

2nd Grade PA English Language Arts Core Standards Checklist

Appendix C-2

Teacher: _____

| | | Introduced | Practiced | Assessed | Spiral Reviewed | Reassessed |
|---|--|------------|-----------|----------|-----------------|------------|
| Foundational Skills | | | | | | |
| 1.1 | Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. | | | | | |
| | Book Handling | | | | | |
| CC.1.1.2.A | Intentionally Blank | | | | | |
| | Print Concepts | | | | | |
| CC.1.1.2.B | Intentionally Blank | | | | | |
| | Phonological Awareness | | | | | |
| CC.1.1.2.C | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | | | | |
| | Distinguish long from short vowel sounds in spoken single-syllable words. | | | | | |
| | Count, pronounce, blend, segment syllables in spoken/written words. | | | | | |
| | Orally produce single-syllable words , including digraphs and consonant blends. | | | | | |
| | Phonics and Word Recognition | | | | | |
| CC.1.1.2.D | Know and apply grade-level phonics and word analysis skills in decoding words. | | | | | |
| | • Distinguish long and short vowels when reading regularly spelled one-syllable words. | | | | | |
| | • Decode R-controlled vowels . | | | | | |
| | • Decode three-consonant blends . | | | | | |
| | • Decode consonant digraphs . | | | | | |
| | • Decode/encode one- and two-syllable, real and pseudo/make believe words , the following syllable types: closed (VC, CVC), Long vowel-silent e (CVCe), Open (CV), consonant -le. | | | | | |
| | • Decode multi-syllable words with long and short vowels and words with common prefixes and suffixes. (re, un, dis, mis, ful, less, ly, er/or). | | | | | |
| | • Read compound words . | | | | | |
| | • Read and encode contractions . | | | | | |
| | • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences . | | | | | |
| • Read grade-appropriate irregularly spelled words . | | | | | | |
| | Fluency | | | | | |
| CC.1.1.2.E | Read with accuracy and fluency to support comprehension . | | | | | |
| | • Read on-level text with purpose and understanding. | | | | | |

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| | <ul style="list-style-type: none"> • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | | | |
| Reading Informational Text | | | | | | |
| 1.2 | 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. | | | | | |
| Key Ideas & Details | | | | | | |
| CC.1.2.2.A | Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text. | | | | | |
| CC.1.2.2.B | Ask and answer questions such as <i>who, what, where, when, why</i> to demonstrate understanding of key details in a text. Make predictions about what will happen next in a story or process and justify. | | | | | |
| CC.1.2.2.C | Describe the connection between a series of events, concepts, or steps in a procedure within a text. | | | | | |
| Craft & Structure | | | | | | |
| CC.1.2.2.D | Intentionally Blank | | | | | |
| CC.1.2.2.E | Use various text features and search tools to locate key facts or information in a text efficiently. | | | | | |
| CC.1.2.2.F | Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. Identify and distinguish between fact and opinion in a text. | | | | | |
| Integration of Knowledge and Ideas | | | | | | |
| CC.1.2.2.G | Explain how graphic representations contribute to and clarify a text. Locate information using appropriate sources and strategies | | | | | |
| CC.1.2.2.H | Describe how reasons support specific points the author makes in a text. | | | | | |
| CC.1.2.2.I | Compare and contrast the most important points presented by two texts on the same topic. | | | | | |
| Vocabulary Acquisition and Use | | | | | | |
| CC.1.2.2.J | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases . | | | | | |
| CC.1.2.2.K | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based upon grade level reading and content, choosing from a range of strategies and tools. | | | | | |

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| Range of Reading | | | | | | |
| CC.1.2.2.L | Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | | | | | |
| Reading Literature | | | | | | |
| 1.3 | 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. | | | | | |
| Key Ideas & Details | | | | | | |
| CC.1.3.2.A | Recount stories and determine their central message, lesson, or moral. Identify text structure: pattern books, predictable books, poetry. | | | | | |
| CC.1.3.2.B | Ask and answer questions such as <i>who, what, where, when, why</i> to demonstrate understanding of key details in a text. Make predictions about what will happen next in a story and justify. | | | | | |
| CC.1.3.2.C | Describe how characters in a story respond to major events and challenges. | | | | | |
| Craft & Structure | | | | | | |
| 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. | | | | | |
| 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. Identify the structures in drama: dialogue, story enactment | | | | | |
| CC.1.3.2.F | Describe how words and phrases supply rhythm and meaning in a story, poem, or song. Identify literary devices: similes, rhyme, rhythm, onomatopoeia, personification. | | | | | |
| Integration of Knowledge and Ideas | | | | | | |
| CC.1.3.2.G | Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. | | | | | |
| CC.1.3.2.H | Compare and contrast two or more versions of the same story by different authors or from different cultures. | | | | | |
| Vocabulary Acquisition and Use | | | | | | |
| CC.1.3.2.I | Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade level reading and content, choosing from a range of strategies and tools. | | | | | |
| CC.1.3.2.J | Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. | | | | | |
| Range of Reading | | | | | | |

