

Main Criteria: Classroom Supplement Units Grade 2
Secondary Criteria: Missouri Grade and Course-Level Expectations
Subject: Language Arts
Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

Missouri Grade and Course-Level Expectations

Language Arts

Grade 2 - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / COMPONENT	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / COMPONENT	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GLE / COMPONENT	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.2.10.	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.
STRAND: BIG IDEA / STANDARD	MO.RI.2.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.2.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GLE /	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer,

COMPONENT		explain, or describe.
STRAND: BIG IDEA / STANDARD	MO.RI.2.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RI.2.10.	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.
STRAND: BIG IDEA / STANDARD	MO.RF.2.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR / PROFICIENCY	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR / PROFICIENCY	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
INDICATOR / PROFICIENCY	RF.2.3(d)	Decode words with common prefixes and suffixes.
INDICATOR / PROFICIENCY	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
STRAND: BIG IDEA / STANDARD	MO.RF.2.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.2.1(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).
INDICATOR / PROFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR / PROFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / COMPONENT	SL.2.3.	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.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards

CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / COMPONENT	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.2.1(a)	Use collective nouns (e.g., group).
INDICATOR / PROFICIENCY	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATOR / PROFICIENCY	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR / PROFICIENCY	L.2.1(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).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Knowledge of Language
GLE / COMPONENT	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR / PROFICIENCY	L.2.3(a)	Compare formal and informal uses of English.
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.4.	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.
INDICATOR / PROFICIENCY	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR / PROFICIENCY	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
INDICATOR / PROFICIENCY	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND: BIG	MO.L.2.	Language Standards

IDEA / STANDARD		
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.6.	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).

Unit 1

Missouri Grade and Course-Level Expectations

Language Arts

Grade 2 - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / COMPONENT	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / COMPONENT	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GLE / COMPONENT	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GLE / COMPONENT	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.2.10.	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.
STRAND: BIG IDEA / STANDARD	MO.RI.2.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / COMPONENT	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.2.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Craft and Structure

GLE / COMPONENT	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GLE / COMPONENT	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND: BIG IDEA / STANDARD	MO.RI.2.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.2.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RI.2.10.	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.
STRAND: BIG IDEA / STANDARD	MO.RF.2.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR / PROFICIENCY	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR / PROFICIENCY	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
INDICATOR / PROFICIENCY	RF.2.3(d)	Decode words with common prefixes and suffixes.
INDICATOR / PROFICIENCY	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR / PROFICIENCY	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND: BIG IDEA / STANDARD	MO.RF.2.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR / PROFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND: BIG IDEA / STANDARD	MO.W.2.	Writing Standards
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE /	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics

COMPONENT		and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.2.1(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).
INDICATOR / PROFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR / PROFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / COMPONENT	SL.2.3.	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.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / COMPONENT	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.2.1(a)	Use collective nouns (e.g., group).
INDICATOR / PROFICIENCY	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATOR / PROFICIENCY	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR / PROFICIENCY	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR / PROFICIENCY	L.2.1(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).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR / PROFICIENCY	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Knowledge of Language
GLE / COMPONENT	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR / PROFICIENCY	L.2.3(a)	Compare formal and informal uses of English.

STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.4.	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.
INDICATOR / PROFICIENCY	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR / PROFICIENCY	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
INDICATOR / PROFICIENCY	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATOR / PROFICIENCY	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
INDICATOR / PROFICIENCY	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.6.	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).

Unit 2

Missouri Grade and Course-Level Expectations

Language Arts

Grade 2 - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / COMPONENT	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / COMPONENT	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GLE / COMPONENT	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GLE / COMPONENT	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.2.10.	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.
STRAND: BIG IDEA / STANDARD	MO.RI.2.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / COMPONENT	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.2.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GLE / COMPONENT	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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STRAND: BIG IDEA / STANDARD	MO.RF.2.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR / PROFICIENCY	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR / PROFICIENCY	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
INDICATOR / PROFICIENCY	RF.2.3(d)	Decode words with common prefixes and suffixes.
INDICATOR / PROFICIENCY	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR / PROFICIENCY	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND: BIG IDEA / STANDARD	MO.RF.2.	Reading Standards: Foundational Skills
CONCEPT: GLE /		Fluency

BENCHMARK		
GLE / COMPONENT	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR / PROFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND: BIG IDEA / STANDARD	MO.W.2.	Writing Standards
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
GLE / COMPONENT	W.2.3.	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.
STRAND: BIG IDEA / STANDARD	MO.W.2.	Writing Standards
CONCEPT: GLE / BENCHMARK		Production and Distribution of Writing
GLE / COMPONENT	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.2.1(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).
INDICATOR / PROFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR / PROFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / COMPONENT	SL.2.3.	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.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / COMPONENT	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GLE / COMPONENT	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards

CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.2.1(a)	Use collective nouns (e.g., group).
INDICATOR / PROFICIENCY	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATOR / PROFICIENCY	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR / PROFICIENCY	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR / PROFICIENCY	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR / PROFICIENCY	L.2.1(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).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.2.2(a)	Capitalize holidays, product names, and geographic names.
INDICATOR / PROFICIENCY	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR / PROFICIENCY	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Knowledge of Language
GLE / COMPONENT	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR / PROFICIENCY	L.2.3(a)	Compare formal and informal uses of English.
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.4.	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.
INDICATOR / PROFICIENCY	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR / PROFICIENCY	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
INDICATOR / PROFICIENCY	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATOR / PROFICIENCY	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

INDICATOR / PROFICIENCY	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.6.	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).

