



# Diocese of Greensburg Curriculum Reading Grade 2

Unit	Standards	Content	Skills
<p><b>Comprehension</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b>  <b>CCSS: Grade 2</b>  <b>Reading: Literature</b>  <b>Key Ideas and Details</b>  <b>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.</b>            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.  <b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>            RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.   <b>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>            RL.2.3. Describe how characters in a story respond to major events and challenges.   <b>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.</b>            RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p><b>Strategies and Skills</b></p> <ul style="list-style-type: none"> <li>• Text analysis</li> <li>• Authors purpose</li> <li>• Inferences</li> <li>• Predictions</li> <li>• Drawing conclusions</li> <li>• Compare/contrast</li> <li>• Cause/effect</li> <li>• Problem/solution</li> <li>• Sequencing</li> <li>• Main idea and details</li> </ul> <p><b>Literary Elements</b></p> <ul style="list-style-type: none"> <li>• Text structure               <ul style="list-style-type: none"> <li>○ character</li> <li>○ setting</li> <li>○ plot</li> <li>○ problem and solution</li> <li>○ beginning, middle, end</li> </ul> </li> <li>• Analysis across texts</li> <li>• Sources of information: digital and print</li> <li>• Text connections               <ul style="list-style-type: none"> <li>○ text to self</li> <li>○ text to text</li> <li>○ text to world</li> </ul> </li> </ul>	<p>The students will be able to :</p> <ul style="list-style-type: none"> <li>• Recall key details and information from text.</li> <li>• Utilize various strategies to self monitor while reading.</li> <li>• Identify main idea and key details.</li> <li>• Retell a story in order of events.</li> <li>• Gather information to draw conclusions.</li> <li>• Acknowledge characters' different points of views.</li> <li>• Identify the problem and state the solution.</li> <li>• Recognize and explain cause and effect relationships.</li> <li>• Use a graphic organizer to compare and contrast.</li> <li>• Select an appropriate text with teacher guidance.</li> <li>• Self select an appropriate text independently.</li> <li>• Make connections between self to text, text to text and text to world.</li> <li>• Compare/contrast choices made by characters in a selection with the choices we are called to make as Catholics.</li> <li>• Make comparisons to stories and figures from the Bible.</li> <li>• Highlight Gospel values in discussions of literary text.</li> </ul>

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	<p><b>6. Assess how point of view or purpose shapes the content and style of a text.</b>            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.</p> <p><b>Integration of Knowledge and Ideas</b></p> <p><b>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b></p> <p>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.</p> <p><b>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.</b>            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.</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p><b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b>            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.</p> <p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b></p> <p><b>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.</b></p>		<ul style="list-style-type: none"> <li>• Cite details from the text to support the main idea.</li> </ul>

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	<p>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.</p> <p><b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p><b>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p><b>Craft and Structure</b></p> <p><b>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.</b></p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>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.</b></p> <p>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.</p> <p><b>6. Assess how point of view or purpose shapes the content and style of a text.</b></p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>		

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	<p><b>Integration of Knowledge and Ideas</b></p> <p><b>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>            RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>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.</b>            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</p> <p><b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b>            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.</p> <p><b>PA: Early Childhood: K-2 (2016)</b>  <b>PA: Grade 2</b>  <b>Language and Literacy Development</b>  <b>1.2 Reading Informational Text</b>  <b>A. Key Ideas and Details – Main Idea</b>  <b>1.2 2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs.</b></p> <p><b>B. Key Ideas and Details – Text Analysis</b>            1.2 2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>C. Key Ideas and Details</b>            1.2 2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p>		

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	<p><b>E. Craft and Structure – Text Structure</b> 1.2 2.E Use various text features and search tools to efficiently locate key facts or information in a text.</p> <p><b>G. Integration of Knowledge and Ideas – Diverse Media</b> 1.2 2.G Explain how graphic representations contribute to and clarify a text.</p> <p><b>I. Integration of Knowledge and Ideas – Analysis Across Texts</b> 1.2 2.I Compare and contrast the most important points presented on the same topic.</p> <p><b>1.3 Reading Literature</b> <b>B. Key Ideas and Details – Text Analysis</b> 1.3 2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>C. Key Ideas and Details – Literary Elements</b> 1.3 2.C Describe how characters in a story respond to major events and challenges.</p> <p><b>D. Craft and Structure – Point of View</b> 1.3 2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud</p> <p><b>E. Craft and Structure – Text Structure</b> 1.3 2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>G. Integration of Knowledge and Ideas – Sources of Information</b> 1.3 2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p>		

