



**Grade 2**

**English Language Arts (ELA) Practices**

Students will be able to demonstrate the following practices at the cognitive level of this grade:

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Understand other perspectives and cultures.

**Reading for Literature**

Content	District Code	Essential Skill	Instructional Mastery			
			1	2	3	4
<b>Text Structure:</b> Story Elements <i>ILS10 RL.2.3</i> <i>ILS10 RL.2.5</i> <i>ILS10 RL.2.7</i>	2.RL.1	Identify major events or challenges (problems) of the story	I	M		
	2.RL.2	Identify characters	M			
	2.RL.3	Describe how characters in a story respond to major events and challenges	I		M	
	2.RL.4	Define setting	M			
	2.RL.5	Identify the various settings of a story	M			
	2.RL.6	Describe the overall structure of a story (how the beginning introduces the story, how action takes place in the middle of a story, and how the ending concludes the action)	I	M		
<b>Text Analysis :</b> Compare/Contrast, <i>ILS10 RL.2.9</i>	2.RL.7	Explain what it means to compare and contrast	M			
	2.RL.8	Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures	I			M
<b>Text Analysis</b> Inferences <i>ILS10 RL.2.3, ILS10 RL.2.7</i>	2.RL.9	Describe characters in a story using traits and feelings	I		M	
<b>Text Analysis:</b> Theme/Central Message, <i>ILS10 RL.2.2</i>	2.RL.10	Identify the central message, lesson, or moral of a story (including fables and folktales from diverse cultures)	I			M
<b>Text Analysis:</b> Text Evidence (Support/Details) <b>Questioning:</b> <i>ILS10 RL.2.1</i>	2.RL.11	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text	M			
<b>Text Analysis</b> Making Connections, <i>ILS10 RL.2.7</i>	2.RL.12	Use illustrations, in conjunction with words, in a print or digital text to demonstrate knowledge of its characters, setting, or plot	M			
<b>Text Analysis:</b> Point of View, <i>ILS10 RL.2.6</i>	2.RL.13	Define point of view as it relates to different characters in a story (character perspective – not 1st person, 2nd person, 3rd person)	I	M		
	2.RL.14	Recognize dialogue and determine who is speaking	M			
	2.RL.15	Identify the differing point of views of characters	I	M		
	2.RL.16	Speak in a different/appropriate voice for each character when reading dialogue aloud	I		M	
<b>Vocabulary</b> <i>ILS10 RL.2.4</i>	2.RL.17	Identify (not define) rhyming words, alliteration, repeated lines, and types of figurative language	I			M
	2.RL.18	Describe how words and phrases (e.g., rhyming words, alliteration, repeated lines, and types of figurative language) supply rhythm or meaning in a story poem, or song	I			M
<b>Text Analysis:</b> Summarizing <b>Text Diversity,</b> Genre <i>ILS10 RL.2.2</i>	2.RL.19	Recount stories, including fables and folktales from diverse cultures	I			M
<b>Text Diversity:</b> Text Complexity, <i>ILS10 RL.2.10</i>	2.RL.20	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 end of the range	I			M

**Reading for Information**

<b>Text Structure:</b> Organization of the Text, <i>ILS10 RI.2.1, ILS10 RI.2.5</i>	2.RI.1	Identify various text features (including, but not limited to, headings and subheadings, table of contents, glossaries, indexes, captions, bold print, electronic menus, icons)	I		M	
	2.RI.2	Explain how a reader uses various text features (see examples above)	I		M	
	2.RI.3	Use various text features (see examples above) to locate key facts or information in a text efficiently	I		M	

