

Kansas Standards for English Language Arts

Adopted November 2017

By the Kansas State Board of Education

The 2017 English Language Arts Standards were created with a goal to meet the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. To this end, these standards were built with the purpose of providing educators, parents, and other education stakeholders a clear view of what English Language Arts and Literacy instruction should look like in Kansas.

Further, the English Language Arts Standards are built upon a foundation of common understandings – or practices – which provide a “big picture view” of broad goals for English Language Arts and Literacy instruction for each student across the state. These five foundational practices are intended to support a philosophy aligned with the Kansas State Board of Education’s vision and goals, which are intended to ensure that, through their PreK-12 experiences, Kansas kids are equipped with the academic, cognitive, metacognitive, technical, and employability skills required for postsecondary success, as well as the capacity to positively impact the world around them.

English Language Arts Foundational Practices

1. Write, speak, read, and listen appropriately in all disciplines.
2. Seek out and work to understand diverse perspectives.
3. Use knowledge gained from literacy experiences to solve problems.
4. Create multimodal versions of texts for a range of purposes and audiences.
5. Self-regulate and monitor growth in writing, speaking, reading, and listening.

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

Writing

Text Types and Purposes	W.2.1	W.2.2	W.2.3
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Reading: Informational

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Language in Reading: Informational	RI.2.10	RI.2.11	RI.2.12
Range of Reading and Level of Text	RI.2.13		

Grade 2

Writing

Text Types and Purposes

- 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.
- 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.
- 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.

Production and Distribution of Writing

- W.2.4 (Begins in grade 3)
- W.2.5 *With guidance and support from adults and peers*, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 *With guidance and support from adults*, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- W.2.7 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).
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- W.2.9 (Begins in grade 4)

Language in Writing

- W.2.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
- W.2.10.a Use collective nouns when writing.
- W.2.10.b Form and use frequently-occurring irregular plural nouns (e.g., feet)
- W.2.10.c Use reflexive pronouns (e.g., myself)
- W.2.10.d Form and use past tense of frequently-occurring irregular verbs (e.g., told).
- W.2.10.e Use adjectives and adverbs, and choose between them depending on what is to be modified.
- W.2.10.f Produce, expand, and rearrange complete simple and compound sentences.
- W.2.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- W.2.11.a Capitalize holidays, product names, and geographic names.
- W.2.11.b Use commas in greetings and closings of letters.
- W.2.11.c use an apostrophe to form contractions and frequently-occurring possessives.
- W.2.11.d Generalize learned spelling patterns when writing words.
- W.2.11.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Range of Writing

- W.2.12 (Begins in Grade 3)

Grade 2
Speaking and Listening

Comprehension and Collaboration

- SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 and texts* with peers and adults in small and larger groups.
- 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).
- SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.
- SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- 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.

Presentation of Knowledge and Ideas

- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.
- 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.
- SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating proper usage of English grammar.

Language in Speaking and Listening

- SL.2.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
- SL.2.7.a Use collective nouns when speaking.
- SL.2.7.b Form and use frequently-occurring irregular plural nouns (e.g., teeth).
- SL.2.7.c Use reflexive pronouns (e.g., ourselves).
- SL.2.7.d Form and use past tense of frequently-occurring irregular verbs (e.g., hid)
- SL.2.7.e Use context-appropriate adjectives and adverbs.
- SL.2.7.f Produce complete simple and compound sentences.
- SL.2.8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Grade 2

Reading: Foundational

Print Concepts

RF.2.1 Not Applicable to Grade 2.

Phonological Awareness

RF.2.2 Not Applicable to Grade 2.

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.
- RF.2.3.b Know correspondences for additional common vowel teams (e.g., steak).
- RF.2.3.c Decode regularly spelled two-syllable words with long vowels.
- RF.2.3.d Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
- RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
- RF.2.3.f Recognize and read grade-appropriate words.

Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

Grade 2
Reading: Literature

Key Ideas and Details

- 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.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

- 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.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- 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.