Unit 3

Missouri Grade and Course-Level Expectations

Language Arts

Grade 2 - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / COMPONENT	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / COMPONENT	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GLE / COMPONENT	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GLE / COMPONENT	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.2.10.	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.
STRAND: BIG IDEA / STANDARD	MO.RF.2.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR /	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.

PROFICIENCY		
INDICATOR / PROFICIENCY	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
INDICATOR / PROFICIENCY	RF.2.3(d)	Decode words with common prefixes and suffixes.
INDICATOR / PROFICIENCY	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR / PROFICIENCY	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND: BIG IDEA / STANDARD	MO.RF.2.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR / PROFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND: BIG IDEA / STANDARD	MO.W.2.	Writing Standards
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	W.2.3.	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.
STRAND: BIG IDEA / STANDARD	MO.W.2.	Writing Standards
CONCEPT: GLE / BENCHMARK		Production and Distribution of Writing
GLE / COMPONENT	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.2.1(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).
INDICATOR / PROFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR / PROFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / COMPONENT	SL.2.3.	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.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards

CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / COMPONENT	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GLE / COMPONENT	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.2.1(a)	Use collective nouns (e.g., group).
INDICATOR / PROFICIENCY	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR / PROFICIENCY	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR / PROFICIENCY	L.2.1(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).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR / PROFICIENCY	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
INDICATOR / PROFICIENCY	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Knowledge of Language
GLE / COMPONENT	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR / PROFICIENCY	L.2.3(a)	Compare formal and informal uses of English.
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.4.	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.
INDICATOR / PROFICIENCY	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR / PROFICIENCY	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
INDICATOR / PROFICIENCY	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATOR / PROFICIENCY	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND: BIG	MO.L.2.	Language Standards

IDEA / STANDARD		
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
INDICATOR / PROFICIENCY	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.6.	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).

Unit 4

Missouri Grade and Course-Level Expectations

Language Arts

Grade 2 - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / COMPONENT	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / COMPONENT	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GLE / COMPONENT	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GLE / COMPONENT	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.2.10.	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.
STRAND: BIG IDEA / STANDARD	MO.RI.2.	Reading Standards for Informational Text

CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / COMPONENT	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
GLE / COMPONENT	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.2.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
GLE / COMPONENT	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND: BIG IDEA / STANDARD	MO.RI.2.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STRAND: BIG IDEA / STANDARD	MO.RI.2.	Reading Standards for Informational Text
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RI.2.10.	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.
STRAND: BIG IDEA / STANDARD	MO.RF.2.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR / PROFICIENCY	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR / PROFICIENCY	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
INDICATOR / PROFICIENCY	RF.2.3(d)	Decode words with common prefixes and suffixes.
INDICATOR / PROFICIENCY	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR / PROFICIENCY	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND: BIG IDEA / STANDARD	MO.RF.2.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR / PROFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND: BIG IDEA / STANDARD	MO.W.2.	Writing Standards
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
GLE / COMPONENT	W.2.3.	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.
STRAND: BIG IDEA / STANDARD	MO.W.2.	Writing Standards
CONCEPT: GLE / BENCHMARK		Production and Distribution of Writing
GLE / COMPONENT	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND: BIG IDEA / STANDARD	MO.W.2.	Writing Standards
CONCEPT: GLE / BENCHMARK		Research to Build and Present Knowledge
GLE / COMPONENT	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.2.1(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).
INDICATOR / PROFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR / PROFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / COMPONENT	SL.2.3.	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.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / COMPONENT	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GLE / COMPONENT	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English

GLE / COMPONENT	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.2.1(a)	Use collective nouns (e.g., group).
INDICATOR / PROFICIENCY	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATOR / PROFICIENCY	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR / PROFICIENCY	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR / PROFICIENCY	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR / PROFICIENCY	L.2.1(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).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR / PROFICIENCY	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Knowledge of Language
GLE / COMPONENT	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR / PROFICIENCY	L.2.3(a)	Compare formal and informal uses of English.
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.4.	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.
INDICATOR / PROFICIENCY	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR / PROFICIENCY	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
INDICATOR / PROFICIENCY	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATOR / PROFICIENCY	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
INDICATOR / PROFICIENCY	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND: BIG IDEA /	MO.L.2.	Language Standards

STANDARD		
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.6.	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).

