

GRADE 2 SCIENCE

Grade Level Expectation	PLT Activities
Science as Inquiry The Abilities to Do Scientific Inquiry	
1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (SI-E-A1)	1-The Shape of Things 2-Get in Touch with Trees 4-Sounds Around 13-We All Need Trees 20-Environmental Exchange Box 21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 31-Plant a Tree 36-Pollution Search 41-How Plants Grow 43-Have Seeds Will Travel 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 61-The Closer You Look 64-Looking at Leaves 65-Bursting Buds 70-Soil Stories 76-Tree Cookies 77-Trees in Trouble 78-Signs of Fall
2. Pose questions that can be answered by using students' own observations, scientific knowledge, and testable scientific investigations (SI-E-A1)	1-The Shape of Things 2-Get in Touch with Trees 4-Sounds Around 13-We All Need Trees 20-Environmental Exchange Box 21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 31-Plant a Tree 36-Pollution Search 41-How Plants Grow 43-Have Seeds Will Travel 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 61-The Closer You Look 64-Looking at Leaves 65-Bursting Buds 70-Soil Stories 76-Tree Cookies 77-Trees in Trouble 78-Signs of Fall
3. Use observations to design and conduct simple investigations or experiments to answer testable questions (SI-E-A2)	4-Sounds Around 24-Nature's Recyclers 41-How Plants Grow 43-Have Seeds Will Travel 61-The Closer You Look 65-Bursting Buds 77-Trees in Trouble
4. Predict and anticipate possible outcomes (SI-	4-Sounds Around

E-A2)	24-Nature's Recyclers 41-How Plants Grow 43-Have Seeds Will Travel 61-The Closer You Look 65-Bursting Buds
5. Use a variety of methods and materials and multiple trials to investigate ideas (observe, measure, accurately record data) (SI-E-A2)	4-Sounds Around 24-Nature's Recyclers 41-How Plants Grow 43-Have Seeds Will Travel 61-The Closer You Look 65-Bursting Buds 77-Trees in Trouble
6. Use the five senses to describe observations (SI-E-A3)	1-The Shape of Things 2-Get in Touch with Trees 3-The Peppermint Beetle 4-Sounds Around 20-Environmental Exchange Box 21-Adopt a Tree 22-Trees as Habitats 36-Pollution Search 43-Have Seeds Will Travel 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 61-The Closer You Look 64-Looking at Leaves 65-Bursting Buds 70-Soil Stories 76-Tree Cookies 78-Signs of Fall
7. Measure and record length and temperature in both metric system and U.S. system units (SI-E-A4)	4-Sounds Around 24-Nature's Recyclers 41-How Plants Grow 43-Have Seeds, Will Travel
8. Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, graduated cylinders) and units of measurement to observe and collect data (SI-E-A4)	4-Sounds Around 21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 41-How Plants Grow 43-Have Seeds Will Travel 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 61-The Closer You Look 64-Looking at Leaves 65-Bursting Buds 70-Soil Stories 76-Tree Cookies
9. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (SI-E-A5) (SI-E-B4)	1-The Shape of Things 4-Sounds Around 13-We All Need Trees 21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 31-Plant a Tree 36-Pollution Search 41-How Plants Grow 43-Have Seeds Will Travel

	<p>46-Schoolyard Safari 61-The Closer You Look 64-Looking at Leaves 65-Bursting Buds 70-Soil Stories 76-Tree Cookies</p>
<p>10. Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (SI-E-A6)</p>	<p>4-Sounds Around 13-We All Need Trees 21-Adopt a Tree 22-Trees as Habitats 24-Nature’s Recyclers 31-Plant a Tree 41-How Plants Grow 43-Have Seeds Will Travel 46-Schoolyard Safari 61-The Closer You Look 64-Looking at Leaves 65-Bursting Buds 76-Tree Cookies</p>
<p>11. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7)</p>	<p>2-Get in Touch with Trees 4-Sounds Around 20-Environmental Exchange Box 21-Adopt a Tree 22-Trees as Habitats 24-Nature’s Recyclers 31-Plant a Tree 41-How Plants Grow 43-Have Seeds Will Travel 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 61-The Closer You Look 64-Looking at Leaves 65-Bursting Buds 70-Soil Stories</p>
Understanding Scientific Inquiry	
<p>12. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (SI-E-B3)</p>	<p>2-Get in Touch with Trees 4-Sounds Around 21-Adopt a Tree 22-Trees as Habitats 24-Nature’s Recyclers 41-How Plants Grow 43-Have Seeds Will Travel 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 61-The Closer You Look 64-Looking at Leaves 65-Bursting Buds 70-Soil Stories 76-Tree Cookies</p>
<p>13. Explain and give examples of how scientific discoveries have affected society (SI-E-B6)</p>	<p>4-Sounds Around 13-We All Need Trees 32-A Forest of Many Uses 36-Pollution Search 39-Energy Search</p>

