

2 <sup>nd</sup> Grade Writing, Speaking, Listening						
Writing	Writing	Writing	Language	Language	Speaking/Listening	Speaking/Listening
Texts, Types and Purposes	Production and Distribution	Research to Build and Present Knowledge	Conventions of Standard English	Vocabulary Acquisition and Use	Presentation of Knowledge and Ideas	Comprehension and Collaboration
<p>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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and</p>	<p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use collective nouns (e.g., <i>group</i>).</p> <p>Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>Form and use the past tense of frequently</p>	<p>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.</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>,</p>	<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>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.</p> <p>Produce complete sentences when appropriate to task and situation in order</p>	<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>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).</p> <p>Build on others' talk in conversations by linking their</p>

<p>definitions to develop points, and provide a concluding statement or section.</p> <p>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.</p>			<p>occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Capitalize holidays, product names, and geographic names.</p> <p>Use commas in greetings and closings</p>	<p><i>tell/retell</i>).</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i>).</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>Demonstrate understanding of word relationships and nuances in</p>	<p>to provide requested detail or clarification.</p>	<p>comments to the remarks of others.</p> <p>Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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.</p>
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			<p>of letters.</p> <p>Use an apostrophe to form contractions and frequently occurring.</p> <p>Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>word meanings.</p> <p>Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p>		
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