

Correlations between the
State of Maryland
English Language Arts Standards
for grade 2

and

Seeds of Science/Roots of Reading[®]
Integrated Science and Literacy Units

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
Reading												
Standard 1.0 General Reading Processes												
B. Phonics -Students will apply their knowledge of letter/sound relationships and word structure to decode unfamiliar words.												
1. Identify letters and their corresponding sounds												
a. Identify digraphs, such as ch, ph, sh, th, and wh	●	●	●	●	●	●	●	●				
b. Identify diphthongs, such as oy, ow, ay	●	●	●	●	●	●	●	●				
2. Decode words in grade-level texts												
a. Use phonics to decode words	●	●	●	●	●	●	●	●				
b. Break compound words, contractions, and inflectional endings into known parts	●	●	●	●	●	●	●	●				
c. Identify and apply vowel patterns to read words, such as CVC, CVCE, CVVC	●	●	●	●	●	●	●	●				
d. Read blends fluently, such as spl, str	●	●	●	●	●	●	●	●				
C. Fluency -Students will read orally with accuracy and expression at a rate that sounds like speech.												
1. Read orally from familiar text at an appropriate rate												
a. Listen to models of fluent reading	●	●	●	●	●	●	●	●				
b. Read familiar text at a rate that is conversational and consistent	●	●	●	●	●	●	●	●				
c. Reread text multiple times to increase familiarity with words	●	●	●	●	●	●	●	●				
2. Read grade-level text accurately												
a. Reread and self-correct while reading	●	●	●	●	●	●	●	●				
b. Decode words automatically	●	●	●	●	●	●	●	●				
c. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction	●	●	●	●	●	●	●	●				

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
d. Read sight words automatically	●	●	●	●	●	●	●	●				
3. Read grade-level text with expression												
a. Demonstrate appropriate use of phrasing when reading both familiar and unfamiliar text * Use punctuation marks to guide expression * Use intonation (emphasis on certain words) to convey meaning	●	●	●	●	●	●	●	●				
D. Vocabulary -Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.												
1. Develop and apply vocabulary through exposure to a variety of texts												
a. Acquire new vocabulary through listening to and independently reading a variety of literary and informational texts	●●	●●	●●	●●	●●	●●	●●	●●				
b. Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation	●●	●●	●●	●●	●●	●●	●●	●●				
c. Make connections to prior knowledge and new vocabulary by listening, reading, and responding to a variety of texts	●●	●●	●●	●●	●●	●●	●●	●●				
d. Make inferences about the meaning of a word based on its use in a sentence	●	●	●	●	●	●	●	●				
e. Identify simple multiple meaning words	●	●	●	●	●			●				
f. Learn 8-12 new words each week (independent reading)	●●	●●	●●	●●	●●	●●	●●	●●				
2. Develop a conceptual understanding of new words												
a. Classify and categorize words into sets and groups, such as animals, adult/baby	●●	●●	●●	●●	●●	●●	●●	●●				
b. Identify and explain common antonyms, synonyms, and homophones to increase vocabulary skills	●	●	●	●	●	●	●	●				
c. Identify and correctly use new words acquired through study of their relationship to other words	●●	●●	●●	●●	●●	●●	●●	●●				

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
3. Understand, acquire, and use new vocabulary												
a. Determine the meaning of unknown words * Reread * Use context clues * Read on * Use text features	●●	●●	●●	●●	●●	●●	●●	●●				
b. Use unfamiliar words introduced in literary and informational texts	●●	●●	●●	●●	●●	●●	●●	●●				
c. Use word structure to determine meanings of words * Prefixes * Suffixes * Root/base words												
d. Use resources to determine meaning of unknown words * Dictionaries * Textbook glossaries * Thesauruses	●	●	●	●	●	●	●	●				
E. General Reading Comprehension -Students will use a variety of strategies to understand what they read (construct meaning).												
1. Develop comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts												
a. Listen to, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas, such as race, gender, disability, religion, and socio-economic background	●	●	●	●	●	●	●	●				
b. Self-select appropriate text for a variety of purposes	●●	●●	●●	●	●●	●●	●	●●				
c. Read a minimum of 25-30 self-selected and/or assigned books representing various genres	●●	●●	●●	●	●●	●●	●	●●				
d. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	●●	●●	●●	●●	●●	●●	●●	●●				