Physical Science	
Properties of Objects and Materials	
14. Classify objects as <i>bendable</i> or <i>rigid</i> (PS-E-A1)	2-Get in Touch with Trees 20-Environmental Exchange Box 43-Have Seeds Will Travel 64-Looking at Leaves 68-Name That Tree
15. Record the temperature of objects (Celsius and Fahrenheit) (PS-E-A1)	
16. Measure weight/mass and volume of a variety of objects and materials by using a pan balance and various containers (PS-E-A2)	
17. Use standard tools to measure objects or materials (e.g., ruler, meter stick, measuring tape, pan balance, thermometer, graduated cylinder) (PS-E-A2)	67-How Big is Your Tree?
18. Observe, describe, and record the characteristics of materials that make up different objects (e.g., metal, nonmetal, plastic, rock, wood, paper) (PS-E-A3)	13-We All Need Trees 20-Environmental Exchange Box 36-Pollution Search 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 70-Soil Stories
19. Describe and illustrate what remains after water evaporates from a salt or sugar solution (PS-E-A5)	
Position and Motion of Objects	
20. Observe and describe differences in motion between objects (e.g., toward/away, cardinal directions) (PS-E-B3)	4-Sounds Around 46-Schoolyard Safari
Forms of Energy	
21. Use students' own voices to demonstrate pitch (e.g., low, high) (PS-E-C1)	4-Sounds Around
22. Give examples of objects that vibrate to produce sound (e.g., drum, stringed instrument, end of a ruler, cymbal) (PS-E-C1)	4-Sounds Around
23. Change the direction of light by using a mirror and/or lens (PS-E-C2)	
24. Describe how light behaves when it strikes objects and materials (e.g., transparent, translucent, opaque) (PS-E-C2)	
25. Investigate ways of producing static electricity and describe its effects (PS-E-C4)	39-Energy Sleuths
26. Identify and describe sources of energy used at school, home, and play (PS-E-C7)	39-Energy Sleuths
Life Science	
Characteristics of Organisms	
27. Match the appropriate food source and habitat for a variety of animals (e.g., cows/grass/field, fish/tadpoles/water) (LS-E-A1)	6-Picture This! 8-The Forest of S.T. Shrew 22-Trees as Habitats 24-Nature's Recyclers 25-Birds and Worms 46-Schoolyard Safari
28. Describe structures of plants (e.g., roots, leaves, stems, flowers, seeds) (LS-E-A3)	21-Adopt a Tree 41-How Plants Grow 43-Have Seeds Will Travel

