



Reading Public Schools

English Language Arts: Grade 2

Grade Level Summary

Priority Focus Areas:

Reading

Second graders will read by:

Reading All Texts

1. Orally reading a variety of grade appropriate texts fluently, self-correcting for accuracy and meaning.
2. Choosing, reading, and responding to/ discussing a wide variety of grade appropriate texts with volume and stamina.
3. When asked, can support thinking by pointing to details in a text that gave them their ideas.
4. Using re-reading, phonics, and context to determine meaning of unknown words and phrases.
5. Noticing the author's special language and what that shows about characters' feelings.
6. Comparing and contrasting:
 - a. Information that two books teach by pointing out general ways they are the same/different.
 - b. One story written in different versions by different cultures.

Reading Literature

7. Retelling stories including the main character and events order.
8. Naming the lesson the character learned.

Reading Informational Texts

9. Naming the big topic an informational text teaches and naming information about the topic.
10. Noticing author's use of text features: headings, tables of contents, glossaries, icons.

Writing

Students will write a variety of narratives, opinions and informational texts.

Second graders will know:

1. Ways to focus their personal narratives that have a beginning, middle and end and ways to use a blend of description, action, dialogue and thinking to make their characters come to life.
2. Ways to tell their opinions about a topic by naming their opinion and giving reasons and evidence to explain why they have that opinion.
3. Ways to teach the reader about a subject by using clarity, sequence, explicit details keeping the needs of the audience in their minds while writing.

General Overview:

Reading

Reading: Agency and Independence

1. **Read with engagement, volume, and stamina**
 - Demonstrate engagement and independence
 - Demonstrate volume and stamina
2. **Respond to reading verbally and in writing**
 - Support thinking with evidence from text
 - Read and work with partners
 - Grow interactions with text in written response

Reading: Literature and Informational Texts

3. Comprehend a variety of texts and genres

Reading Literature

- Retell stories including key details and/or central message
- Analyze author's craft by noticing story organization, character points of view, special language the author uses and why
- Compare and contrast different versions of the same story
- Read to understand other perspectives and cultures

Reading Informational Text

- Ask and answer questions to demonstrate understanding of key details in a text
- Know and use various text features to locate key information in text
- Identify the main topic and key ideas the text teaches
- Determine how information in a text fits together in a structure [steps, events, ideas...]

Reading All Texts

- Ask and answer questions to demonstrate understanding of key details in a text
- Analyze author's craft by noticing story organization, character points of view, special language the author uses and why
- Compare and contrast different versions of the same story

Reading: Foundational Skills

4. **Know and apply grade-level phonics and word analysis skills in decoding words**
5. **Recognize and read grade-level sight words**
6. **Orally read grade-level texts fluently, self-correcting for accuracy and meaning**

Writing

1. **Development** Generate own ideas for writing
Develop ideas based on text type/purpose
2. **Structure** Organize ideas appropriately
3. **Process** Reread writing and makes revisions
4. **Research** Conduct shared research projects to teach different aspects of a topic
5. **Handwriting** Print legibly with correct motor patterns, appropriate spacing, and within lines
6. **Language Usage** Use Standard English grammar when writing or speaking
7. **Conventions** Demonstrate command of the conventions of capitalization, punctuation, and spelling

Common Assessment(s):

- DIBELS
- Fountas and Pinnell Benchmark Assessment
- Narrative On-Demand Writing (Gr 2)
- Opinion/Argument On-Demand Writing (Gr 2)

Complete Curriculum Overview

Curriculum Focus Area/Topic:

Reading: *Agency and Independence*

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
<ul style="list-style-type: none"> Reading is a lifelong skill that enhances learning and provides enjoyment. Reading includes active listening and independent application of skills. Readers use strategies to construct meaning. Good readers set goals so we can read strong, fast, and long. Good readers set aside reading time EVERY day. Having a partner to read with lifts the level of reader understanding. 	<p><u>Read with engagement, volume, and stamina</u></p> <p>Engagement and Independence</p> <ul style="list-style-type: none"> Set goals to outgrow what you've been doing as a reader. Choose books matched to their instructional level and interest. Develop a reading identity involved in genre-studies and/or author-studies. <p>Volume/Stamina</p> <ul style="list-style-type: none"> Discuss, analyze their logs, and problem solve. Read beyond the required time; reading for long chunks of time Read daily. Make purposeful choices about what to read. Keep on-going "To be read" lists of books. Read fiction while reading non-fiction. <p><u>Respond to reading verbally and in writing</u></p> <p>Support thinking with evidence from text</p> <p>Read and Work with Partners</p> <ul style="list-style-type: none"> Read with partner in mind (preparing questions, thoughts to consider...). Actively listen to what each person has to say. Talk and refer back to text. Build on each partner's thoughts. Be prepared for group discussions with questions, ideas, favorite parts. <p>Grow Interactions with Text [Reading Response]</p> <ul style="list-style-type: none"> Post-it noting text shows reader sees a part best suited for a specific type of response Post-its show reader has a variety of strategies to use 	<ul style="list-style-type: none"> Why do people read? What do people read? What are the benefits of reading? How does reading affect your life? How can reading with partners make an individual a stronger reader?

