

**Main Criteria:** Classroom Supplement Units Grade 2  
**Secondary Criteria:** Massachusetts Curriculum Frameworks  
**Subject:** Language Arts  
**Grade:** 2

## Classroom Supplement Units Grade 2

Pre-writing

**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade 2 - Adopted: 2011

<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.2.</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.3.</b>	Describe how characters in a story respond to major events and challenges.
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.4.</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.5.</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.7.</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.10.</b>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .2.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .2.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.4.</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.6.</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>FOCUS /</b>	<b>MA.CC.RI</b>	<b>Reading Standards for Informational Text Pre-K-5</b>

<b>COURSE</b>	.2.	
<b>STRAND</b>		Range of Reading and Level of Text Complexity
<b>STANDARD / CONCEPT / SKILL</b>	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>FOCUS / COURSE</b>	MA.CC.R F.2.	Reading Standards: Foundational Skills Pre-K-5
<b>STRAND</b>		Phonics and Word Recognition
<b>STANDARD / CONCEPT / SKILL</b>	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>INDICATOR</b>	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>INDICATOR</b>	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
<b>INDICATOR</b>	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
<b>INDICATOR</b>	RF.2.3.d.	Decode words with common prefixes and suffixes.
<b>INDICATOR</b>	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
<b>FOCUS / COURSE</b>	MA.CC.R F.2.	Reading Standards: Foundational Skills Pre-K-5
<b>STRAND</b>		Fluency
<b>STANDARD / CONCEPT / SKILL</b>	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATOR</b>	RF.2.4.a.	Read grade-level text with purpose and understanding.
<b>INDICATOR</b>	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>FOCUS / COURSE</b>	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
<b>STRAND</b>		Comprehension and Collaboration
<b>STANDARD / CONCEPT / SKILL</b>	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.
<b>INDICATOR</b>	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>INDICATOR</b>	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>INDICATOR</b>	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>FOCUS / COURSE</b>	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
<b>STRAND</b>		Comprehension and Collaboration
<b>STANDARD / CONCEPT / SKILL</b>	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>STANDARD / CONCEPT / SKILL</b>	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>FOCUS / COURSE</b>	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
<b>STRAND</b>		Presentation of Knowledge and Ideas
<b>STANDARD / CONCEPT / SKILL</b>	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>STANDARD / CONCEPT / SKILL</b>	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 on page 28 for specific expectations.)
<b>FOCUS / COURSE</b>	MA.CC.L. 2.	Language Standards Pre-K-5
<b>STRAND</b>		Conventions of Standard English
<b>STANDARD / CONCEPT / SKILL</b>	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATOR	L.2.1.a.	Use collective nouns (e.g., group).
INDICATOR	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATOR	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3.a.	Compare formal and informal uses of English.
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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	MA.CC.L. 2.	Language Standards Pre-K-5
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).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 1

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2011

FOCUS / COURSE	MA.CC.R L.2.	Reading Standards for Literature Pre-K-5
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.	Recount 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	MA.CC.R L.2.	Reading Standards for Literature Pre-K-5
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.
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.
STANDARD / CONCEPT / SKILL	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
FOCUS / COURSE	MA.CC.R L.2.	Reading Standards for Literature Pre-K-5
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	MA.CC.R L.2.	Reading Standards for Literature Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
FOCUS / COURSE	MA.CC.RI .2.	Reading Standards for Informational Text Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.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	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
FOCUS / COURSE	MA.CC.RI .2.	Reading Standards for Informational Text Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD / CONCEPT / SKILL	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
FOCUS / COURSE	MA.CC.RI .2.	Reading Standards for Informational Text Pre-K-5
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.2.8.	Describe how reasons support specific points the author makes in a text.
FOCUS / COURSE	MA.CC.RI .2.	Reading Standards for Informational Text Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
FOCUS / COURSE	MA.CC.R F.2.	Reading Standards: Foundational Skills Pre-K-5
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.d.	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
FOCUS / COURSE	MA.CC.R F.2.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.2.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	MA.CC.W. 2.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
FOCUS / COURSE	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
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.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
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.
STANDARD / CONCEPT / SKILL	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
FOCUS / COURSE	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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 on page 28 for specific expectations.)
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.
INDICATOR	L.2.1.a.	Use collective nouns (e.g., group).