	61-The Closer You Look 62-To Be a Tree 63-Tree Factory 64-Looking at Leaves 65-Bursting Buds 68-Name That Tree 76-Tree Cookies 77-Trees in Trouble 78-Signs of Fall
29. Compare differences and similarities among a variety of seed plants (LS-E-A3)	43-Have Seeds Will Travel 68-Name That Tree 77-Trees in Trouble 78-Signs of Fall
30. Identify physical characteristics of organisms (e.g., worms, amphibians, plants) (LS-E-A4)	3-Peppermint Beetle 6-Picture This! 20-Environmental Exchange Box 21-Adopt a Tree 22-Trees as Habitats 25-Birds and Worms 27-Every Tree for Itself 43-Have Seeds Will Travel 61-The Closer You Look 63-Tree Factory 64-Looking at Leaves 65-Bursting Buds 67-How Big is Your Tree? 68-Name That Tree 76-Tree Cookies 77-Trees in Trouble
31. Identify and discuss the arrangement of the food pyramid (LS-E-A6)	16-Pass the Plants Please
32. Analyze selected menus to determine whether they include representatives of all the required food groups (LS-E-A6)	16-Pass the Plants Please
Life Cycles of Organisms	
33. Compare the life cycles of selected organisms (e.g., mealworm, caterpillar, tadpole) (LS-E-B1)	24-Nature's Recyclers 63-Tree Factory 79-Tree Lifecycle
34. Describe inherited characteristics of living things (LS-E-B3)	27-Every Tree for Itself 63-Tree Factory 68-Name That Tree 78-Signs of Fall
Organisms and Their Environments	
35. Identify the components of a variety of habitats and describe how organisms in those habitats depend on each other (LS-E-C1)	6- Picture This! 8-The Forest of S.T. Shrew 22-Trees as Habitats 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest and Stream
Earth and Space Science	
Properties of Earth Materials	
36. Observe and record the properties of rocks, minerals, and soils gathered from their surroundings (e.g., color, texture, odor) (ESS-E-A1)	70-Soil Stories
37. Compare bodies of water found on Earth (e.g.,	

oceans, seas, lakes, rivers, glaciers) (ESS-E-A2)	
38. Explain why most of the water on Earth cannot be used as drinking (potable) water (ESS-E-A2)	
39. Design an experiment involving evaporation (ESS-E-A3)	
40. Gather, record, and graph weather data (e.g., precipitation, wind speed, wind direction, temperature) using appropriate instruments (ESS-E-A4)	
41. Analyze recorded daily temperatures and weather conditions from newspapers, television, the Internet, and home/outdoor thermometers (ESS-E-A4)	
42. Identify and use appropriate tools to gather and study rocks, minerals, and fossils (ESS-E-A5)	70-Soil Stories
Objects in the Sky	
43. Describe characteristics of the Sun, stars, and Earth's moon (e.g., relative size, shape, color, production of light/heat) (ESS-E-B1)	
44. Give examples of how the Sun affects Earth's processes (e.g., weather, water cycle) (ESS-E-B5)	78-Signs of Fall
Science and the Environment	
45. Locate and identify plants and animals within an ecosystem (SE-E-A2)	6-Picture This! 8-The Forest of S.T. Shrew 20-Environmental Exchange Box 22-Trees as Habitats 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 48-Field, Forest and Stream 68-Name That Tree
46. Illustrate and describe a simple food chain located within an ecosystem (SE-E-A2)	22-Trees as Habitats 24-Nature's Recyclers 25-Birds and Worms
47. Identify the Sun as the primary energy source in a food chain (SE-E-A2)	16-Pass the Plants Please 24-Nature's Recyclers 27-Every Tree for Itself 63-Tree Factory 78-Signs of Fall 79-Tree Lifecycle
48. Describe a variety of activities related to preserving the environment (SE-E-A3)	8-The Forest of S.T. Shrew 25-Birds and Worms 30-Three Cheers for Trees 36-Pollution Search 46-Schoolyard Safari 47-Are Vacant Lots Vacant? 77-Trees in Trouble 81-Living With Fire
49. Describe how consumption of resources can be reduced by recycling, reusing, and conserving (SE-E-A4)	51-Make Your Own Paper
50. Describe ways in which habitat loss or change can occur as a result of natural events or human impact (SE-E-A5)	30-Three Cheers for Trees 47-Are Vacant Lots Vacant? 77-Trees in Trouble 81-Living With Fire 87-Earth Manners

51. Describe and give examples of threatened or endangered species (SE-E-A5)	
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GRADE 2 SOCIAL STUDIES

