

# Missouri, Grade 2

Missouri Strand/Standard	Focus of Missouri Standard	For More Information
<b>Reading</b>		
R.1	Develop and apply skills to the reading process	
R.1.A	Comprehension: Develop and demonstrate reading skills in response to reading by making and confirming predictions; asking and responding to questions; supporting answers with evidence; retelling main ideas; retelling beginning, middle, and end; monitoring comprehension and correcting as necessary	R1 pp. 6–11 R2 pp. 12–17
R.1.B	Vocabulary: Use affixes and root words to determine word meaning; use individual word meaning to determine the meaning of compound words; use context to determine word meaning; use antonyms and synonyms, use a dictionary; distinguish meaning between related verbs and adjectives; recognize literal and nonliteral meanings; use conversational, domain-specific, and academic words and phrases	L4 pp. 204–209 L5 pp. 210–215 L6 pp. 216–221
R.1.C	Making Connections: Make text-to-text and text-to-world connections	R9 pp. 54–59
R.1.D	Independent Text: Read independently for sustained periods by engaging with text that is developmentally appropriate; produce evidence of reading	R10 pp. 60–65
R.2	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times	
R.2.A	Fiction: Describe story elements (setting, character, problem/solution, events), the main idea, and cause-and-effect relationships; explain how the story changes based on who is telling the story; compare and contrast characters and their points of view	R2 pp. 12–17 R4 pp. 24–29 R5 pp. 30–35 R6 pp. 36–41 R9 pp. 54–59
R.2.B	Poetry: Describe how rhyme, rhythm, and repetition create imagery in poetry; use onomatopoeia	R4 pp. 24–29
R.2.C	Drama: Identify characters, setting, acts, and scenes in plays; identify the elements of dialogue and use them in informal plays	R3 pp. 18–23 R4 pp. 24–29
R.3	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times	
R.3.A	Text Features: Use text features to identify the main idea and distinguish it from the topic; locate facts to answer or ask questions, and locate specific information; follow written multistep directions; describe connections between events the sequence of events	R1 pp. 6–11 R3 pp. 18–23 R5 pp. 30–35 R7 pp. 44–49
R.3.B	Literary Techniques: Explain why a text is fiction or nonfiction; ask and answer questions to clarify meaning; explain examples of sensory details	R1 pp. 6–11 R4 pp. 24–29
R.3.C	Text Structures: Explain main ideas and provide supporting details; describe the connections between events; identify authors' purpose; compare and contrast two texts on the same topic	R2 pp. 12–17 R3 pp. 18–23 R4 pp. 24–29 R9 pp. 54–59
R.4	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning	
R.4.A	Digital and Media Literacy: Explain purposes of media and explain techniques	R7 pp. 42–47
<b>Reading Foundations</b>		
RF.1	Understand how English is written and read	
RF.1.A	Print Awareness: Understand that sentences are organized into paragraphs to convey meaning	RF1 pp. 72–77
RF.2	Understand how English is written and read	
Rf.2.A	Phonemic Awareness: No expectations	RF2 pp. 78–83
RF.3	Understand how English is written and read	
RF.3.A	Phonics: Decode multisyllabic words in context by applying common letter–sound correspondences including single letters, consonant blends, consonant and vowel digraphs and vowel diphthongs; distinguish long and short vowels; decode words with vowel diphthongs, vowel digraphs; use common prefixes, suffixes, and contractions; use common syllable patterns; read irregularly spelled high-frequency words	RF3 pp. 84–89
RF.4	Understand how English is written and read	
RF.4.A	Fluency: Read appropriate texts with fluency and purpose and understanding	RF4 pp. 90–95

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<b>Writing</b>		
W.1	Apply a writing process to develop a text for audience and purpose	
W.1.A	Prewriting: Brainstorm and record key ideas	W5 pp. 118–123
W.1.B	Draft: Develop a draft by sequencing ideas into sentences; generate paragraphs with one main idea; create beginning, middle, and end; address appropriate audience	W5 pp. 118–123
W.1.C	Revise/Edit: Respond to questions and suggestions, adding details to strengthen writing; edit for language conventions	W5 pp. 118–123
W.1.D	Produce/Publish and Share Writing: Use a variety of conventional/digital tools to produce and publish writing	W6 pp. 124–129
W.2	Compose well-developed writing texts for audience and purpose	
W.2.A	Opinion/Argumentative: Introduce a topic, state an opinion, and provide reasons; use topic-specific words; organize writing; provide a closing	W1 pp. 100–105
W.2.B	Informative/Explanatory: Use facts to develop points; use topic-specific words; use linking words and phrases; provide a closing	W2 pp. 106–111
W.2.C	Narrative/Literary: Introduce a main character and setting; develop sensory details; follow a logical sequence of events and use linking words to signal order; use topic-related language	W3 pp. 112–117
W.3	Gather, analyze, evaluate and use information from a variety of sources	
W.3.A	Research process: Generate a list of open-ended questions about topics; create an individual question and use it to find information; gather evidence from sources; visually organize information; present and evaluate information	W7 pp. 130–135 W8 pp. 136–141
<b>Language</b>		
L.1	Communicate using conventions of English language	
L.1.A	Grammar: Use nouns, pronouns, collective nouns, irregular nouns, regular verbs, helping verbs, adjectives, and adverbs in sentences; produce declarative, imperative, exclamatory, and interrogative sentences	L1 pp. 186–191
L.1.B	Punctuation, Capitalization, Spelling: Write legibly; use apostrophes and quotation marks appropriately; capitalize weeks, days, months, and titles; arrange words in alphabetical order to the 2nd letter	L2 pp. 192–197
<b>Speaking/Listening</b>		
SL.1	Listen for a purpose	
SL.1.A	Purpose: Follow classroom listening rules; follow three-step instructions	SL1 pp. 146–151
SL.2	Listen for entertainment	
SL.2.A	Entertainment: Demonstrate active listening	SL1 pp. 146–151
SL.3	Speak effectively in collaborative discussions	
SL.3.A	Collaborative discussions: Take turns speaking; confirm comprehension of reading through retelling and asking questions	SL1 pp. 146–151 SL2 pp. 152–157
SL.4	Speak effectively when presenting	
SL.4.A	Presenting: Explain a topic while maintaining eye contact with audience; retell a story with details; use academic language and conventions	SL4 pp. 164–169 SL6 pp. 176–181