

# Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: Pennsylvania Core and Academic Standards

Subject: Language Arts

Grade: 2

## Classroom Supplement and Lesson Plans, Second Grade

WEEK 31 P. 289 - 295 IN PDF

### Pennsylvania Core and Academic Standards

#### Language Arts

Grade 2 - Adopted: 2014

**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: 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**

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.

<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</b>
STANDARD	CC.1.3.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<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>Range of Reading</b>
STANDARD	CC.1.3.2.K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.2.A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.2.B.	Identify and introduce the topic.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.2.C.	Develop the topic with facts and/or definitions.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>

STANDARD	CC.1.4.2. D.	Group information and provide a concluding statement or section.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>

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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>

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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Collaborative Discussion</b>

STANDARD	CC.1.5.2. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Critical Listening</b>

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.
----------	-----------------	---

WEEK 32 P. 297 - 303 IN PDF

## Pennsylvania Core and Academic Standards

### Language Arts

#### Grade 2 - Adopted: 2014

<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>Key Ideas and Details: Text Analysis</b>

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.
<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>
STANDARD	CC.1.3.2. A.	Recount stories and determine their central message, lesson, or moral.
<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>
STANDARD	CC.1.3.2. C.	Describe how characters in a story respond to major events and challenges.
<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>
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.
<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</b>
STANDARD	CC.1.3.2. J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<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>Range of Reading</b>
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>

STANDARD	CC.1.4.2. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.2. B.	Identify and introduce the topic.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.2. C.	Develop the topic with facts and/or definitions.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.2. D.	Group information and provide a concluding statement or section.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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.

Week 01: Pre-Writing, p. 33-39

**Pennsylvania Core and 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.

**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: Literary Elements
STANDARD	CC.1.3.2. C.	Describe how characters in a story respond to major events and challenges.
<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>
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.
<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>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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.

Week 02: Pre-Writing, p. 41-47

## Pennsylvania Core and Academic Standards

### Language Arts

Grade 2 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.1.2.</b>	<b>Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>
--------------------------------	---------------------	--

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.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	<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>
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.	<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>
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.	<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>
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.	<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>
STANDARD AREA / STATEMENT		Integration of Knowledge and Ideas: Text Analysis
STANDARD	CC.1.3.2. H.	Compare and contrast two or more versions of the same story by different authors or from different cultures.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	<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>
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.
<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>Range of Reading</b>
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
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.1.	Capitalize proper nouns.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>
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.1.	Capitalize proper nouns.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
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.1.	Capitalize proper nouns.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Collaborative Discussion</b>
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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Critical Listening</b>
----------------------------------	--	--

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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Presentation of Knowledge and Ideas: Context</b>
----------------------------------	--	---

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

Week 03: Introduction to Unit 1 Note Making and Outlines, 49-57

**Pennsylvania Core and 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Fluency</b>
----------------------------------	--	----------------

<b>STANDARD</b>	<b>CC.1.1.2.E.</b>	<b>Read with accuracy and fluency to support comprehension.</b>
-----------------	--------------------	---

DESCRIPTOR / STANDARD      CC.1.1.2.E.2.      Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

**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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Theme</b>
----------------------------------	--	-------------------------------------

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: Literary Elements
STANDARD	CC.1.3.2. C.	Describe how characters in a story respond to major events and challenges.
<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>
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.
<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>
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.
<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>
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.
<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>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>

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.

Week 04: Unit 1 Note Making and Outlines, p. 59-65

## Pennsylvania Core and 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.

**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. 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		Vocabulary Acquisition and Use
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.
<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>
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.2. A.	Recount stories and determine their central message, lesson, or moral.
<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>
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.
<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>
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.
<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>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.2. .	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.1.3.2.</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>
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.
<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>

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.1.5.2. **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.

Week 05: Unit 1 Note Making and Outlines, p. 67-73

## Pennsylvania Core and 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.

**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: Literary Elements
STANDARD	CC.1.3.2. C.	Describe how characters in a story respond to major events and challenges.
<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>
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.
<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>
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.
<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>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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.2.	Use commas and apostrophes appropriately.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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.2.	Use commas and apostrophes appropriately.
SUBJECT / STANDARD AREA	PA.CC.1. 4.2.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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.2.	Use commas and apostrophes appropriately.
SUBJECT / STANDARD AREA	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>
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.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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.

