

Grade 2

READING

Understanding and Using Literary Texts

Standard 2-1 The student will read and comprehend a variety of literary **texts** in print and nonprint formats.

Indicators	PLT Activities
2-1.1 Analyze the details that support the expression of the main idea in a given literary text .	4 - Sounds Around 8 - The Forest of S.T. Shrew 18 - Tale of the Sun 89 - Trees for Many Reasons 87 - Earth Manners
2-1.2 Analyze a given literary text to make, revise , and confirm predictions.	
2-1.3 Analyze the text to determine the narrator.	89 - Trees for all Reasons
2-1.4 Find examples of devices of figurative language (including simile) and sound devices (including onomatopoeia and alliteration).	
2-1.5 Analyze a narrative text to identify characters , setting , and plot.	
2-1.6 Explain the effect of the author's craft (for example, word choice and the use of repetition) on the meaning of a given literary text .	
2-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics , and the visual and performing arts).	
2-1.8 Classify works of fiction (including fables , tall tales, and folktales) and works of nonfiction (including biographies) by characteristics.	4 - Sounds Around 8 - The Forest of S.T. Shrew 18 - Tale of the Sun 87 - Earth Manners 89 - Trees for all Reasons
2-1.9 Explain cause-and-effect relationships in literary texts .	89 - Trees for all Reasons

2-1.10 Read independently for extended periods of time for pleasure.	
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READING

Understanding and Using Informational Texts

Standard 2-2 The student will read and comprehend a variety of informational **texts** in print and nonprint formats.

Indicators	PLT Activities
2-2.1 Analyze the central idea and supporting evidence in an informational text during classroom discussion.	8 - The Forest of S.T. Shrew 89 - Trees for all Reasons
2-2.2 Analyze informational texts to draw conclusions and make inferences during classroom discussions.	8 - The Forest of S.T. Shrew
2-2.3 Distinguish between facts and opinions in informational texts .	8 - The Forest of S.T. Shrew
2-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).	8 - The Forest of S.T. Shrew 89 - Trees for all Reasons
2-2.5 Use headings, subheadings, and print styles (for example, italics, bold, larger type) to gain information.	
2-2.6 Use graphic features (for example, illustrations, graphs, charts, maps, and diagrams) as sources of information.	8 - The Forest of S.T. Shrew 87 - Earth Manners
2-2.7 Use functional text features (including tables of contents and glossaries) as sources of information.	
2-2.8 Explain cause-and-effect relationships in informational texts .	8 - The Forest of S.T. Shrew 87 - Earth Manners 89 - Trees for all Reasons
2-2.9 Read independently for extended periods of time to gain information.	

READING

Building Vocabulary

Standard 2-3 The student will use word analysis and vocabulary strategies to read fluently.

Indicators

PLT Activities

Indicators	PLT Activities
VOCABULARY DEVELOPMENT	
2-3.1 Use context clues to determine the meaning of unfamiliar words.	
2-3.2 Construct meaning through a knowledge of base words , prefixes (including <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis-</i> , <i>dis-</i>) and suffixes (including <i>-er</i> , <i>-est</i> , <i>-ful</i>) in context. (See <i>Instructional Appendix: Prefixes and Suffixes.</i>)	
2-3.3 Recognize high-frequency words in context. (See <i>Instructional Appendix: High-Frequency Words.</i>)	
2-3.4 Identify idioms in context	
2-3.5 Recognize synonyms , antonyms , and homonyms in context.	
2-3.6 Use knowledge of individual words to determine the meaning of compound words .	
FLUENCY	
2-3.7 Use appropriate rate, word automaticity, phrasing, and expression to read fluently.	
PHONICS	
2-3.8 Use knowledge of spelling patterns and high-frequency words to read fluently. (See <i>Instructional Appendix: High-Frequency Words.</i>)	
2-3.9 Analyze spelling patterns in context and parts of multisyllabic words (for example, onsets and rimes).	
2-3.10 Spell frequently used irregular words correctly (for example, <i>was</i> , <i>were</i> , <i>says</i> , <i>said</i> , <i>who</i> , <i>what</i> , <i>why</i>).	
2-3.11 Spell basic short-vowel, long-vowel, <i>r-</i> controlled, and consonant-blend patterns correctly.	

2-3.12 Spell high-frequency words . (See Instructional Appendix: High-Frequency Words .)	
2-3.13 Apply knowledge of alphabetizing a series of words to the second and third letters.	

WRITING

Developing Written Communications

Standard 2-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**.