Integration of Knowledge and Ideas

- 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.
- RL.2.8 (Not applicable for literature)
- RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

Language in Reading: Literature

- RL.2.10 Use knowledge of language and its conventions.
 - RL.2.10.a Compare formal and informal uses of English.
- RL.2.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.
 - RL.2.11.a Use sentence-level context as a clue to the meaning of a word or phrase.
 - RL.2.11.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy)
 - RL.2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.
 - RL.2.11.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse).
 - RL.2.11.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- RL.2.12 Demonstrate understanding of word relationships and nuances in word meanings.
 - RL.2.12.a Identify real-life connections between words and their use.
 - RL.2.12.b Distinguish shades of meaning among closely-related verbs and closely-related adjectives.

Range of Reading and Level of Text

- RL.2.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 2.

Grade 2

Reading: Informational

Key Ideas and Details

- 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.
- RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- RI.2.4 Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.
- RI.2.5 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.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8 Describe how reasons support specific points the author makes in a text.
- RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.

Language in Reading: Informational

- RI.2.10 Use knowledge of language and its conventions.
- RI.2.10.a Compare formal and informal uses of English.
- RI.2.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.
- RI.2.11.a Use sentence-level context as a clue to the meaning of a word or phrase.
- RI.2.11.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy).
- RI.2.11.c Use a known root word as a clue to the meaning of an unknown word with the same root.
- RI.2.11.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse).
- RI.2.11.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- RI.2.12 Demonstrate understanding of word relationships and nuances in word meanings.
- RI.2.12.a Identify real-life connections between words and their use.
- RI.2.12.b Distinguish shades of meaning among closely-related verbs and closely-related adjectives.

Range of Reading and Level of Text

- RI.2.13 Read and comprehend informational text of appropriate quantitative and qualitative complexity for Grade 2.

Grade 2
Writing

W.2.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.
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To address this standard, students *could*:

- Form an opinion about a topic of interest to the student, use resources to locate facts that support the student’s opinion, and share their opinion and reasons in writing.
- Write an opinion about a character’s actions, and support that opinion with details from the story.

Kansas High School Graduates Can:	Use valid reasoning and relevant and sufficient evidence to support a written argument.
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Progression of Standard Across Grades	W.1.1	W.2.1	W.3.1
	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.	Write opinion pieces on topics or texts, supporting a point of view with reasons.

Grade 2
Writing

<p>W.2.2</p>	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Read several texts about a single topic and develop an informational piece (e.g., report, poster, display) using facts and definitions from the texts, including a summarizing statement. • Engage in discussions with peers to determine which information is best suited to include in a piece of writing intended to inform or explain. 			
<p>Kansas High School Graduates Can:</p>	<p>Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics.</p>		
<p>Progression of Standard Across Grades</p>	<p>W.1.2</p>	<p>W.2.2</p>	<p>W.3.2</p>
	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

Grade 2
Writing

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.
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To address this standard, students *could*:

- Write a personal account of their best day ever, including details about their feelings and chronological recording of events, and effectively ending the written piece.
- Write about a common experience that occurred in the classroom in which students add their personal feelings and emotions about the experience.

Kansas High School Graduates Can:	Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue.
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Progression of Standard Across Grades	W.1.3	W.2.3	W.3.3
	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	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.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Grade 2
Writing**

W.2.4	(Begins in grade 3)		
To address this standard, students <i>could</i>:			
Kansas High School Graduates Can:	Create texts appropriate for specific purposes, audiences, and tasks.		
Progression of Standard Across Grades	W.1.4	W.2.4	W.3.4
	(Begins in grade 3)	(Begins in grade 3)	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Grade 2
Writing**

W.2.5	<i>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</i>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Share a piece of their own writing with their peers and ask specific questions about how to improve the work; use suggestions from peers or adults to make changes that will improve their work. • Provide feedback to peers about their writing. 			
Kansas High School Graduates Can:	Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.		
Progression of Standard Across Grades	W.1.5	W.2.5	W.3.5
	<i>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</i>	<i>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</i>	<i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</i>

Grade 2
Writing

W.2.6	<i>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</i>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Post an image and accompanying written reflection on completed work to a closed class blog and ask peers or parents for feedback. • Produce an animation of a personal narrative. • Create a digital presentation demonstrating how to do something to instruct their peers. 			
Kansas High School Graduates Can:	Effectively use a variety of digital tools to produce original works both independently and collaboratively.		
Progression of Standard Across Grades	W.1.6	W.2.6	W.3.6
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

Grade 2 Writing

W.2.7	Participate in shared research and writing projects.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Record science observations. Read multiple books on a single topic (e.g. weather) and write an informational report. Develop a class brochure about the town or city in which they live that includes observations and thoughts from students in the class. 			
Kansas High School Graduates Can:	Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning.		
Progression of Standard Across Grades	<u>W.1.7</u>	W.2.7	<u>W.3.7</u>
	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Participate in shared research and writing projects.	Conduct short research projects that build knowledge about a topic.

