



Diocese of Joliet
Catholic Schools

Second Grade Curriculum Guide for Parents

Language Arts and Reading

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INTRODUCTION

Academic excellence is a pillar of Catholic schools in the Diocese of Joliet. To assist schools in maintaining academic excellence, the Catholic Schools Office has developed curriculum guides for grades preschool through eight. The purpose of the curriculum guide is to identify what we want our students to know and be able to do at the end of each grade based on Catholic faith standards and content standards. With these guides as a template, each individual school develops a plan to clearly articulate what is taught, how it is taught, and how student achievement is assessed for each grade.



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CARDINAL NEWMAN STANDARDS

The United States Conference of Catholic Bishops (USCCB) Committee on Catholic Education released a [document](#) in 2014 to guide Catholic schools in their approach to educational standards. The Cardinal Newman Society responded to this call by creating the Cardinal Newman Catholic Curriculum Standards with support from more than eight Catholic universities and colleges.

This curriculum guide is aligned to those standards. The Cardinal Newman Catholic Standards for reading and language arts in this curriculum guide are:

Reading

- Analyze literature that reflects the transmission of a Catholic culture.
- Analyze works of fiction and non-fiction to uncover authentic Truth.
- Share how literature can contribute to strengthening one's moral character.
- Demonstrate how text is used to develop a religious, moral and social sense.
- Articulate how spiritual knowledge and truth are represented and communicated through fairy tales, fables, myths, parables, and stories.
- Recognize Christian and Western symbols and symbolism.
- Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.
- Recite prayers and poems of substance that encourage all to strive for virtue and goodness.
- Identify examples of noble characteristics in stories with virtuous heroes and heroines.
- Identify the causes underlying why people do the things they do.
- Analyze how literature assists in the ability to make judgments about what is true, what is false, and to make choices based on these judgments.
- Summarize how the text can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves, other cultures and times.
- Analyze the author's reasoning and discover the author's intent.



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CARDINAL NEWMAN STANDARDS (CONTINUED)

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This curriculum guide is aligned to those standards. The Cardinal Newman Catholic Standards for reading and language arts in this curriculum guide are:

Language Arts

- Articulate how spiritual knowledge and enduring truths are represented and communicated through fairy tales, fables, myths, parables, and stories.
- Explain how Christian and Western symbols and symbolism communicate the battle between good and evil and make reality visible.
- Recite prayers and poems of substance that encourage all to strive for virtue and goodness.
- Analyze how literature assists in the ability to make judgments about what is true, what is false, and to make choices based on these judgments.
- Summarize how literature can reflect the historical and sociological culture of the time period in which it was written to help us better understand ourselves and other cultures and times.
- Analyze the author's reasoning and discover the author's intent.
- Use language as a bridge for communication with one's fellow man for the betterment of all involved.
- Write in various ways to naturally order thoughts, align them with truth, and accurately express intent, knowledge, and feelings.
- Use grammar as a means of signifying concepts and the relationship to reason.
- Share beautifully told and well-crafted works, especially those with elements of unity, harmony, and radiance of form.
- Delight and wonder through the reading of creative, sound, and healthy stories, poems, and plays.
- Recognize literary characters possessing virtue and begin to exhibit these virtuous behaviors, values, and attitudes.
- Share how beauty and cadence of poetry impacts human sensibilities and forms the soul.



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READING FOUNDATIONAL SKILLS

The following standards outline what foundational skills of reading the Diocese of Joliet expects students to know and do by the end of Second Grade:

- 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 sight words using norm-referenced assessment lists.
- Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
- Read on-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.



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READING LITERATURE

The following standards outline what the Diocese of Joliet expects students to know and do in reading literature by the end of Second Grade:

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Summarize stories, including fables and folktales from diverse cultures. Determine their central message, lesson, or moral.
- Demonstrate an understanding of how characters in a story respond to major events, challenges, and solutions (may include religious texts).
- Describe the overall structure of the story or plot, including describing the events in the beginning, middle, and end of the story.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Use information gained from text features including the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two versions of the same story, providing perspectives from different cultures (including religious texts).
- By the end of the year, read and comprehend grade-level literature, including stories and poetry.



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READING INFORMATIONAL TEXT

The following standards outline what the Diocese of Joliet expects students to know and do in reading informational text by the end of Second Grade:

- Ask and answer questions that demonstrate knowledge of key details by using text evidence.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- Determine key ideas of specific paragraphs within a multi-paragraph informational text.
- Identify the main topic of a multi-paragraph informational text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Describe the sequence of historical events in an informational text.
- Describe the scientific ideas or concepts in an informational text.
- Describe the steps of a technical procedure in an informational text.
- Determine the meaning of vocabulary words and phrases in a text relevant to a Second Grade 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 the author's purpose to persuade, inform, or entertain.
- Explain how specific images such as diagrams and labels (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how the author supports the information provided in the text (may include religious text).
- Describe what reasons support specific points the author makes in the text.
- Compare and contrast the most important points presented by one or two texts on the same topic.
- By the end of year, read and comprehend grade-level informational texts, including history/social studies, science, and technical texts.



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WRITING

The following standards outline what the Diocese of Joliet expects students to know and do in writing by the end of Second Grade:

- Write opinion pieces in which the student introduces the topic or book the student is 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 the student introduces a topic, use facts and definitions to develop points, and provide a concluding statement or section. (May include Catholic/religious texts.)
- Write narratives in which the student recounts 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.
- 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 and peers, use a variety of traditional and digital tools to produce and publish writing, including in collaboration with peers (e.g., prayers, Sacramental topics/theme). (May include Catholic/religious texts.)
- 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.



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LANGUAGE

The following standards outline what the Diocese of Joliet expects students to know and do in language arts by the end of Second Grade:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use singular and plural 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 to describe nouns and verbs.
- 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, proper nouns, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Use learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Use reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.



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LANGUAGE (CONTINUED)

The following standards outline what the Diocese of Joliet expects students to know and do in language arts by the end of Second Grade:

- Compare formal and informal uses of English.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases using Second Grade 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.
- 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).



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SPEAKING & LISTENING

The following standards outline what the Diocese of Joliet expects students to know and do in speaking and listening by the end of Second Grade:

- Participate in collaborative conversations 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, kindness, and respect; 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 in language that is respectful.
- 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 (may include Catholic/religious topics).
- 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.