



## Language Arts: Grade 2

The *Common Core State Standards for English Language Arts* emphasize the critical importance of building nonfiction background knowledge in a coherent and sequenced way within and across grades. This can be accomplished most effectively, at each grade level, by integrating the topics from history, geography, science, and the arts in the *Core Knowledge Sequence* into the language arts block. Note that in the *Sequence*, there are many cross-curricular connections to history and science topics within Language Arts (e.g., poems, stories, and sayings), as well as to visual arts and music, which can and should be integrated into the applicable domain of study.

**For Grade 2, domains include:** Early Asian Civilizations; Modern Japanese Civilization; The Ancient Greek Civilization; American Government: The Constitution; The War of 1812; Westward Expansion; The Civil War; Immigration and Citizenship; Fighting for a Cause; Cycles in Nature; Insects; The Human Body; Magnetism; Simple Machines.

**NOTE:** The objectives listed in sections I–IV of Language Arts below are consistent with the *Core Knowledge Language Arts* program and embed all of the skills and concepts within the *Common Core State Standards for English Language Arts*.

### I. Listening and Speaking

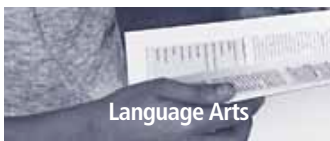
**Teachers:** Traditional language arts instruction has typically accorded little, if any, attention to the ongoing development of children’s listening and speaking ability. This failure to focus on the development of oral language in language arts instruction has been a serious oversight. Literacy, the ability to read and write written language, is highly correlated with students’ oral language proficiency, and the ability to understand a text read aloud is a prerequisite for making sense of the same text in printed form. It is therefore essential that children build listening and speaking competency while also developing reading and writing skills.

#### A. CLASSROOM DISCUSSION

- Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age.
- Participate in a conversation or group discussion by making reference to, or building upon, a comment made by another person.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (*up, down, first, last, before, after, etc.*).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as “Don’t judge a book by its cover” and “Better late than never” (see page 60).

#### B. PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.



- Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, stories, and summaries of factual information that have been presented orally, visually or through multimedia, using appropriate eye contact, volume and clear enunciation.

### C. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—ALL TEXTS

**Teachers:** Written text makes use of richer vocabulary and more complex syntax than conversational language. It is important that young children be exposed not only to the language of everyday conversation but also to the richer and more formal language of books. This can be done through frequent reading aloud. Helping young children develop the ability to listen to and understand written texts read aloud must be an integral part of any initiative designed to build literacy.

At the second grade level, students are becoming increasingly skilled as independent readers. Nevertheless, research indicates that reading comprehension ability does not catch up to listening comprehension until the middle school grades. It is therefore still important to provide second graders with extensive read aloud experiences of both fiction and nonfiction texts.

Careful consideration should be given to the selection of books read aloud to ensure that the vocabulary and syntax presented is rich and complex. Leveled texts will not provide the rich language experience desired during read-alouds and should only be used as a starting point with students for whom English is a second language.

Grade appropriate read-aloud selections for poetry and fiction are included on pages 58–60. Nonfiction read-alouds should be selected on the basis of the history, science, music and visual art topics identified for Grade 2 students in the *Core Knowledge Sequence*, with emphasis on history and science read-alouds. It is strongly recommended that daily read-alouds focus on a single topic over a sustained period of time—about two weeks—rather than intermingling read-alouds on a variety of subjects. Careful consideration should be given to the order in which nonfiction read-alouds are presented to ensure that knowledge about a topic builds in a progressive and coherent way.

Following any read-aloud, children should participate in rich, structured conversations with an adult in response to the written text that has been read aloud. In this way, they can begin to orally practice comparing, analyzing, and synthesizing ideas in written text in much the same way as they will be expected to do as independent readers in the later grades.

- Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
- Distinguish the following genres of literature: fiction, nonfiction and drama.

