

2nd Grade - Kansas ELA Standards 2017

Record keeping of implementation: PINK= WEEKLY (Once or Twice/Week) BLUE=DAILY (3 or MORE X/Week) ALL OTHERS=Dates Listed

LITERATURE - Key Ideas and Details	
RL1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
dates ---->	
RL2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
dates ---->	
RL3	Describe characters, settings, and major events in a story, using key details.
dates ---->	
LITERATURE - Craft and Structure	
RL4	Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
dates ---->	
RL5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
dates ---->	
RL6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
dates ---->	
LITERATURE - Integration of Knowledge and Ideas	
RL7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
dates ---->	
RL9	Compare and contrast two or more versions of the same story (ex: Cinderella stories) by different authors or from different cultures.
dates ---->	
LITERATURE - Range of Reading and Level of Text Complexity	
RL10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiency, with scaffolding as needed at the higher end of the range.
dates ---->	
INFORMATIONAL TEXT - Key Ideas and Details	
RI1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
dates ---->	
RI2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
dates ---->	
RI3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
dates ---->	
INFORMATIONAL TEXT - Craft and Structure	
RI4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.
dates ---->	
RI5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
dates ---->	
RI6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
dates ---->	

INFORMATIONAL TEXT - Integration of Knowledge and Ideas	
R17	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
dates ---->	
R18	Describe how reasons support specific points the author makes in a text.
dates ---->	
R19	Compare and Contrast the most important points presented by two texts on the same topic.
dates ---->	
INFORMATIONAL TEXT - Range of Reading and Level of Text Complexity	
R110	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 proficiency, with scaffolding as needed at the high end of the range.
dates ---->	
FOUNDATIONAL SKILLS - Phonics and Word Recognition	
RF3	Know and apply grade-level phonics and word analysis skills in decoding words.
dates ---->	
RF3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.
dates ---->	
RF3b	Know spelling-sound correspondences for additional common vowel teams.
dates ---->	
RF3c	Decode words with common prefixes and suffixes.
dates ---->	
RF3d	Identify words with inconsistent but common spelling-sound correspondences.
dates ---->	
RF3e	Recognize and read grade-appropriate irregularly spelled words.
dates ---->	
RF3f	Read words with inflectional endings.
dates ---->	
RF3g	Recognize and read grade-appropriate irregularly spelled words.
dates ---->	
FOUNDATIONAL SKILLS - Fluency	
RF4	Read with sufficient accuracy and fluency to support comprehension.
dates ---->	
RF4a	Read on-level text with purpose and understanding.
dates ---->	
RF4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
dates ---->	
RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
dates ---->	
WRITING - Text Types and Purposes	
W1	Write opinion pieces in which they introduce the topic or name the 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.
dates ---->	
W2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
dates ---->	
W3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
dates ---->	

WRITING - Production and Distribution of Writing	
W5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
dates ---->	
W6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
dates ---->	
WRITING - Research to Build and Present Knowledge	
W7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
dates ---->	
W8	Recall information from experiences or gather information from provided sources to answer a question.
dates ---->	
SPEAKING & LISTENING - Comprehension & Collaboration	
SL1	Participation in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
dates ---->	
	SL1a Follow agreed-upon rules for discussions (e.g., raising the floor in respectful ways, listening to others with care, speaking 1 at a time about topics and texts under discussion.)
dates ---->	
	SL1b Build on others' talk in conversations by linking their comments to the remarks of others.
dates ---->	
	SL1c Ask for clarification and further explanation as needed about the topics and texts under discussion.
dates ---->	
SL2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
dates ---->	
SL3	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.
dates ---->	
SPEAKING & LISTENING - Presentation of Knowledge and Ideas	
SL4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
dates ---->	
SL5	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.
dates ---->	
SL6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
dates ---->	
LANGUAGE - Conventions of Standard English	
L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
dates ---->	
	L1a Use collective nouns (e.g., group)
dates ---->	
	L1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
dates ---->	
	L1c Use reflexive pronouns (e.g., myself, ourselves).
dates ---->	
	L1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
dates ---->	
	L1e Use adjectives and adverbs, and choose between them depending on what is to be modified.
dates ---->	

	L1f 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.)
dates ---->	
L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
dates ---->	
	L2a Capitalize holidays, product names, and geographic names.
dates ---->	
	L2b Use commas in greetings and closings or letters.
dates ---->	
	L2c Use an apostrophe to form contractions and frequently occurring possessives.
dates ---->	
	L2d Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).
dates ---->	
	L2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
dates ---->	
LANGUAGE - Knowledge of Language	
L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
dates ---->	
	L3a Compare formal and informal uses of English.
dates ---->	
LANGUAGE - Vocabulary Acquisition and Use	
L4	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.
dates ---->	
	L4a Use sentence-level context as a clue to the meaning of a word or phrase.
dates ---->	
	L4b Determine the meaning of the new word formed when a known prefix is added to a known word. (e.g., happy/unhappy, tell/retell).
dates ---->	
	L4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
dates ---->	
	L4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
dates ---->	
	L4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
dates ---->	
L5	Demonstrate understandings of word relationships and nuances in word meanings.
dates ---->	
	L5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
dates ---->	
	L5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., think, slender, skinny, scrawny).
dates ---->	
L6	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).
dates ---->	

KANSAS College and Career Readiness Anchor Standards for Literacy Learning (KS 15%)

LITERACY LEARNING	
LL1	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discrete skills in isolation.
dates ---->	
LL2	Use meta-cognitive strategies to monitor literacy learning progress.
dates ---->	
LL3	Engage in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
dates ---->	
LL4	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
dates ---->	
LL5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
dates ---->	
READING	
R11	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
dates ---->	
R12	Read-both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate.
dates ---->	
WRITING	
W11	Create-both independently and collaboratively-technical, non-print, digital, and multi-modal versions of text types and purposes outlined
dates ---->	
W12	Strengthen writing craft-both independently and collaboratively-through a recursive writing and revision process and the use of the common vocabulary of the 6-trait model.
dates ---->	