

Missouri Learning Standards/Common Core Learning Standards Crosswalks
English Language Arts
Second Grade
First Quarter
August 8 – October 7

Introduction

Second grade language arts instruction builds on the skills children are expected to learn by the end of kindergarten and first grade. Children continue to learn about sounds and move from reading readiness skills to reading skills. They also move from writing words and possibly sentences to writing stories and short informative pieces. Standards have been placed in quarters when most students are developmentally ready to be assessed on this skill. Language Arts is a developmental discipline. You will most likely reteach and reassess each skill throughout the year depending on the development of each student. The list below are essential skills students should know by the end of second grade.

Reading

- Read more by themselves, more of an emphasis on independent reading.
- Decode words using cues from phonics, word order, and context
- Read and comprehend main ideas and supporting details
- Retell what happened in a story including main ideas, details about characters, setting and events.
- Read longer, more complicated stories, including age-appropriate chapter books.
- Demonstrate comprehension by predicting outcomes
- Make connections to their own background knowledge

Language Arts

- Become a better speller more emphasis will be placed on spelling increasingly complex words correctly
- Write letters, write longer and more complex essays and stories using correct spelling, punctuation, capitalization and paragraphs
- Write in complete sentences with appropriate punctuation
- Learn to identify parts of speech: noun, verb, adjective, etc.

- Use and understand contractions
- Write stories with a beginning, middle and end
- Compose in poetic, narrative, creative, and expository forms
- Be able to do basic research from a non-fiction book
- Understand and use first-person and third-person point of view
- Edit his or her own writing for spelling and punctuation
- Use basic research skills for presentations

Missouri Learning Standards / Common Core Learning Standards Crosswalks
English Language Arts
Second Grade First Quarter
August 8 – October 7

Speaking and Listening standards will be applied in all reading, writing, and language activities where applicable.

The Language Strand will be applied in all writing activities and in focused planned teachings on how to use conventions of English language.

Reading Literature

RL.2.1 Comprehension: Develop and apply skills to the reading process - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **(MLS Comprehension: 2.R.1.Ab asking and responding to relevant questions) DOK 1**

RL.2.3 Fiction: Read, infer, analyze, and draw conclusions - Describe how characters in a story respond to major events and challenges. **(MLS Independent Text: 2.R.2.A.b describe main characters in works of fiction, including their traits, motivation, and feelings) DOK 1**

RL.2.7 Comprehension: Develop and apply skills to the reading process - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **(MLS Comprehension: 2.R.1.A.a using text features to make and confirm predictions, or explain why not confirmed) DOK: Level 1**

RL.2.10 Independent Text: Read independently for multiple purposes over sustained periods of time - By the end of the year, read and comprehend literature, including stories and poetry in the grades 2-3 text complexity band proficiently with scaffolding as needed at the high end of the range. **(MLS Independent Text: 2.R.1.D.a reading text that is developmentally appropriate; 2.R.1.D.b producing evidence of reading) DOK: Level 1**

Missouri Learning Standards / Common Core Learning Standards Crosswalks
English Language Arts
Second Grade First Quarter
August 8 – October 7

Speaking and Listening standards will be applied in all reading, writing, and language activities where applicable.

The Language Strand will be applied in all writing activities and in focused planned teachings on how to use conventions of English language.

Reading Informational

RI.2.4 Vocabulary: Develop understanding of vocabulary - Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **(MLS Vocabulary: 2.R.1.B.c using context to determine the meaning of a new word or multiple-meaning word in text) DOK: Level 1**

RI.2.10 Independent Text: Read independently for multiple purposes over sustained periods of time By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(MLS Independent Text: 2.R.1.D.a reading text that is developmentally appropriate; 2.R.1.D.b producing evidence of reading) DOK: Level 1**

Reading Foundation

RF.2.3 Phonics: Develop phonics in the reading process - Know and apply grade-level phonics and word analysis skills in decoding words. **DOK: Level 1**

a. Distinguish long and short vowels when reading regularly spelled one-syllable words. **(MLS Phonics: 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) DOK: Level 1**

b. Know spelling-sound correspondences for additional common vowel teams. **(MLS Phonics: 2.RF.3.A.b b. distinguishing long and short vowels when reading regularly spelled one syllable words) DOK: Level 1**

c. Decode regularly spelled two-syllable words with long vowels. **(MLS Phonics: 2.RF.3.A.c decoding regularly spelled two syllable words with long vowels) DOK: Level 1**

Missouri Learning Standards / Common Core Learning Standards Crosswalks
English Language Arts
Second Grade First Quarter
August 8 – October 7

Speaking and Listening standards will be applied in all reading, writing, and language activities where applicable.

