

English Language Arts – Grade 2

<i>Reading Literature</i>		
1	Ask and answer 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.	
4	Describe how words and phrases, (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a: story, poem, 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.	
7	Explain and understand characters, setting, plot obtained from illustrations and words in print.	
MA.8A	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 (e.g., Cinderella stories) of the same story by different authors or different cultures.	
10	Comprehend independently in literary text (stories and poetry): key ideas and details, craft and structure, integration of knowledge and ideas at grade level.	
<i>Reading Informational Text</i>		
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 multi-paragraph text as well as the focus of specific paragraphs within the text.	
3	Describe the connection in a text between a series of historical events, scientific ideas or concepts, the steps from a procedure.	
4	Determine meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
5	Know and use various text features to locate key facts or information in a text.	
6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify 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.	
10	By the end of the year, read, and comprehend informational texts, including history/social studies, science and technical texts.	
<i>Reading Foundational Skills</i>		
3	Know and apply grade-level phonics and word analysis skills in decoding words. Recognize the rules for short and long vowel sounds in one-syllable words. Identify long and short sounds made by vowel teams. Decode words with common prefix, and a suffix, in words. Recognize that some words have inconsistent spelling-sound correspondence (e.g., <i>cow, row, bow, or pint, mint</i>). Recognize and read grade-appropriate irregularly spelled words.	
4	Read with sufficient accuracy and fluency to support comprehension. A) read grade-level text with purpose and understanding. B) Red 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		
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 of section.	
3	Write narratives including beginning and ending, sequence of events, including details related to event, temporal words to signal event order. Create relevant and elaborated details to support events of	
MA.3A	Write stories or poems with dialogue.	
5	With guidance and support from peers and adults, students strengthen writing as needed by revising, editing.	
7	Participate in shared research and writing projects. Organize relevant information on a topic (e.g., share information, record science observations, produce a report).	
8	Answer a question by recalling information from experiences or using information from a provided source or multiple sources.	
Speaking & Listening		
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 conversation 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 or through other media.	
3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, deepen understanding of a topic or issue.	
4	Tell a story or recount an experience aloud, with appropriate facts, relevant, descriptive details speaking audibly in coherent sentences.	
5	Clarify ideas, thoughts, feelings with drawings or other visual displays.	
6	Produce complete sentences when appropriate to task situation in order to provide requested detail or clarification.	
Language		
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 closing s of letters. #) 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.	

Language (Continued)		
3	Use knowledge of language and its conventions when writing, speaking, reading or listening. A) Compare formal and informal uses of English.	
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).	
*	<i>Standards #'s not listed will be addressed by ancillary staff members (technology, academic support, etc.).</i>	