

**Correlation of**  
***Seeds of Science/Roots of Reading***<sup>®</sup>  
**Integrated Science and Literacy Units**

**Soil Habitats**  
**Shoreline Science**  
**Designing Mixtures**  
**Gravity and Magnetism**  
**Light Energy**  
**Weather and Water**  
**Variation and Adaptation**  
**Digestion and Body Systems**

**with the State of Massachusetts**  
**English Language Arts Education Standards**  
**for Grade 2**  
**Created April 2009**



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Massachusetts English/Language Arts Standards – 2<sup>nd</sup> Grade

Massachusetts English/Language Arts Standards – 2 <sup>nd</sup> Grade	2 <sup>nd</sup> - 3 <sup>rd</sup> Grade				3 <sup>rd</sup> - 4 <sup>th</sup> Grade				4 <sup>th</sup> - 5 <sup>th</sup> Grade			
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<b>GENERAL STANDARD 1: Discussion</b>												
Students will use agreed-upon rules for informal and formal discussions in small and large groups.												
1.1 : Follow agreed-upon rules for discussion ( <i>raising one's hand, waiting one's turn, speaking one at a time</i> ).	●●	●●	●●	●●	●●	●●	●●	●●				
<b>GENERAL STANDARD 2: Questioning, Listening, and Contributing</b>												
Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.												
2.1: Contribute knowledge to class discussion in order to develop a topic for a class project. For example, students contribute to a list of the people they know about who are community helpers and decide whom they wish to invite to class to talk about the work they do.	●●	●●	●●	●●	●●	●●	●●	●●				
<b>GENERAL STANDARD 3: Oral Presentation</b>												
Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.												
3.1: Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.	●●	●●	●●	●●	●●	●●	●●	●●				
3.2: Maintain focus on the topic. For example, students explain to the class why an object they bring from home is important to them.	●●	●●	●●	●●	●●	●●	●●	●●				
<b>GENERAL STANDARD 4: Vocabulary and Concept Development</b>												
Students will understand and acquire new vocabulary and use it correctly in reading and writing.												
4.3: Identify and sort common words into conceptual categories (opposites, living things).	●●	●●	●●	●●	●●	●●	●●	●●				
4.4: Identify base words (look) and their inflectional forms (looks,	●	●	●	●	●	●	●	●				

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looked, looking).												
4.5: Identify the relevant meaning for a word with multiple meanings using its context (saw/saw).	●	●	●	●	●		●					
4.6: Identify common antonyms and synonyms.	●	●	●	●	●	●	●	●				
4.7: Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (lunchtime, daydream, everyday).	●	●	●	●	●	●	●	●				
4.8: Determine meanings of words by using a beginning dictionary.	●	●	●	●	●	●	●	●				
<b>GENERAL STANDARD 5: Structure and Origins of Modern English</b>												
Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages												
5.1: Use language to express spatial and temporal relationships (up, down, before, after).	●	●	●	●	●	●	●	●				
5.2: Recognize that the names of things can also be the names of actions (fish, dream, run).	●	●	●	●	●	●	●	●				
5.3: Identify correct capitalization for names and places (Janet, I, George Washington, Springfield), and correct capitalization and commas in dates (February 24, 2001).	●	●	●	●	●	●	●	●				
5.4: Identify appropriate end marks (periods, question marks).	●	●	●	●	●	●	●	●				
<b>GENERAL STANDARD 6: Formal and Informal English</b>												
Students will describe, analyze, and use appropriately formal and informal English.												
6.1: Identify formal and informal language in stories, poems, and plays.	●	●	●	●	●	●	●	●				
<b>GENERAL STANDARD 7: Beginning Reading</b>												
Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.												

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<p>*7.4: Demonstrate understanding of the various features of written English:</p> <ul style="list-style-type: none"> <li>• know the order of the letters in the alphabet;</li> <li>• understand that spoken words are represented in written English by sequences of letters;</li> <li>• match oral words to printed words;</li> <li>• recognize that there are correct spellings for words;</li> <li>• use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled;</li> <li>• recognize the distinguishing features of a sentence (<i>capitalization, end punctuation</i>) and a paragraph (<i>indentation, spacing</i>);</li> <li>• identify the author and title of a book, and use a table of contents.</li> </ul>	•	•	•	•	•	•	•					
<p>*7.5: Demonstrate orally that phonemes exist:</p> <ul style="list-style-type: none"> <li>• generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words;</li> <li>• use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (<i>as in star</i>) to read words.</li> </ul>	•	•	•	•	•	•	•					
<p>*7.6: Recognize common irregularly spelled words by sight (<i>have, said, where</i>).</p>	•	•	•	•	•	•	•					

