (Suggested)</b></p> <p><b>Fluency Read Aloud</b>  <b>Formative: Oral Assessment</b>  Children will read a play aloud as a class, practicing fluency skills such as expression and pausing at punctuation. After children practice the script many times, they will make stick puppets for the characters and props and present the play to the class. See the link for "Plays for Every Day" which provides more information as well as a script and illustrations.</p> <p><b>Pantomime Activity</b>  <b>Formative: Dramatization</b>  Children will imagine that they are on the beach or some other location. Each child must think of something that they found or did on the beach and then act it out for the class.</p> <p><b>Improvisation</b>  <b>Summative: Cooperative Group Work</b>  Students create a process drama about a problem or situation using improvisation as a group to make it up as they go along.</p>
<p><b>Resources (Suggested)</b></p> <ol style="list-style-type: none"> <li>1. iPad Resources</li> <li>2. Literature Connection  <i>15 Easy-to-Read Mini-Book Plays (K-2)</i> by Sheryl Ann Crawford &amp; Nancy I. Sanders  <i>Frantic Frogs and Other Frankly Fractured Folktales for Readers Theater</i> by Anthony D. Fredericks  <i>Henry &amp; Mudge Take the Big Test Reader's Theater,</i></li> </ol>	<p><b>Catholic Identity</b></p> <p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> <li>❖ Care for God's Creation</li> </ul> <p><b>Rights of Children</b></p>

Grades 2–3 Correlated to Standards by Edupress  
*"I Want to Be Jesus!": Over 150 Easy-To-Use Gospel Plays for Children* by Carol Camp Twork  
*Instant Skits for Children's Ministry* by John Duckworth  
*Reader's Theater for Beginning Readers (Grades 1-4)* by Suzanne I. Barchers  
*Reader's Theater Grade 2* by Evan-Moor Educational Publishers (1999)  
*Reader's Theater Scripts, Grade 2*  
*Improve Fluency, Vocabulary, and Comprehension* (Google eBook) By Lisa Zomasky

3. Internet Resources



[Fluency Rubric!](#)

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**Reading Curriculum–Grade Two  
Diocese of Cleveland  
2013**

**Reading Literature: Poetry**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Reading: Literature

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

**Craft and Structure**

4. 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.

- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

#### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Reading: Foundational Skills

Phonics and Word Recognition RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- d. Decode words with common prefixes and suffixes.
- f. Recognize and read grade-appropriate irregularly spelled words.

Fluency RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information,

or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 2, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.1a. Use collective nouns (e.g., group).
- L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- L.2.1c. Use reflexive pronouns (e.g., myself, ourselves).
- L.2.1d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- L.2.1e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.2.2b. Use commas in greetings and closings of letters.
- L.2.2c. Use an apostrophe to form contractions and frequently occurring possessives.
- L.2.2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.2.3a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

- L.2.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- L.2.4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.2.5a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

### Essential Questions

1. To what extent can I compare and contrast different versions of the same text?
2. How does personal experience impact the understanding of a text?
3. How do I gather information about understanding poetry?
4. How can we have different interpretations of the same poem?
5. How does the reader know the author's intent of the poem?
6. How can the character's actions and choices provide the reader an opportunity to reflect on his or her Catholic faith and values?

### Content

The students will know

1. Logical inferences
2. Theme
3. Contextual understanding
4. Conceptual understanding
5. Structural understanding
6. Evidence
7. Alliteration
8. Figurative meanings
9. Point of view
10. Imagery
11. Affixes
12. Adverbs
13. Adjectives
14. Irregular plural nouns
15. Simple/compound sentence
16. Contractions
17. Semantics
18. Publish
19. Commas
20. Contractions
21. Word origin

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Make inferences from words and phrases from the poem to identify the theme.
2. Identify words that rhyme and alliterative phrases from the poem.
3. Clarify unknown meanings of multiple words.
4. Cite evidence from the text about familiar people, places, things and events of your lives that are similar to the poem.
5. Analyze the author's meaning and tone from the poem.
6. Classify the author's point of view from the poem.
7. Differentiate the author's expression of the poem and analyze meaningful words from text.
8. Identify how meanings of unfamiliar words can be derived from context clues.
9. Identify the adverbs in the text.
10. Identify real-life connections from poem to your past experiences.
11. Describe a character's key details through using context clues from a text to write a compound sentence.
12. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
13. Recount stories, including fables and folktales from diverse cultures, and determine their central message,

