YORK PUBLIC SCHOOLS
Grade 2
Updated May 2016

General Course Description:

Standards	Objectives (What it looks like in the classroom)	ESSENTIAL LEARNING ACTIVITIES AND ACADEMIC VOCABULARY	ASSESSMENT	RESOURCES (Materials, Webb Sites, Audio-Visual, Print)
READING **Students will learn and apply reading skills and strategies to comprehend text.**				
LA 2.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.				
LA 2.1.3a	Know and apply letter/sound correspondence and spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text.	-Spell independently by using pre-phonetic knowledge, knowledge of letter names, sound-letter knowledge -Use sound-letter knowledge to spell *Consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings *Vowels: short, long, *r*-controlled, digraphs, diphthongs, less common vowel patterns, schwa -Use knowledge of word structure to spell *Base words and affixes (inflections, prefixes, suffixes), possessives, contractions and compound words *Greek and Latin roots, syllable patterns, multisyllabic words -Spell high-frequency, irregular words -Spell frequently misspelled words correctly, including homophones or homonyms		
LA 2.1.3.b	Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).	-Decode words with common word parts *Base words and inflected endings *Contractions and compound words *Suffixes and prefixes -Blend syllables to decode words		
LA 2.1.3.c	Recognize and read grade-level (phonetic and non-phonetic) words in text.	-Know letter-sound relationships -Blend sounds of letters to decode *Consonants, consonant blends, and consonant digraphs *Short, long, and r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns	●	

		*Phonograms/word families		
LA 2.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.				
LA 2.1.4.a	Listen to and read text of increasing length and/or complexity to increase reader stamina.	-Work toward appropriate fluency goals by the end of each grade -Read regularly in independent-level material -Read regularly in independent-level material		
LA 2.1.4.b	Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions).	-Read aloud fluently with accuracy, comprehension, appropriate pace/rate; with expression/intonation (prosody); with attention to punctuation and appropriate phrasing -Practice fluency in a variety of ways, including choral reading, partner/paired reading, Readers' Theater, repeated oral reading, and tape-assisted reading	●	
LA 2.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.				
LA 2.1.5.a	Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).	-Develop vocabulary through direct instruction, concrete experiences, reading, listening to text read aloud -Use knowledge of word structure to figure out meanings of words -Use context clues for meanings of unfamiliar words, multiple-meaning words, homonyms, homographs -Use grade-appropriate reference sources to learn word meanings -Use picture clues to help determine word meanings -Use new words in a variety of contexts -Examine word usage and effectiveness -Create and use graphic organizers to group, study, and retain vocabulary	●	
LA 2.1.5.b	Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.	-Recognize and understand selection vocabulary -Recognize regular and irregular high-frequency words -Understand content-area vocabulary and specialized, technical, or topical words		
LA 2.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	-Academic language -Reading preview		
LA 2.1.5.d	Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.	-Classify and categorize -Antonyms and synonyms -Homographs, homonyms, and homophones -Multiple-meaning words -Figurative language and idioms -Descriptive words (location, size, color, shape, number, ideas, feelings)		

		-High-utility words (shapes, colors, question words, position/directional words, and so on) -Time and order words -Shortened forms: abbreviations, acronyms, clipped words		
LA 2.1.5.e	Locate words and determine meaning using reference materials.	-Table of contents		
LA 2.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.				
LA 2.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.			
LA 2.1.6.b	Identify elements of literary text (e.g., characters, setting, plot).	-Plot and plot structure *Beginning, middle, end *Goal and outcome or problem and solution/resolution -Setting -Character *Recognize and describe traits, actions, feelings, and motives of character *Analyze characters' relationships, changes, and points of view *Analyze characters' conflicts		
LA 2.1.6.c	Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).	-Visualize; use mental imagery		
LA 2.1.6.d	Retell major events and key details from a literary text and/or media and support a prompted theme.	-Summarize text *Recall and retell stories *Identify and retell important/main ideas (nonfiction) *Identify and retell new information		
LA 2.1.6.e	Retell main ideas and supporting details from informational text and/or media.	*Identify and retell important/main ideas (nonfiction)		
LA 2.1.6.f	Use text features to locate information and gain meaning from print and digital text.	-Recognize text structure: story and informational (cause/effect, chronological, compare/contrast, description, problem/solution, proposition/support)		
LA 2.1.6.g	Compare and contrast the basic characteristics of a variety of literary and informational texts.	-Compare and contrast		

LA 2.1.6.h	Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.	-Develop attitudes and abilities to interact with diverse groups and cultures -Connect experiences and ideas with those from a variety of languages, cultures, customs, perspectives -Compare language and oral traditions (family stories) that reflect customs, regions, and cultures		
LA 2.1.6.i	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.	-Answer questions (text explicit, text implicit, scriptal), including *who, what, when, where, why, what if, how* *Look back in text for answers *Answer test-like questions -Generate clarifying questions, including *who, what, where, when, how, why,* and *what if*		
LA 2.1.6.j	Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast).			
LA 2.1.6.k	Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task).			
LA 2.1.6.l	Build background knowledge and activate prior knowledge to identify text-toself, text-to-text, and text-to-world connections before, during, and after reading.	-Preview the text and formulate questions -Set and monitor purpose for reading and listening -Activate and use prior knowledge -Make predictions -Monitor comprehension and use fix-up strategies to resolve difficulties in meaning: adjust reading rate, reread and read on, seek help from reference sources and/or other people, skim and scan, summarize, use text features		
LA 2.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.			
LA 2.1.6.n	Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.	-Make predictions		
LA 2.1.6.o	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).			
LA 2.1.6.p	Make connections between a print text and an audio, video, or live version of the text.	-Reader's Theater; stories that are plays and acted out		