#### Grasping Specific Details and Key Ideas

- Describe illustrations.
- Sequence four to six pictures illustrating events in a read aloud.
- Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.
- Retell key details.
- Summarize in one's own words selected parts of a read-aloud.
- Ask questions to clarify information in a read-aloud.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.

#### Observing Craft and Structure

- Understand and use words and phrases heard in read-alouds.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.

### Integrating Information and Evaluating Evidence

- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
- Identify who is telling a story or providing information in a text.

#### D. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—FICTION, DRAMA, AND POETRY

- Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
- Change some story events and provide a different story ending.
- Create and tell an original story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify repetitions in phrases, refrains, or sounds in poems or songs.
- Identify sensory language and how it is used to describe people, objects, places and events.
- Describe the use of rhyme, rhythm and sensory images used in poetry.

#### E. COMPREHENSION AND DISCUSSION OF READ-ALOUDS—NONFICTION AND INFORMATIONAL TEXT

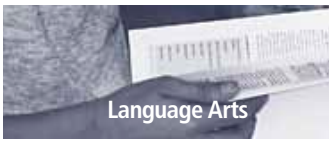
**Teachers:** Select nonfiction read-aloud topics from the second grade history, science, music, and visual arts topics listed on pages 61–75, with emphasis on history and science.

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- With assistance, categorize and organize facts and information within a given topic.
- With assistance, create and interpret timelines and lifelines related to read-alouds.
- Interpret information presented in diagrams, charts, graphs, etc.
- Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

## II Reading

### A. PHONICS: DECODING AND ENCODING

**Teachers:** Learning to read requires understanding and mastering the written English code through explicit and systematic phonics instruction. Research suggests that phonics instruction is most effective when specific letter-sound relationships are taught and reinforced by having children both read and write the letter-sound correspondence being studied. Reading



and writing—decoding and encoding—are complementary processes that ensure mastery of the written code.

- Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).
- Blend individual phonemes to pronounce printed words.
- Understand that sometimes two or more printed letters stand for a single sound.
- Read multi-syllable words containing any of the grapheme-phoneme correspondences listed below.
- Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.
- Read, understand, and write contractions, i.e., *isn't*, *I'm*, *can't*, etc.
- Sort and classify words according to the spelling used to represent a specific phoneme.
- Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in *cats* and /z/ as in *dogs*.
- Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.
- Read at least 100 words generally identified as high frequency words.

#### CONSONANT SOUNDS AND SPELLINGS TAUGHT IN SECOND GRADE

/b/ spelled 'b' as in *boy*, 'bb' as in *tubby*  
/d/ spelled 'd' as in *dog*, 'dd' as in *madder*, 'ed' as in *filled*  
/f/ spelled 'f' as in *fun*, 'ff' as in *stuff*  
/g/ spelled 'g' as in *get*, 'gg' as in *egg*  
/h/ spelled 'h' as in *him*  
/j/ spelled 'j' as in *jump*, 'g' as in *gem*, 'ge' as in *fringe*  
/k/ spelled 'c' as in *cat*, 'k' as in *kitten*, 'ck' as in *sick*, 'cc' as in *moccasin*  
/l/ spelled 'l' as in *lip*, 'll' as in *sell*  
/m/ spelled 'm' as in *mad*, 'mm' as in *hammer*  
/n/ spelled 'n' as in *net*, 'nn' as in *funny*, 'kn' as in *knock*  
/p/ spelled 'p' as in *pet*, 'pp' as in *happy*  
/r/ spelled 'r' as in *red*, 'rr' as in *earring*, 'wr' as in *wrist*  
/s/ spelled 's' as in *sit*, 'ss' as in *dress*, 'c' as in *cent*, 'ce' as in *prince*, 'se' as in *rinse*  
/t/ spelled 't' as in *top*, 'tt' as in *butter*, 'ed' as in *asked*  
/v/ spelled 'v' as in *vet*, 've' as in *twelve*  
/w/ spelled 'w' as in *wet*, 'wh' as in *when*  
/x/ spelled 'x' as in *tax*  
/y/ spelled 'y' as in *yes*  
/z/ spelled 'z' as in *zip*, 'zz' as in *buzz*, 's' as in *dogs*  
/ch/ spelled 'ch' as in *chop*, 'tch' as in *itch*  
/sh/ spelled 'sh' as in *ship*  
/th/ spelled 'th' as in *thin*  
/th/ spelled 'th' as in *then*  
/qu/ spelled 'qu' as in *quick*  
/ng/ spelled 'ng' as in *sing*, 'n' as in *pink*

