

**Main Criteria:** Classroom Supplement Units Grade 2  
**Secondary Criteria:** Pennsylvania Academic Standards  
**Subject:** Language Arts  
**Grade:** 2

## Classroom Supplement Units Grade 2

Pre-writing

### Pennsylvania Academic Standards

#### Language Arts

Grade 2 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	PA.CC.1.1.2.	<b>Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>
<b>STANDARD AREA / STATEMENT</b>		Phonics and Word Recognition
<b>STANDARD</b>	CC.1.1.2.D.	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>DESCRIPTOR / STANDARD</b>	CC.1.1.2.D.1.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>DESCRIPTOR / STANDARD</b>	CC.1.1.2.D.2.	Decode two-syllable words with long vowels and words with common prefixes and suffixes.
<b>SUBJECT / STANDARD AREA</b>	PA.CC.1.1.2.	<b>Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>
<b>STANDARD AREA / STATEMENT</b>		Fluency
<b>STANDARD</b>	CC.1.1.2.E.	Read with accuracy and fluency to support comprehension.
<b>DESCRIPTOR / STANDARD</b>	CC.1.1.2.E.1.	Read on-level text with purpose and understanding.
<b>DESCRIPTOR / STANDARD</b>	CC.1.1.2.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>SUBJECT / STANDARD AREA</b>	PA.CC.1.2.2.	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		Key Ideas and Details: Text Analysis
<b>STANDARD</b>	CC.1.2.2.B.	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>SUBJECT / STANDARD AREA</b>	PA.CC.1.2.2.	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		Craft and Structure: Vocabulary
<b>STANDARD</b>	CC.1.2.2.F.	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
<b>SUBJECT / STANDARD AREA</b>	PA.CC.1.2.2.	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	CC.1.2.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<b>STANDARD</b>	CC.1.2.2.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.

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.2.2.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Reading</b>
<b>STANDARD</b>	<b>CC.1.2.2.L.</b>	<b>Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</b>
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.2.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Theme</b>
<b>STANDARD</b>	<b>CC.1.3.2.A.</b>	<b>Recount stories and determine their central message, lesson, or moral.</b>
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.2.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Text Analysis</b>
<b>STANDARD</b>	<b>CC.1.3.2.B.</b>	<b>Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.2.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Literary Elements</b>
<b>STANDARD</b>	<b>CC.1.3.2.C.</b>	<b>Describe how characters in a story respond to major events and challenges.</b>
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.2.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Text Structure</b>
<b>STANDARD</b>	<b>CC.1.3.2.E.</b>	<b>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b>
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.2.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
<b>STANDARD</b>	<b>CC.1.3.2.F.</b>	<b>Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</b>
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.2.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Integration of Knowledge and Ideas: Sources of Information</b>
<b>STANDARD</b>	<b>CC.1.3.2.G.</b>	<b>Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</b>
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.3.2.</b>	<b>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.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use: Strategies</b>
<b>STANDARD</b>	<b>CC.1.3.2.I.</b>	<b>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.</b>

SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2.K.	Read and comprehend literature on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.2.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.F.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.2.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.L.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.2.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.R.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.2.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.2.B.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD		Comprehension and Collaboration: Evaluating Information

AREA / STATEMENT		
STANDARD	CC.1.5.2.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.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.2.D.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.2.E.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.2.G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Unit 1

Pennsylvania Academic Standards

Language Arts

Grade 2 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonics and Word Recognition
STANDARD	CC.1.1.2.D.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / STANDARD	CC.1.1.2.D.1.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DESCRIPTOR / STANDARD	CC.1.1.2.D.2.	Decode two-syllable words with long vowels and words with common prefixes and suffixes.
DESCRIPTOR / STANDARD	CC.1.1.2.D.3.	Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
DESCRIPTOR / STANDARD	CC.1.1.2.D.4.	Read grade-appropriate irregularly spelled words.
SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.2.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.2.E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.2.E.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / STANDARD	CC.1.1.2.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SUBJECT / STANDARD AREA	PA.CC.1.2.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.2.B.	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	CC.1.2.2.C.	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.2.F.	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	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.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.2.H.	Describe how reasons support specific points the author makes in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	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.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
STANDARD	CC.1.2.2.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.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.2.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.2.A.	Recount stories and determine their central message, lesson, or moral.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.2.B.	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD		Key Ideas and Details: Literary Elements