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
2. Use strategies to prepare for reading (before reading)												
a. Make and explain the connections made from prior knowledge and experiences with the text	●●	●●	●●	●●	●●	●●	●●	●●				
b. Make predictions or ask questions about the text by examining the title, cover, illustrations/photographs/text, and familiar author or topic	●●●	●●	●●	●●	●●	●●	●●	●●				
c. Set a purpose for reading and identify type of text (fiction or nonfiction)	●●	●●	●●	●●	●●	●●	●●	●●				
3. Use strategies to make meaning from text (during reading)												
a. Recall and discuss what they understand	●●	●●	●●	●●	●●	●●	●●	●●				
b. Identify and question what did not make sense	●	●	●	●	●	●	●	●				
c. Reread difficult parts slowly and carefully and use own words to restate difficult parts	●	●	●	●	●	●	●	●				
d. Read on, revisit, and restate the difficult parts in your own words	●	●	●	●	●	●	●	●				
e. Make, confirm, or adjust predictions	●●●	●●	●●	●●	●●●	●●	●●	●●				
f. Ask and answer questions about the text	●●●	●●	●●	●●	●●	●●●	●●	●●				
g. Periodically summarize while reading	●	●	●	●	●●●	●	●	●				
h. Visualize what was read	●	●	●	●	●	●	●	●●●				
i. Look back through the text to search for connections between and among ideas	●●	●●	●●	●●	●●	●●	●●	●●				
j. Explain personal connections to the topics, events, characters, and actions in texts	●●	●●	●●	●●	●●	●●	●●	●●				
4. Use strategies to demonstrate understanding of the text (after reading)												
a. Review/restate and explain what the text is mainly about	●●	●●	●●	●●	●●	●●	●●	●●				

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
b. Identify and explain what is directly stated in the text (details, literal meaning)	●●	●●	●●	●●	●●	●●	●●	●●				
c. Identify and explain what is not stated in the text (implied or inferential meaning)	●	●●	●	●	●	●	●●	●				
d. Summarize the text orally	●●	●●	●●	●●	●●	●●	●●	●●				
e. Confirm, refute, or make predictions to form new ideas	●●	●●	●●	●●	●●	●●	●●	●●				
f. Connect the text to prior knowledge or personal experience	●●	●●	●●	●●	●●	●●	●●	●●				
g. Engage in conversation to understand what has been read	●●	●●	●●	●●	●●	●●	●●	●●				
h. Retell explicit and implicit main ideas of texts	●●	●●	●●	●●	●●	●●	●●	●●				
i. Answer questions (what if, why, and how) in writing	●●	●●	●●	●●	●●	●●	●●	●●				
Informational Standard 2.0 Comprehension of Informational Text Students will read, comprehend, interpret, analyze, and evaluate informational text.												
A. Comprehension of Informational Text 1. Develop comprehension skills by reading a variety of self-selected and assigned informational texts												

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
a. Read and recognize nonfiction materials to gain information and content knowledge * Textbooks * Trade books * Grade-appropriate reference materials * Newspapers * Articles * Magazines * Questionnaires/interviews * Multimedia resources	●●	●●	●●	●●	●●	●●	●●	●●				
b. Read and identify functional documents * Sets of directions * Science investigations * Posters * Flyers * Forms * Invitations * Menus * Maps * Recipes * Rules * Classroom schedules * Surveys	●●	●●	●●	●●	●●	●●	●●	●●				
c. Select and read personal interest materials, such as brochures, books, magazines, and web sites	●	●	●	●	●	●	●	●				
2. Identify and use text features to facilitate understanding of informational texts												

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
a. Use print features * Large bold print * Font size/type * Italics * Colored print * Headings/subheadings and chapter titles * Labels * Captions * Numbered steps	●●	●●	●●	●●	●●	●●	●●	●●				
b. Use graphic aids * Illustrations * Pictures * Photographs * Drawings * Maps * Graphs * Charts/tables * Diagrams * Materials list	●●	●●	●●	●●	●●	●●	●●	●●				
c. Use informational aids * Materials lists * Timelines * Captions * Glossed words * Labels * Numbered steps	●●	●●	●●	●●	●●	●●	●●	●●				

