

## Grade 2 Expectations in English Language Arts

### Grade 2 Expectations in English/Language Arts

*Learning Standards from the MA Curriculum Framework for the end of Grade 2 are numbered and printed in bold. The Franklin Public School System's grade level expectations for grade 2 are bulleted below each learning standard. If there are no bulleted items after the MA Learning Standard, that standard is the grade level expectation. All students are expected to master all grade level expectations.*

#### **GENERAL STANDARD 1: Discussion**

*Students will use agreed-upon rules for informal and formal discussions in small and large groups.*

<b>Learning Standards</b>	<b>Resources</b>
<b>1.1 Follow agreed-upon rules for discussion (raising one's hand, waiting one's turn, speaking one at a time).</b>	
<ul style="list-style-type: none"> <li>Follow agreed-upon rules for discussion: putting hands down while others are speaking.</li> </ul>	

#### **GENERAL STANDARD 3: Oral Presentation**

*Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.*

<b>Learning Standards</b>	<b>Resources</b>
<b>3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.</b>	

#### **GENERAL STANDARD 4: Vocabulary and Concept Development**

*Students will understand and acquire new vocabulary and use it correctly in reading and writing.*

<b>Learning Standards</b>	<b>Resources</b>
<b>4.4 Identify base words (look) and their inflectional forms (looks, looked, looking).</b>	
<ul style="list-style-type: none"> <li>Generate and use base words and their inflectional forms in their writing.</li> </ul>	
<b>4.5 Identify the relevant meaning for a word with multiple meanings using its context (saw/saw).</b>	
<ul style="list-style-type: none"> <li>Generate and write the definitions of words with multiple meanings.</li> </ul>	
<b>4.6 Identify common antonyms and synonyms.</b>	
<b>4.8 Determine meanings of words by using a beginning dictionary.</b>	

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**GENERAL STANDARD 6: Formal and Informal English**

*Students will describe, analyze, and use appropriately formal and informal English.*

Learning Standards	Resources
<b>6.1 Identify formal and informal language in stories, poems and plays.</b>	

**GENERAL STANDARD 7: Beginning Reading**

*Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.*

Learning Standards	Resources
<b>7.4 Demonstrate understanding of the various features of written English.</b>	
<ul style="list-style-type: none"> <li>Recognize the distinguishing features of a paragraph (indentation, spacing).</li> </ul>	
<b>7.5 Demonstrate orally that phonemes exist.</b>	
<ul style="list-style-type: none"> <li>Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words.</li> </ul>	
<b>7.7 Use letter-sound knowledge to decode written English.</b>	
<ul style="list-style-type: none"> <li>Apply independently the most common letter-sound correspondences, including vowel digraphs and diphthongs.</li> <li>Know and use more difficult word families (-ought) and known words to decode unknown words.</li> <li>Apply knowledge of letter patterns to identify syllables.</li> <li>Read aloud with fluency and comprehension at grade level.</li> </ul>	

**GENERAL STANDARD 8: Understanding a Text**

*Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.*

Learning Standards	Resources
<b>8.8 Distinguish cause from effect.</b>	
<b>8.9 Make predictions about the content of a text using prior knowledge and text features (headings, table of contents, key words), and explain whether they were confirmed or disconfirmed and why.</b>	
<b>8.10 Restate main ideas.</b>	

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**GENERAL STANDARD 9: Making Connections**

*Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.*

Learning Standards	Resources
<b>9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.</b>	
<b>9.2 Identify different interpretations of plot, setting, and character in the same story by different authors or illustrators. (e.g., <i>The Mitten</i>, <i>The Gingerbread Man</i>)</b>	

**GENERAL STANDARD 10: Genre**

*Students will identify, analyze, and apply knowledge of the characteristics of different genres.*

Learning Standards	Resources
<b>10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature.</b>	

**GENERAL STANDARD 12: Fiction**

*Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.*

Learning Standards	Resources
<b>12.1 Identify the elements of plot, character, and setting in a favorite story.</b>	

