

Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: Massachusetts Curriculum Frameworks

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

WEEK 31 P. 289 - 295 IN PDF

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading
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STRAND	Key Ideas and Details
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STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading
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STRAND	Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing
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STRAND	Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing
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STRAND	Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.
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FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
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FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.2.1.	Write opinion pieces that 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.
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STANDARD / CONCEPT / SKILL	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.2.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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INDICATOR	W.2.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 2).
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).

FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Massachusetts Curriculum Frameworks**Language Arts****Grade 2 - Adopted: 2017****FOCUS / COURSE** **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
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FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.2.1.	Write opinion pieces that 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.
STANDARD / CONCEPT / SKILL	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.2.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

INDICATOR	W.2.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 2).
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FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.2.7.	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).
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FOCUS / COURSE **SL.2. Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE **SL.2. Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.2. Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
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FOCUS / COURSE **L.2. Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE**R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL

R.PK-12.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE**R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL

R.PK-12.10.

Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE

SL.PK-12.

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL

SL.PK-12.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE

RL.2.

Grade 2 Reading Standards for Literature [RL]

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL

RL.2.2.

Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STANDARD / CONCEPT / SKILL

RL.2.3.

Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE

RL.2.

Grade 2 Reading Standards for Literature [RL]

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL

RL.2.4.

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL

RL.2.5.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE

RL.2.

Grade 2 Reading Standards for Literature [RL]

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
STRAND		
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
FOCUS / COURSE	RF.2.	Grade 2 Reading Standards for Foundational Skills [RF]
STRAND		
Phonics and Word Recognition		
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
STRAND		
Research to Build and Present Knowledge		

STANDARD / CONCEPT / SKILL	W.2.7.	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).
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.2.2.a.	Print upper- and lowercase letters legibly and fluently.
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INDICATOR	L.2.2.d.	Use an apostrophe to form contractions and frequently occurring possessives.
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Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
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FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **RF.2.** **Grade 2 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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INDICATOR	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.2.7.	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).
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

Presentation of Knowledge and Ideas		
STANDARD / CONCEPT / SKILL	SL.2.4.	Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary. (See grade 2 Language Standards 4–6 for specific expectations regarding vocabulary.)
STANDARD / CONCEPT / SKILL	SL.2.6.	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 for specific expectations.)
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.2.1.c.	Use collective nouns and frequently occurring irregular plural nouns.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.a.	Print upper- and lowercase letters legibly and fluently.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.
INDICATOR	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL R.PK-12.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL R.PK-12.10. Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL SL.PK-12.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL RL.2.2. Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STANDARD / CONCEPT / SKILL RL.2.3. Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).

FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR SL.2.1.b. Build on others' talk in conversations by linking their comments to the remarks of others.

INDICATOR SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION L.2.1.c. Use collective nouns and frequently occurring irregular plural nouns.

FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.2.2.a. Print upper- and lowercase letters legibly and fluently.

INDICATOR L.2.2.g. Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in "When I was one, I was just begun, / When I was two, I was still quite new" from A. A. Milne's poem "Now We Are Six").

FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.

INDICATOR L.2.4.g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).

FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks

Language Arts

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND	Key Ideas and Details	
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND	Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND	Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND	Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
STRAND	Key Ideas and Details	
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
STRAND	Craft and Structure	
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE	RF.2.	Grade 2 Reading Standards for Foundational Skills [RF]
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STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR RF.2.3.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

INDICATOR RF.2.3.c. Decode regularly spelled two-syllable words with long vowels.

FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.2.3.	Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.
INDICATOR	W.2.3.a.	For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)
FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).
FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION	L.2.1.c.	Use collective nouns and frequently occurring irregular plural nouns.
EXPECTATION	L.2.1.e.	Form and use the past tense of frequently occurring irregular verbs.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.a.	Print upper- and lowercase letters legibly and fluently.
INDICATOR	L.2.2.g.	Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in "When I was one, I was just begun, / When I was two, I was still quite new" from A. A. Milne's poem "Now We Are Six").
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.
INDICATOR	L.2.4.g.	Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Massachusetts Curriculum Frameworks		
Language Arts		
Grade 2 - Adopted: 2017		
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE**R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE**SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE**RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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FOCUS / COURSE**RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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FOCUS / COURSE**RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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FOCUS / COURSE**RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
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FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **RF.2.** **Grade 2 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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INDICATOR	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.2.7.	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).
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

Comprehension and Collaboration		
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.2.1.c.	Use collective nouns and frequently occurring irregular plural nouns.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.a.	Print upper- and lowercase letters legibly and fluently.
INDICATOR	L.2.2.d.	Use an apostrophe to form contractions and frequently occurring possessives.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.
INDICATOR	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use

STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 06: Introduction to Unit 2 Writing from Notes, p. 75-83

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
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STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
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STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]

Range of Reading and Level of Text Complexity		
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
FOCUS / COURSE	RF.2.	Grade 2 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
STRAND		
STANDARD / CONCEPT / SKILL	W.2.7.	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).
FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
STRAND		
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
STRAND		
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION	L.2.1.c.	Use collective nouns and frequently occurring irregular plural nouns.
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EXPECTATION	L.2.1.d.	Use reflexive pronouns.
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.2.2.a.	Print upper- and lowercase letters legibly and fluently.
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INDICATOR	L.2.2.g.	Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in "When I was one, I was just begun, / When I was two, I was still quite new" from A. A. Milne's poem "Now We Are Six").
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.

INDICATOR	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
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INDICATOR	L.2.4.g.	Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **RF.2.** **Grade 2 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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INDICATOR	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).

FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage
EXPECTATION	L.2.1.c.	Use collective nouns and frequently occurring irregular plural nouns.
EXPECTATION	L.2.1.d.	Use reflexive pronouns.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.g.	Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in "When I was one, I was just begun, / When I was two, I was still quite new" from A. A. Milne's poem "Now We Are Six").
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.
INDICATOR	L.2.4.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).
INDICATOR	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATOR	L.2.4.g.	Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 08: Unit 2 Summarizing from Notes, p.93-99

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL R.PK-12.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL R.PK-12.10. Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL W.PK-12.9. Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL SL.PK-12.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL L.PK-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL RL.2.2. Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STANDARD / CONCEPT / SKILL RL.2.3. Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE**RL.2.****Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE**RL.2.****Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE**RL.2.****Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE**RI.2.****Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

FOCUS / COURSE**RI.2.****Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE**RF.2.****Grade 2 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).

FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.g.	Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in "When I was one, I was just begun, / When I was two, I was still quite new" from A. A. Milne's poem "Now We Are Six").

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.

INDICATOR	L.2.4.g.	Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 09: Unit 2 Summarizing from Notes, p.101-107

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND	Comprehension and Collaboration	
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND	Key Ideas and Details	
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND	Craft and Structure	
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND	Integration of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND	Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
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STRAND	Key Ideas and Details	
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STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
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FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.2.3.	Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

INDICATOR	W.2.3.a.	For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).

FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION L.2.1.b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION L.2.1.c. Use collective nouns and frequently occurring irregular plural nouns.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.2.2.g. Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in "When I was one, I was just begun, / When I was two, I was still quite new" from A. A. Milne's poem "Now We Are Six").

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.

INDICATOR L.2.4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

INDICATOR L.2.4.g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
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FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).

FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR SL.2.1.b. Build on others' talk in conversations by linking their comments to the remarks of others.

INDICATOR SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION L.2.1.b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION L.2.1.c. Use collective nouns and frequently occurring irregular plural nouns.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.2.2.g. Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in "When I was one, I was just begun, / When I was two, I was still quite new" from A. A. Milne's poem "Now We Are Six").

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.

INDICATOR L.2.4.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).

INDICATOR L.2.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

INDICATOR L.2.4.g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 11: Unit 2 Summarizing from Notes, p.117-123

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RF.2.** **Grade 2 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.2.7.	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).
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FOCUS / COURSE **SL.2. Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE **SL.2. Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.2. Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
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FOCUS / COURSE **L.2. Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION	L.2.1.c.	Use collective nouns and frequently occurring irregular plural nouns.
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FOCUS / COURSE **L.2. Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.2.2.d.	Use an apostrophe to form contractions and frequently occurring possessives.
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INDICATOR	L.2.2.g.	Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).
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FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.

INDICATOR	L.2.4.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).
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INDICATOR	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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INDICATOR	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
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INDICATOR	L.2.4.g.	Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).
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FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 12: Unit 2 Summarizing from Notes, p.125-131

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
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STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.2.3.	Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

INDICATOR	W.2.3.a.	For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.d.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2.g.	Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in "When I was one, I was just begun, / When I was two, I was still quite new" from A. A. Milne's poem "Now We Are Six").
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.
INDICATOR	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
INDICATOR	L.2.4.g.	Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
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FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE	RF.2.	Grade 2 Reading Standards for Foundational Skills [RF]
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STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
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FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).

FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION L.2.1.b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION L.2.1.c. Use collective nouns and frequently occurring irregular plural nouns.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR L.2.2.d. Use an apostrophe to form contractions and frequently occurring possessives.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.