	<p>lesson, or moral.</p> <ol style="list-style-type: none"> <li>14. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li> <li>15. Decode words with common prefixes and suffixes.</li> <li>16. Recognize and read grade-appropriate irregularly spelled words.</li> <li>17. Read grade-level text with purpose and understanding.</li> <li>18. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> </ol>
<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Word ladders</li> <li>2. Figurative meanings</li> <li>3. Alliteration</li> <li>4. Commas</li> <li>5. Contractions</li> <li>6. Affixes</li> <li>7. Adverbs</li> <li>8. Irregular plural nouns</li> <li>9. Compound sentences</li> </ol>	<ol style="list-style-type: none"> <li>1. Author's chair</li> <li>2. Cause/effect</li> <li>3. Cinquain</li> <li>4. Diction</li> </ol>
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. Context clues. Children will identify context clues from the text of a poem and categorize author's point of view, literary word meanings and key details in a concept map.</li> <li>2. Cinquain. Children will write a five-line poem or stanza. Example: Line 1: A one-word title. Line 2: A two-word phrase that describes the title or just two words. Line 3: A three-word phrase that describes an action relating to the title or just action words. Line 4: A four-word phrase that describes a feeling relating to the topic or just feeling words. Line 5: One word that refers back to the title.</li> <li>3. Weather Poem. Children will write descriptive verses about the weather. They create their own story wheels based upon characters, plot, setting and main idea of a poem.</li> <li>4. Poem of the Day. Children will orally share a poem they have written or a poem from a book in front of the class.</li> <li>5. Character Mobiles. Children will illustrate the main character from a poem and brainstorm words that describe the character. (Cardstock can be used for illustrating the main character. Children write words on index cards and punch holes in each to hang on pipe cleaners).</li> <li>6. Simulation. Children will each receive a copy of the same short poem. Children will listen and follow along while the teacher reads the poem aloud a number of times. After the teacher discusses things that contribute to reading fluency, such as rate, phrasing, and intonation, the children will do echo reading. The teacher will read a line, and the children will do an echo reading, modeling the rate and expression of the teacher. The children can then</li> </ol>	<p><b>Identifying Context Clues from a Poem</b> <b>Formative: Written Assessment</b> Students will identify context clues from the text of a poem and categorize author's point of view, literary word meanings and key details in a concept map.</p> <p><b>Cinquain Poem</b> <b>Summative: Written Assessment</b> Students will write a cinquain poem by following the criteria of the five-lined pattern that is linked in the website.</p> <p><b>Weather Poem</b> <b>Formative: Writing Assignment</b> Children will write descriptive verses about the weather. They create their own story wheels based upon characters, plot, setting and main idea of a poem.</p> <p><b>Poetry Simulation</b> <b>Formative: Oral Assessment</b> Children will each receive a copy of the same short poem. Children will listen and follow along while the teacher reads the poem aloud a number of times. After the teacher discusses things that contribute to reading fluency, such as rate, phrasing, and intonation, the children will do echo reading. The teacher will read a line, and the children will do an echo reading, modeling the rate and expression of the teacher. The children can then participate in a choral read.</p> <p> <a href="#">Examples of a Criteria for a Cinquain Poem</a></p>

participate in a choral read.



[Reader's Theater and Poems with Comprehension Questions](#)

### Resources (Suggested)

1. iPad Resources
2. Literature Connection  
Common Core Standards: Suggested Poetry  
"A Bat Is Born" by Randall Jarrell  
"Afternoon on a Hill" by Edna St. Vincent Millay  
"Autumn" by Emily Dickinson  
"Eating While Reading" by Gary Soto  
"Grandpa's Stories" by Langston Hughes  
"Knoxville, Tennessee" by Nikki Giovanni  
"Something Told the Wild Geese" by Rachel Field  
"Stopping by Woods on a Snowy Evening" by Robert Frost  
"Weather" by Eve Merriam  
"Who Has Seen the Wind?" by Christina Rossetti  
Common Core Standards: Suggested Read-Aloud Poetry  
"Fireflies" by Paul Fleischman  
"The Jumblies" by Edward Lear  
*The Pied Piper of Hamelin* by Robert Browning  
"The Song of the Jellicles" T.S. Eliot  
"Your World" by Georgia Douglas Johnson
3. Internet Resources  
 [Test Prep!](#)  
 [Classroom Resources!](#)

### Catholic Identity

#### Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Care for God's Creation

#### Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

# PARENT GUIDE

## GRADE TWO READING CURRICULUM

### DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Two.

As parents, you are encouraged to support the work of your child’s teacher in helping your child acquire each of these skills.