AREA / STATEMENT		
STANDARD	CC.1.3.2.C.	Describe how characters in a story respond to major events and challenges.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.2.D.	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.2.E.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.2.F.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Sources of Information
STANDARD	CC.1.3.2.G.	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.2.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.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2.K.	Read and comprehend literature on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content

STATEMENT		
STANDARD	CC.1.4.2. C.	Develop the topic with facts and/or definitions.
SUBJECT / STANDARD AREA	PA.CC.1. 4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.2. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2. F.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1. 4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.2. L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2. L.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1. 4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.2. R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2. R.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1. 5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.2. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1. 5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.2. B.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1. 5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.2. 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.
SUBJECT / STANDARD AREA	PA.CC.1. 5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.2. D.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.2.E.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.2.G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Unit 2

Pennsylvania Academic Standards

Language Arts

Grade 2 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonics and Word Recognition
STANDARD	CC.1.1.2.D.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / STANDARD	CC.1.1.2.D.1.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DESCRIPTOR / STANDARD	CC.1.1.2.D.2.	Decode two-syllable words with long vowels and words with common prefixes and suffixes.
DESCRIPTOR / STANDARD	CC.1.1.2.D.3.	Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
DESCRIPTOR / STANDARD	CC.1.1.2.D.4.	Read grade-appropriate irregularly spelled words.
SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.2.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.2.E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.2.E.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / STANDARD	CC.1.1.2.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.2.B.	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	CC.1.2.2.C.	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and



AREA		making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.2.F.	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	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.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
STANDARD	CC.1.2.2.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.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.2.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.2.A.	Recount stories and determine their central message, lesson, or moral.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.2.B.	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.2.C.	Describe how characters in a story respond to major events and challenges.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.2.D.	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.2.E.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
SUBJECT /	PA.CC.1.	Reading Literature: Students read and respond to works of literature—with emphasis

STANDARD AREA	3.2.	on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.2. F.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Sources of Information
STANDARD	CC.1.3.2. G.	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.2. 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.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.2. J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.2. C.	Develop the topic with facts and/or definitions.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.2. E.	Choose words and phrases for effect.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.2. F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2. F.3.	Spell words drawing on common spelling patterns.

SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.2.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.L.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative
STANDARD	CC.1.4.2.M.	Write narratives to develop real or imagined experiences or events.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.2.Q.	Choose words and phrases for effect
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.2.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.R.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.2.T.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.2.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.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.2.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening

STATEMENT		
STANDARD	CC.1.5.2. B.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.2. 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.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.2. D.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.2. E.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.2. G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Unit 3

Pennsylvania Academic Standards

Language Arts

Grade 2 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonics and Word Recognition
STANDARD	CC.1.1.2. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / STANDARD	CC.1.1.2. D.1.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DESCRIPTOR / STANDARD	CC.1.1.2. D.2.	Decode two-syllable words with long vowels and words with common prefixes and suffixes.
DESCRIPTOR / STANDARD	CC.1.1.2. D.3.	Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
DESCRIPTOR / STANDARD	CC.1.1.2. D.4.	Read grade-appropriate irregularly spelled words.
SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency

STANDARD	CC.1.1.2. E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.2. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.2. E.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / STANDARD	CC.1.1.2. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.2. B.	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.2. A.	Recount stories and determine their central message, lesson, or moral.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.2. B.	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.2. C.	Describe how characters in a story respond to major events and challenges.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.2. D.	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.2. E.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.2. F.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas

AREA		and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Sources of Information
STANDARD	CC.1.3.2.G.	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2.K.	Read and comprehend literature on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.2.E.	Choose words and phrases for effect.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.2.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.F.3.	Spell words drawing on common spelling patterns.
DESCRIPTOR / STANDARD	CC.1.4.2.F.4.	Consult reference material as needed.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.2.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.L.3.	Spell words drawing on common spelling patterns.
DESCRIPTOR / STANDARD	CC.1.4.2.L.4.	Consult reference material as needed.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative
STANDARD	CC.1.4.2.M.	Write narratives to develop real or imagined experiences or events.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.2.Q.	Choose words and phrases for effect
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.2.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.R.3.	Spell words drawing on common spelling patterns.
DESCRIPTOR / STANDARD	CC.1.4.2.R.4.	Consult reference material as needed.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.2.T.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.2.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.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.2.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.2.B.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.2.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.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.2.D.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.2.	Produce complete sentences when appropriate to task and situation in order to

	E.	provide requested detail or clarification.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.2.G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Unit 4

Pennsylvania Academic Standards

Language Arts

Grade 2 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonics and Word Recognition
STANDARD	CC.1.1.2.D.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / STANDARD	CC.1.1.2.D.1.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DESCRIPTOR / STANDARD	CC.1.1.2.D.2.	Decode two-syllable words with long vowels and words with common prefixes and suffixes.
DESCRIPTOR / STANDARD	CC.1.1.2.D.3.	Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
DESCRIPTOR / STANDARD	CC.1.1.2.D.4.	Read grade-appropriate irregularly spelled words.
SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.2.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.2.E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.2.E.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / STANDARD	CC.1.1.2.E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Main Idea
STANDARD	CC.1.2.2.A.	Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.2.B.	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	CC.1.2.2.C.	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
SUBJECT /	PA.CC.1.	Reading Informational Text: Students read, understand, and respond to



STANDARD AREA	2.2.	informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.2.F.	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	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.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Evaluating Arguments
STANDARD	CC.1.2.2.H.	Describe how reasons support specific points the author makes in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	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.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
STANDARD	CC.1.2.2.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.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.2.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.2.A.	Recount stories and determine their central message, lesson, or moral.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.2.B.	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.2.C.	Describe how characters in a story respond to major events and challenges.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.2.D.	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.2.E.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.2.F.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Sources of Information
STANDARD	CC.1.3.2.G.	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.2.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.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2.K.	Read and comprehend literature on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.2.C.	Develop the topic with facts and/or definitions.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.2.E.	Choose words and phrases for effect.
SUBJECT /	PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear

STANDARD AREA	4.2.	and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.2.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.F.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.2.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.L.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative
STANDARD	CC.1.4.2.M.	Write narratives to develop real or imagined experiences or events.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.2.Q.	Choose words and phrases for effect
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.2.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.R.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.2.T.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.2.W.	Recall information from experiences or gather information from provided sources to answer a question.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing

STATEMENT		
STANDARD	CC.1.4.2. 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.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.2. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.2. B.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.2. 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.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.2. D.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.2. E.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.2. G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Unit 5

Pennsylvania Academic Standards

Language Arts

Grade 2 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonics and Word Recognition

STANDARD	CC.1.1.2. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / STANDARD	CC.1.1.2. D.1.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DESCRIPTOR / STANDARD	CC.1.1.2. D.2.	Decode two-syllable words with long vowels and words with common prefixes and suffixes.
DESCRIPTOR / STANDARD	CC.1.1.2. D.3.	Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
DESCRIPTOR / STANDARD	CC.1.1.2. D.4.	Read grade-appropriate irregularly spelled words.
SUBJECT / STANDARD AREA	PA.CC.1. 1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.2. E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.2. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.2. E.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / STANDARD	CC.1.1.2. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.2. B.	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.2. A.	Recount stories and determine their central message, lesson, or moral.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.2. B.	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.2. C.	Describe how characters in a story respond to major events and challenges.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.2. D.	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
SUBJECT /	PA.CC.1.	Reading Literature: Students read and respond to works of literature—with emphasis

STANDARD AREA	3.2.	on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.2.E.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.2.F.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Sources of Information
STANDARD	CC.1.3.2.G.	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2.K.	Read and comprehend literature on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.2.C.	Develop the topic with facts and/or definitions.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.2.E.	Choose words and phrases for effect.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.2.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.F.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.2.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR /	CC.1.4.2.	Spell words drawing on common spelling patterns.