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
d. Use organizational aids when reading * Title * Table of contents * Numbered steps * Glossary * Headings * Transition words	●●	●●	●●	●●	●●	●●	●●	●●				
3. Develop knowledge of organizational structure of informational text to understand what is read												
a. Distinguish between fiction and nonfiction text	●	●	●	●	●	●	●	●				
b. Recognize words that signal the structure of informational text	●	●	●	●	●	●	●	●				
c. Recognize sequential and chronological order	●	●	●●	●	●	●	●	●●				
d. Recognize cause/effect relationships		●	●	●								
e. Recognize similarities and differences	●	●	●	●	●	●	●	●				
f. Recognize description	●●					●●		●●				
g. Recognize and use main idea and supporting details	●	●	●	●	●●●	●	●	●				
4. Determine important ideas and messages in informational texts												
a. Identify the author's/text's purpose	●	●	●	●	●	●	●	●				
b. Identify main ideas/messages	●	●	●	●	●●●	●	●	●				
c. Identify information not related to the main idea	●	●	●	●	●●	●	●	●				
d. Draw conclusions and generalizations from text to form new understanding	●●	●●	●●	●●	●●	●●	●●	●●				
e. Distinguish between a fact and an opinion	●	●	●	●	●	●	●	●				
f. Identify how someone might use the text	●●	●●	●●	●●	●●	●●	●●	●●				

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
g. Summarize the text or a portion of the text	●	●	●	●	●●●	●	●	●				
h. Identify prior knowledge that clarifies the main idea of the text	●	●	●●	●	●	●	●	●				
5. Identify and explain the author's use of language												
a. Identify words and phrases with a specific effect on meaning (similes, metaphors)												
b. Recognize specific words and punctuation that create tone												
c. Recognize repetition of words												
6. Read critically to evaluate informational text												
a. State whether the text fulfills the reading purpose	●	●	●	●	●	●	●	●				
b. Tell what the author could have done to make the text easier to understand												
c. Explain whether the author's ideas are clear												
d. Identify words that affect the reader's feelings												
Literary												
Standard 3.0 Comprehension of Literary Text												
Students will read, comprehend, interpret, analyze, and evaluate literary texts.												
A. Comprehension of Literary Text												
1. Develop comprehension skills by reading a variety of self-selected and assigned literary texts												
a. Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods												
b. Listen to, read, and discuss a variety of different types of fiction and nonfiction texts	●●	●●	●●	●●	●●	●●	●●	●●				

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
c. Identify characteristics of, different types of fictional literary texts, such as plays, poems, stories (folktales, fairy tales, fantasy, fables, realistic fiction, and historical fiction)												
2. Use text features to facilitate understanding of literary texts												
a. Identify and explain how the title contributes to meaning	●●	●●	●●	●●	●●	●●	●●	●●				
b. Identify and explain how text features, such as illustrations, punctuation, and print features, contribute to meaning	●●	●●	●●	●●	●●	●●	●●	●●				
3. Use elements of narrative texts to facilitate understanding												
a. Identify and explain the elements of a story, including the problem, the sequence of events, and the solution to the problem												
b. Identify the setting and explain its importance to the story												
c. Identify the main character(s) and explain their importance in the story												
d. Identify characters' actions, motives, emotions, traits, and feelings												
e. Identify and explain relationships between and among characters, setting, and events												
4. Use elements of poetry to facilitate understanding												
a. Identify the structure, shape, and form of a variety of poetic texts, including their lines and stanzas												
b. Analyze the meaning of words, lines and stanzas												
c. Identify and use sound elements of poetry, such as rhyme, no rhyme, and rhythm												
5. Use elements of drama to facilitate understanding												

