

**Main Criteria:** Classroom Supplement Units Grade 2  
**Secondary Criteria:** Mississippi Standards and Frameworks  
**Subject:** Language Arts  
**Grade:** 2

## Classroom Supplement Units Grade 2

Pre-writing

**Mississippi Standards and Frameworks**  
**Language Arts**  
Grade 2 - Adopted: 2010

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

<b>OBJECTIVE</b>		<b>Phonics and Word Recognition</b>
<b>NUMBERED ITEMS</b>	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>INDICATOR</b>	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
<b>INDICATOR</b>	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
<b>INDICATOR</b>	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
<b>INDICATOR</b>	RF.2.3(d)	Decode words with common prefixes and suffixes.
<b>INDICATOR</b>	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
<b>COMPETENCY</b>	MS.CC.R F.2.	<b>Reading Standards: Foundational Skills</b>
<b>OBJECTIVE</b>		<b>Fluency</b>
<b>NUMBERED ITEMS</b>	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATOR</b>	RF.2.4(a)	Read on-level text with purpose and understanding.
<b>INDICATOR</b>	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>COMPETENCY</b>	MS.CC.S L.2.	<b>Speaking and Listening Standards</b>
<b>OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>NUMBERED ITEMS</b>	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.
<b>INDICATOR</b>	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).
<b>INDICATOR</b>	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>INDICATOR</b>	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>COMPETENCY</b>	MS.CC.S L.2.	<b>Speaking and Listening Standards</b>
<b>OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>NUMBERED ITEMS</b>	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>NUMBERED ITEMS</b>	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.
<b>COMPETENCY</b>	MS.CC.S L.2.	<b>Speaking and Listening Standards</b>
<b>OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>NUMBERED ITEMS</b>	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>NUMBERED ITEMS</b>	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>COMPETENCY</b>	MS.CC.L. 2.	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>NUMBERED ITEMS</b>	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>INDICATOR</b>	L.2.1(a)	Use collective nouns (e.g., group).
<b>INDICATOR</b>	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
<b>INDICATOR</b>	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
<b>INDICATOR</b>	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).
<b>COMPETENCY</b>	MS.CC.L. 2.	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>NUMBERED ITEMS</b>	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Knowledge of Language
NUMBERED ITEMS	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3(a)	Compare formal and informal uses of English.
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	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	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	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	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).
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	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).
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	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

Mississippi Standards and Frameworks

Language Arts

Grade 2 - Adopted: 2010

COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Key Ideas and Details
NUMBERED ITEMS	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.
NUMBERED ITEMS	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
NUMBERED ITEMS	RL.2.3.	Describe how characters in a story respond to major events and challenges.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	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.
NUMBERED ITEMS	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Integration of Knowledge and Ideas
NUMBERED ITEMS	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.

COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE		Key Ideas and Details
NUMBERED ITEMS	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.
NUMBERED ITEMS	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
COMPETENCY	MS.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
NUMBERED ITEMS	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
COMPETENCY	MS.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE		Integration of Knowledge and Ideas
NUMBERED ITEMS	RI.2.8.	Describe how reasons support specific points the author makes in a text.
COMPETENCY	MS.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE		Phonics and Word Recognition
NUMBERED ITEMS	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	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.
INDICATOR	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
COMPETENCY	MS.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE		Fluency
NUMBERED ITEMS	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
COMPETENCY	MS.CC.W 2.	Writing Standards
OBJECTIVE		Text Types and Purposes
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.S L.2.	Speaking and Listening Standards