**GENERAL STANDARD 13: Nonfiction**

*Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.*

Learning Standards	Resources
<b>13.1 Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents).</b>	
<b>13.2 Identify and use knowledge of common graphic features (illustrations, type size).</b>	
<b>13.3 Make predictions about the content of a text using prior knowledge and text and graphic features.</b>	
<b>13.4 Explain whether predictions about the content of a text were confirmed or disconfirmed and why.</b>	
<ul style="list-style-type: none"> <li>Explain in writing whether predictions about the content of a text were confirmed or disconfirmed and why.</li> </ul>	
<b>13.5 Restate main ideas and important facts from a text heard or read.</b>	
<ul style="list-style-type: none"> <li>Restate main ideas from a text heard or read.</li> </ul>	

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**GENERAL STANDARD 14: Poetry**

*Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.*

Learning Standards	Resources
<b>14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.</b>	
<ul style="list-style-type: none"> <li>Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry when reading independently.</li> </ul>	

**GENERAL STANDARD 15: Style and Language**

*Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.*

Learning Standards	Resources
<b>15.1 Identify how the author’s words appeal to the senses in literature and spoken language.</b>	

**GENERAL STANDARD 16: Myth, Traditional Narrative, and Classical Literature**

*Students will identify analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.*

Learning Standards	Resources
<b>16.1 Identify familiar forms of traditional literature (Mother Goose rhymes, fairy tales, lullabies) read aloud.</b>	
<ul style="list-style-type: none"> <li>Identify familiar forms of traditional literature (fairy tales) read aloud.</li> </ul>	
<b>16.2 Retell or dramatize traditional literature.</b>	
<ul style="list-style-type: none"> <li>Retell traditional literature through writing.</li> </ul>	
<b>16.3 Identify and predict recurring phrases (Once upon a time) in traditional literature.</b>	

**GENERAL STANDARD 17: Dramatic Literature**

*Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.*

Learning Standards	Resources
<b>17.1 Identify the elements of dialogue and use them in informal plays.</b>	

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**GENERAL STANDARD 18: Dramatic Reading and Performance**

*Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.*

Learning Standards	Resources
<b>18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.</b>	

**GENERAL STANDARD 19: Writing**

*Students will write with a clear focus, coherent organization, and sufficient detail.*

Learning Standards	Resources
<b>For imaginative/literary writing:</b>	
<b>19.5 Write or dictate stories that have a beginning, middle, and end.</b>	
<ul style="list-style-type: none"> <li>Write stories that have a beginning, middle, and end.</li> </ul>	
<b>For informational/expository writing:</b>	
<b>19.7 Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order.</b>	
<ul style="list-style-type: none"> <li>Write or dictate in at least one paragraph letters, directions, or short accounts of personal experiences that follow a logical order.</li> </ul>	
<b>19.8 Write or dictate research questions.</b>	

**GENERAL STANDARD 20: Consideration of Audience and Purpose**

*Students will write for different audiences and purposes.*

Learning Standards	Resources
<b>20.1 Use a variety of forms or genres when writing for different purposes.</b>	

**GENERAL STANDARD 21: Revising**

*Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.*

Learning Standards	Resources
<b>21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.</b>	
<ul style="list-style-type: none"> <li>Identify words and phrases that could be added to a written or dictated composition to make the thought clearer, more logical or more expressive.</li> </ul>	

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**GENERAL STANDARD 22: Standard English Conventions**

*Students will use knowledge of standard English conventions in their writing, revising, and editing.*

Learning Standards	Resources
<b>22.2 Use correct standard English mechanics such as:</b>	
<ul style="list-style-type: none"> <li>• Understand and applying rules for commas in dates (“February 24, 2001”).</li> <li>• Print all daily work legibly.</li> </ul>	

**GENERAL STANDARD 23: Organizing Ideas in Writing**

*Students will organize ideas in writing in a way that makes sense for their purpose.*

Learning Standards	Resources
<b>23.1 Arrange events in order when writing or dictating.</b>	
<b>23.2 Arrange ideas in a way that makes sense.</b>	
<ul style="list-style-type: none"> <li>• Arrange ideas in a paragraph using a graphic organizer.</li> </ul>	

**GENERAL STANDARD 24: Research**

*Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.*

Learning Standards	Resources
<b>24.1 Generate questions and gather information from several sources in a classroom, school or public library.</b>	

**GENERAL STANDARD 25: Evaluating Writing and Presentations**

*Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.*

Learning Standards	Resources
<b>25.1 Support judgments about classroom activities or presentations.</b>	