GRADE 2 PA CORE STANDARDS TRANSITION GUIDE \*

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| **Continued emphasis** | **Specific PA Core Emphasis** |
| Comprehension Skills  (Fiction and Non-Fiction) | * Increasing reading of non-fiction texts (goal of 50% @ end of Grade 4) (CC.2.R.I.2) (PACC Introduction, Pg. 2) * Moving beyond identification of literary elements and text features to describing/comparing/contrasting between two texts (CC.1.2.2.I) (CC.1.3.2.H) * Demonstrating comprehension through oral/written responses (CC.1.5.2.D) (CC.1.4.2.A.) |
| Vocabulary Development | * Using sentence level context clues (CC.1.1.2.E) * Emphasizing content words, multiple-meaning words, compound words, word relationships, shades of meaning among closely related verbs and adjectives (CC.1.2.2.F) * Making real life connections between words and their use (CC.1.2.2.J) (CC.1.2.2.K) * Using glossaries and beginning dictionaries (print/digital) (CC.1.3.4.I) (CC.1.3.2.J) |
| Word Recognition Skills  Decoding Skills | * Emphasizing long/short vowels (one/two syllable words), vowel teams, common affixes, grade-appropriate irregularly spelled words (CC.1.1.2.D) (CC.1.2.2.K) |
| Fluency | * Reading proficiently, with sufficient accuracy and fluency to support comprehension (CC.1.3.3.K) |
| Types of Writing  Quality of Writing | * Writing every day in response to learning (CC.1.4.2.X) * Participating in shared research and writing projects (CC.1.4.2.V) * Writing opinion pieces to including topic, opinion, and supporting reasons, and a conclusion (CC.1.4.2.G-I) |
| Research | * Modeling of the research process by teacher (CC.1.4.2.T) * Reading several books on a single topic to produce a report (CC.1.1.2.E) * Recording science observations (CC.1.4.2.A) |
| Speaking and Listening | * Establishing agreed-upon rules for discussions (CC.1.5.2.A) * Collaborating with peers in small/large learning groups about Grade 2 topics and texts (CC.1.4.2.T, CC.1.5.2.A) * Emphasizing students’ oral responses to deepen understanding of a topic or issue (CC.1.5.2.C) |
| Conventions of Standard  English | * Foundational grammar should be taught in the context of reading, writing, and speaking (CC.1.4.2.F) (CC.1.4.2.L) (CC.1.4.2.R) (CC.1.5.2.G) * Emphasizing collective nouns, irregular plural nouns, reflexive pronouns, irregular verb tenses, adjectives, adverbs, simple and compound sentences (CC.1.4.2.F) (CC.1.4.2.L) (CC.1.4.2.R) * Emphasizing commas (letters), apostrophes (contractions/possessives), capitalization (holidays, product names, geographic names) (CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R) |
| Technology Literacy | * Using a variety of digital tools to produce and publish writing (CC.1.4.2.U) |