

**Grade 2**

I=Introduce	D=Develop	M=Mastery	m=maintain
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**Reading Standards****Foundational Skills****Date Completed**

<b>Apply basic phonetic analysis (initial and final constants, initial diagraphs, two-letter blends, CVC word patterns)</b>	<b>M</b>	
Know the constant sounds	m	
Know the short vowel sounds	m	
<b>Know the long vowel sounds</b>	<b>M</b>	
<b>Divide words into syllables</b>	<b>M</b>	
<b>Use grade appropriate root words, word origins, derivations</b>	<b>M</b>	
<b>Identify and use grade appropriate synonyms, antonyms and homonyms</b>	<b>M</b>	
<b>Alphabetize</b>	<b>D</b>	
<b>Identify compound words</b>	<b>M</b>	

**Fluency and Comprehension Skills**

<b>Use picture clues to read and understand words</b>	<b>M</b>	
<b>Read and use grade appropriate sight words</b>	<b>M</b>	
Perform sequencing task- 6 steps	m	
Listen to text and answer questions for important details	m	
Use context clues to determine word meaning	D	
Identify and use prefixes and suffixes	D	
Distinguish between fact and opinion	D	
<b>Read grade appropriate materials with fluency and accuracy</b>	<b>M</b>	
Identify cause and effect	D	

Identify the main topic and retell key details with prompting and support	D	
Make text to self, text to text, and text to world connections	D	
Compare/contrast within a text	D	
Make predictions and draw conclusions with text support	D	
<b>Identify setting, plot, characters, main event, problem and solution</b>	<b>M</b>	
Summarize text, include sequence of main events	D	
Compare/contrast characters' life style to Catholic Values	D	

## Grade 2

### Writing Standards

#### Conventions of Writing

#### Date Completed

Write from left to right and from top to bottom	m	
Forms cursive letters neatly and correctly	I	
Forms letters neatly and correctly in daily work	M	
<b>Apply grade appropriate mechanics to a sentence to communicate clearly in writing</b>	<b>D</b>	
Identify and demonstrate appropriate use of the parts of speech	D	
<b>Use appropriate grammar, spelling, capitalization, punctuation, format, sentences, and word choice in daily work</b>	<b>I/D</b>	

## Process of Writing

<b>Express a complete thought in sentence form</b>	<b>D</b>	
<b>Clearly communicate a main idea with support in correct sequence in paragraph form</b>	<b>I</b>	
<b>Use appropriate graphic organizers to assist in the writing process (webs, Venn Diagrams, step charts, story maps)</b>	<b>D</b>	
<b>Prewrite, organize, draft, revise, and publish in writing</b>	<b>D</b>	

## Forms of Writing

<b>Write opinion/persuasive pieces on topics or texts, supporting a point of view with reason and closure</b>	<b>I/D</b>	
<b>Write informative texts:</b> <b>1. Introduce a topic,</b> <b>2. Provide supporting details,</b> <b>3. Develop points,</b> <b>4. Include concluding statement</b>	<b>D</b>	
<b>Write narratives that include</b> <b>1. A sequence of events,</b> <b>2. Details of actions</b> <b>3. A sense of closure</b>	<b>D</b>	
<b>Participates in shared research by producing a report on a single topic</b>	<b>D</b>	
<b>Write personal letters in proper form</b>	<b>D</b>	
<b>With prompting and support practice writing poetry</b>	<b>D</b>	