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	<p><b>H. Integration of Knowledge and Ideas – Text Analysis</b>            1.3 2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Fluency</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b>  <b>CCSS: Grade 2</b></p> <hr/> <p><b>Reading: Foundational Skills</b>  <b>Fluency</b>  <b>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<p>Accuracy            Intonation            Rate            Expression            Phrasing            Automaticity</p>	<p>The students will be able to :</p> <ul style="list-style-type: none"> <li>• Read with sufficient accuracy and fluency to support comprehension</li> <li>• Recognize and read irregularly spelled grade appropriate words</li> <li>• Read grade level text with purpose and understanding</li> <li>• Read grade level text orally with accuracy, appropriate rate, and expression on successive readings</li> <li>• Demonstrate improved fluency in read alouds</li> </ul>

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<p><b>Genres</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b>  <b>CCSS: Grade 2</b>  <b>Reading: Literature</b>  <b>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>Craft and Structure</b>  <b>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.</b>  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.</p> <p><b>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.</b>  RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  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.</p>	<ul style="list-style-type: none"> <li>• Fiction</li> <li>• Fantasy</li> <li>• Realistic fiction</li> <li>• Folktales</li> <li>• Fables</li> <li>• Non-Fiction</li> <li>• Autobiography</li> <li>• Biography</li> <li>• Informational text</li> <li>• Poetry</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify characteristics of each genre</li> <li>• Define fiction and non-fiction</li> <li>• Compare and contrast different types of stories on the same topic</li> <li>• Use text features to enhance comprehension</li> </ul>

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	<p><b>Reading: Informational Text</b>  <b>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.</b>            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.</p> <p><b>Range of Reading and Level of Text Complexity</b>  <b>10. Read and comprehend complex literary and informational texts independently and proficiently.</b>            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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Phonics/Word Recognition/Spelling</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b>  <b>CCSS: Grade 2</b></p> <hr/> <p><b>Reading: Foundational Skills</b>  <b>Phonics and Word Recognition</b>  <b>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p>	<p>Irregularly spelled words            Word analysis            Short/long vowels            Base words            Contractions            Digraphs            Compound words            Beginning, middle and ending sounds            Silent letters            Diphthongs            Prefixes            Suffixes            Rhyming sounds            Schwa sounds            r-controlled vowels</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Know and apply grade level phonics and word analysis skills in decoding</li> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words</li> <li>• Know spelling-sound correspondences for additional common vowel teams</li> <li>• Decode regularly spelled two-syllable words with long vowels</li> <li>• Decode words with common prefixes and suffixes</li> </ul>

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	<p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<p>Syllables Vowels teams/vowel pairs Consonant blends Word families Hard and soft sounds Y as a vowel Spelling rules ABC order</p>	<ul style="list-style-type: none"> <li>• Identify words with inconsistent but common spelling-sound correspondence</li> <li>• Recognize and read grade-appropriate irregularly spelled words</li> <li>• Read with sufficient accuracy and fluency to support comprehension</li> <li>• Correctly spell grade level words</li> <li>• Differentiate between meaning of words based on spelling</li> </ul>
<p><b>Speaking and Listening</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b> <b>CCSS: Grade 2</b></p> <hr/> <p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b> <b>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.</b></p> <p>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.</p> <p>SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<ul style="list-style-type: none"> <li>• Choral Reading</li> <li>• Active Listening</li> <li>• Asking and Answering Questions</li> <li>• Oral Presentations</li> <li>• Fluency</li> <li>• Telling or Recounting a Story</li> <li>• Group Discussion</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Participate in various roles in Readers' Theater performances.</li> <li>• Listen for enjoyment.</li> <li>• Expand vocabulary.</li> <li>• Follow directions.</li> <li>• Gather information and answer questions.</li> <li>• Solve problems.</li> <li>• Participate in group discussions.</li> <li>• Demonstrate fluency, appropriate tone and volume, clear articulation, expressiveness and inflection.</li> <li>• Project voice.</li> </ul>

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	<p>SL.2.1c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b></p> <p>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.</p> <p><b>Presentation of Knowledge and Ideas</b></p> <p><b>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.</b></p> <p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>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.</p> <p><b>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p>		

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	<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p><b>Vocabulary</b></p>	<p><b>CCSS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K-5</b>  <b>CCSS: Grade 2</b></p> <hr/> <p><b>Reading: Informational Text</b>  <b>Craft and Structure</b>  <b>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.</b></p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p><b>Language</b>  <b>Vocabulary Acquisition and Use</b>  <b>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.</b></p> <p>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.</p> <p>L.2.4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Homophones</li> <li>• Multi-meaning words</li> <li>• Dictionary skills</li> <li>• Synonyms and antonyms</li> <li>• Root words</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Compound words</li> </ul>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize and use root words to determine meaning of a new word.</li> <li>• Decode and define words using knowledge of prefixes and suffixes.</li> <li>• Identify multiple meanings of words.</li> <li>• Use context clues to determine meaning of unknown words.</li> <li>• Construct sentences using acquired vocabulary in conversation and in written form.</li> <li>• Identify and recognize the purpose of guidewords.</li> </ul>

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	<p>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).</p> <p>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).</p> <p>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).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