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<p>*7.7: Use letter-sound knowledge to decode written English:</p> <ul style="list-style-type: none"> <li>• decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words;</li> <li>• read accurately many irregularly spelled words, special vowel spellings, and common word endings;</li> <li>• apply knowledge of letter patterns to identify syllables;</li> <li>• apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs;</li> <li>• know and use more difficult word families (<i>-ought</i>) and known words to decode unknown words;</li> <li>• read words with several syllables;</li> <li>• read aloud with fluency and comprehension at grade level.</li> </ul>	•	•	•	•	•	•	•					
<p><b>GENERAL STANDARD 8: Understanding a Text</b></p> <p>Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</p>												
8.6: Make predictions about what will happen next in a story, and explain whether they were confirmed or disconfirmed and why.	•••	••	••	••	•••	••	••	••				
8.7: Retell a story's beginning, middle, and end.	••	••	••	••	•••	••	••	••				
8.8: Distinguish cause from effect.	•	•	•	•	•	•	•	•				
8.9: Make predictions about the content of a text using prior knowledge and text features ( <i>headings, table of contents, key words</i> ), and explain whether they were confirmed or disconfirmed and why.	•••	••	••	••	•••	••	••	••				

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<p>8.10: Restate main ideas. For example, students brainstorm a list of animals they know. Then they read <i>About Mammals: A Guide for Children</i>, by Cathryn Sill. With their teacher, they list different traits of mammals (the main idea of the book) and decide which animals on their original list are mammals.</p>	●●	●●	●●	●●	●●●	●●	●●	●●				
<p><b>GENERAL STANDARD 9: Making Connections</b></p> <p>Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.</p>												
<p>9.1: Identify similarities in plot, setting, and character among the works of an author or illustrator. For example, students read (or hear read aloud) several picture books by one author/illustrator such as Beatrix Potter, Dr. Seuss, William Steig, Peter Spier, Eric Carle, or Marc Brown. They make a list of the similarities they notice in the books.</p>												
<p>9.2: Identify different interpretations of plot, setting, and character in the same work by different illustrators (<i>alphabet books, nursery rhymes, counting books</i>).</p>												
<p><b>GENERAL STANDARD 10: Genre</b></p> <p>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</p>												
<p>10.1: Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature. (See Glossary for definitions.) For example, the teacher and students read together an Aesop tale, a Thornton Burgess tale, and a magazine article about woodland animals. They fill in a graphic organizer that shows the similarities and differences in the fable, fiction, and nonfiction and discuss</p>	●●	●●	●●	●●	●●	●●	●●	●●				

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what they learned from each form of literature.												
<b>GENERAL STANDARD 11: Theme</b>												
Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.												
11.1: Relate themes in works of fiction and nonfiction to personal experience. For example, students explore the theme, “A true friend helps us when we are in trouble” in poems, pictures, and stories, and compare their own experiences in original art and stories.	●	●	●	●	●	●	●	●				
<b>GENERAL STANDARD 12: Fiction</b>												
Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.												
12.1: Identify the elements of plot, character, and setting in a favorite story.												
<b>GENERAL STANDARD 13: Nonfiction</b>												
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.												
13.1: Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents).	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●				
13.2: Identify and use knowledge of common graphic features (illustrations, type size).	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●				
13.3: Make predictions about the content of a text using prior knowledge and text and graphic features.	●●●	●●	●●	●●	●●●	●●	●●	●●				
13.4: Explain whether predictions about the content of a text were confirmed or disconfirmed and why.	●●●	●●	●●	●●	●●●	●●	●●	●●				
13.5: Restate main ideas and important facts from a text heard or read.	●●	●●	●●	●●	●●●	●●	●●	●●				

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<b>GENERAL STANDARD 14: Poetry</b>												
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.												
14.1: Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry. For example, students recognize and respond to the rhythm and rhyme in Mother Goose nursery rhymes and in poems by David McCord and John Ciardi.												
<b>GENERAL STANDARD 15: Style and Language</b>												
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.												
15.1: Identify the senses implied in words appealing to the senses in literature and spoken language. For example, students respond to a poem read aloud and decide what senses they use to understand images such as “The sky is wrinkled.”	●●					●●		●●				
<b>GENERAL STANDARD 16: Myth, Traditional Narrative, and Classical Literature</b>												
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.												
16.1: Identify familiar forms of traditional literature (Mother Goose rhymes, fairy tales, lullabies) read aloud.												
16.2: Retell or dramatize traditional literature.												
16.3: Identify and predict recurring phrases (Once upon a time) in traditional literature.												
<b>GENERAL STANDARD 17: Dramatic Literature</b>												
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.												