**Grade 2
Writing**

W.2.8	Recall information from experiences or gather information from provided sources to answer a question.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Participate in a web quest to find answers about daily life of the Plains Indians. • Share personal experiences from the playground to answer questions on how to make the playground safe. 			
Kansas High School Graduates Can:	Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.		
Progression of Standard Across Grades	W.1.8	W.2.8	W.3.8
	<i>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</i>	Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Grade 2
Writing**

W.2.9	(Begins in grade 4)		
For this standard, students <i>could</i>:			
Kansas High School Graduates Can:	Locate and use supportive and relevant evidence from a range of text types to strengthen original works.		
Progression of Standard Across Grades	W.1.9	W.2.9	W.3.9
	(Begins in grade 4)	(Begins in grade 4)	(Begins in grade 4)

**Grade 2
Writing**

W.2.10	<p>Demonstrate command of the conventions of standard English grammar and usage when writing.</p> <ol style="list-style-type: none"> a. Use collective nouns when writing. b. Form and use frequently-occurring irregular plural nouns (e.g., feet) c. Use reflexive pronouns (e.g., myself) d. Form and use past tense of frequently-occurring irregular verbs (e.g., told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences.
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To address this standard, students *could*:

- Create a game and write detailed instructions for the game so that a peer or adult can understand how to play it. Test and evaluate the quality and effectiveness of the language they used in instructions based on how well players understood them. Modify language to be more accurate and clear for players.
- Explore the importance of adjectives and adverbs by examining common phrases used during the school day and the ways in which they help students understand how they are to do something or what they are to do (e.g., walk quietly; speak thoughtfully; sit on the blue mat;).
- Engage in a thought experiment about what would happen if there were no adjectives or adverbs.

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when writing.
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Progression of Standard Across Grades	W.1.10	W.2.10	W.3.10
	Demonstrate command of the conventions of standard English grammar and usage when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English grammar and usage when writing. (See details above.)	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. (Click link above for details.)

**Grade 2
Writing**

W.2.11	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently-occurring possessives. d. Generalize learned spelling patterns when writing words. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
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For this standard, students *could*:

- Write a letter to a local newspaper editor about something positive happening in their school, and practice using commas in their greeting and closing.
- Write about their ideal vacation spot – where they would like to go and what they would do once they got there.

Kansas High School Graduates Can:	Accurately and effectively use the mechanics of standard English for the purpose of productive communication.
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Progression of Standard Across Grades	W.1.11	W.2.11	W.3.11
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.)

Grade 2
Writing

W.2.12	(Begins in grade 3)		
To address this standard, students <i>could</i>:			
Kansas High School Graduates Can:	Write routinely over varied time frames for a range of tasks, purposes, and audiences.		
Progression of Standard Across Grades	W.1.12	W.2.12	W.3.12
	(Begins in grade 3)	(Begins in grade 3)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 2
Speaking and Listening

<p>SL.2.1</p>	<p>Participate in collaborative conversations about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> 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). Build on other’s talk in conversations by linking their comments to the remarks of others. Ask for clarification and further explanation as needed about the topics and texts under discussion. 		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Use words to indicate connection between their ideas and other people’s ideas (e.g., “To add to Juan’s idea, I think...”) Engage in class meetings around ideas and issues important to the class or school. Naturally engage in collaborative conversations both in and outside of instructional settings. 			
<p>Kansas High School Graduates Can:</p>	<p>Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.</p>		
<p>Progression of Standard Across Grades</p>	<p>SL.1.1</p>	<p>SL.2.1</p>	<p>SL.3.1</p>
	<p>Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and large groups.</p>	<p>Participate in collaborative conversations with diverse partners about <i>Grade 2 and texts</i> with peers and adults in small and larger groups.</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one), in groups, and teacher-led) with diverse on <i>Grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>

Grade 2
Speaking and Listening

SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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To address this standard, students *could*:

- Attend a school assembly and recount the event after returning to the classroom.
- Illustrate their favorite (e.g. time of day, activity) and orally present to the class.
- Recount a favorite movie or show and share it with the class.