Curriculum Focus Area/Topic:

Reading: Literature

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
<ul style="list-style-type: none"> • Fiction follows a predictable structure that helps us in comprehending what is read. • Literature is a tool that expands our understanding of the world. • Reading serves different purposes. • Readers develop a deeper understanding through reflection of text. • Authors write with different purposes in mind. 	<p><u>Comprehend a variety of texts and genres</u></p> <p>Retell stories including key details and/or central message</p> <ul style="list-style-type: none"> • Discuss parts of story. • Use pictures and words to describe character, setting, and plot. • Retell story by including main character(s) and events in order aided by story structure [beginning, middle, and end]. <p>Develop interpretations</p> <ul style="list-style-type: none"> • Notice big things a character says, does, and think to figure out character’s feelings. • Describe how characters respond to major events/challenges. • Discuss how characters change and why. • Name the lesson the character learned in a word or phrase [including fables and folktales]. Reader can talk about the central lesson the character learned and may name an obvious character change. 	<ul style="list-style-type: none"> • Why do we read? • How does a student learn to read? • Why is it important to think while you read? • How does understanding the structure of a genre help readers better comprehend what they read?

Curriculum Focus Area/Topic:

Reading: Informational Text

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
<ul style="list-style-type: none"> • Reading informational text expands our understanding of the world and its people. • Identifying informational text structures can assist in understanding. • Informational texts have specific features that aid in understanding. • Readers determine most important information in a text 	<p><u>Comprehend a variety of texts and genres</u></p> <p>Identify the main topic and key ideas the text teaches</p> <ul style="list-style-type: none"> • State main topic a text teaches. • Name information that teaches about topic for sections of text [multi-paragraph texts] using headings where possible. • Provide key details from text using what, where, when, how type questions repeating words/phrases from text verbatim. 	<ul style="list-style-type: none"> • Why do we read informational texts? • How does reading informational text help us understand our world? • How does understanding the structure of a genre help us to better comprehend what we read? • Why is it important to think while you read?

<p>selection and rank them to aid in understanding.</p> <ul style="list-style-type: none"> • There is more than one way to understand a text. 	<ul style="list-style-type: none"> • Collect information from several books on same topic. <p>Know and use various text features to locate key information in text</p> <ul style="list-style-type: none"> • Use illustrations, words, and text features to help understand topic [bold words, repeating words, captions, glossary, indexes, headings ...]. • Use titles, headings, sections or chapters to “add up” information about main topic. <p>Determine how information in a text fits together in a structure [steps, events, ideas...]</p> <ul style="list-style-type: none"> • Use text structure (historical timeline, scientific ideas or concepts, or procedure) to make sense of information. • Talk and write about how steps fit together to bring about result in “how-to” or procedural text. • Determine key points in a text and the reasons the author gives to support. • Use parts of text to determine answers to questions, details supporting a big topic, steps in a how-to process. 	
--	--	--

Curriculum Focus Area/Topic:

Reading: All Texts

<p>Student Understandings <i>To meet the standards, students will need to understand that . . .</i></p>	<p>Student Skills <i>To demonstrate understanding, students will need to . . .</i></p>	<p>Essential Question(s) <i>Students will need to consider questions such as . . .</i></p>
<ul style="list-style-type: none"> • Reading expands our understanding of the world and its people. • Identifying text structures can assist in understanding. • Texts have specific features that aid in understanding. • Readers determine most important information in a text selection and rank them to aid in understanding. • There is more than one way to understand a text. 	<p><u>Comprehend a variety of texts and genres</u></p> <p>Ask and answer questions to demonstrate understanding of key details in a text</p> <ul style="list-style-type: none"> • When reading even one page, generate lots of ideas and questions. • Ask and answer questions such as who, what, where, when, why, and how. <p>Analyze author's craft by noticing story organization, character points of view, special language the author uses and why</p> <ul style="list-style-type: none"> • Notice when the author has done something obvious to understand a 	<ul style="list-style-type: none"> • How does reading help us understand our world? • How does understanding the structure of a genre help us to better comprehend what we read? • Why is it important to think while you read?