The Language Strand will be applied in all writing activities and in focused planned teachings on how to use conventions of English language.

Reading Foundation

f. Recognize and read grade-appropriate irregularly spelled words. (MLS Phonics: **2.RF.3.A.i reading irregularly spelled high- frequency words**) DOK: Level 1

RF.2.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding. (MLS Fluency: **2.R.F.4.A.a Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension**) DOK: Level 1

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (MLS Fluency: **2.R.F.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary**) DOK: Level 1

Writing

W.2.3 Narrative/Literary: 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. (MLS Apply writing process to develop a text for audience and purpose: **2.W.2.C.a establish a situation/topic based on the student's experience or imagination; 2.W.2.c.b introduce a main character and setting**) DOK: Level 3

W.2.5 Revise/Edit: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (MLS Revise/Edit: **2.W.1.C.a strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order audience, voice**) DOK: Level 3

Missouri Learning Standards / Common Core Learning Standards Crosswalks
English Language Arts
Second Grade First Quarter
August 8 – October 7

Speaking and Listening standards will be applied in all reading, writing, and language activities where applicable.

The Language Strand will be applied in all writing activities and in focused planned teachings on how to use conventions of English language.

W.2.6 Produce/Publish and Share Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **(MLS Revise/Edit: 2.W.1.D.a use a variety of conventional/digital tools to produce and publish; 2.W.1.D.b introduce keyboarding skills) DOK: Level 3**

Speaking and Listening

SL.2.1 Listening for a purpose: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

a. 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). **(MLS Listen for a purpose: 2.SL.1.Aa following classroom listening rules; MLS Listen for a purpose: 2.SL.1.Ab following three-step instruction according to classroom expectations) DOK: Level 1**

SL.2.2 Listen for entertainment: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **(MLS Listen for Entertainment: 2.SL.3.A.b confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions) DOK: Level 1**

SL.2.4 Presenting: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **(MLS Speak effectively when presenting: 2.SL.4.A.b recalling and telling a story with details, including a beginning middle, and end) DOK: Level 1**

SL.2.6 Presenting: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **(MLS Speak effectively when presenting: 2.SL.4.A.c using academic language and conventions) DOK: Level 1**

Language

L.2.1 Grammar: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Missouri Learning Standards / Common Core Learning Standards Crosswalks
English Language Arts
Second Grade First Quarter
August 8 – October 7

Speaking and Listening standards will be applied in all reading, writing, and language activities where applicable.

The Language Strand will be applied in all writing activities and in focused planned teachings on how to use conventions of English language.

b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). **(MLS Grammar: 2.L.1.A.c use common irregular nouns) DOK: Level 1**

f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). **(MLS Communicate using conventions of English language: 2.L.1.A.f produce simple declarative, imperative, exclamatory, and interrogative sentences) DOK: Level 1**

L.2.2 Punctuation, Capitalization, Spelling: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, geographic names, dates and names of people **(MLS Communicate using conventions of English language: 2.L.1.B.d capitalize weeks, days, months, holidays; 2.L.1.B.e capitalize abbreviated titles of people) DOK: Level 1**

c. Use an apostrophe to form contractions and frequently occurring possessives. **(MLS Communicate using conventions of English language: 2.L.1.B.c use apostrophes for contractions) DOK: Level 1**

L.2.4 Vocabulary: 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.

a. Use sentence-level context as a clue to the meaning of a word or phrase. **(MLS Vocabulary: 2.R.1.B.c using context to determine the meaning of a new word or multiple-meaning word in text) DOK: Level 2**

L.2.6 Vocabulary: 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., When other kids are happy that makes me happy). **(MLS Vocabulary: 2.R.1.B.h using conversational, general academic, and domain-specific words and phrases) DOK: Level 2**