Kansas High School Graduates Can:	Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.
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Progression of Standard Across Grades	SL.1.2	SL.2.2	SL.3.2
	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 2
Speaking and Listening

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.
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To address this standard, students *could*:

- Listen to a presentation from a guest speaker, and ask questions to deepen their understanding (e.g., Visit a fire station or invite a firefighter to speak to the class and provide time for questions and answers.)
- Collaborate with peers to develop a common understanding of the topic a guest speaker, teacher, or peer presented.

Kansas High School Graduates Can:	Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.
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	SL.1.3	SL.2.3	SL.3.3
Progression of Standard Across Grades	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	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.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Grade 2
Speaking and Listening

SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Recount an experience that occurred in the lunchroom or on the playground. • Tell a story about what it could have been like to be born in pioneer times in Kansas. • Recount a familiar tradition and share it orally with the class or a group of peers. 			
Kansas High School Graduates Can:	Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.		
Progression of Standard Across Grades	SL.1.4	SL.2.4	SL.3.4
	Use relevant details to describe people, places, things, and events expressing ideas and feelings clearly.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with appropriate volume, enunciation, and rate.

Grade 2

Speaking and Listening

<p>SL.2.5</p>	<p>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.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Produce physical or digital drawings depicting information described with detail to inform an audience. • Use technology to create video or audio recordings to accompany a written or oral presentation. 			
<p>Kansas High School Graduates Can:</p>	<p>Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience’s understanding.</p>		
<p>Progression of Standard Across Grades</p>	<p>SL.1.5</p>	<p>SL.2.5</p>	<p>SL.3.5</p>
	<p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>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.</p>	<p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>

Grade 2
Speaking and Listening

SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating grammatically correct English.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Show an understanding that conversations they have with peers on the playground may be different from conversations they have in their classrooms. • Answer questions in complete sentences from an audience after giving an oral presentation. 			
Kansas High School Graduates Can:	Effectively adapt speech to fit a variety of contexts and communication situations.		
Progression of Standard Across Grades	SL.1.6	SL.2.6	SL.3.6
	Produce complete sentences when appropriate to task and situation demonstrating proper usage of English grammar.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating proper usage of English grammar	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Grade 2
Speaking and Listening

SL.2.7	<p>Demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns when speaking. b. Form and use frequently-occurring irregular plural nouns (e.g., teeth). c. Use reflexive pronouns (e.g., ourselves). d. Form and use past tense of frequently-occurring irregular verbs (e.g., hid) e. Use context-appropriate adjectives and adverbs. f. Produce complete simple and compound sentences.
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To address this standard, students *could*:

- Participate in a “guess what’s in the bag” activity, in which they use adjectives and adverbs, as well as other descriptive language, to describe to a group of peers and/or adults an object or item that the group cannot see.
- Practice adding to oral descriptions of something that happened to the class (e.g. We went to lunch...We walked quietly to lunch...Our second grade class walked quietly to the lunch room down the hall...)

Kansas High School Graduates Can:	Accurately and effectively use standard English grammar and usage when speaking.
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	SL.1.7	SL.2.7	SL.3.7
Progression of Standard Across Grades	Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for more details.)	Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.)	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. (Click link above for details.)