INDICATOR	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATOR	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3.a.	Compare formal and informal uses of English.
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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	MA.CC.L. 2.	Language Standards Pre-K-5
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.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 2

Massachusetts Curriculum Frameworks  
Language Arts

Grade 2 - Adopted: 2011

FOCUS /	MA.CC.R	Reading Standards for Literature Pre-K-5
---------	---------	--

<b>COURSE</b>	<b>L.2.</b>	
<b>STRAND</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.2.</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.3.</b>	Describe how characters in a story respond to major events and challenges.
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.4.</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.5.</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.6.</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.7.</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.10.</b>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .2.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.3.</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .2.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.4.</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.6.</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .2.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.10.</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>FOCUS / COURSE</b>	<b>MA.CC.R F.2.</b>	<b>Reading Standards: Foundational Skills Pre-K-5</b>
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.2.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words.

<b>SKILL</b>		
<b>INDICATOR</b>	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>INDICATOR</b>	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
<b>INDICATOR</b>	RF.2.3.c.	Decode regularly spelled two-syllable words with long vowels.
<b>INDICATOR</b>	RF.2.3.d.	Decode words with common prefixes and suffixes.
<b>INDICATOR</b>	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
<b>INDICATOR</b>	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
<b>FOCUS / COURSE</b>	MA.CC.R F.2.	Reading Standards: Foundational Skills Pre-K-5
<b>STRAND</b>		Fluency
<b>STANDARD / CONCEPT / SKILL</b>	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATOR</b>	RF.2.4.a.	Read grade-level text with purpose and understanding.
<b>INDICATOR</b>	RF.2.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>INDICATOR</b>	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>FOCUS / COURSE</b>	MA.CC.W. 2.	Writing Standards Pre-K-5
<b>STRAND</b>		Text Types and Purposes
<b>STANDARD / CONCEPT / SKILL</b>	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<b>STANDARD / CONCEPT / SKILL</b>	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
<b>FOCUS / COURSE</b>	MA.CC.W. 2.	Writing Standards Pre-K-5
<b>STRAND</b>		Production and Distribution of Writing
<b>STANDARD / CONCEPT / SKILL</b>	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
<b>FOCUS / COURSE</b>	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
<b>STRAND</b>		Comprehension and Collaboration
<b>STANDARD / CONCEPT / SKILL</b>	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.
<b>INDICATOR</b>	SL.2.1.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>INDICATOR</b>	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>INDICATOR</b>	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>FOCUS / COURSE</b>	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
<b>STRAND</b>		Comprehension and Collaboration
<b>STANDARD / CONCEPT / SKILL</b>	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>STANDARD / CONCEPT / SKILL</b>	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>FOCUS / COURSE</b>	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
<b>STRAND</b>		Presentation of Knowledge and Ideas
<b>STANDARD / CONCEPT / SKILL</b>	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.



STANDARD / CONCEPT / SKILL	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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 on page 28 for specific expectations.)
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.
INDICATOR	L.2.1.a.	Use collective nouns (e.g., group).
INDICATOR	L.2.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATOR	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.	Capitalize holidays, product names, and geographic names.
INDICATOR	L.2.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3.a.	Compare formal and informal uses of English.
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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	MA.CC.L. 2.	Language Standards Pre-K-5
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.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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).
<b>FOCUS / COURSE</b>	<b>MA.CC.L. 2.</b>	<b>Language Standards Pre-K-5</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.2.6.</b>	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</b>

Unit 3

**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade 2 - Adopted: 2011

<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.1.</b>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.2.</b>	<b>Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.3.</b>	<b>Describe how characters in a story respond to major events and challenges.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.4.</b>	<b>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.5.</b>	<b>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.6.</b>	<b>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.7.</b>	<b>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.10.</b>	<b>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.R F.2.</b>	<b>Reading Standards: Foundational Skills Pre-K-5</b>
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.2.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>INDICATOR</b>	<b>RF.2.3.a.</b>	<b>Distinguish long and short vowels when reading regularly spelled one-syllable words.</b>
<b>INDICATOR</b>	<b>RF.2.3.b.</b>	<b>Know spelling-sound correspondences for additional common vowel teams.</b>
<b>INDICATOR</b>	<b>RF.2.3.c.</b>	<b>Decode regularly spelled two-syllable words with long vowels.</b>
<b>INDICATOR</b>	<b>RF.2.3.d.</b>	<b>Decode words with common prefixes and suffixes.</b>
<b>INDICATOR</b>	<b>RF.2.3.e.</b>	<b>Identify words with inconsistent but common spelling-sound correspondences.</b>
<b>INDICATOR</b>	<b>RF.2.3.f.</b>	<b>Recognize and read grade-appropriate irregularly spelled words.</b>