Week 06: Introduction to Unit 2 Writing from Notes, p. 75-83

## Pennsylvania Core and Academic Standards

### Language Arts

#### Grade 2 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 1.2.	<b>Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>
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.

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

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

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

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

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

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

**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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
----------------------------------	--	-------------------------

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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
----------------------------------	--	--

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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Critical Listening</b>
----------------------------------	--	--

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.
----------	-------------	---

Week 07: Unit 2 Summarizing from Notes, p. 85-91

**Pennsylvania Core and 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Phonics and Word Recognition</b>
----------------------------------	--	-------------------------------------

<b>STANDARD</b>	<b>CC.1.1.2.D.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
-----------------	--------------------	---

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.
-----------------------	---------------	---

**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.
<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>
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.
<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>
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.
<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>
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.
<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>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>

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.

Week 08: Unit 2 Summarizing from Notes, p.93-99

**Pennsylvania Core and 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.

**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		Vocabulary Acquisition and Use
---------------------------	--	--------------------------------

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.1.3.2. **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.
<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>
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.
<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>
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.
<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>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.2.1 .	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.1.3.2.</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>
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.
<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>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Collaborative Discussion</b>
----------------------------------	--	--

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

**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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Critical Listening</b>
----------------------------------	--	--

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

Week 09: Unit 2 Summarizing from Notes, p.101-107

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 2 - Adopted: 2014**

**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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Theme</b>
----------------------------------	--	-------------------------------------

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

**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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Literary Elements</b>
----------------------------------	--	---

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

**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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Integration of Knowledge and Ideas: Sources of Information</b>
----------------------------------	--	---

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

**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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
----------------------------------	--	---------------------------------------

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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Range of Reading</b>
----------------------------------	--	-------------------------

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

**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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
----------------------------------	--	--

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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Critical Listening</b>
----------------------------------	--	--

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.

Week 10: Unit 2 Summarizing from Notes, p.109-115

## Pennsylvania Core and Academic Standards

### Language Arts

#### Grade 2 - Adopted: 2014

**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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
----------------------------------	--	--

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.

<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>Vocabulary Acquisition and Use</b>
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.
<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>
STANDARD	CC.1.3.2.A.	Recount stories and determine their central message, lesson, or moral.
<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>
STANDARD	CC.1.3.2.C.	Describe how characters in a story respond to major events and challenges.
<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>
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.
<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>
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.
<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</b>
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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Range of Reading</b>
----------------------------------	--	-------------------------

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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
----------------------------------	--	---

**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.1.      Capitalize proper nouns.

DESCRIPTOR / STANDARD      CC.1.4.2.F.2.      Use commas and apostrophes appropriately.

**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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>
----------------------------------	--	---

**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.1.      Capitalize proper nouns.

DESCRIPTOR / STANDARD      CC.1.4.2.L.2.      Use commas and apostrophes appropriately.

**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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
----------------------------------	--	---

**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.1.      Capitalize proper nouns.

DESCRIPTOR / STANDARD      CC.1.4.2.R.2.      Use commas and apostrophes appropriately.

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>

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.
----------	-------------	---

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Collaborative Discussion</b>

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

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Critical Listening</b>

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.
----------	-------------	---

Week 11: Unit 2 Summarizing from Notes, p.117-123

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 2 - Adopted: 2014**

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

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.2.	Decode two-syllable words with long vowels and words with common prefixes and suffixes.
-----------------------	---------------	---

<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>

STANDARD	CC.1.3.2. A.	Recount stories and determine their central message, lesson, or moral.
<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>
STANDARD	CC.1.3.2. C.	Describe how characters in a story respond to major events and challenges.
<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>
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.
<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</b>
STANDARD	CC.1.3.2. J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<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>Range of Reading</b>
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
<b>STANDARD</b>	<b>CC.1.4.2.F.</b>	<b>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b>
DESCRIPTOR / STANDARD	CC.1.4.2. F.2.	Use commas and apostrophes appropriately.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

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.2.	Use commas and apostrophes appropriately.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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.2.	Use commas and apostrophes appropriately.
SUBJECT / STANDARD AREA	PA.CC.1.4.2.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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.1.5.2.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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.

