Missouri English Language Arts

Grade 2

Adopted 2016

Reading R

1. **Develop and apply skills to the reading process.** R.1
   - A. Comprehension R.1.A
     - A. Develop and demonstrate reading skills in response to text by: 2.R.1.A
       - a. Using text features to make and confirm predictions, or explain why not confirmed. 2.R.1.A.A
       - b. Asking and responding to relevant questions. 2.R.1.A.B
       - c. Seeking clarification and using information/facts and details about texts and supporting answers with evidence from text. 2.R.1.A.C
       - d. Retelling a story's beginning, middle, and end and determining their central message, lesson or moral. 2.R.1.A.D
       - e. Monitoring comprehension and making corrections and adjustments when understanding breaks down. 2.R.1.A.E
   - B. Vocabulary R.1.B
     - B. Develop an understanding of vocabulary by: 2.R.1.B
       - a. Using prefixes, root words, and suffixes to determine the meaning of words. 2.R.1.B.A
       - b. Using knowledge of the meaning of individual words to determine the meaning of compound words. 2.R.1.B.B
       - c. Using context to determine the meaning of a new word or multiple-meaning word in text. 2.R.1.B.C
       - d. Using antonyms and synonyms. 2.R.1.B.D
       - e. Locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases. 2.R.1.B.E
       - f. Distinguishing meaning among closely related verbs and adjectives. 2.R.1.B.F
       - g. Recognizing that some words have literal and non-literal meanings. 2.R.1.B.G
       - h. Using conversational, general academic, and domain-specific words and phrases. 2.R.1.B.H

Skip to main content

C. Making Connections R.1.C

C. Determine relevant connections between: 2.R.1.C

a. Text to text (text ideas including similarities and differences in in information and relationships in fiction and nonfiction). 2.R.1.C.A

b. Text to world (text ideas to experiences in the world). 2.R.1.C.B

D. Independent Text R.1.D

D. Read independently for multiple purposes over sustained periods of time by: 2.R.1.D

a. Reading text that is developmentally appropriate. 2.R.1.D.A

b. Producing evidence of reading. 2.R.1.D.B

---

2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times. R.2

A. Fiction R.2.A

A. Read, infer, analyze, and draw conclusions to: 2.R.2.A

a. Describe setting, problems, solutions (plot), sequence of events, and the big idea, moral or lesson. 2.R.2.A.A

b. Describe main characters in works of fiction, including their traits, motivations, and feelings. 2.R.2.A.B

c. Compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events. 2.R.2.A.C

d. Describe cause and effect relationships. 2.R.2.A.D

e. Explain how the story changes based on who is telling the story. 2.R.2.A.E

f. Compare and contrast the differences in points of view of characters and how stories are narrated. 2.R.2.A.F

B. Poetry R.2.B

B. Read, infer and draw conclusions to: 2.R.2.B

a. Describe how rhyme, rhythm, and repetition create imagery in poetry. 2.R.2.B.A

b. Use onomatopoeia. 2.R.2.B.B

C. Drama R.2.C

C. Read, infer and draw conclusions to: 2.R.2.C

a. Identify characters, setting, acts, and scenes in plays. 2.R.2.C.A

b. Identify the elements of dialogue and use them in informal plays. 2.R.2.C.B

---

3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. R.3

Skip to main content

A. Text Features R.3.A

A. Read, infer and draw conclusions to: 2.R.3.A

a. Identify the main idea of sections of text and distinguish it from the topic. 2.R.3.A.A

b. Demonstrate understanding by locating facts to answer and/or ask questions. 2.R.3.A.B

c. Use text features to locate specific information. 2.R.3.A.C

d. Explain common graphic features to assist in the interpretation of text. 2.R.3.A.D

e. Follow written multi-step directions. 2.R.3.A.E

f. Describe connections between and state the order of the events or ideas. 2.R.3.A.F

B. Literary Techniques R.3.B

B. Read, infer and draw conclusions to: 2.R.3.B

a. Explain why a text is fiction or nonfiction. 2.R.3.B.A

b. Ask and answer questions to clarify meaning. 2.R.3.B.B

c. Explain examples of sensory details. 2.R.3.B.C

C. Text Structures R.3.C

C. Read, infer and draw conclusions to: 2.R.3.C

a. Explain main ideas and supporting details. 2.R.3.C.A

b. Describe the connection between events and retell sequence of events. 2.R.3.C.B

c. Describe the connection between and identify problems and solutions. 2.R.3.C.C

d. Identify the author's purpose. 2.R.3.C.D

e. Compare and contrast the most important points presented by text on the same topic. 2.R.3.C.E