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| CC.1.3.2.K | Read and comprehend literature on grade level, reading independently and proficiently. | | | | | |
| Writing | | | | | | |
| 1.4 | Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. | | | | | |
| | Informative/Explanatory | | | | | |
| CC.1.4.2.A | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | | | |
| CC.1.4.2.B | Identify and introduce the topic. | | | | | |
| CC.1.4.2.C | Develop the topic with facts and/or definitions. | | | | | |
| CC.1.4.2.D | Group information and provide a concluding statement or section. | | | | | |
| | Organize words into a complete thought. | | | | | |
| | Arrange words in a logical sentence structure. | | | | | |
| CC.1.4.2.E | Choose words and phrases for effect. | | | | | |
| CC.1.4.2.F CC.1.4.2.L CC.1.4.2.R | <i>In all types of writing:</i> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | | | | | |
| | • Capitalize proper nouns, sentence beginnings. | | | | | |
| | • Use end punctuation marks, commas and apostrophes appropriately. | | | | | |
| | • Use nouns, pronouns, verbs, adjectives, and conjunctions properly in writing. | | | | | |
| | • Use complete simple, declarative, interrogative, and exclamatory sentences in writing. | | | | | |
| | • Spell high frequency words correctly. | | | | | |
| | • Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. | | | | | |
| | • Consult reference material as needed. | | | | | |
| Opinion/Argumentative | | | | | | |

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| CC.1.4.2.G | Write opinion pieces on familiar topics or texts. | | | | | |
| CC.1.4.2.H | Identify the topic and state an opinion . | | | | | |
| CC.1.4.2.I | Support the opinion with reasons that include details connected to the opinion. | | | | | |
| CC.1.4.2.J | Create an organizational structure that includes reasons and includes a concluding statement. | | | | | |
| CC.1.4.2.K | Use a variety of words and phrases to appeal to the audience. | | | | | |
| Narrative | | | | | | |
| CC.1.4.2.M | Write narratives to develop real or imagined experiences or events. | | | | | |
| CC.1.4.2.N | Establish a situation and introduce a narrator and/or characters . | | | | | |
| CC.1.4.2.O | Include thoughts and feelings to describe experiences and events to show the response of characters to situations. | | | | | |
| CC.1.4.2.P | Organize a short sequence of events , using temporal words to signal event order; provide a sense of closure. | | | | | |
| CC.1.4.2.Q | Choose words and phrases for effect. | | | | | |
| CC.1.4.2.Q | Include illustrations when appropriate. | | | | | |
| CC.1.4.2.Q | Develop audience awareness . | | | | | |
| Response to Literature | | | | | | |
| CC.1.4.2.S | Intentionally Blank (Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.) | | | | | |
| Production and Distribution of Writing | | | | | | |
| 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. | | | | | |
| Technology and Publication | | | | | | |
| CC.1.4.2.U | With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. | | | | | |
| Conducting Research | | | | | | |
| CC.1.4.2.V | Participate in individual or shared research and writing projects on a topic of interest. Gather and organize information related to a main idea. | | | | | |
| Credibility, Reliability, and Validity of Sources | | | | | | |

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| CC.1.4.2.W | Recall information from experiences or gather information from provided sources to answer a question. | | | | | |
| Range of Writing | | | | | | |
| 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. | | | | | |
| | Practice Manuscript handwriting. Introduce lower-case Cursive letters. | | | | | |
| Speaking and Listening | | | | | | |
| 1.5 | Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. | | | | | |
| Comprehension and Collaboration | | | | | | |
| CC.1.5.2.A | Participate in collaborative conversations with peers and adults in small and larger groups. | | | | | |
| 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. Listen to a variety of types of literature (fiction and/or non-fiction) | | | | | |
| CC.1.5.2.C | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | | | | | |
| Presentation of Knowledge and Ideas | | | | | | |
| CC.1.5.2.D | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | | | | | |
| CC.1.5.2.E | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | | | | | |
| Integration of Knowledge and Ideas | | | | | | |
| CC.1.5.2.F | Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. | | | | | |
| Conventions of Standard English | | | | | | |
| CC.1.5.2.G | Demonstrate command of the conventions of standard English when speaking , based on Grade 2 level and content. | | | | | |