#### VOWEL SOUNDS AND SPELLINGS TAUGHT IN SECOND GRADE

/a/ spelled 'a' as in *cat*  
/e/ spelled 'e' as in *get*, 'ea' as in *head*  
/i/ spelled 'i' as in *hit*, 'y' as in *myth*  
/o/ spelled 'o' as in *hot*, 'a' as in *wall*  
/u/ spelled 'u' as in *but*, 'o' as in *son*  
/ae/ spelled 'a\_e' as in *cake*, 'ai' as in *wait*, 'ay' as in *day*, 'a' as in *paper*, 'ey' as in *hey*,  
'ei' as in *weight*, 'ea' as in *great*  
/ee/ spelled 'ee' as in *bee*, 'e' as in *me*, 'y' as in *funny*, 'ea' as in *beach*, 'e\_e' as in *Pete*,  
'ie' as in *cookie*, 'i' as in *ski*, 'ey' as in *key*

/ie/ spelled 'i\_e' as in *bike*, 'i' as in *biting*, 'y' as in *try*, 'ie' as in *tie*, 'igh' as in *night*  
 /oe/ spelled 'o\_e' as in *note*, 'oa' as in *boat*, 'oe' as in *toe*, 'o' as in *open*, 'ow' as in *snow*  
 /ue/ spelled 'u\_e' as in *cute*, 'u' as in *unit*, 'ue' as in *cue*  
 /aw/ spelled 'aw' as in *paw*, 'au' as in *Paul*, 'augh' as in *caught*, 'ough' as in *bought*  
 /oo/ spelled 'oo' as in *look*, 'u' as in *student*, 'ue' as in *blue*, 'ui' as in *fruit*, 'ew' as in  
*new*, 'u\_e' as in *tune*  
 /oo/ spelled 'oo' as in *soon*  
 /ou/ spelled 'ou' as in *shout*, 'ow' as in *now*  
 /oi/ spelled 'oi' as in *oil*, 'oy' as in *toy*  
 /er/ spelled 'er' as in *her*, 'ur' as in *hurt*, 'ir' as in *bird*, 'ar' as in *dollar*  
 /ar/ spelled 'ar' as in *car*  
 /or/ spelled 'or' as in *for*, 'ore' as in *more*, 'our' as in *four*, 'oor' as in *door*  
 Schwa spelled 'a' as in *about*  
 /shun/ spelled 'tion' as in *mention*

## B. ORAL READING AND FLUENCY

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 20 minutes each day.

## C. READING COMPREHENSION—ALL TEXTS

**Teachers:** At the second grade level, students should be demonstrating ever-increasing code knowledge and fluency in their independent reading, allowing them to focus more intently on the meaning of what they are reading. This increased focus on reading comprehension is reflected in the number and complexity of the objectives below, as compared to earlier grades. However, it is important to remember that listening comprehension still far exceeds reading comprehension and that children's ability to talk about what they have heard and/or read will exceed their ability to demonstrate that understanding in writing.

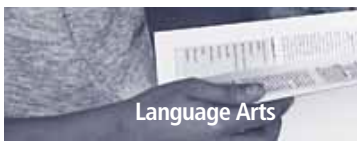
- Demonstrate understanding of text—the majority of which is decodable—after independent reading.