Grade 2
Speaking and Listening

SL.2.8	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> Describe the process of erosion to peers or adults after reading or viewing a resource describing what happens during erosion. Describe to peers or adults the ways in which turtles (or other animals) protect themselves from predators. 			
Kansas High School Graduates Can:	Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.		
Progression of Standard Across Grades	SL.1.8	SL.2.8	SL.3.8
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently-occurring conjunctions to signal simple relationships.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Grade 2

Reading: Foundational

Print Concepts

RF.2.1	Not Applicable to Grade 2		
Progression of Standard Across Grades	RF.1.1	RF.2.1	RF.3.1
	Demonstrate understanding of the organization and basic features of print.	Not applicable	Not applicable

Grade 2

Reading: Foundational

Phonological Awareness			
RF.2.2	Not Applicable to Grade 2		
Progression of Standard Across Grades	RF.1.2	RF.2.2	RF.3.2
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Not applicable	Not applicable

Grade 2

Reading: Foundational

Phonics and Word Recognition

RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know correspondences for additional common vowel teams (e.g., steak). c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller). e. Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh). f. Recognize and read grade-appropriate words.
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To address this standard, students *could*:

- Complete word sorts to show the differences between long and short a.
- Highlight words in a text to show a specific word pattern.

	RF.1.3	RF.2.3	RF.3.3
Progression of Standard Across Grades	Know and apply grade-level phonics and word analysis skills in decoding words. (Click link above for details.)	Know and apply grade-level phonics and word analysis skills in decoding words. (See details above.)	Know and apply grade-level phonics and word analysis skills in decoding words. (Click link above for details.)

Grade 2

Reading: Foundational

Fluency

RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

To address this standard, students *could*:

- Engage in repeated readings to improve accuracy.
- Read and present a poem to the class and reflect on progress and performance using a student-friendly rubric addressing concepts of fluency.

	RF.1.4	RF.2.4	RF.3.4
Progression of Standard Across Grades	Read with sufficient accuracy and fluency to support comprehension. (Click link above for details.)	Read with sufficient accuracy and fluency to support comprehension. (See details above.)	Read with sufficient accuracy and fluency to support comprehension. (Click link above for details.)

Grade 2
Reading: Literature

RL.2.1	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> ● Construct questions using <i>who, what, where, when, why, and how</i>. ● Use text, illustrations, photographs, graphics, etc., to ask and answer questions about key details. ● Use graphic organizers before, during, and after reading to record questions and possible changes in thinking that occur while reading. 			
Kansas High School Graduates Can:	Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Progression of Standard Across Grades	RL.1.1	RL.2.1	RL.3.1
	Ask and answer questions about key details in a text.	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade 2

Reading: Literature

RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		
To address this standard, students <i>could</i>: <ul style="list-style-type: none"> ● Recount by giving detailed events in chronological order. ● Create a text-to-self connection between the moral of a fable and the student’s personal experiences. 			
Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Progression of Standard Across Grades	RL.1.2	RL.2.2	RL.3.2
	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Grade 2
Reading: Literature

RL.2.3	Describe how characters in a story respond to major events and challenges.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Participate in a character panel in which one student is the character and the audience asks questions about the character, including why he or she behaved in a particular manner. • Use graphic organizers to show the major events of the story, and how each character responds to them. 			
Kansas High School Graduates Can:	Analyze elements of plot as they relate to the meaning of a text.		
Progression of Standard Across Grades	RL.1.3	RL.2.3	RL.3.3
	Describe character, settings, and major events in a story, using key details.	Describe how characters in a story respond to major events and challenges.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Grade 2

Reading: Literature

<p>RL.2.4</p>	<p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Listen to a poem read aloud by a teacher or author, and discuss with peers what creates the rhythm of the poem. • Read or listen to two songs with different rhythms and talk with peers or adults about how those different rhythms add meaning to the songs. 			
<p>Kansas High School Graduates Can:</p>	<p>Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.</p>		
<p>Progression of Standard Across Grades</p>	<p>RL.1.4</p>	<p>RL.2.4</p>	<p>RL.3.4</p>
	<p>Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>

Grade 2

Reading: Literature

RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> • Describe a character’s goal and how a character’s actions set in motion the action for an entire story. • Describe the ways in which a character attempts to reach his or her goals or solve a problem. • Describe how a character’s goals were achieved by the end of a story. 			
Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.		
	RL.1.5	RL.2.5	RL.3.5
Progression of Standard Across Grades	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Grade 2