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
a. Identify the structure of a play, including characters, costumes, dialogue, and scenery												
6. Determine important ideas and messages in literary texts												
a. Recognize the main idea or message of the text												
b. Recognize a similar message in more than one text												
c. Retell the text or part of the text												
d. Summarize the text												
e. Identify personal connections to the text												
7. Identify and describe the author's use of language												
a. Explain how the use of dialogue contributes to a story												
b. Identify specific words and phrases that contribute to the meaning of a text												
c. Identify specific words and punctuation that create tone												
d. Identify language that appeals to the senses and feelings												
e. Identify repetition and exaggeration												
Writing												
Standard 4.0 Writing												
Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.												
A. Writing												
1. Compose texts using the prewriting and drafting strategies of effective writers and speakers												
a. Generate ideas and topics and make a plan before writing	●●	●●	●●	●●	●●	●●	●●	●●				
b. Write a first draft with a main idea and supporting details	●●	●●	●●	●●	●●●	●●	●●	●●				
c. Organize related ideas into a simple paragraph	●●●	●●●	●●	●●●	●●●	●●●	●●●	●●				
2. Compose oral, written, and visual presentations that express personal ideas, inform, and persuade												

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
a. Write to express personal ideas using a variety of forms, such as journals, narratives, letters, and reports												
b. Contribute to a shared writing experience or topic of interest	●●	●●	●●	●●	●●	●●	●●	●●				
c. Use sensory details to expand ideas	●●	●	●	●	●	●●	●	●●				
d. Compose to inform using major points and examples to support a main idea	●●	●●	●●	●●	●●●	●●	●●	●●				
e. Write persuasive text to support a stated opinion												
f. Write a variety of responses to text, such as response logs, journals, and constructed responses	●	●	●	●	●	●	●	●				
3. Compose texts using the revising and editing strategies of effective writers and speakers												
a. Improve writing by * Maintaining a topic * Adding ideas * Deleting unrelated ideas	●	●	●	●	●	●	●	●				
b. Proofread and edit writing for * Complete sentences * Capitalization at the beginning of sentences * Capitalization of proper nouns * Punctuation at the end of sentences * Commas with dates, salutations, and closing, and items in a series * Apostrophes in contractions * Quotation marks in simple dialogue	●	●	●	●	●	●	●	●				
c. Prepare writing for publication	●	●	●	●	●	●	●	●				
4. Identify how language choices in writing and speaking affect thoughts and feelings												

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
a. Use colorful language to convey thoughts and feelings in formal and informal writing	•					•		•				
b. Acquire and use new vocabulary	••	••	••	••	••	••	••	••				
5. Use effective details, words, and figurative language in the student's own composing												
a. Use sensory words and other details to expand and improve student's own writing	•	•	•	•	•	•	•	•				
b. Examine and use basic transitions, such as "and," "but," "or," "first," "second," and "last"	•	•	•	•	••	••	••	••				
6. Explain how textual changes in a work clarify meaning or fulfill a purpose												
a. Revise own text for word choice	•	•	•	•	•	•	•	•				
7. Locate, retrieve, and use information from various sources to accomplish a purpose												
a. Identify and use sources of information on a topic	••	••	••	••	••	••	••	••				
b. Use various information retrieval sources (traditional and/or electronic) to obtain information on a topic	••	••	••	••	••	••	••	••				
c. Use note taking and organizational strategies to record and organize information * Participate in teacher-directed note taking and organization of information	•••	••	••	•	••	•	••	•				
d. Use information to fulfill a given purpose	•••	•••	•••	•••	•••	•••	•••	•••				
Language Standard 5.0 Controlling Language Students will control language by applying the conventions of Standard English in speaking and writing.												
A. Grammar												
1. Identify and use grammar concepts and skills that strengthen oral and written language												
a. Identify and use various parts of speech, such as nouns, pronouns, verbs, and adjectives	•	•	•	•	•	•	•	•				