---

4. **Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.** R.4

A. Digital and Media Literacy R.4.A

A. Read to develop an understanding of media and its components by: 2.R.4.A

a. Explaining purposes of media. 2.R.4.A.A

b. Describing techniques used to create media messages. 2.R.4.A.B

c. Identifying various written conventions for using digital media. 2.R.4.A.C

Re Skip to main content **Understand how English is written and read.** RF.1

A. Print Awareness RF.1.A

A. Develop print awareness in the reading process by: 2.RF.1.A

a. Understanding that sentences are organized into paragraphs to convey meaning. 2.RF.1.A.A

---

2. Understand how English is written and read. RF.2

A. Phonemic Awareness RF.2.A

A. No expectations for grade 2. 2.RF.2.A

---

3. Understand how English is written and read. RF.3

A. Phonics RF.3.A

A. Develop phonics in the reading process by: 2.RF.3.A

a. Decoding multisyllabic words in context by applying common letter-sound correspondences including: single letters, consonant blends , consonant and vowel digraphs and vowel diphthongs. 2.RF.3.A.A

b. Distinguishing long and short vowels when reading regularly spelled one syllable words. 2.RF.3.A.B

c. Decoding regularly spelled two syllable words with long vowels. 2.RF.3.A.C

d. Decoding words with vowel diphthongs. 2.RF.3.A.D

e. Decoding words with vowel digraphs. 2.RF.3.A.E

f. Reading words with common prefixes and suffixes. 2.RF.3.A.F

g. Using contractions. 2.RF.3.A.G

h. Using common syllable patterns to decode words including r-controlled vowels. 2.RF.3.A.H

i. Reading irregularly spelled high-frequency words. 2.RF.3.A.I

j. Demonstrating decoding skills when reading new words in a text. 2.RF.3.A.J

---

4. Understand how English is written and read. RF.4

A. Fluency RF.4.A

A. Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension. 2.RF.4.A

a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 2.RF.4.A.A

Writing W

1. Apply writing process to develop a text for audience and purpose. W.1

A. Prewriting W.1.A

A. Follow a writing process to plan a first draft by: 2.W.1.A

a. Brainstorming and recording key ideas using a graphic organizer. 2.W.1.A.A

Skip to main content

B. Draft W.1.B

B. Appropriate to genre type, develop a draft from prewriting by: 2.W.1.B

a. Sequencing ideas into clear and coherent sentences. 2.W.1.B.A

b. Generating paragraphs with one main idea. 2.W.1.B.B

c. Creating evidence of a beginning, middle and end. 2.W.1.B.C

d. Addressing an appropriate audiences. 2.W.1.B.D

C. Revise/Edit W.1.C

C. Reread, revise and edit drafts with assistance from adults/peers, to: 2.W.1.C

a. Strengthen writing as needed by revising main idea details
word choice sentence construction event order audience voice. 2.W.1.C.A

b. Edit for language conventions. 2.W.1.C.B

D. Produce/Publish and Share Writing W.1.D

D. With assistance from adults/peers: 2.W.1.D

a. Use a variety of conventional/digital tools to produce and publish writing. 2.W.1.D.A

b. Introduce keyboarding skills. 2.W.1.D.B

---

2. Compose well-developed writing texts for audience and purpose. W.2

A. Opinion/Argumentative W.2.A

A. Write opinion texts that: 2.W.2.A

a. Introduce a topic or text being studied using complete sentences. 2.W.2.A.A

b. State an opinion about the topic or text and provide reasons for the opinion. 2.W.2.A.B

c. Use specific words that are related to the topic, and audience. 2.W.2.A.C

d. Use linking/transition words and phrases to signal event order. 2.W.2.A.D

e. Provide evidence of a beginning, middle and concluding statement or section. 2.W.2.A.E