Week 12: Unit 2 Summarizing from Notes, p.125-131

## Pennsylvania Core and Academic Standards

### Language Arts

Grade 2 - Adopted: 2014

**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: 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**      **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**

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.1.5.2.**      **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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Critical Listening</b>

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.
----------	-----------------	---

Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

## Pennsylvania Core and Academic Standards

### Language Arts

Grade 2 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.1.2.</b>	<b>Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD</b>	<b>CC.1.1.2.D.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

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.
-----------------------	---------------	---

<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>Craft and Structure: Vocabulary</b>

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.
----------	-------------	---

<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>Vocabulary Acquisition and Use</b>

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.1.3.2.**      **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: 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**

**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: 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.2.**      **Use commas and apostrophes appropriately.**

**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.2.**      **Use commas and apostrophes appropriately.**

**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.2.**      **Use commas and apostrophes appropriately.**

**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.

Week 14: Unit 3 Retelling Narrative Stories, p.145-151

**Pennsylvania Core and 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.2.      Decode two-syllable words with long vowels and words with common prefixes and suffixes.

**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: Literary Elements**

STANDARD	CC.1.3.2. C.	Describe how characters in a story respond to major events and challenges.
<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>
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.
<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</b>
STANDARD	CC.1.3.2. J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<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>Range of Reading</b>
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>

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.	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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.
----------	-----------------	---

Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

## Pennsylvania Core and Academic Standards

### Language Arts

#### Grade 2 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.2.	<b>Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>
-------------------------	--------------	--

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.
-----------------------	-------------------	---

SUBJECT / STANDARD AREA	PA.CC.1.3.2.	<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>
-------------------------	--------------	--

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.	<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>
-------------------------	--------------	--

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.
----------	-----------------	--

<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>
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.
<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</b>
STANDARD	CC.1.3.2. J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<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>Range of Reading</b>
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
<b>STANDARD</b>	<b>CC.1.4.2. F.</b>	<b>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b>
DESCRIPTOR / STANDARD	CC.1.4.2. F.1.	Capitalize proper nouns.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>
<b>STANDARD</b>	<b>CC.1.4.2. L.</b>	<b>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b>
DESCRIPTOR / STANDARD	CC.1.4.2. L.1.	Capitalize proper nouns.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

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.1. Capitalize proper nouns.

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.

Week 16: Unit 3 Retelling Narrative Stories, p.161-167

## Pennsylvania Core and 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD</b>	<b>CC.1.1.2.D.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

DESCRIPTOR / STANDARD      CC.1.1.2.D.2.      Decode two-syllable words with long vowels and words with common prefixes and suffixes.

**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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
----------------------------------	--	--

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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Vocabulary Acquisition and Use</b>
----------------------------------	--	---------------------------------------

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.1.3.2.**      **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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Theme</b>
----------------------------------	--	-------------------------------------

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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Key Ideas and Details: Literary Elements</b>
----------------------------------	--	---

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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Integration of Knowledge and Ideas: Sources of Information</b>
----------------------------------	--	---

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.
<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>
STANDARD	CC.1.3.2. .	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.1.3.2.</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</b>
STANDARD	CC.1.3.2. J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<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>Range of Reading</b>
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Focus</b>
STANDARD	CC.1.4.2. N.	Establish a situation and introduce a narrator and/or characters.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Content</b>
STANDARD	CC.1.4.2. O.	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>

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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.2. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Critical Listening</b>
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.