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<b>Text Analysis</b> : Compare/Contrast <i>ILS10 RI.2.9</i>	2.RI.4	Explain what it means to compare and contrast	M			
	2.RI.5	Compare and contrast the most important points presented by two texts on the same topic		I		M
<b>Text Analysis:</b> Main Idea/Central Idea, <i>ILS10 RI.2.2</i>	2.RI.6	Identify the main topic of a multi-paragraph text		I	M	
	2.RI.7	Identify the focus of specific paragraphs within a text		I		M
<b>Text Analysis:</b> Text Evidence (Support/Details) Questioning, <i>ILS10 RI.2.1</i>	2.RI.8	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text	I			M
<b>Text Analysis:</b> Making Connections, <i>ILS10 RI.2.3 ILS10 RI.2.7</i>	2.RI.9	Identify a series of historical events, scientific ideas or concepts, and steps in technical procedures within a text		I		M
	2.RI.10	Describe the connection/relationship between a series of historical events (e.g. cause/effect), scientific ideas (e.g. steps in a cycle), steps in technical procedures (e.g. how to)		I		M
	2.RI.11	Explain how specific images (including, but not limited to, diagrams) contribute to and clarify the text	I		M	
<b>Text Analysis:</b> Author's Purpose/Point of View <i>ILS10 RI.2.6, ILS10 RI.2.8</i>	2.RI.12	Identify the main purpose of a text, including what the author wants to answer, explain, or describe	I		M	
	2.RI.13	Describe how reasons support specific points the author makes in a text		I		M
<b>Vocabulary:</b> <i>ILS10 RI.2.4</i>	2.RI.14	Identify unknown words and phrases in a text	M			
	2.RI.15	Use various strategies to determine the meaning of words and phrases in a text (relevant to a grade 2 topic or subject area)	I			M
<b>Text Diversity:</b> Text Complexity, <i>ILS10 RI.2.10</i>	2.RI.16	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	I			M
<b>Phonics and Word Recognition:</b> <i>ILS10 RF.2.3</i>	2.RF.1	Distinguish long and short vowels when reading regularly spelled one-syllable words	M			
	2.RF.2	Identify spelling-sound correspondences for additional common vowel teams	I		M	
	2.RF.3	Decode regularly spelled two-syllable words with long vowels		I	M	
	2.RF.4	Decode words with common prefixes and suffixes		I		M
	2.RF.5	Identify words with inconsistent but common spelling-sound correspondences (e.g. head and pea)		I		M
	2.RF.6	Recognize grade appropriate irregularly spelled words	I	M		
	2.RF.7	Read grade appropriate irregularly spelled words	I			M
<b>Fluency:</b> <i>ILS10 RF.2.4</i>	2.RF.8	Read on-level text with purpose and understanding	I			M
	2.RF.9	Orally read on-level text (successive readings) with accuracy, appropriate rate, and expression	I			M
	2.RF.10	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	I			M
<b>Opinion/Argument Writing</b> <i>ILS10 W.2.1</i>	2.W.1	Identify the title of a book or topic to write about	M			
	2.W.2	Define opinion	M			
	2.W.3	Formulate an opinion about a book or topic and reasons that support the opinion	M			
	2.W.4	Write an opinion piece about a topic or a book that introduces a topic or title of the book, states an opinion about the topic or book, supplies supporting reasons for the opinion, uses linking words to connect opinion and reasons (e.g. because, and, also), and provides a concluding statement or section	M			
	2.W.5	Define informative/explanatory		M		
<b>Informative/Explanatory Writing,</b> <i>ILS10 W.2.2</i>	2.W.6	Select an informative/explanatory topic to write about		M		
	2.W.7	Write an informative/explanatory text that introduces the topic of the writing, supplies facts and definitions to develop points, and provides a concluding statement or section	I	M		
	2.W.8	Define event	M			
<b>Narrative Writing</b> <i>ILS10 W.2.3</i>	2.W.9	Choose a well-elaborated event or short sequence of events to write about			M	
	2.W.10	Write a narrative piece that recounts a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, uses temporal (time sequence) words to signal event order, and provides some sense of closure			M	
<b>Writing Process</b> <i>ILS10 W.2.5 ILS10 W.2.6</i>	2.W.11	With guidance and support from adults and peers, students will focus on a topic	I			M
	2.W.12	With guidance and support from adults and peers, students will strengthen writing as needed by revising and editing	I			M
	2.W.13	With guidance and support from adults, students will use a variety of digital tools to produce and publish writing—individually and in collaboration with peers		I		M