Grade level expectation	PLT Activities
Geography The World in Spatial Terms	
1. Interpret a diagram (G-1A-E1)	4-Sounds Around 6-Picture This! 76-Tree Cookies
2. Describe basic characteristics of maps and globes (G-1A-E1)	55-Planning the Ideal Community
3. Use cardinal directions to locate places on maps and places in the classroom, school, and community (G-1A-E2)	4-Sounds Around 55-Planning the Ideal Community
4. Identify geographical features in the local region (G-1A-E2)	
5. Construct a bar graph to represent given geographical information (G-1A-E3)	
6. Sketch a simple map related to the classroom, school, or community (mental map) (G-1A-E3)	4-Sounds Around 53-On the Move 55-Planning the Ideal Community
Places and Regions	
7. Describe how location, weather, and physical environment affect where and how people live (G-1B-E1)	30-Three Cheers for Trees 95-Did You Notice?
8. Identify examples of various landforms (e.g., continents, islands) (G-1B-E1)	
9. Identify the human characteristics of the local community (G-1B-E2)	36-Pollution Search 55-Planning the Ideal Community 95-Did You Notice?
10. Describe changes in the physical and human characteristics in the local community and why people modify the physical environment over time (G-1B-E3)	31-Plant a Tree 36-Pollution Search 55-Planning the Ideal Community 81-Living With Fire 95-Did You Notice?
Physical and Human Systems	
11. Describe how climate affects the vegetation in the community (G-1C-E1)	27-Every Tree for Itself 31-Plant a Tree 63-Tree Factory 64-Looking at Leaves 68-Name That Tree 78-Signs of Fall
12. Identify the types of settlement and patterns of land use in the local community (G-1C-E2)	
13. Identify simple demographics of a local region (e.g., mostly factory workers) (G-1C-E3)	
14. Identify ways of making a living within the community (G-1C-E5)	13-We All Need Trees 55-Planning the Ideal Community
Environment and Society	
15. Explain ways in which people in the local community depend on the physical environment to satisfy basic needs (G-1D-E1)	13-We All Need Trees 20-Environmental Exchange Box 32-A Forest of Many Uses 51-Make Your Own Paper

	55-Planning the Ideal Community
Civics	
Structure and Purposes of Government	
16. Identify local community and parish laws, and the persons responsible for making and enforcing them (C-1A-E1)	36-Pollution Search 81-Living With Fire
17. Identify the necessity of local government and how it helps meet the basic needs of society (C-1A-E2)	81-Living With Fire
18. Describe major responsibilities of local government (C-1A-E4)	
19. Identify key government positions at the local level, their powers, and limits on their powers (C-1A-E5)	
20. Explain how government officials at the local level are elected (C-1A-E6)	
21. Explain the need/purpose/importance of having rules in the school, community, and society (C-1A-E7)	36-Pollution Search 55-Planning the Ideal Community 81-Living With Fire 87-Earth Manners
Foundations of the American Political System	
22. Explain how citizens help leaders in a community solve problems (C-1B-E2)	31-Plant a Tree 36-Pollution Search 55-Planning the Ideal Community 81-Living With Fire
Roles of the Citizen	
23. Define the meaning of the term <i>community citizen</i> (C-1D-E1)	55-Planning the Ideal Community
24. Identify examples of responsible citizenship in the school and community settings (C-1D-E2)	31-Plant a Tree 36-Pollution Search 55-Planning the Ideal Community 87-Earth Manners
25. Discuss the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules (C-1D-E3)	87-Earth Manners
26. Describe actions individuals or groups may take to improve their community (C-1D-E4)	31-Plant a Tree 36-Pollution Search 55-Planning the Ideal Community 81-Living With Fire
27. Explain the significance of national holidays and the achievements of the people associated with them (C-1D-E4)	
28. Identify a community issue and describe how good citizenship can help solve the problem (C-1D-E5)	31-Plant a Tree 36-Pollution Search 55-Planning the Ideal Community 81-Living With Fire 87-Earth Manners
Economics	
Fundamental Economic Concepts	
29. Explain how basic human needs of food, clothing, and shelter can be met (E-1A-E1)	13-We All Need Trees 16-Pass the Plants Please 30-Three Cheers for Trees 32-A Forest of Many Uses 39-Energy Sleuths 53-On the Move

