Classroom Supplement Units Grade 2

Pre-writing

Maine Learning Results

Language Arts

Grade **2** - Adopted: **2010**

STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	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	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	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	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	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.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	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.
STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	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.
STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	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.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	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.
EXPECTATION	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).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	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.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY /		Conventions of Standard English

PERFORMANCE INDICATOR		
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L. 2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / DOMAIN	ME.CC.L. 2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / DOMAIN	ME.CC.L. 2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	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).
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L. 2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L. 2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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

Maine Learning Results

Language Arts

Grade **2** - Adopted: **2010**

STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	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	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	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	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	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.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	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.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	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.
STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	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	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE		Range of Reading and Level of Text Complexity

INDICATOR		
STANDARD	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.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	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.
EXPECTATION	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).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	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.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE		Conventions of Standard English

INDICATOR		
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	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).
EXPECTATION	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).
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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

STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	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	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	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	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	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.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	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.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	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.
STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	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	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	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.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.W.2.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Text Types and Purposes
STANDARD	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.
STRAND / DOMAIN	ME.CC.W.2.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Production and Distribution of Writing
STANDARD	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	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.
EXPECTATION	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).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	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.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	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	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	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).
EXPECTATION	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).
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards

CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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 3

Maine Learning Results

Language Arts

Grade **2** - Adopted: **2010**

STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	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	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	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	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	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.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	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.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	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.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable

		words.
EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.W.2.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Text Types and Purposes
STANDARD	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.
STRAND / DOMAIN	ME.CC.W.2.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Production and Distribution of Writing
STANDARD	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	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.
EXPECTATION	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).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	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.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	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	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
EXPECTATION	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	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).
EXPECTATION	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).
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE		Vocabulary Acquisition and Use

INDICATOR		
STANDARD	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

Maine Learning Results

Language Arts

Grade **2** - Adopted: **2010**

STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	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	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	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	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	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.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	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.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	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.
STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	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	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STANDARD	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or

		subject area.
STANDARD	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STRAND / DOMAIN	ME.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	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.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.W.2.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Text Types and Purposes
STANDARD	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.
STRAND / DOMAIN	ME.CC.W.2.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Production and Distribution of Writing
STANDARD	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / DOMAIN	ME.CC.W.2.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Research to Build and Present Knowledge
STANDARD	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.

STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	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.
EXPECTATION	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).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	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.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	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	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language

INDICATOR		
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / DOMAIN	ME.CC.L. 2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	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).
EXPECTATION	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).
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L. 2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L. 2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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

Maine Learning Results

Language Arts

Grade **2** - Adopted: **2010**

STRAND / DOMAIN	ME.CC.R L.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	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	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	ME.CC.R L.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	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	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	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.

STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas
STANDARD	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.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	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.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.W.2.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Text Types and Purposes
STANDARD	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.
STRAND / DOMAIN	ME.CC.W.2.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Production and Distribution of Writing
STANDARD	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / DOMAIN	ME.CC.W.2.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Research to Build and Present Knowledge
STANDARD	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards

CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	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.
EXPECTATION	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).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	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.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	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	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.

STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	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).
EXPECTATION	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).
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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

Maine Learning Results

Language Arts

Grade **2** - Adopted: **2010**

STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Key Ideas and Details
STANDARD	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	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Craft and Structure
STANDARD	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	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	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.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Integration of Knowledge and Ideas

STANDARD	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.
STRAND / DOMAIN	ME.CC.RL.2.	Reading Standards for Literature
CATEGORY / PERFORMANCE INDICATOR		Range of Reading and Level of Text Complexity
STANDARD	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.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Phonics and Word Recognition
STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND / DOMAIN	ME.CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / PERFORMANCE INDICATOR		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	ME.CC.W.2.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Text Types and Purposes
STANDARD	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	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.
STRAND / DOMAIN	ME.CC.W.2.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Production and Distribution of Writing
STANDARD	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND / DOMAIN	ME.CC.W.2.	Writing Standards
CATEGORY / PERFORMANCE INDICATOR		Research to Build and Present Knowledge
STANDARD	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY /		Comprehension and Collaboration

PERFORMANCE INDICATOR		
STANDARD	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.
EXPECTATION	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).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	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.
STRAND / DOMAIN	ME.CC.SL.2.	Speaking and Listening Standards
CATEGORY / PERFORMANCE INDICATOR		Presentation of Knowledge and Ideas
STANDARD	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	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Knowledge of Language
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.2.3(a)	Compare formal and informal uses of English.
STRAND / DOMAIN	ME.CC.L.2.	Language Standards
CATEGORY /		Vocabulary Acquisition and Use

PERFORMANCE INDICATOR		
STANDARD	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.
EXPECTATION	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	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).
EXPECTATION	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).
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L. 2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	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).
STRAND / DOMAIN	ME.CC.L. 2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	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).