	<p>text in a deeper, more powerful way:</p> <ul style="list-style-type: none"> ○ Tell most about characters or actions ○ Words/phrases that seem surprising or funny and so may have a “fancy” rather than normal meaning ○ Repeating words/phrases ○ Rhyming ● Build vocabulary <ul style="list-style-type: none"> ○ Learn expert words when reading/learning a new topic. ○ Notice unknown words and seek to understand meaning. <p>Compare and contrast different versions of the same story</p> <ul style="list-style-type: none"> ● Identify who is talking in a story and can talk about how a character feels in a scene. ● Notice who the author and subject of a text is. ● Compare two versions of same story [characters, setting, events, and the feeling...]. ● Develop opinions and reactions about reading (Notices when someone/something is mean or unfair in a story/text.). 	
--	--	--

Curriculum Focus Area/Topic:

Reading: Foundational Skills

<p>Student Understandings <i>To meet the standards, students will need to understand that . . .</i></p>	<p>Student Skills <i>To demonstrate understanding, students will need to . . .</i></p>	<p>Essential Question(s) <i>Students will need to consider questions such as . . .</i></p>
<ul style="list-style-type: none"> ● Reading with accuracy and fluency aids in comprehension. ● Effective readers monitor their understanding of a text by adjusting their strategies. ● Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text. 	<p><u>Orally read grade-level texts fluently, self-correcting for accuracy and meaning</u></p> <p><i>Meet by midyear:</i></p> <ul style="list-style-type: none"> ● Orally read grade-appropriate text (Level L) with fluency and comprehension monitoring for accuracy and meaning. <p><i>Meet by end of year:</i></p> <ul style="list-style-type: none"> ● Orally read grade-appropriate text (Level M) with fluency and comprehension, consistently monitoring for accuracy and meaning. ● Notice when reading doesn’t make sense and re-reads. ● Use voice to sound like talking or storytelling. 	<ul style="list-style-type: none"> ● How do we learn to read? ● How do we figure out a word we do not recognize? ● How does fluency, rate, and accuracy affect comprehension?

	<ul style="list-style-type: none"> • Scoop up bunches of words at a time to make text easier to understand. • Be aware of punctuation to aid comprehension. • Use context to confirm or self-correct word recognition and understanding. <p><u>Know and apply grade-level phonics and word analysis skills in decoding words</u></p> <ul style="list-style-type: none"> • Distinguish long and short vowels in reading one syllable and multi-syllabic words. • Know spelling-sound correspondence for additional vowel teams. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. <p><u>Recognize and read grade-level sight words</u></p> <ul style="list-style-type: none"> • Recognize and read grade appropriate sight words. • See Foundations Grade K, 1, 2 trick word lists. 	
--	---	--

Curriculum Focus Area/Topic:

Writing: Development

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
<u>Generate own ideas for writing</u>		
<u>Develop ideas based on text type/purpose.</u>		
<p>Opinion</p> <ul style="list-style-type: none"> • Writing can be expressed in several ways: <ul style="list-style-type: none"> ○ <i>drawing</i> ○ <i>oral dictation</i> ○ <i>written words</i> ○ <i>digital media</i> • Writing is a means to express ideas of importance and provide convincing evidence. • Writers get their ideas for writing from their own personal experiences and from the world around them. 	<p>Opinion</p> <ul style="list-style-type: none"> • State opinion/claim. • Provide reasons for opinion. • Explain reasons and/or provide evidence. • Choose words to convince reader. 	<p>Opinion</p> <ul style="list-style-type: none"> • Where do writers get their ideas? • How do I use writing to communicate my opinions and convince others?