<b>Capacities of the Literate Individual</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>Reading: Foundational Skills</b>	
Phonics and Word Recognition	
	Know and apply grade-level phonics and word analysis skills in decoding words.
	Distinguish long and short vowels when reading regularly spelled one-syllable words.
	Know spelling-sound correspondences for additional common vowel teams.
	Decode regularly spelled two-syllable words with long vowels.
	Decode words with common prefixes and suffixes.
	Identify words with inconsistent but common spelling-sound correspondences.
	Recognize and read grade-appropriate irregularly spelled words.
Fluency	
	Read with sufficient accuracy and fluency to support comprehension.
	Read grade-level text with purpose and understanding.
	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Reading: Literature</b>	
Key Ideas and Details	
	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	Describe how characters in a story respond to major events and challenges.
Craft and Structure	
	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

<b>Integration of Knowledge and Ideas</b>	
	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
<b>Range of Reading and Text Complexity</b>	
	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Reading: Informational Text</b>	
<b>Key Ideas and Details</b>	
	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>Craft and Structure</b>	
	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
	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.
	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>Integration of Knowledge and Ideas</b>	
	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
	Describe how reasons support specific points the author makes in a text.
	Compare and contrast the most important points presented by two texts on the same topic.
<b>Range of Reading and Level of Text Complexity</b>	
	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	Build on others' talk in conversations by linking their comments to the remarks of others.
	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>Presentation of Knowledge and Ideas</b>	
	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)
<b>Writing</b>	
<b>Text Types and Purposes</b>	
	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.
	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

<b>Text Types and Purposes continued</b>	
	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<b>Production and Distribution of Writing</b>	
	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>Research to Build and Present Knowledge</b>	
	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
	Recall information from experiences or gather information from provided sources to answer a question.
<b>Language</b>	
<b>Conventions of Standard English</b>	
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Use collective nouns (e.g., group).
	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
	Use reflexive pronouns (e.g., myself, ourselves).
	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
	Use adjectives and adverbs, and choose between them depending on what is to be modified.
	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Use commas in greetings and closings of letters.
	Use an apostrophe to form contractions and frequently occurring possessives.
	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
<b>Knowledge of Language</b>	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>Vocabulary Acquisition and Use</b>	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
	Use sentence-level context as a clue to the meaning of a word or phrase.
	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
	Demonstrate understanding of word relationships and nuances in word meanings.
	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
<b>Diocese of Cleveland Standards</b>	
<b>Reading Applications 2</b>	
<b>Literary Elements</b>	
	Distinguish various forms of literature such as poems, fairy tales, folktales, fables, nonfiction, and plays.



# READING CURRICULUM

## GRADE TWO

### DIOCESE OF CLEVELAND

## Checklist for Common Core State Standards & Diocesan Curriculum

Date Taught	
<b>Capacities of the Literate Individual</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>Reading: Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
	Know and apply grade-level phonics and word analysis skills in decoding words.
	Distinguish long and short vowels when reading regularly spelled one-syllable words.
	Know spelling-sound correspondences for additional common vowel teams.
	Decode regularly spelled two-syllable words with long vowels.
	Decode words with common prefixes and suffixes.
	Identify words with inconsistent but common spelling-sound correspondences.
	Recognize and read grade-appropriate irregularly spelled words.
<b>Fluency</b>	
	Read with sufficient accuracy and fluency to support comprehension.
	Read grade-level text with purpose and understanding.
	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Reading: Literature</b>	
<b>Key Ideas and Details</b>	
	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	Describe how characters in a story respond to major events and challenges.
<b>Craft and Structure</b>	
	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Date Taught	
Integration of Knowledge and Ideas	
	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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Range of Reading and Text Complexity	
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