Reading: Literature

<p>RL.2.6</p>	<p>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Identify if a character or narrator is telling the story. • Use correct intonation when reading dialogue. 			
<p>Kansas High School Graduates Can:</p>	<p>Recognize that different perspectives can be presented in different ways for different purposes.</p>		
<p>Progression of Standard Across Grades</p>	<p>RL.1.6</p>	<p>RL.2.6</p>	<p>RL.3.6</p>
	<p>Identify who is telling the story at various points in a text.</p>	<p>Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Distinguish their own point of view from that of the narrator or those of the characters.</p>

Grade 2
Reading: Literature

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.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Discuss with peers the knowledge gained from illustrations, and how that knowledge improves understanding of a character, setting, or plot. • Demonstrate understanding of a setting by drawing, coloring, or finding a picture that seems to match the setting described by the author. 			
Kansas High School Graduates Can:	Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.		
Progression of Standard Across Grades	RL.1.7	RL.2.7	RL.3.7
	Use illustrations and details in a story to describe its characters, setting, or events.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Grade 2
Reading: Literature

<p>RL.2.8</p>	<p>(Not applicable for literature)</p>		
<p>To address this standard, students <i>could</i>:</p>			
<p>Kansas High School Graduates Can:</p>	<p>Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.</p>		
<p>Progression of Standard Across Grades</p>	<p>RL.1.8</p>	<p>RL.2.8</p>	<p>RL.3.8</p>
	<p>(Not applicable for literature)</p>	<p>(Not applicable for literature)</p>	<p>(Not applicable for literature)</p>

Grade 2

Reading: Literature

<p>RL.2.9</p>	<p>Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Read a story and view a stage production or film version of that same story; then engage in discussions with peers or adults about similarities and differences between the two. • Contemplate with peers or adults the cultural differences revealed in two different versions of one type of story (e.g., stories about coming home after an absence) 			
<p>Kansas High School Graduates Can:</p>	<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
<p>Progression of Standard Across Grades</p>	<p>RL.1.9</p>	<p>RL.2.9</p>	<p>RL.3.9</p>
	<p>Compare and contrast the adventures and experiences of characters in stories.</p>	<p>Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>	<p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>

Grade 2
Reading: Literature

RL.2.10	Use knowledge of language and its conventions to compare formal and informal uses of English.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Compare and contrast the language used by two different characters from a text, and discuss with peers or adults what the language they use suggests about the kind of characters they are. • Imagine they are taking a trip to a character’s or several different characters’ homes or settings, and act out or describe what they would say, how they would act, what they might wear, etc. 			
Kansas High School Graduates Can:	Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).		
Progression of Standard Across Grades	RL.1.10	RL.2.10	RL.3.10
	(Begins in Grade 2.)	Use knowledge of language and its conventions to compare formal and informal uses of English. (See details above.)	Use knowledge of language and its conventions. (Click link above for details.)

Grade 2

Reading: Literature

RL.2.11	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 2 reading and content</i>, choosing flexibly from a variety of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy) c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
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To address this standard, students *could*:

- Experiment with adding a group of prefixes to different words and discuss with peers the ways in which prefixes affect the meanings of different words.
- Make educated guesses about three unknown words in a story they are reading, and then use print and/or online dictionaries to determine whether their guesses were correct.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.
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Progression of Standard Across Grades	RL.1.11	RL.2.11	RL.3.11
	Determine or clarify the meaning of unknown words and multiple-meaning words and phrases <i>based on Grade 1 reading and content</i> , choosing flexibly from a variety of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 2 reading and content</i> , choosing flexibly from a variety of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 3 reading and content</i> , choosing flexibly from a range of strategies. (Click link above for details.)

Grade 2

Reading: Literature

RL.2.12	Demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely-related verbs and closely-related adjectives. 		
To address this standard, students <i>could</i>: <ul style="list-style-type: none"> • Bring or make food that fits with a particular texture (e.g., gooey, crunchy, mushy). • Move around the classroom or on the playground in ways defined by the verbs used by classmates or an instructor (e.g., rush, amble, stroll) 			
Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.		
Progression of Standard Across Grades	RL.1.12	RL.2.12	RL.3.12
	<i>With guidance and support from adults,</i> demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)	Demonstrate understanding of word relationships and nuances in word meanings. (See details above.)	Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)