Indicators

PLT Activities

2-4.1 Generate ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).	8 - The Forest of S.T. Shrew 24 - Nature's Recyclers 51 - Make Your Own Paper 76 - Tree Cookies (variation)
2-4.2 Use complete sentences (including simple sentences with compound subjects and predicates) in writing.	89 - Trees for all Reasons
2-4.3 Create a paragraph that follows a logical sequence (including a beginning, middle, and end) and uses transitional words.	
2-4.4 Use grammatical conventions of Standard American English , including <ul style="list-style-type: none"> • personal pronouns, • common and proper nouns, • singular and plural nouns, • proper adjectives, and • conjunctions (<i>and</i>, <i>but</i>, <i>or</i>). <i>(See Instructional Appendix: Composite Writing Matrix.)</i>	
2-4.5 Revise the organization and development of content and the quality	

<p>of voice in written works. (See <i>Instructional Appendix: Composite Writing Matrix.</i>)</p>	
<p>2-4.6 Edit for the correct use of written Standard American English, including</p> <ul style="list-style-type: none"> • capitalization <ul style="list-style-type: none"> – proper nouns, – initials of a person’s name, – courtesy titles (Mr., Ms.), – days of the week, – months of the year, and – titles of books, poems, and songs; • punctuation <ul style="list-style-type: none"> – apostrophes in contractions, – commas in a series, – commas in dates, and – quotation marks to show someone is speaking; and • spelling <ul style="list-style-type: none"> – words that do not fit regular spelling patterns (for example, <i>was, were, says, said</i>), – high-frequency words, and – basic short-vowel, long-vowel, <i>r</i>- controlled, and consonant-blend patterns. <p>(See <i>Instructional Appendix: High-Frequency Words.</i>)</p>	
<p>2-4.7 Use appropriate spacing between words when writing on a page.</p>	
<p>2-4.8 Use correct letter formation when using manuscript or cursive writing.</p>	

WRITING

Producing Written Communications in a Variety of Forms

Standard 2-5 The student will write for a variety of purposes and **audiences**.

Indicators	PLT Activities
2-5.1 Create written communications (for example, directions and instructions) to inform a specific audience .	
2-5.2 Create narratives (for example, stories and journal entries) that follow a logical sequence of events.	8 - The Forest of S.T. Shrew 18 - Tale of the Sun 21 - Adopt a Tree 24 - Nature's Recyclers 46 - Schoolyard Safari 62 - To Be a Tree
2-5.3 Create written pieces that describe objects, people, places, or events and that use words that appeal to the senses.	1 - The Shape of Things 8 - The Forest of S.T. Shrew 21 - Adopt a Tree 24 - Nature's Recyclers 46 - Schoolyard Safari 55 - We Can Work it Out 61 - The Closer You Look 78 - Signs of Fall 89 - Trees for all Reasons
2-5.4 Create written pieces (for example, rhymes, poems, and songs) to entertain others.	

RESEARCHING

Applying the Skills of Inquiry and Oral Communication

Standard 2-6 The student will access and use information from a variety of sources.

Indicators**PLT Activities**

2-6.1 Generate <i>how</i> and <i>why</i> questions about a topic of interest.	4 - Sounds Around 8 - The Forest of S.T. Shrew 24 - Nature's Recyclers 41 - How Plants Grow - variation 51 - Make Your Own Paper 54 - I'd Like to Visit a Park Where... 79 - Tree Lifecycle - variation 78 - Signs of Fall 89 - Trees for all Reasons 95 - Did You Notice?
2-6.2 Use a variety of print sources (for example, books, pictures, charts, graphs, diagrams, and picture dictionaries) and nonprint sources to access information.	8 - The Forest of S.T. Shrew 16 - Pass the Plants, Please 24 - Nature's Recyclers 51 - Make Your Own Paper 62- To Be a Tree 76 - Tree Cookies - variation 79 - Tree Lifecycle - variation 78 - Signs of Fall
2-6.3 Create categories (for example, solids and liquids) to classify information.	2 - Get in Touch with Trees 8 - The Forest of S.T. Shrew 13 -We All Need Trees 16 - Pass the Plants, Please 18 - Tale of the Sun 24 - Nature's Recyclers 41 - How Plants Grow (variation) 49 - Tropical Treehouse 61 - The Closer You Look 62 - To Be a Tree 79 - Tree Lifecycle - variation 78 - Signs of Fall 89 - Trees for all Reasons
2-6.4 Use the Internet with the aid of a teacher.	1 - The Shape of Things 4 - Sounds Around 51 - Make Your Own Paper
2-6.5 Use Standard American English when appropriate in conversations and discussions.	
2-6.6 Follow multistep directions.	1 - The Shape of Things 2 - Get in Touch with Trees 4 - Sounds Around 8 - The Forest of S.T. Shrew 13 -We All Need Trees 16 - Pass the Plants, Please 18 - Tale of the Sun 21 - Adopt a Tree

	24 - Nature's Recyclers
	41 - How Plants Grow (variation)
	46 - Schoolyard Safari
	51 - Make Your Own Paper
	49 - Tropical Treehouse
	54 - I'd Like to Visit a Park Where...
	55 - We Can Work it Out
	61 - The Closer You Look
	62 - To Be a Tree
	76 - Tree Cookies – variation
	77 - Trees in Trouble
	78 - Signs of Fall
	79 - Tree Lifecycle - variation
	87 - Earth Manners
	89 - Trees for all Reasons