	54-I'd Like to Visit a Place Where... 55-Planning the Ideal Community 89-Trees for Many Reasons
30. Identify examples of scarcity in the local community (E-1A-E1)	89-Trees for Many Reasons
31. Identify what is gained and what is lost (given up) in choosing one of several alternatives (e.g., skating with friends versus bowling with parents) (E-1A-E2)	32-A Forest of Many Uses 39-Energy Sleuths 89-Trees for Many Reasons
32. Identify examples of choices families make when buying goods and services (E-1A-E4)	51-Make Your Own Paper
33. Identify a consumer and a producer and their roles in the economy (E-1A-E5)	51-Make Your Own Paper
34. Explain how people in the local community depend on each other for goods and services (E-1A-E5)	
35. Identify various ways in which resources are used (e.g., use of trees to produce wood for building, wood products, heat) (E-1A-E6)	13-We All Need Trees 30-Three Cheers for Trees 32-A Forest of Many Uses 39-Energy Sleuths 51-Make Your Own Paper 89-Trees for Many Reasons
36. Describe the roles of farmers, processors, and distributors in food production and consumption (E-1A-E6)	
37. Describe the role of weather, land, and water resources in food production over time (E-1A-E6)	
38. Identify the specialized work that people do to manufacture, transport, and market goods and services (E-1A-E7)	51-Make Your Own Paper
39. Describe the importance of skills and education in choosing a career (E-1A-E8)	
40. Identify a local economic institution (e.g., bank) (E-1A-E10)	
41. Explain why people exchange goods and services (E-1A-E11)	
Individuals, households, businesses and governments	
42. Identify individuals or groups in the community who have started new businesses (E-1B-E3)	
43. Identify goods and services provided by the local government (E-1B-E4)	81-Living With Fire
44. Explain the difference between goods and services and give examples of each within the local community (E-1B-E5)	
History	
Historical Thinking Skills	
45. Develop a personal timeline (H-1A-E1)	76-Tree Cookies
46. Identify similarities and differences in communities over time (H-1A-E2)	95-Did You Notice?
47. Identify sources where historical information can be found and how that information can be used (H-1A-E3)	
48. Locate general areas on maps and globes referenced in historical stories and legends (H-1A-E3)	

Families and Communities	
49. Compare and contrast the student's daily life to that of parents, grandparents, and/or guardians (H-1B-E1)	95-Did You Notice?
Louisiana and United States History	
50. Identify and describe the significance of various community landmarks and symbols (H-1C-E2)	20-Environmental Exchange Box
51. Identify cultural elements (e.g., crafts, customs, music, folklore) of the local community (H-1C-E4)	16-Pass the Plants, Please 20-Environmental Exchange Box 95-Did You Notice?
World History	
52. Explain the customs related to important holidays and ceremonies in various countries around the world in the past (H-1D-E1)	

GRADE 2 MATH

Grade level expectation	PLT Activities
Number and Number Relations	
1. Model, read, and write place values for numbers through 999 in word, standard, and expanded form (N-1-E)	
2. Model the concepts of thirds, fourths, fifths and sixths using regions, sets, and fraction words (e.g., one-third, three-fourths, five-sixths) (N-1-E)	16-Pass the Plants, Please
3. Make reasonable estimates of the number of objects in a collection with fewer than 100 objects (N-2-E)	
4. Count and write the value of amounts of money up to \$1.00 using ¢ and \$ (N-2-E) (N-6-E) (M-1-E) (M-5-E)	
5. Read, write, compare, and order whole numbers through 999 using words, number lines, and models (N-3-E) (N-1-E)	
6. From a given number, count forward and backward and count to 100 by 2s (N-3-E) (N-1-E) (N-4-E)	
7. Know all basic facts for addition and subtraction and use them to solve real-life problems (N-5-E) (N-6-E) (N-7-E) (N-8-E) (N-9-E)	
8. Recognize, select, connect, and use operations, operational words and symbols (+, -) for addition (join, part/part/whole) or subtraction (take away, comparison, missing addend, and set/subset) situations (N-6-E) (N-5-E)	
9. Add and subtract 1- and 2-digit numbers (N-6-E) (N-7-E)	
10. Round numbers to the nearest 10 or 100 and identify situations in which rounding is appropriate (N-7-E) (N-9-E)	
11. Use the concept of one-to-several correspondence to trade single items for a greater quantity of items with unequal value (1 nickel for 5	