<b>OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>NUMBERED ITEMS</b>	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.
<b>INDICATOR</b>	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).
<b>INDICATOR</b>	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>INDICATOR</b>	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>COMPETENCY</b>	MS.CC.S L.2.	<b>Speaking and Listening Standards</b>
<b>OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>NUMBERED ITEMS</b>	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>NUMBERED ITEMS</b>	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.
<b>COMPETENCY</b>	MS.CC.S L.2.	<b>Speaking and Listening Standards</b>
<b>OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>NUMBERED ITEMS</b>	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<b>NUMBERED ITEMS</b>	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<b>COMPETENCY</b>	MS.CC.L. 2.	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>NUMBERED ITEMS</b>	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>INDICATOR</b>	L.2.1(a)	Use collective nouns (e.g., group).
<b>INDICATOR</b>	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
<b>INDICATOR</b>	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
<b>INDICATOR</b>	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>INDICATOR</b>	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).
<b>COMPETENCY</b>	MS.CC.L. 2.	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>NUMBERED ITEMS</b>	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>INDICATOR</b>	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
<b>INDICATOR</b>	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
<b>COMPETENCY</b>	MS.CC.L. 2.	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Knowledge of Language</b>
<b>NUMBERED ITEMS</b>	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>INDICATOR</b>	L.2.3(a)	Compare formal and informal uses of English.
<b>COMPETENCY</b>	MS.CC.L. 2.	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>NUMBERED ITEMS</b>	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.
<b>INDICATOR</b>	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>INDICATOR</b>	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	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	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).
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
INDICATOR	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).
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	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

Mississippi Standards and Frameworks

Language Arts

Grade 2 - Adopted: 2010

COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Key Ideas and Details
NUMBERED ITEMS	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.
NUMBERED ITEMS	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
NUMBERED ITEMS	RL.2.3.	Describe how characters in a story respond to major events and challenges.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	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.
NUMBERED ITEMS	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Integration of Knowledge and Ideas
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE		Key Ideas and Details
NUMBERED ITEMS	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.

NUMBERED ITEMS	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
COMPETENCY	MS.CC.RI.2.	Reading Standards for Informational Text
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
NUMBERED ITEMS	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
COMPETENCY	MS.CC.RI.2.	Reading Standards for Informational Text
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE		Phonics and Word Recognition
NUMBERED ITEMS	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	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.
INDICATOR	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
COMPETENCY	MS.CC.RF.2.	Reading Standards: Foundational Skills
OBJECTIVE		Fluency
NUMBERED ITEMS	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
COMPETENCY	MS.CC.W.2.	Writing Standards
OBJECTIVE		Text Types and Purposes
NUMBERED ITEMS	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.
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.W.2.	Writing Standards
OBJECTIVE		Production and Distribution of Writing
NUMBERED ITEMS	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
COMPETENCY	MS.CC.SL.2.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	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	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	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts

		under discussion.
<b>COMPETENCY</b>	<b>MS.CC.S L.2.</b>	<b>Speaking and Listening Standards</b>
<b>OBJECTIVE</b>		<b>Comprehension and Collaboration</b>
<b>NUMBERED ITEMS</b>	<b>SL.2.2.</b>	<b>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>
<b>NUMBERED ITEMS</b>	<b>SL.2.3.</b>	<b>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.</b>
<b>COMPETENCY</b>	<b>MS.CC.S L.2.</b>	<b>Speaking and Listening Standards</b>
<b>OBJECTIVE</b>		<b>Presentation of Knowledge and Ideas</b>
<b>NUMBERED ITEMS</b>	<b>SL.2.4.</b>	<b>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</b>
<b>NUMBERED ITEMS</b>	<b>SL.2.5.</b>	<b>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.</b>
<b>NUMBERED ITEMS</b>	<b>SL.2.6.</b>	<b>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</b>
<b>COMPETENCY</b>	<b>MS.CC.L. 2.</b>	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>NUMBERED ITEMS</b>	<b>L.2.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>INDICATOR</b>	<b>L.2.1(a)</b>	<b>Use collective nouns (e.g., group).</b>
<b>INDICATOR</b>	<b>L.2.1(b)</b>	<b>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</b>
<b>INDICATOR</b>	<b>L.2.1(c)</b>	<b>Use reflexive pronouns (e.g., myself, ourselves).</b>
<b>INDICATOR</b>	<b>L.2.1(d)</b>	<b>Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</b>
<b>INDICATOR</b>	<b>L.2.1(e)</b>	<b>Use adjectives and adverbs, and choose between them depending on what is to be modified.</b>
<b>INDICATOR</b>	<b>L.2.1(f)</b>	<b>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).</b>
<b>COMPETENCY</b>	<b>MS.CC.L. 2.</b>	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Conventions of Standard English</b>
<b>NUMBERED ITEMS</b>	<b>L.2.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
<b>INDICATOR</b>	<b>L.2.2(a)</b>	<b>Capitalize holidays, product names, and geographic names.</b>
<b>INDICATOR</b>	<b>L.2.2(c)</b>	<b>Use an apostrophe to form contractions and frequently occurring possessives.</b>
<b>INDICATOR</b>	<b>L.2.2(d)</b>	<b>Generalize learned spelling patterns when writing words (e.g., cage--&gt;badge; boy--&gt;boil).</b>
<b>COMPETENCY</b>	<b>MS.CC.L. 2.</b>	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Knowledge of Language</b>
<b>NUMBERED ITEMS</b>	<b>L.2.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>INDICATOR</b>	<b>L.2.3(a)</b>	<b>Compare formal and informal uses of English.</b>
<b>COMPETENCY</b>	<b>MS.CC.L. 2.</b>	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>NUMBERED ITEMS</b>	<b>L.2.4.</b>	<b>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.</b>
<b>INDICATOR</b>	<b>L.2.4(a)</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>INDICATOR</b>	<b>L.2.4(b)</b>	<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).</b>
<b>INDICATOR</b>	<b>L.2.4(c)</b>	<b>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</b>



INDICATOR	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).
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
INDICATOR	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).
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	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

Mississippi Standards and Frameworks

Language Arts

Grade 2 - Adopted: 2010

COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Key Ideas and Details
NUMBERED ITEMS	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.
NUMBERED ITEMS	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
NUMBERED ITEMS	RL.2.3.	Describe how characters in a story respond to major events and challenges.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	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.
NUMBERED ITEMS	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Integration of Knowledge and Ideas
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE		Phonics and Word Recognition
NUMBERED ITEMS	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	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.

INDICATOR	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
COMPETENCY	MS.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE		Fluency
NUMBERED ITEMS	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
COMPETENCY	MS.CC.W. 2.	Writing Standards
OBJECTIVE		Text Types and Purposes
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.W. 2.	Writing Standards
OBJECTIVE		Production and Distribution of Writing
NUMBERED ITEMS	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
COMPETENCY	MS.CC.S L.2.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	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	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	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
COMPETENCY	MS.CC.S L.2.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.S L.2.	Speaking and Listening Standards
OBJECTIVE		Presentation of Knowledge and Ideas
NUMBERED ITEMS	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
NUMBERED ITEMS	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.
NUMBERED ITEMS	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
COMPETENCY	MS.CC.L. 2.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(a)	Use collective nouns (e.g., group).

INDICATOR	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR	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).
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
INDICATOR	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Knowledge of Language
NUMBERED ITEMS	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3(a)	Compare formal and informal uses of English.
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	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	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	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	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	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).
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
INDICATOR	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).
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	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

Mississippi Standards and Frameworks

Language Arts

Grade 2 - Adopted: 2010

COMPETENCY	MS.CC.R.L.2.	Reading Standards for Literature
OBJECTIVE		Key Ideas and Details

NUMBERED ITEMS	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.
NUMBERED ITEMS	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
NUMBERED ITEMS	RL.2.3.	Describe how characters in a story respond to major events and challenges.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	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.
NUMBERED ITEMS	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Integration of Knowledge and Ideas
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE		Key Ideas and Details
NUMBERED ITEMS	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.
NUMBERED ITEMS	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
NUMBERED ITEMS	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
COMPETENCY	MS.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
NUMBERED ITEMS	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
COMPETENCY	MS.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE		Integration of Knowledge and Ideas
NUMBERED ITEMS	RI.2.8.	Describe how reasons support specific points the author makes in a text.
COMPETENCY	MS.CC.RI .2.	Reading Standards for Informational Text
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE		Phonics and Word Recognition
NUMBERED ITEMS	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	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.