Week 17: Unit 3 Retelling Narrative Stories, p.169-175

## Pennsylvania Core and Academic Standards

### Language Arts

Grade 2 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.1.2.</b>	<b>Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Phonics and Word Recognition</b>
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.
SUBJECT / STANDARD AREA	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>
STANDARD AREA / STATEMENT		<b>Craft and Structure: Vocabulary</b>
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.	<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>
STANDARD AREA / STATEMENT		<b>Vocabulary Acquisition and Use</b>
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. 3.2.	<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>
STANDARD AREA / STATEMENT		<b>Key Ideas and Details: Theme</b>
STANDARD	CC.1.3.2. A.	Recount stories and determine their central message, lesson, or moral.
SUBJECT / STANDARD AREA	PA.CC.1. 3.2.	<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>
STANDARD AREA / STATEMENT		<b>Key Ideas and Details: Literary Elements</b>
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.	<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>
STANDARD AREA / STATEMENT		<b>Integration of Knowledge and Ideas: Sources of Information</b>
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.	<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>
STANDARD AREA / STATEMENT		<b>Vocabulary Acquisition and Use: Strategies</b>

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.
<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</b>
STANDARD	CC.1.3.2.J	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<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>Range of Reading</b>
STANDARD	CC.1.3.2.K	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
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.2.	Use commas and apostrophes appropriately.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>
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.2.	Use commas and apostrophes appropriately.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Focus</b>

STANDARD	CC.1.4.2. N.	Establish a situation and introduce a narrator and/or characters.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Content</b>
STANDARD	CC.1.4.2. O.	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
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.2.	Use commas and apostrophes appropriately.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1. 5.2.</b>	<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>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.2. A.	Participate in collaborative conversations with peers and adults in small and larger groups.

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Critical Listening</b>

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.
----------	--------------	---

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Presentation of Knowledge and Ideas: Purpose, Audience, and Task</b>

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.
----------	--------------	---

Week 18: Unit 3 Retelling Narrative Stories, p. 177-183

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 2 - Adopted: 2014**

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

<b>STANDARD</b>	<b>CC.1.1.2. D.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
-----------------	---------------------	---

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.
-----------------------	----------------	---

<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>Craft and Structure: Vocabulary</b>

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.
----------	--------------	---

<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>
--------------------------------	---------------------	---

STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
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.
<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>
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.2. A.	Recount stories and determine their central message, lesson, or moral.
<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>
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.
<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>
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.
<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>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.2. .	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.1.3.2.</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>
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.
<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>

STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: Focus
STANDARD	CC.1.4.2. N.	Establish a situation and introduce a narrator and/or characters.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: Content
STANDARD	CC.1.4.2. O.	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Critical Listening</b>

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.
----------	-----------------	---

Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

## Pennsylvania Core and Academic Standards

### Language Arts

#### Grade 2 - Adopted: 2014

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.1.2.</b>	<b>Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD</b>	<b>CC.1.1.2.D.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

DESCRIPTOR / STANDARD	CC.1.1.2. D.1.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
-----------------------	-------------------	--

<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>Craft and Structure: Vocabulary</b>

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.
----------	-----------------	---

<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>Vocabulary Acquisition and Use</b>

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.
----------	-----------------	---

<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>
--------------------------------	---------------------	--

STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.2. A.	Recount stories and determine their central message, lesson, or moral.
<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>
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.
<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>
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.
<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>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.2.1 .	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.1.3.2.</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>
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.
<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>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Conventions of Language</b>
STANDARD	CC.1.4.2.F.	<b>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b>

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		<b>Opinion/Argumentative: Conventions of Language</b>
STANDARD	CC.1.4.2.L.	<b>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b>

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		<b>Narrative: Conventions of Language</b>
STANDARD	CC.1.4.2.R.	<b>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b>

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		<b>Production and Distribution of Writing: Writing Process</b>
---------------------------	--	--

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		<b>Range of Writing</b>
---------------------------	--	-------------------------

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.

Week 20: Unit 4 Summarizing a Reference, p. 195-201

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 2 - Adopted: 2014**

**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: 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**      **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.