pennies, 1 dime for 2 nickels) (N-9-E)	
Algebra	
12. Use number sentences to represent real-life problems involving addition and subtraction (A-1-E) (A-2-E)	
13. Find the missing number in an equation involving addition or subtraction (e.g., $\# + 4 = 7$, $8 - \# = 3$) (A-2-E) (N-4-E)	
Measurement	
14. Measure and appropriately label measures of length and perimeter (i.e., inch, centimeter, foot), capacity (i.e., cup, quart, liter), and weight/mass (i.e., pound, kilogram) (M-1-E)	16-Pass the Plants, Please 21-Adopt a Tree 24-Nature's Recyclers 41-How Plants Grow 47-Are Vacant Lots Vacant? 67-How Big is Your Tree? 77-Trees in Trouble
15. Read a thermometer in degrees Fahrenheit and Celsius and interpret the temperature (M-1-E)	
16. Tell time to the nearest 5 minutes, and identify the time one hour before or after a given time (M-1-E) (M-3-E)	
17. Select and use appropriate tools and units to measure length, time, capacity, and weight (e.g., scales for pounds and kilograms; rulers for inches and centimeters; measuring containers for cup, quarts, and liters) (M-2-E)	16-Pass the Plants, Please 21-Adopt a Tree 24-Nature's Recyclers 41-How Plants Grow 47-Are Vacant Lots Vacant? 67-How Big is Your Tree? 77-Trees in Trouble
18. Use non-standard units to cover a given region (M-2-E)	21-Adopt a Tree 47-Are Vacant Lots Vacant?
19. Estimate length in standard units (inch, foot, and centimeter) (M-3-E)	68-Name That Tree
20. Compare units within the same system (inch is shorter than a foot, minute is shorter than an hour, day is shorter than a month, cup holds less than a quart) (M-3-E)	
Geometry	
21. Compare and contrast 3-dimensional shapes (i.e., sphere, cube, cylinder, cone, prism, pyramid) according to their attributes (e.g., number of faces, shape of faces) (G-2-E)	
22. Identify a reduction or enlargement of a given shape (G-2-E)	68-Name That Tree
23. Identify congruent 3-dimensional solids in a variety of positions and orientations (G-3-E) (G-4-E) (G-2-E)	
24. Identify and draw horizontal and vertical line segments (G-5-E)	
Data Analysis, Probability, and Discrete Math	
25. Collect and organize data using observations, surveys, and experiments (D-1-E)	4-Sounds Around 16-Pass the Plants, Please 22-Trees as Habitats 24-Nature's Recyclers

	25-Birds and Worms 36-Pollution Search 41-How Plants Grow 47-Are Vacant Lots Vacant? 48-Field, Forest and Stream 53-On the Move
26. Construct and read line plots and tables (D-2-E)	36-Pollution Search
27. Interpret pictographs in which each picture represents more than one object (D-2-E)	
28. Generate questions that can be answered by collecting and analyzing data (D-3-E)	4-Sounds Around 16-Pass the Plants, Please 22-Trees as Habitats 24-Nature's Recyclers 25-Birds and Worms 41-How Plants Grow 47-Are Vacant Lots Vacant? 48-Field, Forest and Stream 53-On the Move
29. Solve logic problems involving two sets by using elementary set logic (i.e., and, or, and is/is not statements) (D-3-E)	
Patterns, Relations, and Functions	
30. Recognize, extend, create, and explain patterns of addition and subtraction as represented in charts and tables and in varied forms of skip-counting (P-1-E) (P-2-E)	
31. Recognize, extend, create, and explain patterns that involve simple rotations or size changes with geometric objects (P-1-E) (P-2-E)	
32. Recognize and apply patterns in problem-solving in other content areas and real-life situations (P-3-E) (N-9-E)	

GRADE 2 LANGUAGE ARTS

Grade level expectation	PLT Activities
Reading and Responding	
Standard 1:	
1. Identify unique letter-sound patterns, including long and short vowels (e.g., <i>ea</i> for short <i>e</i> , as in <i>bread</i> , and <i>ough</i> for long <i>o</i> , as in <i>though</i>) and consonants (<i>tch</i> for /ch/, as in <i>watch</i> , and <i>gh</i> for /f/, as in <i>cough</i>) (ELA-1-E1)	
2. Demonstrate understanding of phonics (ELA-1-E1)	
3. Identify and explain common synonyms, antonyms, and homonyms (ELA-1-E1)	
4. Use knowledge of base words to interpret meaning of unfamiliar words (e.g., <i>heat/preheat</i>) (ELA-1-E1)	