<p>Information</p> <ul style="list-style-type: none"> • Writing can be expressed in several ways: <ul style="list-style-type: none"> ○ <i>drawing</i> ○ <i>oral dictation</i> ○ <i>written words</i> ○ <i>digital media</i> • Writing is a means to help others understand and learn. Writers get their ideas for writing from their own personal experiences and from the world around them. 	<p>Information</p> <ul style="list-style-type: none"> • Develop topic with details, facts, definitions, steps and tips • Choose expert words and pictures to teach readers. 	<p>Information</p> <ul style="list-style-type: none"> • Where do writers get their ideas? • How do I organize my writing in order to teach others?
<p>Narrative</p> <ul style="list-style-type: none"> • Writing can be expressed in several ways: <ul style="list-style-type: none"> ○ <i>drawing</i> ○ <i>oral dictation</i> ○ <i>written words</i> ○ <i>digital media</i> • Writers get their ideas for writing from their own personal experiences and from the world around them. 	<p>Narrative</p> <ul style="list-style-type: none"> • Develop story by adding character details, talk, and actions. • Choose strong words that help reader picture story. 	<p>Narrative</p> <ul style="list-style-type: none"> • Where do writers get their ideas? • What are the stories that I can draw, tell, or write?

Curriculum Focus Area/Topic:

Writing: Structure

<p>Student Understandings <i>To meet the standards, students will need to understand that . . .</i></p>	<p>Student Skills <i>To demonstrate understanding, students will need to . . .</i></p>	<p>Essential Question(s) <i>Students will need to consider questions such as . . .</i></p>
<p>Organize ideas appropriately</p>		
<p>Opinion</p> <ul style="list-style-type: none"> • Opinion writing is a means to express ideas of importance and provide convincing evidence. 	<p>Opinion</p> <ul style="list-style-type: none"> • Introduce the topic. • Use linking words (i.e. also, another, because, and). • Write different parts; uses multiple lines for each part. • Write a conclusion that connects to opinion. 	<p>Opinion</p> <ul style="list-style-type: none"> • How do I use writing to communicate my opinions and convince others?
<p>Information</p> <ul style="list-style-type: none"> • Informational text writers write to teach others what they know about a topic. 	<p>Information</p> <ul style="list-style-type: none"> • Write a beginning that gets reader ready to learn about topic. • Use transition words to sequence. • Conclude with questions and/or suggested actions. • Group information into parts mostly about one aspect of bigger topic. 	<p>Information</p> <ul style="list-style-type: none"> • How do I use writing to teach others?

<p>Narrative</p> <ul style="list-style-type: none"> • Writing is a means to share stories based on personal experiences. 	<p>Narrative</p> <ul style="list-style-type: none"> • Begin story with action, talk, or setting to get reader's attention. • Use simple transition words to show order of events. • End story with action, talk, or feeling. • Write story across pages; each page containing many lines. 	<p>Narrative</p> <ul style="list-style-type: none"> • How do I use writing to retell life events across pages?
--	--	--

Curriculum Focus Area/Topic:

Writing: Process

<p>Student Understandings <i>To meet the standards, students will need to understand that . . .</i></p>	<p>Student Skills <i>To demonstrate understanding, students will need to . . .</i></p>	<p>Essential Question(s) <i>Students will need to consider questions such as . . .</i></p>
<p>Reread writing and make revisions</p>		
<ul style="list-style-type: none"> • Writers improve by writing every day, reflecting, and revising. • Writing is a process used to communicate wants, needs, ideas, and knowledge. 	<ul style="list-style-type: none"> • Consistently generate multiple ideas for writing that are authentic and meaningful. • Know and use revision strategies. • Use available resources to revise and edit. • Use checklists to improve level of writing. • Work with partner to reread, revise and edit writing. • Write daily with volume increasing steadily over time at school and home. 	<ul style="list-style-type: none"> • How can writing be a part of our daily learning?

Curriculum Focus Area/Topic:

Writing: Research

<p>Student Understandings <i>To meet the standards, students will need to understand that . . .</i></p>	<p>Student Skills <i>To demonstrate understanding, students will need to . . .</i></p>	<p>Essential Question(s) <i>Students will need to consider questions such as . . .</i></p>
<p>Conduct shared research projects to teach different aspects of a topic</p>		
<ul style="list-style-type: none"> • Writing is a means to help others understand and learn. 	<ul style="list-style-type: none"> • Independently gather information from provided sources (read aloud...) to answer a question. • Participate in shared research and writing projects (nonfiction report, All-About books, science observations...). 	<ul style="list-style-type: none"> • Why do we ask questions?