<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</b>
STANDARD	CC.1.3.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<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>Range of Reading</b>
STANDARD	CC.1.3.2.K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.2.D.	Group information and provide a concluding statement or section.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Collaborative Discussion</b>

STANDARD	CC.1.5.2. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Critical Listening</b>

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.
----------	-----------------	---

Week 21: Unit 4 Summarizing a Reference, p. 203-209

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 2 - Adopted: 2014**

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.1.2.</b>	<b>Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD</b>	<b>CC.1.1.2.D.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

DESCRIPTOR / STANDARD	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>	<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>

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

<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>

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

<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>
--------------------------------	---------------------	--

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.
<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>
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.
<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>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Informative/Explanatory: Organization
STANDARD	CC.1.4.2. D.	Group information and provide a concluding statement or section.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Collaborative Discussion</b>
----------------------------------	--	--

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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Comprehension and Collaboration: Critical Listening</b>
----------------------------------	--	--

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.
----------	--------------	---

Week 22: Unit 4 Summarizing a Reference, p. 211-217

**Pennsylvania Core and 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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Phonics and Word Recognition</b>
----------------------------------	--	-------------------------------------

<b>STANDARD</b>	<b>CC.1.1.2. D.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
-----------------	---------------------	---

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.
-----------------------	----------------	---

**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.**

<b>STANDARD AREA / STATEMENT</b>		<b>Craft and Structure: Vocabulary</b>
----------------------------------	--	--

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. 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.1.3.2.</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>
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.2. A.	Recount stories and determine their central message, lesson, or moral.
<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>
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.
<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>
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.
<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>
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.2. .	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.1.3.2.</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>
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.
<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>Range of Reading</b>
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.2. D.	Group information and provide a concluding statement or section.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Conventions of Language</b>
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.2.	Use commas and apostrophes appropriately.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Opinion/Argumentative: Conventions of Language</b>
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.2.	Use commas and apostrophes appropriately.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Conventions of Language</b>
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.2.	Use commas and apostrophes appropriately.

**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.

Week 23: Unit 4 Summarizing a Reference, p. 219-225

## Pennsylvania Core and Academic Standards

### Language Arts

Grade 2 - Adopted: 2014

**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: 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**      **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**

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: Organization**

STANDARD	CC.1.4.2. D.	Group information and provide a concluding statement or section.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Credibility, Reliability, and Validity of Sources</b>
STANDARD	CC.1.4.2. W.	Recall information from experiences or gather information from provided sources to answer a question.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.2. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Critical Listening</b>
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.

Week 24: Unit 4 Summarizing a Reference, p. 227-233

## Language Arts

Grade 2 - Adopted: 2014

<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>Craft and Structure: Vocabulary</b>
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.
<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>Vocabulary Acquisition and Use</b>
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.
<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>
STANDARD	CC.1.3.2.A.	Recount stories and determine their central message, lesson, or moral.
<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>
STANDARD	CC.1.3.2.C.	Describe how characters in a story respond to major events and challenges.
<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>
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.
<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>

STANDARD	CC.1.3.2.1	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.1.3.2.</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</b>
STANDARD	CC.1.3.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<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>Range of Reading</b>
STANDARD	CC.1.3.2.K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>
STANDARD	CC.1.4.2.D.	Group information and provide a concluding statement or section.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.2. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Critical Listening</b>
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.

Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

## Pennsylvania Core and Academic Standards

### Language Arts

Grade 2 - Adopted: 2014

<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>
STANDARD	CC.1.3.2. A.	Recount stories and determine their central message, lesson, or moral.
<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>
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.
<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>
STANDARD	CC.1.3.2. C.	Describe how characters in a story respond to major events and challenges.
<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>

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.
<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>
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.
<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>
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.
<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>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
STANDARD AREA / STATEMENT		Narrative: Organization
STANDARD	CC.1.4.2. P.	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

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.
----------	-----------------	---

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
--------------------------------	---------------------	---

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.
----------	-----------------	--

<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<b>Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>
--------------------------------	---------------------	---

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.
----------	-----------------	---

Week 26: Unit 5 Writing from Pictures, p. 247-253

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 2 - Adopted: 2014**

<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>
--------------------------------	---------------------	--

STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
---------------------------	--	------------------------------

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

<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>
--------------------------------	---------------------	--

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: 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**      **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**

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**      **Narrative: Organization**

STANDARD	CC.1.4.2. P.	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.2. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Critical Listening</b>
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.