<b>FOCUS / COURSE</b>	<b>MA.CC.R F.2.</b>	<b>Reading Standards: Foundational Skills Pre-K-5</b>
<b>STRAND</b>		<b>Fluency</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RF.2.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>INDICATOR</b>	<b>RF.2.4.a.</b>	<b>Read grade-level text with purpose and understanding.</b>
<b>INDICATOR</b>	<b>RF.2.4.b.</b>	<b>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</b>
<b>INDICATOR</b>	<b>RF.2.4.c.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.W. 2.</b>	<b>Writing Standards Pre-K-5</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.2.3.</b>	<b>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.W. 2.</b>	<b>Writing Standards Pre-K-5</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>W.2.5.</b>	<b>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.S L.2.</b>	<b>Speaking and Listening Standards Pre-K-5</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.2.1.</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>INDICATOR</b>	<b>SL.2.1.a.</b>	<b>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</b>
<b>INDICATOR</b>	<b>SL.2.1.b.</b>	<b>Build on others' talk in conversations by linking their comments to the remarks of others.</b>
<b>INDICATOR</b>	<b>SL.2.1.c.</b>	<b>Ask for clarification and further explanation as needed about the topics and texts under discussion.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.S L.2.</b>	<b>Speaking and Listening Standards Pre-K-5</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.2.2.</b>	<b>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.2.3.</b>	<b>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.S L.2.</b>	<b>Speaking and Listening Standards Pre-K-5</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.2.4.</b>	<b>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.2.5.</b>	<b>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.2.6.</b>	<b>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 28 for specific expectations.)</b>
<b>FOCUS / COURSE</b>	<b>MA.CC.L. 2.</b>	<b>Language Standards Pre-K-5</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.2.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATOR	L.2.1.a.	Use collective nouns (e.g., group).
INDICATOR	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
INDICATOR	L.2.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3.a.	Compare formal and informal uses of English.
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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	MA.CC.L. 2.	Language Standards Pre-K-5
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.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 4

<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.2.</b>	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.3.</b>	Describe how characters in a story respond to major events and challenges.
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.4.</b>	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.5.</b>	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.6.</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.7.</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>FOCUS / COURSE</b>	<b>MA.CC.R L.2.</b>	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.2.10.</b>	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .2.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.2.</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.3.</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .2.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.4.</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.6.</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
<b>FOCUS / COURSE</b>	<b>MA.CC.RI .2.</b>	<b>Reading Standards for Informational Text Pre-K-5</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.2.8.</b>	Describe how reasons support specific points the author makes in a text.
<b>FOCUS /</b>	<b>MA.CC.RI</b>	<b>Reading Standards for Informational Text Pre-K-5</b>

COURSE	.2.	
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	Ri.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
FOCUS / COURSE	MA.CC.R F.2.	Reading Standards: Foundational Skills Pre-K-5
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.d.	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
FOCUS / COURSE	MA.CC.R F.2.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.2.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	MA.CC.W. 2.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STANDARD / CONCEPT / SKILL	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
FOCUS / COURSE	MA.CC.W. 2.	Writing Standards Pre-K-5
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.
FOCUS / COURSE	MA.CC.W. 2.	Writing Standards Pre-K-5
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
FOCUS / COURSE	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
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.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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.
<b>FOCUS / COURSE</b>	<b>MA.CC.S L.2.</b>	<b>Speaking and Listening Standards Pre-K-5</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.2.2.</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.2.3.</b>	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>FOCUS / COURSE</b>	<b>MA.CC.S L.2.</b>	<b>Speaking and Listening Standards Pre-K-5</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.2.4.</b>	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.2.5.</b>	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
<b>STANDARD / CONCEPT / SKILL</b>	<b>SL.2.6.</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 28 for specific expectations.)
<b>FOCUS / COURSE</b>	<b>MA.CC.L. 2.</b>	<b>Language Standards Pre-K-5</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.2.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>INDICATOR</b>	<b>L.2.1.a.</b>	Use collective nouns (e.g., group).
<b>INDICATOR</b>	<b>L.2.1.b.</b>	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
<b>INDICATOR</b>	<b>L.2.1.c.</b>	Use reflexive pronouns (e.g., myself, ourselves).
<b>INDICATOR</b>	<b>L.2.1.d.</b>	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
<b>INDICATOR</b>	<b>L.2.1.e.</b>	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>INDICATOR</b>	<b>L.2.1.f.</b>	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
<b>FOCUS / COURSE</b>	<b>MA.CC.L. 2.</b>	<b>Language Standards Pre-K-5</b>
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.2.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	<b>L.2.2.c.</b>	Use an apostrophe to form contractions and frequently occurring possessives.
<b>INDICATOR</b>	<b>L.2.2.d.</b>	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
<b>FOCUS / COURSE</b>	<b>MA.CC.L. 2.</b>	<b>Language Standards Pre-K-5</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.2.3.</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>INDICATOR</b>	<b>L.2.3.a.</b>	Compare formal and informal uses of English.
<b>FOCUS / COURSE</b>	<b>MA.CC.L. 2.</b>	<b>Language Standards Pre-K-5</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.2.4.</b>	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.
<b>INDICATOR</b>	<b>L.2.4.a.</b>	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>INDICATOR</b>	<b>L.2.4.b.</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	MA.CC.L. 2.	Language Standards Pre-K-5
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.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 5