STANDARD	L.3.	
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative
STANDARD	CC.1.4.2.M.	Write narratives to develop real or imagined experiences or events.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.2.Q.	Choose words and phrases for effect
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.2.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.R.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.2.T.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.2.W.	Recall information from experiences or gather information from provided sources to answer a question.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.2.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.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.2.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening

STANDARD	CC.1.5.2. B.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.2. 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.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Purpose, Audience, and Task
STANDARD	CC.1.5.2. D.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.2. E.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Conventions of Standard English
STANDARD	CC.1.5.2. G.	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

Unit 7

Pennsylvania Academic Standards  
Language Arts  
Grade 2 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Phonics and Word Recognition
STANDARD	CC.1.1.2. D.	Know and apply grade-level phonics and word analysis skills in decoding words.
DESCRIPTOR / STANDARD	CC.1.1.2. D.1.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
DESCRIPTOR / STANDARD	CC.1.1.2. D.2.	Decode two-syllable words with long vowels and words with common prefixes and suffixes.
DESCRIPTOR / STANDARD	CC.1.1.2. D.3.	Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
DESCRIPTOR / STANDARD	CC.1.1.2. D.4.	Read grade-appropriate irregularly spelled words.
SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.2. E.	Read with accuracy and fluency to support comprehension.



DESCRIPTOR / STANDARD	CC.1.1.2. E.1.	Read on-level text with purpose and understanding.
DESCRIPTOR / STANDARD	CC.1.1.2. E.2.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
DESCRIPTOR / STANDARD	CC.1.1.2. E.3.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
SUBJECT / STANDARD AREA	PA.CC.1. 2.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.2. B.	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.2. A.	Recount stories and determine their central message, lesson, or moral.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.3.2. B.	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Key Ideas and Details: Literary Elements
STANDARD	CC.1.3.2. C.	Describe how characters in a story respond to major events and challenges.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Point of View
STANDARD	CC.1.3.2. D.	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Text Structure
STANDARD	CC.1.3.2. E.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.3.2. F.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	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.

STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Sources of Information
STANDARD	CC.1.3.2.G.	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	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.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2.K.	Read and comprehend literature on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Content
STANDARD	CC.1.4.2.C.	Develop the topic with facts and/or definitions.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Style
STANDARD	CC.1.4.2.E.	Choose words and phrases for effect.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Informative/Explanatory: Conventions of Language
STANDARD	CC.1.4.2.F.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.F.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Opinion/Argumentative: Conventions of Language
STANDARD	CC.1.4.2.L.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.L.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative
STANDARD	CC.1.4.2.M.	Write narratives to develop real or imagined experiences or events.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Style
STANDARD	CC.1.4.2.Q.	Choose words and phrases for effect
SUBJECT /	PA.CC.1.	Writing: Students write for different purposes and audiences. Students write clear

STANDARD AREA	4.2.	and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Narrative: Conventions of Language
STANDARD	CC.1.4.2.R.	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
DESCRIPTOR / STANDARD	CC.1.4.2.R.3.	Spell words drawing on common spelling patterns.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Production and Distribution of Writing: Writing Process
STANDARD	CC.1.4.2.T.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Credibility, Reliability, and Validity of Sources
STANDARD	CC.1.4.2.W.	Recall information from experiences or gather information from provided sources to answer a question.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
STANDARD AREA / STATEMENT		Range of Writing
STANDARD	CC.1.4.2.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.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.2.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.2.B.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.2.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.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Presentation of Knowledge and Ideas: Context
STANDARD	CC.1.5.2.	Produce complete sentences when appropriate to task and situation in order to

	E.	provide requested detail or clarification.
<b>SUBJECT / STANDARD AREA</b>	PA.CC.1.5.2.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	CC.1.5.2.G.	<b>Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.</b>

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