Week 27: Unit 5 Writing from Pictures, p. 255-261

## Pennsylvania Core and Academic Standards

### Language Arts

Grade 2 - Adopted: 2014

<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>

STANDARD	CC.1.3.2. A.	Recount stories and determine their central message, lesson, or moral.
<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>
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.
<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>
STANDARD	CC.1.3.2. C.	Describe how characters in a story respond to major events and challenges.
<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>
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.
<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>
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.
<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</b>
STANDARD	CC.1.3.2. J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<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>Range of Reading</b>

STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Organization</b>
STANDARD	CC.1.4.2. P.	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.2. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Critical Listening</b>
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.

**Pennsylvania Core and Academic Standards**

**Language Arts**

Grade 2 - Adopted: 2014

<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>
STANDARD	CC.1.3.2.A.	Recount stories and determine their central message, lesson, or moral.
<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>
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.
<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>
STANDARD	CC.1.3.2.C.	Describe how characters in a story respond to major events and challenges.
<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>
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.
<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>
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.

<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</b>
STANDARD	CC.1.3.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<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>Range of Reading</b>
STANDARD	CC.1.3.2.K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Narrative: Organization</b>
STANDARD	CC.1.4.2.P.	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Collaborative Discussion</b>

STANDARD	CC.1.5.2. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Critical Listening</b>

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.
----------	-----------------	---

Week 29: Introduction to Unit 7 Inventive Writing, p. 271-279

**Pennsylvania Core and Academic Standards**

**Language Arts**

**Grade 2 - Adopted: 2014**

<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>Key Ideas and Details: Text Analysis</b>

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.
----------	-----------------	--

<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>

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

<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>

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

<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>

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.
<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</b>
STANDARD	CC.1.3.2. J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
<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>Range of Reading</b>
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory</b>
STANDARD	CC.1.4.2. A.	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Focus</b>
STANDARD	CC.1.4.2. B.	Identify and introduce the topic.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Content</b>
STANDARD	CC.1.4.2. C.	Develop the topic with facts and/or definitions.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Informative/Explanatory: Organization</b>

STANDARD	CC.1.4.2. D.	Group information and provide a concluding statement or section.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Production and Distribution of Writing: Writing Process</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
<b>STANDARD AREA / STATEMENT</b>		<b>Range of Writing</b>
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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.2. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Critical Listening</b>
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.

Week 30: Unit 7 Inventive Writing, p. 281-287

## Pennsylvania Core and Academic Standards

### Language Arts

Grade 2 - Adopted: 2014

<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>
--------------------------------	---------------------	---

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.
<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>
STANDARD AREA / STATEMENT		Key Ideas and Details: Theme
STANDARD	CC.1.3.2. A.	Recount stories and determine their central message, lesson, or moral.
<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>
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.
<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>
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.
<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>
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.
<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>
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.3.2. K.	Read and comprehend literature on grade level, reading independently and proficiently.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.4.2.</b>	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>

STANDARD AREA / STATEMENT		<b>Informative/Explanatory</b>
---------------------------	--	--------------------------------

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

SUBJECT / STANDARD AREA	PA.CC.1.4.2.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
-------------------------	--------------	--

STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Focus</b>
---------------------------	--	---------------------------------------

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

SUBJECT / STANDARD AREA	PA.CC.1.4.2.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
-------------------------	--------------	--

STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Content</b>
---------------------------	--	---

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

SUBJECT / STANDARD AREA	PA.CC.1.4.2.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
-------------------------	--------------	--

STANDARD AREA / STATEMENT		<b>Informative/Explanatory: Organization</b>
---------------------------	--	--

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

SUBJECT / STANDARD AREA	PA.CC.1.4.2.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
-------------------------	--------------	--

STANDARD AREA / STATEMENT		<b>Production and Distribution of Writing: Writing Process</b>
---------------------------	--	--

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.	<b>Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>
-------------------------	--------------	--

STANDARD AREA / STATEMENT		<b>Range of Writing</b>
---------------------------	--	-------------------------

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.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Collaborative Discussion</b>
STANDARD	CC.1.5.2. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
<b>SUBJECT / STANDARD AREA</b>	<b>PA.CC.1.5.2.</b>	<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>Comprehension and Collaboration: Critical Listening</b>
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.