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
b. Compose declarative, interrogative, imperative, and exclamatory sentences	●	●	●	●	●	●	●	●				
c. Identify and use verb forms, such as helping verbs	●	●	●	●	●	●	●	●				
d. Identify and use verb tenses, such as present, past, and future	●	●	●	●	●	●	●	●				
B. Usage												
1. Recognize examples of conventional usage in personal and academic reading												
2. Comprehend and apply standard English in oral and written language												
a. Recognize and use correct subject/verb agreement and noun/pronoun agreement	●	●	●	●	●	●	●	●				
b. Recognize and use consistent and appropriate verb tenses, such as past, present, and future	●	●	●	●	●	●	●	●				
C. Mechanics												
1. Explain the purpose of mechanics to make and clarify meaning in academic and personal reading and writing												
2. Comprehend and apply Standard English punctuation and capitalization in written language												
a. Use periods and other end punctuation	●	●	●	●	●	●	●	●				
b. Use commas correctly in dates, addresses, salutations and closings, and items in a series	●	●	●	●	●	●	●	●				
c. Use apostrophes in contractions	●	●	●	●	●	●	●	●				
d. Use capital letters to identify proper nouns and to begin sentences	●	●	●	●	●	●	●	●				
D. Spelling												
1. Apply conventional spelling in written language												
a. Spell non-phonetic high frequency words	●	●	●	●	●	●	●	●				
b. Spell phonetically regular high frequency words	●	●	●	●	●	●	●	●				
c. Spell grade level appropriate pattern words	●	●	●	●	●	●	●	●				

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
d. Spell two syllable words that follow regular spelling patterns, including compound words	●	●	●	●	●	●	●	●				
e. Spell words with simple prefixes and suffixes	●	●	●	●	●	●	●	●				
f. Represent all sounds in a word when attempting unknown words	●	●	●	●	●	●	●	●				
g. Access resources to spell unknown words, such as word wall, content word chart, dictionary, technology	●	●	●	●	●	●	●	●				
E. Handwriting												
1. Produce writing that is legible to the audience												
a. Form upper and lower case cursive letters	●	●	●	●	●	●	●	●				
b. Use manuscript in daily assignments to build accuracy and automaticity	●	●	●	●	●	●	●	●				
c. Use connecting strokes to write continuous text	●	●	●	●	●	●	●	●				
Listening												
Standard 6.0 Listening												
Students will demonstrate effective listening to learn, process, and analyze information.												
A. Listening												
1. Demonstrate active listening strategies												
a. Attend to the speaker	●●	●●	●●	●●	●●	●●	●●	●●				
b. Ask appropriate questions	●	●	●	●	●	●	●	●				
c. Respond appropriately to clarify and understand	●●	●●	●●	●●	●●	●●	●●	●●				
2. Comprehend and analyze what is heard												
a. Determine whether a speaker's general purpose is to inform, to persuade, or to entertain	●	●	●	●	●	●	●	●				

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Maryland English/Language Arts Standards – 2nd Grade

Maryland English/Language Arts Standards – 2 nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
b. Identify rhythms and patterns of language, including alliteration, onomatopoeia, rhyme, and repetition												
c. Demonstrate an understanding of what is heard by retelling, asking questions, relating prior knowledge, and summarizing	●●	●●	●●	●●	●●	●●	●●	●●				
d. Follow a set of multi-step directions	●●	●●	●●	●●	●●	●●	●●	●●				
e. Listen carefully to expand and enrich vocabulary	●●	●●	●●	●●	●●	●●	●●	●●				
f. Make judgments based on information from the speaker	●	●	●	●	●	●	●	●				
Speaking												
Standard 7.0 Speaking												
Student will communicate effectively in a variety of situations with different audiences, purposes, and formats.												
A. Speaking												
1. Use organization and delivery strategies												
a. Speak clearly enough to be heard and understood in a variety of settings	●●	●●	●●	●●	●●	●●	●●	●●				
b. Use verbal and non-verbal techniques useful in communication, such as volume and/or gestures	●	●	●	●	●	●	●	●				
2. Make oral presentations												
a. Speak in a variety of situations to inform and/or relate experiences, including retelling stories	●●	●	●	●	●●	●	●	●				
b. State a position and support it with reasons	●●	●●	●	●	●●	●	●	●●				
c. Participate in dramatic presentations												
d. Plan and deliver effective oral presentations	●●	●●	●●	●●	●●	●●	●●	●●				
e. Use props when appropriate	●●	●●	●●	●●	●●	●●	●●	●●				

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.