Curriculum Focus Area/Topic:

Writing: Handwriting

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
Print legibly with correct motor patterns, appropriate spacing, and within lines		
<ul style="list-style-type: none"> • Writing neatly makes reading easy. 	<ul style="list-style-type: none"> • Consistently produce writing that is easy to read • Forms manuscript letters correctly with correct motor patterns and appropriate spaces. 	<ul style="list-style-type: none"> • Why is readable handwriting important?

Curriculum Focus Area/Topic:

Language: Usage

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
Use Standard English grammar when writing or speaking		
<ul style="list-style-type: none"> • Proper use of words increases effective communication. 	<ul style="list-style-type: none"> • Write in complete sentences.[simple and compound] • Use collective nouns, irregular plural nouns, reflexive pronouns. • Use simple verb past tense. 	<ul style="list-style-type: none"> • How are words used to talk and write ideas?

Curriculum Focus Area/Topic:

Language: Conventions

Student Understandings <i>To meet the standards, students will need to understand that . . .</i>	Student Skills <i>To demonstrate understanding, students will need to . . .</i>	Essential Question(s) <i>Students will need to consider questions such as . . .</i>
Demonstrate command of the conventions of capitalization, punctuation, and spelling		
<ul style="list-style-type: none"> • Proper punctuation helps readers understand. • Conventional spelling helps readers understand. 	<ul style="list-style-type: none"> • Use ending punctuation correctly. • Capitalize appropriate words in titles. • Use commas in greetings and closings of letters. • Use apostrophe to form contractions and frequently possessives. • Use conventional spelling for high-frequency words. • Use spelling patterns and generalizations in writing words. • Consult reference materials to check spelling. 	<ul style="list-style-type: none"> • Why is it important to use correct punctuation? • Why is it important to use correct spelling? • How can usage of spelling rules and patterns improve written communication? • What are the benefits of using resources to improve your spelling?

Portions of this document have been adapted and/or excerpted from the following sources: The Massachusetts Curriculum Framework for English Language Arts and Literacy, Units of Study to Teach Reading and the Units of Study in Opinion/Argument, Information, and Narrative Writing by Lucy Calkins (Teachers College Reading and Writing Project), Learning Expectations of the Bedford Public Schools (Bedford, MA), PARCC Model Content Frameworks

Appendix

Writers' Workshop: Suggested Pacing Guide / Year Overview

Month	Writing
September/October	Launching with Small Moments (If...Then) OR Small Moments (Grade 1, Book 1)
November/December	The How-To Guide for Nonfiction Writing (new book) OR Information Chapter Books (Grade 1, Book 2) OR Information Books (If...Then)
January/February	Lessons from the Masters: Improving Narrative Writing (1)
March/April	Writing About Reading (3) OR <i>Writing Reviews</i> (Grade 1, Book 3) OR Bends 1 and 2 of <i>Writing Reviews</i> (Grade 1, Book 3) THEN Bends 1 and 2 of <i>Writing About Reading</i> (Grade 2, Book 3)
May/June	Poetry: Big Thoughts in Small Packages (4)

*Unit names are the spiral-bound books from **The Units of Study in Opinion, Information, and Narrative Writing**. (1) Number in parentheses denotes unit number in this series. Unit names with bold text are to be taught during the 2017-18 school year. Titles that are not bold are **optional** units for the 2017-18 school year. (If...Then) indicates a unit that comes from the *If...Then...Unit Manual* from **The Units of Study in Opinion, Information, and Narrative Writing** kit.*

Massachusetts Curriculum Framework for English Language Arts

Grade 2

Reading Standards for Literature

Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)
- MA.8. A. Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - b. Know spelling-sound correspondences for additional common vowel teams.
 - c. Decode regularly spelled two-syllable words with long vowels.
 - d. Decode words with common prefixes and suffixes.
 - e. Identify words with inconsistent but common spelling-sound correspondences.
 - f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

MA.3. A. Write stories or poems with dialogue.

Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by linking their comments to the remarks of others.
 - c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. 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.

Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 36–37 for specific expectations.)

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use collective nouns (e.g., *group*).
 - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
 - c. Use reflexive pronouns (e.g., *myself, ourselves*).
 - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
 - e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).MA.1.g. Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods (e.g., Dr., Ms., Mrs., St., Rd., Ave., MA, U.S., months, days of the week, a.m., p.m.)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize holidays, product names, and geographic names.
 - b. Use commas in greetings and closings of letters.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).
 - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
-
- 5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
 - b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).
 - 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).