### Grasping Specific Details and Key Ideas

- Sequence four to six pictures illustrating events from a text that has been read independently.
- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
- Retell key details from a text that has been read independently.
- Summarize in one's own words selected parts of a text.
- Ask questions to clarify information about a text that has been read independently.
- Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

### Observing Craft and Structure

- Identify basic text features and what they mean, including title, table of contents, chapter headings and captions.
- Understand and use words and phrases from a text that has been read independently.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.
- Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.



### Integrating Information and Evaluating Evidence

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information that is read independently and then ask questions to clarify this information.
- Identify who is telling a story or providing information in a text.
- Identify temporal words that link and sequence events, i.e., *first, next, then*, etc.
- Identify words that link ideas, i.e., *for example, also, in addition*.

### D. READING COMPREHENSION—FICTION, DRAMA, AND POETRY

- Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places, and events.
- Identify repetitions in phrases, refrains, or sounds in poems or songs.
- Describe the use of rhyme, rhythm and sensory images used in poetry.

### E. READING COMPREHENSION—NONFICTION AND INFORMATIONAL TEXT

**Teachers: Select nonfiction topics from the second grade history, science, music and visual arts topics listed on pages 61–75 with emphasis on history and science.**

- Generate questions and seek information from multiple sources to answer questions.
- Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.
- Interpret information presented in diagrams, charts, graphs, etc.
- With assistance, categorize and organize facts and information for a given topic.
- With assistance, create and interpret timelines and lifelines related to text read independently.
- Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

## III. Writing

**Teachers: Students develop ever increasing code knowledge and fluency in reading during second grade and, as a result, most will also become increasingly comfortable and competent in expressing their thoughts and ideas in writing.**

Teachers should, however, have age appropriate expectations about what second grade student writing should resemble. Students’ spelling skills will often lag behind the code knowledge they demonstrate in reading. It is reasonable to expect that the students will use the letter-sound correspondences they have learned thus far to set down plausible spellings for the sounds in the word.



For example, a student who writes *doller* for *dollar*, *wate* for *wait* or *weight* has set down a plausible spelling for each sound in the word, using the code knowledge taught in this grade. This should be seen as acceptable spelling for this stage of literacy acquisition. With continued writing practice, students should begin to include more dictionary correct spellings for words that they read and write frequently. Dictionary-correct spelling as the rule will be a realistic goal when students have learned more spellings, had repeated writing practice opportunities and have learned how to use a dictionary to check spelling.

At the second grade level, teachers should model and scaffold use of a writing process, such as “Plan-Draft-Edit,” as students learn to write in various genres. It is important, though, not to dampen student enthusiasm for writing by rigidly insisting that *all* student writing be edited over and over again to bring the text to the “publication” stage. A sensible balance that encourages children to use their current skill knowledge when writing, as well as a simple editing rubric for review—without stifling creative expression—is optimal at the second grade level.

#### Writing to Reflect Audience, Purpose and Task

- Add details to writing.
- Begin to use tools, including technology, to plan, draft, and edit writing.

#### Conducting Research

- Gather information from experiences or provided text sources.

#### A. NARRATIVE WRITING

- Write a familiar story that includes setting(s), character(s), dialogue, and if appropriate, several events, using temporal words and phrases to indicate the chronology of events.
- Write a personal narrative.
- Create a title and an ending that are relevant to the narrative.

#### B. INFORMATIVE/EXPLANATORY WRITING

- Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).
- Group similar information into paragraphs.
- Use linking words such as *also*, *another*, *and*, etc. to connect ideas within a paragraph.

#### C. PERSUASIVE WRITING (OPINION)

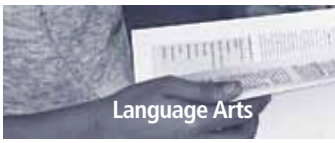
- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion.
- Use words to link opinions with reasons or supporting details, such as *because*, *also*, *another*.
- Create a title that is relevant to the topic or subject of the text.
- If writing about a specific book or read-aloud, refer to the content of the text.

### IV. Language Conventions

- Form sentences and paragraphs to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.