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2011

FOCUS / COURSE	MA.CC.R L.2.	Reading Standards for Literature Pre-K-5
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.	Recount 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	MA.CC.R L.2.	Reading Standards for Literature Pre-K-5
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.
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.
STANDARD / CONCEPT / SKILL	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
FOCUS / COURSE	MA.CC.R L.2.	Reading Standards for Literature Pre-K-5
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	MA.CC.R L.2.	Reading Standards for Literature Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the



SKILL		high end of the range.
FOCUS / COURSE	MA.CC.R F.2.	Reading Standards: Foundational Skills Pre-K-5
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.d.	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
FOCUS / COURSE	MA.CC.R F.2.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.2.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	MA.CC.W. 2.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STANDARD / CONCEPT / SKILL	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
FOCUS / COURSE	MA.CC.W. 2.	Writing Standards Pre-K-5
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.
FOCUS / COURSE	MA.CC.W. 2.	Writing Standards Pre-K-5
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
FOCUS / COURSE	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
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.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
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.
STANDARD / CONCEPT / SKILL	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
FOCUS / COURSE	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
STANDARD / CONCEPT / SKILL	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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 on page 28 for specific expectations.)
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.
INDICATOR	L.2.1.a.	Use collective nouns (e.g., group).
INDICATOR	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3.a.	Compare formal and informal uses of English.
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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	MA.CC.L. 2.	Language Standards Pre-K-5

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
<b>INDICATOR</b>	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
<b>INDICATOR</b>	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).
<b>FOCUS / COURSE</b>	MA.CC.L.2.	Language Standards Pre-K-5
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 7

Massachusetts Curriculum Frameworks  
Language Arts

Grade 2 - Adopted: 2011

<b>FOCUS / COURSE</b>	MA.CC.R L.2.	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPT / SKILL</b>	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.
<b>STANDARD / CONCEPT / SKILL</b>	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
<b>STANDARD / CONCEPT / SKILL</b>	RL.2.3.	Describe how characters in a story respond to major events and challenges.
<b>FOCUS / COURSE</b>	MA.CC.R L.2.	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	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.
<b>STANDARD / CONCEPT / SKILL</b>	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
<b>STANDARD / CONCEPT / SKILL</b>	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>FOCUS / COURSE</b>	MA.CC.R L.2.	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPT / SKILL</b>	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.
<b>FOCUS / COURSE</b>	MA.CC.R L.2.	<b>Reading Standards for Literature Pre-K-5</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPT / SKILL</b>	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>FOCUS / COURSE</b>	MA.CC.R F.2.	<b>Reading Standards: Foundational Skills Pre-K-5</b>
<b>STRAND</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD / CONCEPT / SKILL</b>	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>INDICATOR</b>	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.d.	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3.f.	Recognize and read grade-appropriate irregularly spelled words.
FOCUS / COURSE	MA.CC.R F.2.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.2.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	MA.CC.W. 2.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
STANDARD / CONCEPT / SKILL	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STANDARD / CONCEPT / SKILL	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
FOCUS / COURSE	MA.CC.W. 2.	Writing Standards Pre-K-5
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.
FOCUS / COURSE	MA.CC.W. 2.	Writing Standards Pre-K-5
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
FOCUS / COURSE	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
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.a.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
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.
STANDARD / CONCEPT / SKILL	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic

SKILL		or issue.
FOCUS / COURSE	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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 on page 28 for specific expectations.)
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.
INDICATOR	L.2.1.a.	Use collective nouns (e.g., group).
INDICATOR	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR	L.2.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.c.	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3.a.	Compare formal and informal uses of English.
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
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.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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	MA.CC.L. 2.	Language Standards Pre-K-5
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).
FOCUS /	MA.CC.L.	Language Standards Pre-K-5

<b>COURSE</b>	<b>2.</b>	
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.2.6.</b>	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</b>

© 2015 EdGate Correlation Services, LLC. All Rights reserved.  
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)