Pennsylvania English Language Arts

Grade 2

Adopted 2014

Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. CC.1.1

Phonics and Word Recognition

D. 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.
Decode two-syllable words with long vowels and words with common prefixes and suffixes.
Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
Read grade-appropriate irregularly spelled words. CC.1.1.2.D

Fluency

E. Read with 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. CC.1.1.2.E

Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. CC.1.2

Key Ideas and Details - Main Idea

A. Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text. CC.1.2.2.A

Key Ideas and Details - Text Analysis

B. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.B

C. Describe the connection between a series of events, concepts, or steps in a procedure within a text. CC.1.2.2.C

Craft and Structure - Text Structure

E. Use various text features and search tools to locate key facts or information in a text efficiently. CC.1.2.2.E

Craft and Structure - Vocabulary

F. Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. CC.1.2.2.F

Integration of Knowledge and Ideas - Diverse Media

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. Explain how graphic representations contribute to and clarify a text. CC.1.2.2.G

Integration of Knowledge and Ideas - Evaluating Arguments

H. Describe how reasons support specific points the author makes in a text. CC.1.2.2.H

Integration of Knowledge and Ideas - Analysis Across Texts

I. Compare and contrast the most important points presented by two texts on the same topic. CC.1.2.2.I

Vocabulary Acquisition and Use

J. Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.2.2.J

K. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools. CC.1.2.2.K

Range of Reading

L. Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. CC.1.2.2.L

Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. CC.1.3

Key Ideas and Details - Theme

A. Recount stories and determine their central message, lesson, or moral. CC.1.3.2.A

Key Ideas and Details - Text Analysis

B. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.3.2.B

Key Ideas and Details - Literary Elements

C. Describe how characters in a story respond to major events and challenges. CC.1.3.2.C

Craft and Structure - Point of View

D. Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. CC.1.3.2.D

Craft and Structure - Text Structure

E. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. CC.1.3.2.E

Craft and Structure - Vocabulary

F. Describe how words and phrases supply rhythm and meaning in a story, poem, or song. CC.1.3.2.F

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G. Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. CC.1.3.2.G

Integration of Knowledge and Ideas - Text Analysis

H. Compare and contrast two or more versions of the same story by different authors or from different cultures. CC.1.3.2.H

Vocabulary Acquisition and Use - Strategies

I. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools. CC.1.3.2.I

Vocabulary Acquisition and Use

J. Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. CC.1.3.2.J

Range of Reading

K. Read and comprehend literature on grade level, reading independently and proficiently. CC.1.3.2.K

Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.1.4

Informative/Explanatory

A. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.2.A

Informative/Explanatory - Focus

B. Identify and introduce the topic. CC.1.4.2.B

Informative/Explanatory - Content

C. Develop the topic with facts and/or definitions. CC.1.4.2.C

Informative/Explanatory - Organization

D. Group information and provide a concluding statement or section. CC.1.4.2.D

Informative/Explanatory - Style

E. Choose words and phrases for effect. CC.1.4.2.E

Informative/Explanatory - Conventions of Language

F. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns.
Use commas and apostrophes appropriately.
Spell words drawing on common spelling patterns.
Consult reference material as needed. CC.1.4.2.F

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pinion/Argumentative

. Write opinion pieces on familiar topics or texts. CC.1.4.2.G

Opinion/Argumentative - Focus

H. Identify the topic and state an opinion. CC.1.4.2.H

Opinion/Argumentative - Content

I. Support the opinion with reasons that include details connected to the opinion. CC.1.4.2.I

Opinion/Argumentative - Organization

J. Create an organizational structure that includes reasons and includes a concluding statement. CC.1.4.2.J

Opinion/Argumentative - Style

K. Use a variety of words and phrases to appeal to the audience. CC.1.4.2.K

Opinion/Argumentative - Conventions of Language

L. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns.
Use commas and apostrophes appropriately.
Spell words drawing on common spelling patterns.
Consult reference material as needed. CC.1.4.2.L

Narrative

M. Write narratives to develop real or imagined experiences or events. CC.1.4.2.M

Narrative - Focus

N. Establish a situation and introduce a narrator and/or characters. CC.1.4.2.N

Narrative - Content

O. Include thoughts and feelings to describe experiences and events to show the response of characters to situations. CC.1.4.2.O

Narrative - Organization

P. Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. CC.1.4.2.P

Narrative - Style

Q. Choose words and phrases for effect. CC.1.4.2.Q

Narrative - Conventions of Language

R. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns.
Use commas and apostrophes appropriately.
Spell words drawing on common spelling patterns.
Consult reference material as needed. CC.1.4.2.R

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Production and Distribution of Writing - Writing Process

T. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. CC.1.4.2.T

Technology and Publication

U. With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. CC.1.4.2.U

Conducting Research

V. Participate in individual or shared research and writing projects. CC.1.4.2.V

Credibility, Reliability, and Validity of Sources

W. Recall information from experiences or gather information from provided sources to answer a question. CC.1.4.2.W

Range of Writing

X. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC.1.4.2.X

Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. CC.1.5

Comprehension and Collaboration - Collaborative Discussion

A. Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.A

Comprehension and Collaboration - Critical Listening

B. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. CC.1.5.2.B

Comprehension and Collaboration - Evaluating Information

C. 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. CC.1.5.2.C

Presentation of Knowledge and Ideas - Purpose, Audience, and Task

D. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.1.5.2.D

Presentation of Knowledge and Ideas - Context

E. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.E

Integration of Knowledge and Ideas - Multimedia

Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. CC.1.5.2.F

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Conventions of Standard English

G. Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content. CC.1.5.2.G