#### A. SPELLING

- Write phonemically plausible spellings for words using current code knowledge, e.g., write *doller* for *dollar*, *wate* for *wait* or *weight*.
- Write words, phrases, and sentences from dictation, applying phonics knowledge.
- Alphabetize words to the second letter.
- Use a children’s dictionary, with assistance, to check spelling and verify the meaning of words.
- Identify and use synonyms, antonyms, homophones, and compound words.



## B. PARTS OF SPEECH AND SENTENCE STRUCTURE

- Recognize, identify and use subject, object, and possessive pronouns, i.e., *I, me, my, they, them*, orally, in written text and in own writing.
- Recognize, identify and use correct noun-pronoun agreement orally, in written text and in own writing.
- Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.
- Recognize, identify, and use the articles *a* and *an* appropriately orally, in written text and in own writing.
- Recognize, identify and use selected regular and irregular plural nouns orally, in written text and in own writing.
- Recognize, identify and use selected regular and irregular past, present, and future tense verbs orally, in written text, and in own writing.
- Recognize, identify, and use adjectives orally, in written text, and in own writing.
- Recognize, identify, and use adverbs orally, in written text, and in own writing.
- Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.
- Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.
- Recognize, identify, and use complete simple and compound sentences.

## C. CAPITALIZATION, AND PUNCTUATION

- Capitalize the first word in a sentence, the pronoun *I*, and proper nouns (names and places,) months, days of the week, titles of people, and addresses.
- Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.
- Identify and use end punctuation, including periods, question marks, and exclamation points.
- Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.
- Write a simple friendly letter.
- Use apostrophes to create contractions and indicate possession, i.e., *cat's meow*.
- Use quotation marks appropriately to designate direct speech.

## V. Poetry

**Note:** The poems listed here constitute a selected core of poetry for this grade. You are encouraged to expose children to more poetry, old and new, and to have children write their own poems. To bring children into the spirit of poetry, read it aloud and encourage them to read it aloud so they can experience the music in the words.

See below, Literary Terms—*limerick, re Edward Lear.*

Bed in Summer (Robert Louis Stevenson)  
Bee! I'm expecting you (Emily Dickinson)  
Buffalo Dusk (Carl Sandburg)  
Caterpillars (Aileen Fisher)  
Discovery (Harry Behn)  
Harriet Tubman (Eloise Greenfield)  
Hurt No Living Thing (Christina Rossetti)  
Lincoln (Nancy Byrd Turner)  
The Night Before Christmas (Clement Clarke Moore)  
Rudolph Is Tired of the City (Gwendolyn Brooks)  
Seashell (Federico Garcia Lorca)  
Smart (Shel Silverstein)  
Something Told the Wild Geese (Rachel Field)  
There Was an Old Man with a Beard (Edward Lear)  
Who Has Seen the Wind? (Christina Rossetti)  
Windy Nights (Robert Louis Stevenson)



## VI. Fiction

**Note:** Review Drama from first grade, and engage children in dramatic activities, possibly with one of the stories below in the form of a play.

**Teachers:** The titles listed below are available in a variety of editions, including both adaptations for novice readers and others that lend themselves to reading aloud to children—for example, *Charlotte’s Web* or “How the Camel Got His Hump.” It is recommended that you provide a mixture of texts. Editions designed for beginning readers can help children practice decoding skills. Read-aloud texts, which the children may not be capable of reading on their own, can be understood when the words are read aloud and talked about with a helpful adult. Such active listening to vocabulary and syntax that go beyond the limits of grade-level readability formulas is an important part of developing an increasingly sophisticated verbal sense.

The titles below constitute a core of stories for this grade. Expose children to many more stories, including classic picture books, read-aloud books, etc. (In schools, teachers across grade levels should communicate their choices in order to avoid undue repetition.) Children should also be exposed to nonfiction prose—biographies, books on science and history, books on art and music—and they should be given opportunities to tell and write their own stories.