INDICATOR	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
COMPETENCY	MS.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE		Fluency
NUMBERED ITEMS	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
COMPETENCY	MS.CC.W. 2.	Writing Standards
OBJECTIVE		Text Types and Purposes
NUMBERED ITEMS	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.
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.W. 2.	Writing Standards
OBJECTIVE		Production and Distribution of Writing
NUMBERED ITEMS	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
COMPETENCY	MS.CC.W. 2.	Writing Standards
OBJECTIVE		Research to Build and Present Knowledge
NUMBERED ITEMS	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
COMPETENCY	MS.CC.S L.2.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	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	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	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
COMPETENCY	MS.CC.S L.2.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.S L.2.	Speaking and Listening Standards
OBJECTIVE		Presentation of Knowledge and Ideas
NUMBERED ITEMS	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
NUMBERED ITEMS	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.
NUMBERED ITEMS	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

COMPETENCY	MS.CC.L. 2.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(a)	Use collective nouns (e.g., group).
INDICATOR	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
INDICATOR	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR	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).
COMPETENCY	MS.CC.L. 2.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
COMPETENCY	MS.CC.L. 2.	Language Standards
OBJECTIVE		Knowledge of Language
NUMBERED ITEMS	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3(a)	Compare formal and informal uses of English.
COMPETENCY	MS.CC.L. 2.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	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	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	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	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	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).
COMPETENCY	MS.CC.L. 2.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
INDICATOR	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).
COMPETENCY	MS.CC.L. 2.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	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).

**Mississippi Standards and Frameworks**

**Language Arts**

Grade 2 - Adopted: 2010

COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Key Ideas and Details
NUMBERED ITEMS	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.
NUMBERED ITEMS	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
NUMBERED ITEMS	RL.2.3.	Describe how characters in a story respond to major events and challenges.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Craft and Structure
NUMBERED ITEMS	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.
NUMBERED ITEMS	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Integration of Knowledge and Ideas
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE		Phonics and Word Recognition
NUMBERED ITEMS	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	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.
INDICATOR	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
COMPETENCY	MS.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE		Fluency
NUMBERED ITEMS	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
COMPETENCY	MS.CC.W 2.	Writing Standards
OBJECTIVE		Text Types and Purposes
NUMBERED ITEMS	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.

NUMBERED ITEMS	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.
COMPETENCY	MS.CC.W.2.	Writing Standards
OBJECTIVE		Production and Distribution of Writing
NUMBERED ITEMS	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
COMPETENCY	MS.CC.W.2.	Writing Standards
OBJECTIVE		Research to Build and Present Knowledge
NUMBERED ITEMS	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
COMPETENCY	MS.CC.S L.2.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	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	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	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
COMPETENCY	MS.CC.S L.2.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.S L.2.	Speaking and Listening Standards
OBJECTIVE		Presentation of Knowledge and Ideas
NUMBERED ITEMS	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
NUMBERED ITEMS	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.
NUMBERED ITEMS	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(a)	Use collective nouns (e.g., group).
INDICATOR	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
INDICATOR	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).
COMPETENCY	MS.CC.L.2.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy--