Grade 2

Reading: Literature

<p>RL.2.13</p>	<p>Read and comprehend high quality literary text of appropriate quantitative and qualitative complexity for Grade 2.</p>		
<p>To address this standard, students <i>could</i>:</p>			
<ul style="list-style-type: none"> • Participate in shared or independent readings of increasingly complex text at or above Grade 2 level. • Select a text of personal interest for use in a shared or independent reading, depending upon the needs of the student. 			
<p>Kansas High School Graduates Can:</p>	<p>Interpret meaning from a variety of texts on their own.</p>		
<p>Progression of Standard Across Grades</p>	<p>RL.1.13</p>	<p>RL.2.13</p>	<p>RL.3.13</p>
	<p><i>With prompting and support, read and comprehend high quality literary text of appropriate quantitative and qualitative complexity for Grade 1.</i></p>	<p>Read and comprehend high quality literary text of appropriate quantitative and qualitative complexity for Grade 2.</p>	<p>Read and comprehend high quality literary text of appropriate quantitative and qualitative complexity for Grade 3.</p>

Grade 2

Reading: Informational

<p>RI.2.1</p>	<p>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Read an informational article about a topic of interest and be able to share with peers or adults answers to who, what, where, when, why, and how questions. 			
<p>Kansas High School Graduates Can:</p>	<p>Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>		
<p>Progression of Standard Across Grades</p>	<p>RI.1.1</p>	<p>RI.2.1</p>	<p>RI.3.1</p>
	<p>Ask and answer questions about key details in a text.</p>	<p>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>	<p>Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>

Grade 2

Reading: Informational

RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> ● Read independently or collaboratively an informational text, and use specific strategies intended to help them find the main idea of the full text, as well as the main ideas of individual paragraphs. ● Discuss with peers and adults the ways in which main ideas of individual paragraphs contribute to the main idea of a full informational text. 			
Kansas High School Graduates Can:	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Progression of Standard Across Grades	RI.1.2	RI.2.2	RI.3.2
	Identify the main topic and retell key details of a text.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.

Grade 2

Reading: Informational

<p>RI.2.3</p>	<p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Explain the connections between plant and/or animal life in a habitat. • Share how water travel has changed over time. 			
<p>Kansas High School Graduates Can:</p>	<p>Extract meaning and purpose from informational text by analyzing its structure and organization.</p>		
<p>Progression of Standard Across Grades</p>	<p>RI.1.3</p>	<p>RI.2.3</p>	<p>RI.3.3</p>
	<p>Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>

Grade 2

Reading: Informational

RI.2.4	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.		
To address this standard, students <i>could</i>:			
<ul style="list-style-type: none"> ● Use text, illustrations, photographs, and graphics, etc., to determine the meaning of words and phrases. ● Make educated guesses about word meanings based on context, and explain their reasoning to a peer or adult. 			
Kansas High School Graduates Can:	Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.		
Progression of Standard Across Grades	RI.1.4	RI.2.4	RI.3.4
	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.

Grade 2

Reading: Informational

RI.2.5	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.		
To address this standard, students <i>could</i>: <ul style="list-style-type: none"> • Use different colored markers to highlight features of a text, or to show where they might find a specific kind of information with the help of text features. • Play a “What Am I?” match game where text feature definitions are provided and matched to the feature. 			
Kansas High School Graduates Can:	Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.		
Progression of Standard Across Grades	RI.1.5	RI.2.5	RI.3.5
	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	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.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Grade 2

Reading: Informational

RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Explain one reason why an author might have written a text. • Answer the question, “What is the writer doing here?” at a specific point or paragraph within a text. Then answer, “How did the writer do that?” 			
Kansas High School Graduates Can:	Recognize that different perspectives can be presented in different ways for different purposes.		
Progression of Standard Across Grades	RI.1.6	RI.2.6	RI.3.6
	Distinguish between information provided by illustrations, other graphics and or information provided by the words in a text.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Distinguish their own point of view from that of the author of a text.

