Lehighton Area School District
Curriculum Framework

Course Title:

Content Area:

Grade Level(s):

Course Overview: The Grade 2 Reading course bridges foundational reading skills with deeper comprehension and independent reading. Students continue strengthening decoding and fluency while expanding vocabulary, language knowledge, and comprehension of increasingly complex literary and informational texts. Instruction emphasizes close reading, discussion, critical thinking, and evidence-based responses while continuing explicit instruction in foundational skills as needed. Aligned to the Pennsylvania Core Standards and the Science of Reading, instruction is delivered through high-quality Tier 1 practices with differentiated supports to ensure every student continues to grow as a confident, capable reader.

PA Core Standards: PA Core Standards for ELA PK-5

Key Course Text and Materials:

Key Assessments/Projects:

Big Idea/Unit: Foundational Skills **Pacing:**				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
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 two-syllable words with long vowels and words with common prefixes and suffixes. • Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. • Read grade-appropriate irregularly spelled words.	Prefix Suffix High frequency Common		
CC.1.1.2.E	Read with accuracy and fluency to support comprehension. • Read on-level text with purpose and understanding. • 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.			

Big Idea/Unit: Comprehension of Informational Text **Pacing:**				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
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 who, what, where, when, why, and how to demonstrate understanding of key details in a text.			
CC.1.2.2.C	Describe the connection between a series of events, concepts, or steps in a procedure within a text.			
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.G	Explain how graphic representations contribute to and clarify a text.			
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.	Compare Contrast		

CC.1.2.2.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Big Idea/Unit:	Vocabulary of Informational Text			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.2.2.F	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.			
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 on grade-level reading and content, choosing from a range of strategies and tools.			

Big Idea/Unit:	Comprehension of Literature			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.3.2.A	Recount stories and determine their central message, lesson, or moral.	Moral Recount		
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.	Why		
CC.1.3.2.C	Describe how characters in a story respond to major events and challenges.	Respond Challenges		
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.	Point of view Dialogue		
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.	Structure Introduction Conclusion Action		
CC.1.3.2.G	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	Digital text Plot		
CC.1.3.2.H	Compare and contrast two or more versions of the same story by different authors or from different cultures.			
CC.1.3.2.K	Read and comprehend literature on grade level, reading independently and proficiently.			

Big Idea/Unit: Vocabulary of Literature **Pacing:**				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
CC.1.3.2.F	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Rhythm Phrase Meaning		
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.			
CC.1.3.2.J	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.			

Big Idea/Unit: Writing Informative and Explanatory Texts **Pacing:**				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
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.	Narrator Character		
CC.1.4.2.D	Group information and provide a concluding statement or section.			
CC.1.4.2.E	Choose words and phrases for effect.			
CC.1.4.2.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.	Apostrophes		

Big Idea/Unit: Writing Opinion and Argumentative Text **Pacing:**				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
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.	Narrator Character		

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.
CC.1.4.2.L	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.

Big Idea/Unit:	Writing Narratives			
Pacing:				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
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.	Narrator Character		
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.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed.	Apostrophes		
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.	Revision Editing		
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.			
CC.1.4.2.V	Participate in individual or shared research and writing projects.			
CC.1.4.2.W	Recall information from experiences or gather information from provided sources to answer a question.			
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.			

Big Idea/Unit: Speaking and Listening **Pacing:**				
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
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.			
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.			
CC.1.5.2.D	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Recount Relevant detail		
CC.1.5.2.E	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			
CC.1.5.2.F	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.			
CC.1.5.2.G	Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.			