

Main Criteria: Classroom Supplement Units Grade 2

Secondary Criteria: Michigan Curriculum Standards

Subject: Language Arts

Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

Michigan Curriculum Standards

Language Arts

Grade 2 - Adopted: 2010

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

GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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

Michigan Curriculum Standards
Language Arts
Grade 2 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .2.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.

EXPECTATION		
STRAND / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RI.2.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RI.2.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GRADE LEVEL EXPECTATION	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / STANDARD CATEGORY	MI.CC.RI.2.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STRAND / STANDARD CATEGORY	MI.CC.RI.2.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
STRAND / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	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(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
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 / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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 / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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

Michigan Curriculum Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Key Ideas and Details

GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RI.2.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RI.2.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GRADE LEVEL EXPECTATION	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / STANDARD CATEGORY	MI.CC.RI.2.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD	MI.CC.L.2.	Language Standards

CATEGORY		
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	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(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.2.2(a)	Capitalize holidays, product names, and geographic names.
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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL	L.2.6.	Use words and phrases acquired through conversations, reading and being read to,

EXPECTATION		and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
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Unit 3

Michigan Curriculum Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	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(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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

Michigan Curriculum Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL .2.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.

GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RI.2.	Reading Standards for Informational Text
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RI.2.	Reading Standards for Informational Text
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GRADE LEVEL EXPECTATION	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND / STANDARD CATEGORY	MI.CC.RI.2.	Reading Standards for Informational Text
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STRAND / STANDARD CATEGORY	MI.CC.RI.2.	Reading Standards for Informational Text
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION		
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 / STANDARD CATEGORY	MI.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	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(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
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 / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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 / STANDARD CATEGORY	MI.CC.L.2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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

Michigan Curriculum Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	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).
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Unit 7

Michigan Curriculum Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GRADE LEVEL EXPECTATION	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RL.2.	Reading Standards for Literature
STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD		Phonics and Word Recognition
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.RF.2.	Reading Standards: Foundational Skills
STANDARD		Fluency
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.W.2.	Writing Standards
STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.SL.2.	Speaking and Listening Standards
STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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.
GRADE LEVEL EXPECTATION	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND / STANDARD CATEGORY	MI.CC.L.2.	Language Standards

STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	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(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Conventions of Standard English
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).
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STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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 / STANDARD CATEGORY	MI.CC.L. 2.	Language Standards
STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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).