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17.1: Identify the elements of dialogue and use them in informal plays.												
<b>GENERAL STANDARD 18: Dramatic Reading and Performance</b>												
Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.												
18.1: Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection. (See Standard 3.) For example, students practice voice control and diction and give oral presentations of their favorite stories to their classmates.												
<b>GENERAL STANDARD 19: Writing</b>												
Students will write with a clear focus, coherent organization, and sufficient detail.												
For imaginative/literary writing:												
19.5: Write or dictate stories that have a beginning, middle, and end.												
19.6: Write or dictate short poems.												
For informational/expository writing:												
19.7: Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order.	●●	●●	●●	●●	●●	●●	●●	●●				
19.8: Write or dictate research questions.	●●	●	●	●	●	●●	●	●				
<b>GENERAL STANDARD 20: Consideration of Audience and Purpose</b>												
Students will write for different audiences and purposes.												
20.1: Use a variety of forms or genres when writing for different purposes. For example, students describe an object in a sentence, and then they work together to create a two-line rhyming description using	●●	●●	●●	●●	●●	●●	●●	●●				

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the same information, and discuss the differences.												
<b>GENERAL STANDARD 21: Revising</b>												
Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them												
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. For example, after hearing classmates’ comments on what they find puzzling or missing in first drafts of their stories, students add key pieces of information in a second draft.	•	•	•	•	•	•	•	•				
<b>GENERAL STANDARD 22: Standard English Conventions</b>												
Students will use knowledge of standard English conventions in their writing, revising, and editing.												
22.2: Use correct standard English mechanics such as: • printing upper- and lower-case letters legibly and using them to make words; • separating words with spaces; • understanding and applying rules for capitalization at the beginning of a sentence, for names and places (“Janet,” “I,” “George Washington,” “Springfield”), and capitalization and commas in dates (“February 24, 2001”); • using correct spelling of sight and/or spelling words; and • using appropriate end marks such as periods and question marks.	•	•	•	•	•	•	•	•				
<b>GENERAL STANDARD 23: Organizing Ideas in Writing</b>												
Students will organize ideas in writing in a way that makes sense for their purpose.												

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23.1: Arrange events in order when writing or dictating. For example, Kindergarten students organize captioned illustrations in their class report on how seeds grow.	●●	●●	●●●	●●	●●	●●	●●	●●				
23.2: Arrange ideas in a way that makes sense. For example, students preparing to describe their favorite animal put ideas about the animal’s appearance in one group of sentences and ideas about behavior in another group of sentences.	●●	●●	●●	●●	●●	●●	●●	●●				
<b>GENERAL STANDARD 24: Research</b>												
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.												
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</b>												
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.												
25.1: Support judgments about classroom activities or presentations. For example, during Show and Tell, students respond to the speaker by talking about the parts of the speaker’s presentation that they liked the most and explaining why they thought these parts were interesting.	●	●	●	●	●	●	●	●				
<b>GENERAL STANDARD 26: Analysis of Media</b>												
Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.												
26.1: Identify techniques used in television (animation, close-ups, wide-angle shots, sound effects, music, graphics) and use												

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<p>knowledge of these techniques to distinguish between facts and misleading information.</p> <p>For example, students watch a film clip of a breakfast cereal commercial. Opening the actual box of cereal, they examine the small toy that is in the box and compare it with the animated version of the toy in the commercial. They discuss how the creators of the commercial used graphics, animation, and sound to tell a story and persuade viewers, and they brainstorm criteria for buying brands of cereal for their families.</p>												
<b>GENERAL STANDARD 27: Media Production</b>												
Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.												
<p>27.1: Create radio scripts, audiotapes, or videotapes for display or transmission.</p> <p>For example, students make audio recordings of poems in which each child reads an alternating verse.</p>												

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