INDICATOR L.2.4.d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 14: Unit 3 Retelling Narrative Stories, p.145-151

Massachusetts Curriculum Frameworks

Language Arts

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
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FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RF.2.** **Grade 2 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.2.3.	Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

INDICATOR	W.2.3.a.	For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).

FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION	L.2.1.c.	Use collective nouns and frequently occurring irregular plural nouns.
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.

INDICATOR	L.2.4.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).
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INDICATOR	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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INDICATOR	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Massachusetts Curriculum Frameworks**Language Arts****Grade 2 - Adopted: 2017****FOCUS / COURSE** **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.
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FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
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FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **RF.2.** **Grade 2 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.2.7.	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).
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

FOCUS / COURSE **SL.2. Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.2. Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
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FOCUS / COURSE **L.2. Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.

INDICATOR	L.2.4.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).
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INDICATOR	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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FOCUS / COURSE **L.2. Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 16: Unit 3 Retelling Narrative Stories, p.161-167

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
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FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **RF.2.** **Grade 2 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.2.7.	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).
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
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FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.2.2.d.	Use an apostrophe to form contractions and frequently occurring possessives.
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FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.

INDICATOR	L.2.4.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).
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INDICATOR	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
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FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing
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STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing
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STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL

W.PK-12.10.

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 tasks, purposes, and audiences.

FOCUS / COURSE

SL.PK-12.

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL

SL.PK-12.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE

L.PK-12.

College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL

L.PK-12.4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE

RL.2.

Grade 2 Reading Standards for Literature [RL]

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL

RL.2.2.

Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STANDARD / CONCEPT / SKILL

RL.2.3.

Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE

RL.2.

Grade 2 Reading Standards for Literature [RL]

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL

RL.2.4.

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL

RL.2.5.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE

RL.2.

Grade 2 Reading Standards for Literature [RL]

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
STRAND		
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
FOCUS / COURSE	RF.2.	Grade 2 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.2.3.	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
STRAND		
STANDARD / CONCEPT / SKILL	W.2.7.	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).
FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.2.4.	Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary. (See grade 2 Language Standards 4–6 for specific expectations regarding vocabulary.)
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2.d.	Use an apostrophe to form contractions and frequently occurring possessives.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.

INDICATOR	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
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FOCUS / COURSE **L.2. Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE**SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE**L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE**RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE**RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RF.2.** **Grade 2 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR RF.2.3.a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

INDICATOR RF.2.3.c. Decode regularly spelled two-syllable words with long vowels.

INDICATOR RF.2.3.d. Decode words with common prefixes and suffixes.

FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.2.3.	Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

INDICATOR	W.2.3.a.	For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature Standard 4.)
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).

FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

INDICATOR	Sentence Structure and Meaning	
EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND	Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.2.4.	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.

INDICATOR	L.2.4.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).
INDICATOR	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND	Vocabulary Acquisition and Use	
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND	Key Ideas and Details	
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND	Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
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Production and Distribution of Writing		
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
Research to Build and Present Knowledge		
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
Range of Writing		
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
Comprehension and Collaboration		
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
Conventions of Standard English		
STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
Vocabulary Acquisition and Use		
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
Key Ideas and Details		

STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **RF.2.** **Grade 2 Reading Standards for Foundational Skills [RF]**

STRAND		Phonics and Word Recognition
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).

FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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INDICATOR		Sentence Structure and Meaning
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EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.2.2.e.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
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INDICATOR	L.2.2.g.	Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in "When I was one, I was just begun, / When I was two, I was still quite new" from A. A. Milne's poem "Now We Are Six").
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.

INDICATOR	L.2.4.g.	Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., \$, ¢).
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 20: Unit 4 Summarizing a Reference, p. 195-201

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RI.2. Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

FOCUS / COURSE **RI.2. Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND	Text Types and Purposes	
STANDARD / CONCEPT / SKILL	W.2.1.	Write opinion pieces that 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.
STANDARD / CONCEPT / SKILL	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND	Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND	Research to Build and Present Knowledge	
STANDARD / CONCEPT / SKILL	W.2.7.	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).

FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND	Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR SL.2.1.b. Build on others' talk in conversations by linking their comments to the remarks of others.

INDICATOR SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND	Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 21: Unit 4 Summarizing a Reference, p. 203-209

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Writing
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STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE**SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE**RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE**RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE**RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
STRAND		
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
FOCUS / COURSE	RF.2.	Grade 2 Reading Standards for Foundational Skills [RF]
STRAND		
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
STRAND		
STANDARD / CONCEPT / SKILL	W.2.1.	Write opinion pieces that 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.
STANDARD / CONCEPT / SKILL	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

FOCUS / COURSE**W.2.****Grade 2 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL

W.2.6.