Unit 5

Missouri Grade and Course-Level Expectations

Language Arts

Grade 2 - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / COMPONENT	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / COMPONENT	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GLE / COMPONENT	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GLE / COMPONENT	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.2.10.	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.
STRAND: BIG IDEA / STANDARD	MO.RF.2.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR / PROFICIENCY	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR / PROFICIENCY	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
INDICATOR / PROFICIENCY	RF.2.3(d)	Decode words with common prefixes and suffixes.

INDICATOR / PROFICIENCY	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR / PROFICIENCY	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND: BIG IDEA / STANDARD	MO.RF.2.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR / PROFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND: BIG IDEA / STANDARD	MO.W.2.	Writing Standards
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
GLE / COMPONENT	W.2.3.	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.
STRAND: BIG IDEA / STANDARD	MO.W.2.	Writing Standards
CONCEPT: GLE / BENCHMARK		Production and Distribution of Writing
GLE / COMPONENT	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND: BIG IDEA / STANDARD	MO.W.2.	Writing Standards
CONCEPT: GLE / BENCHMARK		Research to Build and Present Knowledge
GLE / COMPONENT	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.2.1(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).
INDICATOR / PROFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR / PROFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / COMPONENT	SL.2.3.	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.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
GLE / COMPONENT	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GLE / COMPONENT	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.2.1(a)	Use collective nouns (e.g., group).
INDICATOR / PROFICIENCY	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR / PROFICIENCY	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR / PROFICIENCY	L.2.1(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).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR / PROFICIENCY	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Knowledge of Language
GLE / COMPONENT	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR / PROFICIENCY	L.2.3(a)	Compare formal and informal uses of English.
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.4.	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.
INDICATOR / PROFICIENCY	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR / PROFICIENCY	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
INDICATOR / PROFICIENCY	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATOR / PROFICIENCY	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook,

		bookmark).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
INDICATOR / PROFICIENCY	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.6.	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).

Unit 7

Missouri Grade and Course-Level Expectations
Language Arts
Grade 2 - Adopted: 2010

STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Key Ideas and Details
GLE / COMPONENT	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
GLE / COMPONENT	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
GLE / COMPONENT	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Craft and Structure
GLE / COMPONENT	RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
GLE / COMPONENT	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GLE / COMPONENT	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Integration of Knowledge and Ideas
GLE / COMPONENT	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND: BIG IDEA / STANDARD	MO.RL.2.	Reading Standards for Literature
CONCEPT: GLE / BENCHMARK		Range of Reading and Level of Text Complexity
GLE / COMPONENT	RL.2.10.	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.

STRAND: BIG IDEA / STANDARD	MO.RF.2.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Phonics and Word Recognition
GLE / COMPONENT	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR / PROFICIENCY	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
INDICATOR / PROFICIENCY	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
INDICATOR / PROFICIENCY	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
INDICATOR / PROFICIENCY	RF.2.3(d)	Decode words with common prefixes and suffixes.
INDICATOR / PROFICIENCY	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR / PROFICIENCY	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STRAND: BIG IDEA / STANDARD	MO.RF.2.	Reading Standards: Foundational Skills
CONCEPT: GLE / BENCHMARK		Fluency
GLE / COMPONENT	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR / PROFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
INDICATOR / PROFICIENCY	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR / PROFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND: BIG IDEA / STANDARD	MO.W.2.	Writing Standards
CONCEPT: GLE / BENCHMARK		Text Types and Purposes
GLE / COMPONENT	W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
GLE / COMPONENT	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
GLE / COMPONENT	W.2.3.	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.
STRAND: BIG IDEA / STANDARD	MO.W.2.	Writing Standards
CONCEPT: GLE / BENCHMARK		Production and Distribution of Writing
GLE / COMPONENT	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND: BIG IDEA / STANDARD	MO.W.2.	Writing Standards
CONCEPT: GLE / BENCHMARK		Research to Build and Present Knowledge
GLE / COMPONENT	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration

GLE / COMPONENT	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR / PROFICIENCY	SL.2.1(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).
INDICATOR / PROFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR / PROFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Comprehension and Collaboration
GLE / COMPONENT	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
GLE / COMPONENT	SL.2.3.	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.
STRAND: BIG IDEA / STANDARD	MO.SL.2.	Speaking and Listening Standards
CONCEPT: GLE / BENCHMARK		Presentation of Knowledge and Ideas
GLE / COMPONENT	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
GLE / COMPONENT	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY	L.2.1(a)	Use collective nouns (e.g., group).
INDICATOR / PROFICIENCY	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR / PROFICIENCY	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR / PROFICIENCY	L.2.1(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).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Conventions of Standard English
GLE / COMPONENT	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR / PROFICIENCY	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR / PROFICIENCY	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Knowledge of Language
GLE / COMPONENT	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR / PROFICIENCY	L.2.3(a)	Compare formal and informal uses of English.

STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.4.	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.
INDICATOR / PROFICIENCY	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR / PROFICIENCY	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
INDICATOR / PROFICIENCY	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
INDICATOR / PROFICIENCY	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND: BIG IDEA / STANDARD	MO.L.2.	Language Standards
CONCEPT: GLE / BENCHMARK		Vocabulary Acquisition and Use
GLE / COMPONENT	L.2.6.	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).