### A. STORIES

Beauty and the Beast  
 The Blind Men and the Elephant (a fable from India)  
*A Christmas Carol* (Charles Dickens)  
*Charlotte’s Web* (E. B. White)  
 The Emperor’s New Clothes (Hans Christian Andersen)  
 The Fisherman and His Wife (Brothers Grimm)  
 How the Camel Got His Hump (a “Just-So” story by Rudyard Kipling)  
 Iktomi stories (legends of the Plains Indian trickster figure, such as Iktomi Lost His Eyes; Iktomi and the Berries; Iktomi and the Boulder)  
 The Magic Paintbrush (a Chinese folktale)  
 El Pajaro Cu (a Hispanic folktale)  
 selections from *Peter Pan* (James M. Barrie)  
 Talk (a West African folktale)  
 The Tiger, the Brahman, and the Jackal (a folktale from India)  
 The Tongue-Cut Sparrow (a folktale from Japan)

### B. MYTHOLOGY OF ANCIENT GREECE

**Teachers:** See *World History and Geography 2: The Ancient Greek Civilization*.

- Gods of Ancient Greece (and Rome)
 

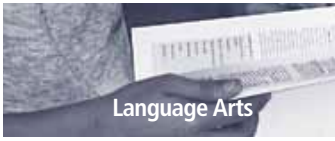
Zeus (Jupiter)	Ares (Mars)
Hera (Juno)	Hermes (Mercury)
Apollo (Apollo)	Athena (Minerva)
Artemis (Diana)	Hephaestus (Vulcan)
Poseidon (Neptune)	Dionysus (Bacchus)
Aphrodite (Venus)	Eros (Cupid)
Demeter (Ceres)	Hades (Pluto)
- Mount Olympus: home of the gods
- Mythological creatures and characters
  - Atlas (holding the world on his shoulders)
  - centaurs
  - Cerberus
  - Pegasus
  - Pan
- Greek Myths
  - Prometheus (how he brought fire from the gods to men)
  - Pandora’s Box
  - Oedipus and the Sphinx
  - Theseus and the Minotaur
  - Daedalus and Icarus

**Note:** “The Magic Paintbrush” is also known as “Tye May and the Magic Brush” and “Liang [or Ma Liang] and the Magic Brush.”

See also *World History 2: India*, re “The Blind Men and the Elephant” and “The Tiger, the Brahman, and the Jackal.”

**Note:** Roman names are listed in parentheses because, although children do not study ancient Rome until third grade in the *Core Knowledge Sequence*, you are likely to encounter both Greek and Roman names in various books of myths you may use.

**Note:** Students will read more myths in third grade; see *Language Arts 3*.



Arachne the Weaver  
Swift-footed Atalanta  
Demeter and Persephone  
Hercules (Heracles) and the Labors of Hercules

**C. AMERICAN FOLK HEROES AND TALL TALES**

**Teachers:** Johnny Appleseed and Casey Jones were introduced in kindergarten.

See also Music 2: III. Songs,  
"John Henry."

Paul Bunyan  
Johnny Appleseed  
John Henry  
Pecos Bill  
Casey Jones

**D. LITERARY TERMS**

**Teachers:** In the course of their studies, children should learn the following terms:

myth  
tall tale  
limerick

**VII. Sayings and Phrases**

**Teachers:** Every culture has phrases and proverbs that make no sense when carried over literally into another culture. For many children, this section may not be needed; they will have picked up these sayings by hearing them at home and among friends. But the sayings have been one of the categories most appreciated by teachers who work with children from home cultures that differ from the standard culture of literate American English.

Back to the drawing board  
Better late than never  
Cold feet  
Don't cry over spilled milk.  
Don't judge a book by its cover.  
Easier said than done  
Eaten out of house and home  
Get a taste of your own medicine  
Get up on the wrong side of the bed  
In hot water  
Keep your fingers crossed.  
Practice what you preach.  
The real McCoy  
Two heads are better than one.  
Turn over a new leaf  
Where there's a will there's a way.  
You can't teach an old dog new tricks.