5. Determine word meaning and appropriate word choices using reference aids, including dictionaries and thesauruses (ELA-1-E1)	
6. Identify the glossary and index in a book (ELA-1-E2)	
7. Determine appropriate circumstances to use skimming and scanning to preview text and to find information (ELA-1-E3)	
8. Identify story elements, including effects of setting on events and characters (ELA-1-E4)	8-Forest of S.T. Shrew 18-Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons
9. Identify literary and sound devices, including similes and rhythm in texts (ELA-1-E4)	4-Sounds Around
10. Retell a story in sequence including main idea and important supporting details (ELA-1-E5)	8-Forest of S.T. Shrew 18-Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons
11. Make statements about how previous reading and life experiences relate to information read in texts (ELA-1-E6)	4-Sounds Around 8-The Forest of S.T. Shrew 18-The Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners
12. Demonstrate oral reading fluency of at least 90 words per minute in second-grade text with appropriate intonation (ELA-1-E7)	
13. Read texts and simple chapter books silently at independent reading level (ELA-1-E7)	13-We All Need Trees
Standard 6:	
14. Compare and contrast different versions of the same story from different cultures through oral, written, and visual responses (ELA-6-E1)	18-Tale of the Sun 90-Native Ways
15. Identify a variety of types of literature, including biography, autobiography, and the folktale, in oral and written responses (ELA-6-E2)	8-Forest of S.T. Shrew 18-Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons 95-Did You Notice?
16. Distinguish between a variety of types of literature, including biography, autobiography, and plays (ELA-6-E3)	8-Forest of S.T. Shrew 18-Tale of the Sun 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons 95-Did You Notice?

Standard 7:	
17. Demonstrate understanding of information in texts using a variety of strategies (ELA-7-E1)	13-We All Need Trees 16-Pass the Plants, Please 39-Energy Sleuths 68-Name That Tree
18. Discuss and choose the most appropriate solution to a problem in texts (ELA-7-E2)	8-Forest of S.T. Shrew 36-Pollution Search 87-Earth Manners 89-Trees for Many Reasons
19. Identify the author's viewpoint (i.e., perspective) in a text (ELA-7-E3)	8-Forest of S.T. Shrew 18-Tale of the Sun 22-Trees as Habitats 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons
20. Apply basic reasoning skills, including: discussing the relationship between cause-effect and asking questions about texts read independently including why and how (ELA-7-E4)	18-Tale of the Sun 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons
Writing	
Standard 2:	
21. Write compositions of one or more paragraphs, organized with a central idea and a coherent beginning, middle, and end (ELA-2-E1)	21-Adopt a Tree
22. Use a greater variety of action and descriptive words when writing for a specific purpose and/or audience (ELA-2-E2)	2-Get in Touch With Trees 61-The Closer You Look
23. Develop compositions of one or more paragraphs using writing processes (ELA-2-E3)	20-Environmental Exchange Box
24. Develop grade-appropriate compositions, for example: friendly letters, poems, stories and informational descriptions with some detail (ELA-2-E4)	5-Poet-Tree 7-Habitat Pen Pals 20-Environmental Exchange Box
25. Use literary devices, including patterns of rhythm and simile in writing (ELA-2-E5)	5-Poet-Tree 54-I'd Like to Visit a Place Where...
26. Write for various purposes (ELA-2-E6)	7-Habitat Pen Pals 20-Environmental Exchange Box 21-Adopt a Tree 54-I'd Like to Visit a Place Where... 95-Did You Notice?
Writing/Proofreading	
Standard 3:	
27. Write legible short paragraphs using proper indentation (ELA-3-E1)	2-Get in Touch With Trees 20-Environmental Exchange Box
28. Use standard English punctuation (ELA-3-E2)	7-Habitat Pen Pals 20-Environmental Exchange Box 21-Adopt a Tree 54-I'd Like to Visit a Place Where...
29. Capitalize grade-appropriate proper nouns, initials of a person's name, and the salutation, and closing of a friendly letter (ELA-3-E2)	7-Habitat Pen Pals 20-Environmental Exchange Box 21-Adopt a Tree 54-I'd Like to Visit a Place Where...
30. Write using standard English structure and	7-Habitat Pen Pals