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

FOCUS / COURSE**W.2.****Grade 2 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL

W.2.7.

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).

FOCUS / COURSE**SL.2.****Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL

SL.2.1.

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR

SL.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

INDICATOR

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

FOCUS / COURSE**SL.2.****Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE**L.2.****Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL

L.2.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

INDICATOR

Sentence Structure and Meaning

EXPECTATION

L.2.1.b.

Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

FOCUS / COURSE**L.2.****Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 22: Unit 4 Summarizing a Reference, p. 211-217

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing
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STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing
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STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL

W.PK-12.10.

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 tasks, purposes, and audiences.

FOCUS / COURSE**SL.PK-12.****College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL

SL.PK-12.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE**L.PK-12.****College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL

L.PK-12.4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE**RL.2.****Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL

RL.2.2.

Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STANDARD / CONCEPT / SKILL

RL.2.3.

Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE**RL.2.****Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL

RL.2.4.

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL

RL.2.5.

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE**RL.2.****Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
STRAND		
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
FOCUS / COURSE	RF.2.	Grade 2 Reading Standards for Foundational Skills [RF]
STRAND		
Phonics and Word Recognition		
STANDARD / CONCEPT / SKILL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR	RF.2.3.d.	Decode words with common prefixes and suffixes.
FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
STRAND		
Text Types and Purposes		
STANDARD / CONCEPT / SKILL	W.2.1.	Write opinion pieces that 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.

STANDARD / CONCEPT / SKILL	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND	Research to Build and Present Knowledge	
STANDARD / CONCEPT / SKILL	W.2.7.	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).

STANDARD / CONCEPT / SKILL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND	Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND	Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND	Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR	Sentence Structure and Meaning	

EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
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FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND	Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.2.2.d.	Use an apostrophe to form contractions and frequently occurring possessives.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	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.
INDICATOR	L.2.4.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).
INDICATOR	L.2.4.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATOR	L.2.4.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 23: Unit 4 Summarizing a Reference, p. 219-225

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE**SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE**RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE**RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.2.1.	Write opinion pieces that 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.

STANDARD / CONCEPT / SKILL	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND	Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND	Research to Build and Present Knowledge	
STANDARD / CONCEPT / SKILL	W.2.7.	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).
STANDARD / CONCEPT / SKILL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.

FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
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STRAND	Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR SL.2.1.b. Build on others' talk in conversations by linking their comments to the remarks of others.

INDICATOR SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
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STRAND	Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND	Conventions of Standard English	
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION L.2.1.b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

FOCUS / COURSE**L.2.****Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 24: Unit 4 Summarizing a Reference, p. 227-233

Massachusetts Curriculum Frameworks**Language Arts**

Grade 2 - Adopted: 2017

FOCUS / COURSE**R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE**R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK-12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL W.PK-12.10. 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 tasks, purposes, and audiences.

FOCUS / COURSE **SL.PK-12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL SL.PK-12.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE **L.PK-12.** **College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL L.PK-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL RL.2.2. Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

STANDARD / CONCEPT / SKILL RL.2.3. Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

STANDARD / CONCEPT / SKILL RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
STRAND		
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
STRAND		
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
STRAND		
STANDARD / CONCEPT / SKILL	W.2.1.	Write opinion pieces that 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.
STANDARD / CONCEPT / SKILL	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
STRAND		
STANDARD / CONCEPT / SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]

STRAND			Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).	
FOCUS / COURSE	SL.2. Grade 2 Speaking and Listening Standards [SL]		
STRAND	Comprehension and Collaboration		
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	
INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.	
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.	
FOCUS / COURSE	SL.2. Grade 2 Speaking and Listening Standards [SL]		
STRAND	Comprehension and Collaboration		
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
FOCUS / COURSE	L.2. Grade 2 Language Standards [L]		
STRAND	Conventions of Standard English		
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.	
INDICATOR	Sentence Structure and Meaning		
EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.	
FOCUS / COURSE	L.2. Grade 2 Language Standards [L]		
STRAND	Vocabulary Acquisition and Use		
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)	

Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE**R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL

R.PK-12.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE**R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL

R.PK-12.10.

Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL

W.PK-12.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONCEPT / SKILL

W.PK-12.6.

Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL

W.PK-12.10.

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 tasks, purposes, and audiences.

FOCUS / COURSE

SL.PK-12.

College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL

SL.PK-12.1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE

RL.2.

Grade 2 Reading Standards for Literature [RL]

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL

RL.2.1.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).

FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 26: Unit 5 Writing from Pictures, p. 247-253

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
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STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
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STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
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STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening

STRAND	Comprehension and Collaboration	
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STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND	Key Ideas and Details	
STANDARD / CONCEPT / SKILL	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND	Craft and Structure	
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND	Integration of Knowledge and Ideas	
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND	Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
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STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
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FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
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STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.2.7.	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).
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FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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INDICATOR		Sentence Structure and Meaning
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EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
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FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION	L.2.1.e.	Form and use the past tense of frequently occurring irregular verbs.
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FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 27: Unit 5 Writing from Pictures, p. 255-261

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE **R.PK-12.** **College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE **W.PK-12.** **College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

Integration of Knowledge and Ideas		
STRAND		
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
FOCUS / COURSE	RI.2.	Grade 2 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).
FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration

STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
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INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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INDICATOR		Sentence Structure and Meaning
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EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
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INDICATOR		Word Usage
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EXPECTATION	L.2.1.e.	Form and use the past tense of frequently occurring irregular verbs.
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FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Week 28: Unit 5 Writing from Pictures, p. 263-269

Massachusetts Curriculum Frameworks

Language Arts

FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND	Key Ideas and Details	
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
FOCUS / COURSE	R.PK-12. College and Career Readiness Anchor Standards for Reading	
STRAND	Range of Reading and Level of Text Complexity	
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND	Production and Distribution of Writing	
STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
FOCUS / COURSE	W.PK-12. College and Career Readiness Anchor Standards for Writing	
STRAND	Range of Writing	
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.
FOCUS / COURSE	SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening	
STRAND	Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
FOCUS / COURSE	RL.2. Grade 2 Reading Standards for Literature [RL]	
STRAND	Key Ideas and Details	
STANDARD / CONCEPT / SKILL	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RI.2. Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

FOCUS / COURSE **RI.2. Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
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STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).

FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

INDICATOR SL.2.1.b. Build on others' talk in conversations by linking their comments to the remarks of others.

INDICATOR SL.2.1.c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning

EXPECTATION L.2.1.b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Word Usage

EXPECTATION L.2.1.e. Form and use the past tense of frequently occurring irregular verbs.

FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
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STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 29: Introduction to Unit 7 Inventive Writing, p. 271-279

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2017

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STANDARD / CONCEPT / SKILL	R.PK-12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

FOCUS / COURSE	R.PK-12.	College and Career Readiness Anchor Standards for Reading
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

FOCUS / COURSE	W.PK-12.	College and Career Readiness Anchor Standards for Writing
STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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STANDARD / CONCEPT / SKILL	W.PK-12.6.	Use technology to produce and publish writing and to interact and collaborate with others.
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE **RL.2. Grade 2 Reading Standards for Literature [RL]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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FOCUS / COURSE **RL.2.** **Grade 2 Reading Standards for Literature [RL]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.

FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.

FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.2.1.	Write opinion pieces that 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.
STANDARD / CONCEPT / SKILL	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.2.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

INDICATOR	W.2.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 2).
FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
FOCUS / COURSE	W.2.	Grade 2 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).
FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
FOCUS / COURSE	SL.2.	Grade 2 Speaking and Listening Standards [SL]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
FOCUS / COURSE	L.2.	Grade 2 Language Standards [L]
STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

**FOCUS /
COURSE****L.2.****Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Week 30: Unit 7 Inventive Writing, p. 281-287

Massachusetts Curriculum Frameworks**Language Arts**

Grade 2 - Adopted: 2017

**FOCUS /
COURSE****R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**FOCUS /
COURSE****R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts.

**FOCUS /
COURSE****W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others.

**FOCUS /
COURSE****W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.10.	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 tasks, purposes, and audiences.
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FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
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STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.2.	Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
STANDARD / CONCEPT / SKILL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONCEPT / SKILL	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

FOCUS / COURSE	RL.2.	Grade 2 Reading Standards for Literature [RL]
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STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RL.2.10.	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.
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FOCUS / COURSE **RI.2.** **Grade 2 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.2.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.2.1.	Write opinion pieces that 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.
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STANDARD / CONCEPT / SKILL	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.2.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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INDICATOR	W.2.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 2).
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
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FOCUS / COURSE **W.2.** **Grade 2 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.7.	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).

FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

FOCUS / COURSE **SL.2.** **Grade 2 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.
INDICATOR		Sentence Structure and Meaning
EXPECTATION	L.2.1.b.	Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

FOCUS / COURSE **L.2.** **Grade 2 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)