B. Informative/Explanatory W.2.B

B. Write informative/explanatory texts that: 2.W.2.B

a. Introduce a topic or text being studied using complete sentences. 2.W.2.B.A

b. Use facts and definitions to develop points in generating paragraphs. 2.W.2.B.B

c. Use specific words that are related to the topic and audience. 2.W.2.B.C

d. Use linking words and phrases to signal event order. 2.W.2.B.D

e. Create a concluding statement or paragraph. 2.W.2.B.E

Skip to main content

C. Narrative/Literary W.2.C

C. Write fiction or non-fiction narratives and poems that: 2.W.2.C

a. Establish a situation/topic based on the student's experience or imagination. 2.W.2.C.A

b. Introduce a main character and setting. 2.W.2.C.B

c. Develop sensory details. 2.W.2.C.C

d. Follow a logical sequence of events using complete sentences to create a beginning/middle/end. 2.W.2.C.D

e. Use linking/transition words to signal event order. 2.W.2.C.E

f. Use specific words that are related to the topic and audience. 2.W.2.C.F

---

3. Gather, analyze, evaluate and use information from a variety of sources. W.3

A. Research Process W.3.A

A. Apply research process to: 2.W.3.A

a. Generate a list of open-ended questions about topics of interest. 2.W.3.A.A

b. Create an individual question about a topic. 2.W.3.A.B

c. Use their own question to find information on their topic. 2.W.3.A.C

d. Gather evidence from available sources, literary and informational. 2.W.3.A.D

e. Record basic information from literary and informational in simple visual format. 2.W.3.A.E

f. Present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria. 2.W.3.A.F

Language L

1. Communicate using conventions of English language. L.1

A. Grammar L.1.A

A. In speech and written form, apply standard English grammar to: 2.L.1.A

a. Use nouns and pronouns in writing. 2.L.1.A.A

b. Use collective nouns. 2.L.1.A.B

c. Use common irregular nouns. 2.L.1.A.C

d. Use reflexive pronouns. 2.L.1.A.D

e. Use regular verbs. 2.L.1.A.E

f. Produce simple declarative, imperative, exclamatory, and interrogative sentences. 2.L.1.A.F

g. Use adjectives and adverbs in sentences. 2.L.1.A.G

h. Use helping verbs with regular verbs. 2.L.1.A.H

Skip to main content

B. Punctuation, Capitalization, Spelling L.1.B

B. In written text: 2.L.1.B

a. Write legibly (print, cursive). 2.L.1.B.A

b. Use dialogue that contains quotation marks. 2.L.1.B.B

c. Use apostrophes for contractions. 2.L.1.B.C

d. Capitalize weeks, days, months, holidays. 2.L.1.B.D

e. Capitalize abbreviated titles of people. 2.L.1.B.E

f. Spell words using irregular spelling patterns. 2.L.1.B.F

g. Spell and use the plural of appropriate nouns by adding –es to nouns ending in -s, -ss, -sh, -ch, or -x. 2.L.1.B.G

h. Use nouns that change their spelling in plural form. 2.L.1.B.H

i. Arrange words in alphabetical order to the second letter. 2.L.1.B.I

Speaking/Listening SL

1. **Listen for a purpose.** SL.1

A. Purpose SL.1.A

A. Develop and apply effective listening skills and strategies in formal and informal settings by: 2.SL.1.A

a. Following classroom listening rules. 2.SL.1.A.A

b. Following three-step instructions according to classroom expectations. 2.SL.1.A.B

---

2. **Listen for entertainment.** SL.2

A. Entertainment SL.2.A

A. Develop and apply effective listening skills and strategies in formal and informal settings by: 2.SL.2.A

a. Demonstrating active listening, according to classroom expectations. 2.SL.2.A.A

---

3. **Speak effectively in collaborative discussions.** SL.3

A. Collaborative Discussions SL.3.A

A. Speak clearly and to the point, using conventions of language when presenting individually or with a group by: 2.SL.3.A

a. Taking turns in discussion with a shoulder partner, according to classroom expectations. 2.SL.3.A.A

b. Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions. 2.SL.3.A.B

---

4. **Speak effectively when presenting.** SL.4

Skip to main content

A. Presenting SL.4.A

A. Speak clearly, audibly and to the point using conventions of language when presenting individually or with a group by: 2.SL.4.A

a. Explaining a topic (student-chosen or teacher-assigned), while maintaining eye contact with audience. 2.SL.4.A.A

b. Recalling and telling a story with details, including a beginning, middle, and end. 2.SL.4.A.B

c. Using academic language and conventions. 2.SL.4.A.C