usage, including: subject-verb agreement in simple and compound sentences, past and present verb tenses, noun and pronoun antecedent agreement, transitional words and conjunctions in sentences, prepositions and prepositional phrases, possessive nouns and adverbs, especially those related to time (ELA-3-E3)	20-Environmental Exchange Box 21-Adopt a Tree 54-I'd Like to Visit a Place Where...
31. Distinguish between a sentence and a sentence fragment (ELA-3-E3)	
32. Use knowledge of parts of speech (ELA-3-E4)	2-Get in Touch With Trees
33. Spell grade-appropriate words (ELA-3-E5)	
34. Use spelling patterns and rules correctly (e.g., dropping silent <i>-e</i> before adding <i>-ing</i>) (ELA-3-E5)	
35. Use multiple spelling strategies (e.g., word wall, word lists, thinking about the base word, affixes) (ELA-3-E5)	
36. Alphabetize to the second letter and some third letters (ELA-3-E5)	
37. Use a dictionary and a glossary to locate correct spellings (ELA-3-E5)	
Speaking and Listening	
Standard 4:	
38. Adjust speaking tone and volume to suit purpose, audience, and setting (ELA-4-E1)	6-Picture This! 24-Nature's Recyclers 79-Tree Lifecycle
39. Give/relate multi-step directions to classmates (ELA-4-E2)	16-Pass the Plants Please 51-Make Your Own Paper
40. Tell and retell stories with the following included: sequential order, including setting, character, and simple plot; supportive facts and details from the story; and explicit and implicit main ideas (ELA-4-E3)	18-Tale of the Sun 36-Pollution Search 78-Signs of Fall 87-Earth Manners 89-Trees for Many Reasons
41. Adjust language during a presentation in order to inform or explain to a specific audience (ELA-4-E4)	6-Picture This! 24-Nature's Recyclers 79-Tree Lifecycle
42. Deliver informal presentations that demonstrate an understanding of a topic (ELA-4-E4)	6-Picture This! 24-Nature's Recyclers 79-Tree Lifecycle
43. Give rehearsed oral presentations about general topics using eye contact, appropriate volume, clear pronunciation, and appropriate visual aids (ELA-4-E4)	6-Picture This! 24-Nature's Recyclers 79-Tree Lifecycle
44. Use active listening strategies, including asking for clarification and explanations (ELA-4-E5)	4-Sounds Around 6-Picture This! 8-Forest of S.T. Shrew 13-We All Need Trees 24-Nature's Recyclers 51-Make Your Own Paper
45. Give oral responses, including: telling stories and personal experiences and giving explanations and reports (ELA-4-E5)	21-Adopt a Tree 24-Nature's Recyclers 62-To Be a Tree 95-Did You Notice?
46. Compare ideas from a wide variety of media (ELA-4-E6)	95-Did You Notice?

47. Discuss classroom procedures and rules and generate ideas for new procedures and rules (ELA-4-E7)	
48. Identify the role of discussion leader, contributor, and active listener (ELA-4-E7)	
Information Resources	
Standard 5:	
49. Locate information using the organizational features of texts, including: URL addresses from the Web, title pages, glossaries, indices, tables of contents and chapter headings (ELA-5-E1)	
50. Locate information about a topic from a variety of sources, including children's magazines, children's encyclopedias, and electronic references (ELA-5-E2)	20-Environmental Exchange Box 39-Energy Sleuths 55-Planning the Ideal Community
51. Gather and arrange information in a variety of organizational forms, including graphic organizers, simple outlines, notes, and summaries (ELA-5-E3)	1-The Shape of Things 2-Get in Touch With Trees 20-Environmental Exchange Box
52. Use technology to publish a variety of works, including simple research reports and book summaries (ELA-5-E4)	20-Environmental Exchange Box 21-Adopt a Tree 22-Trees as Habitats 24-Nature's Recyclers 62-To Be a Tree 79-Tree Lifecycle 95-Did You Notice?
53. Tell and write about the sources of learned information (ELA-5-E5)	68-Name That Tree
54. Locate and read information on a chart, graph, diagram, map, and simple timeline (ELA-5-E6)	4-Sounds Around 13-We All Need Trees 16-Pass the Plants Please 76-Tree Cookies 95-Did You Notice?