		>boil).
<b>COMPETENCY</b>	<b>MS.CC.L. 2.</b>	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Knowledge of Language</b>
<b>NUMBERED ITEMS</b>	<b>L.2.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>INDICATOR</b>	<b>L.2.3(a)</b>	<b>Compare formal and informal uses of English.</b>
<b>COMPETENCY</b>	<b>MS.CC.L. 2.</b>	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>NUMBERED ITEMS</b>	<b>L.2.4.</b>	<b>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.</b>
<b>INDICATOR</b>	<b>L.2.4(a)</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>
<b>INDICATOR</b>	<b>L.2.4(b)</b>	<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).</b>
<b>INDICATOR</b>	<b>L.2.4(c)</b>	<b>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</b>
<b>INDICATOR</b>	<b>L.2.4(d)</b>	<b>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</b>
<b>COMPETENCY</b>	<b>MS.CC.L. 2.</b>	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>NUMBERED ITEMS</b>	<b>L.2.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>INDICATOR</b>	<b>L.2.5(a)</b>	<b>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</b>
<b>INDICATOR</b>	<b>L.2.5(b)</b>	<b>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</b>
<b>COMPETENCY</b>	<b>MS.CC.L. 2.</b>	<b>Language Standards</b>
<b>OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>NUMBERED ITEMS</b>	<b>L.2.6.</b>	<b>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).</b>

Unit 7

Mississippi Standards and Frameworks

Language Arts

Grade 2 - Adopted: 2010

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

	L.2.	
OBJECTIVE		Integration of Knowledge and Ideas
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R L.2.	Reading Standards for Literature
OBJECTIVE		Range of Reading and Level of Text Complexity
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE		Phonics and Word Recognition
NUMBERED ITEMS	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	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.
INDICATOR	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
INDICATOR	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
COMPETENCY	MS.CC.R F.2.	Reading Standards: Foundational Skills
OBJECTIVE		Fluency
NUMBERED ITEMS	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4(a)	Read on-level text with purpose and understanding.
INDICATOR	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
COMPETENCY	MS.CC.W. 2.	Writing Standards
OBJECTIVE		Text Types and Purposes
NUMBERED ITEMS	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.
NUMBERED ITEMS	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.
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.W. 2.	Writing Standards
OBJECTIVE		Production and Distribution of Writing
NUMBERED ITEMS	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
COMPETENCY	MS.CC.W. 2.	Writing Standards
OBJECTIVE		Research to Build and Present Knowledge
NUMBERED ITEMS	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
COMPETENCY	MS.CC.S L.2.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	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	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	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
COMPETENCY	MS.CC.S L.2.	Speaking and Listening Standards
OBJECTIVE		Comprehension and Collaboration
NUMBERED ITEMS	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
NUMBERED ITEMS	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.
COMPETENCY	MS.CC.S L.2.	Speaking and Listening Standards
OBJECTIVE		Presentation of Knowledge and Ideas
NUMBERED ITEMS	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.
NUMBERED ITEMS	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
COMPETENCY	MS.CC.L. 2.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.2.1(a)	Use collective nouns (e.g., group).
INDICATOR	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
INDICATOR	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
INDICATOR	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).
COMPETENCY	MS.CC.L. 2.	Language Standards
OBJECTIVE		Conventions of Standard English
NUMBERED ITEMS	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
INDICATOR	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
COMPETENCY	MS.CC.L. 2.	Language Standards
OBJECTIVE		Knowledge of Language
NUMBERED ITEMS	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.2.3(a)	Compare formal and informal uses of English.
COMPETENCY	MS.CC.L. 2.	Language Standards
OBJECTIVE		Vocabulary Acquisition and Use
NUMBERED ITEMS	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	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
INDICATOR	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	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	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).
COMPETENCY	MS.CC.L.	Language Standards

	2.	
<b>OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>NUMBERED ITEMS</b>	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
<b>INDICATOR</b>	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).
<b>COMPETENCY</b>	MS.CC.L. 2.	Language Standards
<b>OBJECTIVE</b>		<b>Vocabulary Acquisition and Use</b>
<b>NUMBERED ITEMS</b>	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).

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