WRITING **Students will learn and apply writing skills and strategies to communicate.**				
LA 2.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.				
LA 2.2.1.a	Use prewriting activities and inquiry tools to generate ideas.	-Use graphic organizers to group ideas		
LA 2.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.	-Use graphic organizers to group ideas -Write coherent paragraphs that develop a central idea -Use transitions to connect sentences and paragraphs -Organize ideas in a logical progression, such as chronological order or by order of importance		
LA 2.2.1.c	Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.	-The class reads informational text(s) about a topic and students record information about the topic using mapping or webbing; students learn the colors associated with elements of an informative/explanatory paragraph; students plan their paragraphs using informal outlines; students begin drafting and use transitions to organize ideas. (Activity from Step Up to Writing-Unit 6-2 weeks)		
LA 2.2.1.d	Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.	-Use correct spelling and grammar; capitalize and punctuate correctly -Use correct paragraph indention		
LA 2.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	-**Revise** drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, precise word choice, vivid images, and elaboration -**Edit and proofread** for correct spelling, grammar, usage, and mechanics		
LA 2.2.1.f	Provide oral and/or written descriptive feedback to other writers.			
LA 2.2.1.g	Persevere in writing tasks of various length and complexity.			

LA 2.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	-**Revise** drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, precise word choice, vivid images, and elaboration -**Edit and proofread** for correct spelling, grammar, usage, and mechanics		
LA 2.2.1.i	Display academic honesty and integrity by avoiding plagiarism and providing a list of sources.			
LA 2.2.1.j	Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.	-**Publish** own work		
LA 2.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.				
LA 2.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	-Maintain focus and sharpen ideas -Use sensory details and concrete examples; elaborate -Delete extraneous information -Rearrange words and sentences to improve meaning and focus		
LA 2.2.2.b	Provide evidence from literary or informational text to support ideas or opinions.	-The class reads and discusses the text(s) and responds to the text using agree/disagree responses; students learn the difference between facts, opinions, and reasons; students fill out informal outlines to plan pieces of opinion writing, including elaboration for each key/star idea (reason). -Students draft their opinion paragraphs, using ttansitions to connect ideas; students revise and edit their work; students share the final drafts of their work using a method chosen by the teacher. (both activities in Step Up to Writing-Unit 4-2weeks)		
LA 2.2.2.c	Conduct and publish research to answer questions or solve problems using resources.	-Students think of questions they want to answer about their topics; students learn how to find information in print and digital sources. -Students record information from sources on note cards; students learn the structure of a research report; students use their research note cards to fill out their informal outlines. -Students draft their research reports; students revise and edit using the Research Quick Check. -Students create visuals to help explain their research topics; students share their research. (Activity from Step Up to Writing-Unit 12-4 weeks)		

LA 2.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	-Use clear, precise, appropriate language -Use figurative language and vivid words -Select effective vocabulary using word walls, dictionary, or thesaurus		
LA 2.2.2.e	Compare various mentor texts and/or exemplars to create a similar piece.			
SPEAKING AND LISTENING **Students will learn and apply speaking and listening skills and strategies to communicate.**				
LA 2.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.				
LA 2.3.1.a	Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	-Speak for a purpose *To ask and answer questions *To give directions and instructions *To retell, paraphrase, or explain information *To communicate needs and share ideas and experiences *To participate in conversations and discussions *To express an opinion *To deliver dramatic recitations, interpretations, or performances *To deliver presentations or oral reports (narrative, descriptive, persuasive, and informational) -Stay on topic	●	
LA 2.3.1.b	Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.	-Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences, and purposes -Use proper intonation, volume, pitch, modulation, and phrasing -Speak with a command of standard English conventions -Use appropriate language for formal and informal settings -Use appropriate verbal and nonverbal elements (such as facial expression, gestures, eye contact, posture)		
LA 2.3.1.c	Utilize appropriate visual and/or digital tools to support verbal communication.			
LA 2.3.1.d	Convey a personal perspective with clear reasons.			

LA 2.3.1.e	Ask pertinent questions to acquire or confirm information	-Speak for a purpose *To ask and answer questions		
LA 2.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.				
LA 2.3.2.a	Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.	-Listen to a variety of presentations attentively and politely -Self-monitor comprehension while listening, using a variety of skills and strategies -Recognize formal and informal language -Listen critically to distinguish fact from opinion and to analyze and evaluate ideas, information, experiences -Evaluate a speaker's delivery		
LA 2.3.2.b	With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.	-Listen for a purpose *For enjoyment and appreciation *To expand vocabulary and concepts *To obtain information and ideas *To follow oral directions *To answer questions and solve problems *To participate in group discussions *To identify and analyze the musical elements of literary language *To gain knowledge of one's own culture, the culture of others, and the common elements of cultures		
LA 2.3.2.c	Complete a task following multi-step directions.			
LA 2.3.3 Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.				
LA 2.3.3.a	Demonstrate appropriate classroom etiquette and recognize social cues when communicating.			
LA 2.3.3.b	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.			
LA 2.3.3.c	Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.			

LA 2.3.3.d	Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.			
LA 2.3.3.e	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.			
MULTIPLE LITERACIES **Students will identify, locate, and evaluate information.**				
LA 2.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital)				
LA 2.4.1.a	With guidance, locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.			
LA 2.4.1.b	With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).			
LA 2.4.1.c	Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).			
LA 2.4.2 Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.				
LA 2.4.2.a	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	*taught in media		

LA 2.4.2.b	Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	*taught in media		