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<b>Research to Write</b> <i>ILS10 W.2.7</i> <i>ILS10 W.2.8</i>	2.W.14	Participate in shared research and writing projects (e.g., use a number of print and/or digital texts and media on a single topic to produce a report/record science observations)		I		M
	2.W.15	Answer a question using information from experiences and information gathered from provided sources	I			M
<b>Comprehension and Collaboration</b> <i>ILS10 SL.2.1</i> <i>ILS10 SL.2.2</i> <i>ILS10 SL.2.3</i>	2.SL.1	Recognize how others listen	M			
	2.SL.2	Recognize how others gain the floor in respectful ways, listen to others with care, and take turns speaking	M			
	2.SL.3	Identify agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, and speaking one at a time)	M			
	2.SL.4	Participate in collaborative conversations about grade 2 topics and texts, with peers and adults, in small or large groups by following agreed-upon rules for discussion	I	M		
	2.SL.5	Build on others' talk in conversations by linking their comments to the remarks of others		I	M	
	2.SL.6	Ask for clarification and further explanation as needed about the topics and texts under discussion		I	M	
	2.SL.7	Recount or describe key ideas or details from a text read aloud and information presented orally or through other media		I	M	
	2.SL.8	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		I	M	
<b>Presentation</b> <i>ILS10 SL.2.4</i> <i>ILS10 SL.2.5</i> <i>ILS10 SL.2.6</i>	2.SL.9	Identify appropriate facts and relevant, descriptive details to be used in telling a story or recounting an experience	I			M
	2.SL.10	Tell a story or recount an experience with appropriate facts and relevant descriptive details by speaking audibly in coherent sentences	I			M
	2.SL.11	Create/use drawings and other visual displays to clarify ideas, thoughts, and feelings when appropriate	I	M		
	2.SL.12	Create audio recordings of stories or poems	I			M
	2.SL.13	Produce complete sentences when appropriate to a task and situation in order to provide requested detail or clarification (See grade 2 Language standards for specific expectations)		I		M
<b>Conventions of Standard English</b> <i>ILS10 L.2.1</i> <i>ILS10 L.2.2</i>	2.L.1	Use collective nouns (e.g. group)		I	I	M
	2.L.2	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)	I		M	
	2.L.3	Use reflexive pronouns (e.g., myself, ourselves)		I		M
	2.L.4	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)		I		M
	2.L.5	Use adjectives and adverbs, and choose between them depending on what is to be modified		I		M
	2.L.6	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)			I	M
	2.L.7	Capitalize holidays, product names, and geographic names	I		M	
	2.L.8	Use commas in greetings and closings of letters	I			M
	2.L.9	Use an apostrophe to form contractions and frequently occurring singular possessives (e.g. people [my mom's hair; Sam's house], animals [the dog's bone], and things [a computer's mouse])	I			M
	2.L.10	Generalize learned spelling patterns when writing words (e.g., cage → badge, boy → boil)	I			M
	2.L.11	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings		I		M
<b>Knowledge of Language</b> <i>ILS10 L.2.3</i>	2.L.12	When writing, speaking, reading, or listening, compare formal and informal uses of English (e.g., knowing that texting language is not appropriate in formal writing)	I			M
<b>Vocabulary Acquisition and Use</b> <i>ILS10 L.2.4</i> <i>ILS10 L.2.5</i> <i>ILS10 L.2.6</i>	2.L.13	Use sentence-level context as a clue to the meaning of a word or phrase	I			M
	2.L.14	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)		I		M
	2.L.15	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)		I		M
	2.L.16	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark)	I	M		
	2.L.17	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases			I	M
	2.L.18	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)	I			M
	2.L.19	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)			I	M

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