Grade 2

Reading: Informational

<p>RI.2.7</p>	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Match illustrations to events and ideas in the text. • Use images and text to find key details. • Use visual text features to aid in understanding written text. 			
<p>Kansas High School Graduates Can:</p>	<p>Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.</p>		
<p>Progression of Standard Across Grades</p>	<p>RI.1.7</p>	<p>RI.2.7</p>	<p>RI.3.7</p>
	<p>Use the illustrations and details in a text to describe its key ideas.</p>	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>

Grade 2

Reading: Informational

<p>RI.2.8</p>	<p>Describe how reasons support specific points the author makes in a text.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Discuss with peers the reasons an author provides for why something occurred. • Find specific places in a text where an author provides reasons for something occurring. 			
<p>Kansas High School Graduates Can:</p>	<p>Follow the logic of an argument based on the validity of the claim and evidence presented.</p>		
<p>Progression of Standard Across Grades</p>	<p>RI.1.8</p>	<p>RI.2.8</p>	<p>RI.3.8</p>
	<p>Identify the reasons an author gives to support points in a text.</p>	<p>Describe how reasons support specific points the author makes in a text.</p>	<p>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>

Grade 2

Reading: Informational

<p>RI.2.9</p>	<p>Compare and contrast the most important points presented by two texts on the same topic.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Read two informational texts about two different ecosystems, and create a chart or graphic to show the similarities and differences between them. • Discuss how two writers present important points about a single topic. 			
<p>Kansas High School Graduates Can:</p>	<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
<p>Progression of Standard Across Grades</p>	<p>RI.1.9</p>	<p>RI.2.9</p>	<p>RI.3.9</p>
	<p>Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p>

Grade 2

Reading: Informational

<p>RI.2.10</p>	<p>Use knowledge of language and its conventions to compare formal and informal uses of English.</p>		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Compare and contrast the differences in language between a personal account of a historical event and a textbook’s account of a historical event, and the effects of that language. (e.g., How do the two texts look different? What kinds of words are used? What emotions do you feel after reading each one?) • Imagine themselves in various situations outside of their classroom, and role play how they might act and what they might say, then discuss with peers the differences in their words and actions. 			
<p>Kansas High School Graduates Can:</p>	<p>Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).</p>		
<p>Progression of Standard Across Grades</p>	<p>RI.1.10</p>	<p>RI.2.10</p>	<p>RI.3.10</p>
	<p>(Begins in Grade 2.)</p>	<p>Use knowledge of language and its conventions to compare formal and informal uses of English.</p>	<p>Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.</p>

Grade 2

Reading: Informational

RI.2.11	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 2 reading and content</i>, choosing flexibly from a variety of strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy) c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
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To address this standard, students *could*:

- Experiment with adding a group of prefixes to different words and discuss with peers the ways in which prefixes affect the meanings of different words.
- Make educated guesses about three unknown words in an article they are reading, and then use print and/or online dictionaries to determine whether their guesses were correct.

Kansas High School Graduates Can:	Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.
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Progression of Standard Across Grades	RI.1.11	RI.2.11	RI.3.11
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 1 reading and content</i> , choosing flexibly from a variety of strategies. (Click link above for details.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 2 reading and content</i> , choosing flexibly from a variety of strategies. (See details above.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 3 reading and content</i> , choosing flexibly from a range of strategies. (Click link above for details.)

Grade 2

Reading: Informational

RI.2.12	Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely-related verbs and closely-related adjectives. 		
To address this standard, students <i>could</i>: <ul style="list-style-type: none"> • Work with peers to make connections between how schools were 100 years ago and how schools are today. • Participate in an observation of a phenomenon, and collaboratively or independently complete a simple lab report that asks students to describe the phenomenon with specific language (e.g., gooey, sticky, mushy) 			
Kansas High School Graduates Can:	Understand word meanings, and nuances in word meanings when reading.		
Progression of Standard Across Grades	RI.1.12	RI.2.12	RI.3.12
	<i>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)</i>	Demonstrate understanding of word relationships and nuances in word meanings. (See details above.)	Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.)

Grade 2

Reading: Informational

RI.2.13	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 2.		
<p>To address this standard, students <i>could</i>:</p> <ul style="list-style-type: none"> • Participate in shared or independent readings of increasingly complex text at or above Grade 2 level. • Select a text of personal interest for use in a shared or independent reading, depending upon the needs of the student. 			
Kansas High School Graduates Can:	Interpret meaning from a variety of informational texts.		
Progression of Standard Across Grades	RI.1.13	RI.2.13	RI.3.13
	<i>With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 1.</i>	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 2.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.