

PARENT GUIDE

GRADE TWO ENGLISH LANGUAGE ARTS 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.

CAPACITIES OF THE LITERATE INDIVIDUAL	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose.
	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.
LANGUAGE	
CONVENTIONS OF STANDARD ENGLISH	
	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.
	Capitalize holidays, product names, and geographic names.
	Use commas in greetings and closings of letters.
	Use an apostrophe to form contractions and frequently occurring possessives.
	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
KNOWLEDGE OF LANGUAGE	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Compare formal and informal uses of English.
VOCABULARY ACQUISITION AND USE	
	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).
	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

VOCABULARY ACQUISITION AND USE CONTINUED	
	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).
WRITING	
TEXT TYPES AND PURPOSES	
	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.
	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.
PRODUCTION AND DISTRIBUTION OF WRITING	
	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
	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.
RANGE OF WRITING (Begins in Grade 3)	
SPEAKING AND LISTENING	
COMPREHENSION AND COLLABORATION	
	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
	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).
	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.
	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	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	
	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.)