#### Main Criteria: Classroom Supplement Units Grade 2

Secondary Criteria: Kansas Curricular Standards

Subject : Language Arts

Grade: 2

## **Classroom Supplement Units Grade 2**

Pre-writing

#### Kansas Curricular Standards

Language Arts

STANDARD	KS.KCCR S-LL.	College and Career Readiness Anchor Standards for Literacy Learning
BENCHMARK		Literacy Learning
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.1.	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.3.	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.4.	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.5.	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		KeyIdeas and Details
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.6.	Assess how point of view or purpose shapes the content and style of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.12.	Readboth independently and collaborativelyprint, non-print, and multi-modal works proficiently and critically to be media literate.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing

DENCHMADK		Taxt Turnes and Durnesses
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.11.	Createboth independently and collaborativelytechnical, non-print, digital, and multimodal versions of text types and purposes outlined in standards 1, 2, and 3.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	KCCRS- SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS- SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

		Grade 2 - Adopted: 2010
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.

INDICATOR / PROFICIENCY LEVEL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
INDICATOR / PROFICIENCY LEVEL	RI.2.6.	ldentify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD	KS.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	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(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR /	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics
PROFICIENCY		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.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
INDICATOR / PROFICIENCY LEVEL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	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(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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

#### Kansas Curricular Standards

Language Arts

STANDARD	KS.KCCR S-LL.	College and Career Readiness Anchor Standards for Literacy Learning
BENCHMARK		Literacy Learning
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.1.	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.3.	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.4.	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.5.	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL		Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.6.	Assess how point of view or purpose shapes the content and style of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading

BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.12.	Readboth independently and collaborativelyprint, non-print, and multi-modal works proficiently and critically to be media literate.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.11.	Createboth independently and collaborativelytechnical, non-print, digital, and multimodal versions of text types and purposes outlined in standards 1, 2, and 3.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.12.	Strengthen writing craftboth independently and collaborativelythrough a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	KCCRS- SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS- SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

# knowledge when encountering an unknown term important to comprehension or expression.

		expression.
		Grade 2 - Adopted: 2010
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK		KeyIdeas and Details
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STANDARD	KS.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
INDICATOR / PROFICIENCY LEVEL	RI.2.6.	ldentify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD	KS.CC.RI .2.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STANDARD	KS.CC.RI	Reading Standards for Informational Text

	.2.	
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.W. 2.	Writing Standards
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / PROFICIENCY LEVEL	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.
	KS.CC.S	Speaking and Listening Standards
STANDARD	L.2.	
STANDARD BENCHMARK	L.2.	Presentation of Knowledge and Ideas

EVEL		
INDICATOR / PROFICIENCY LEVEL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	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(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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L.	Language Standards

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

#### Kansas Curricular Standards

Language Arts

STANDARD	KS.KCCR S-LL.	College and Career Readiness Anchor Standards for Literacy Learning
BENCHMARK		Literacy Learning
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.1.	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.3.	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.4.	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.5.	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Keyldeas and Details
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.6.	Assess how point of view or purpose shapes the content and style of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.12.	Readboth independently and collaborativelyprint, non-print, and multi-modal works proficiently and critically to be media literate.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

NDICATOR / PROFICIENCY _EVEL	KCCRS- W.11.	Createboth independently and collaborativelytechnical, non-print, digital, and multimodal versions of text types and purposes outlined in standards 1, 2, and 3.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.12.	Strengthen writing craftboth independently and collaborativelythrough a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.10.	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 tasks, purposes, and audiences.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	KCCRS- SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS- SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
		Grade 2 - Adopted: 2010
		Peading Standards for Literature

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

LEVEL		
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		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.
STANDARD	KS.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.W. 2.	Writing Standards
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.W. 2.	Writing Standards
BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Conventions of Standard English
NDICATOR / PROFICIENCY _EVEL	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NDICATOR	L.2.1(a)	Use collective nouns (e.g., group).
NDICATOR	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
NDICATOR	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
NDICATOR	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
NDICATOR	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
NDICATOR	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Conventions of Standard English
NDICATOR / PROFICIENCY _EVEL	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NDICATOR	L.2.2(a)	Capitalize holidays, product names, and geographic names.
NDICATOR	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
NDICATOR	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage>badge; boy >boil).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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.
NDICATOR	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).
NDICATOR	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).
NDICATOR	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.

		and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL		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).

#### Kansas Curricular Standards

#### Language Arts

		Grade Z - Adopted. Z012
STANDARD	KS.KCCR S-LL.	College and Career Readiness Anchor Standards for Literacy Learning
BENCHMARK		Literacy Learning
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.1.	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.3.	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.4.	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.5.	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.12.	Readboth independently and collaborativelyprint, non-print, and multi-modal works proficiently and critically to be media literate.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY	KCCRS- W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LEVEL		
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.12.	Strengthen writing craftboth independently and collaborativelythrough a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.10.	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 tasks, purposes, and audiences.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	KCCRS- SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS- SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
		Grade 2 - Adopted: 2010
STANDARD	KS CC P	Reading Standards for Literature

STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	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		Identify words with inconsistent but common spelling-sound correspondences.
INDICATOR	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
STANDARD	KS.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.W. 2.	Writing Standards
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY	W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of

STANDARD	KS.CC.W. 2.	Writing Standards
BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.2.5(a)	ldentify 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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

#### Kansas Curricular Standards

Language Arts

STANDARD	KS.KCCR S-LL.	College and Career Readiness Anchor Standards for Literacy Learning
BENCHMARK		Literacy Learning
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.1.	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.3.	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.4.	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.5.	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Key Ideas and Details

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INDICATOR / PROFICIENCY LEVEL	KCCRS- R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.6.	Assess how point of view or purpose shapes the content and style of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.12.	Readboth independently and collaborativelyprint, non-print, and multi-modal works proficiently and critically to be media literate.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.11.	Createboth independently and collaborativelytechnical, non-print, digital, and multimodal versions of text types and purposes outlined in standards 1, 2, and 3.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.12.	Strengthen writing craftboth independently and collaborativelythrough a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR /	KCCRS-	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding

	S-W.	
BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.10.	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 tasks, purposes, and audiences.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	KCCRS- SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS- SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
		Grade 2 - Adopted: 2010
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		KeyIdeas and Details
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Craft and Structure

BENCHMARK	Craft and Structure
INDICATOR / PROFICIENCY	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

PROFICIENCY         Introduces the story and the ending concludes the action.           INDICATOR / PROFICIENCY         RL2.6.         Acknowledge differences in the points of view of characters, including by spee PROFICIENCY           STANDARD         K.S.CC.R         Reading Standards for Literature           BENCHMARK         Integration of Knowledge and Ideas           INDICATOR / PROFICIENCY         RL2.7.         Use information gained from the illustrations and words in a print or digital te demonstrate understanding of its characters, setting, or plot.           STANDARD         K.S.CC.R         Reading Standards for Literature           L2.         BENCHMARK         Range of Reading and Level of Text Complexity           INDICATOR / PROFICIENCY         RL.2.10.         By the end of the year, read and comprehend literature, including stories and properties they detain the grades 2-2 stex complexity band proficiently, with scaffolding as needed literation of knowledge of understate understanding of key details in a text.           INDICATOR / PROFICIENCY         RL2.1.         Ack and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.           INDICATOR / PROFICIENCY         RL2.1.         Jearing standards for Informational Text           INDICATOR / PROFICIENCY         RL2.1.         Jearing standards for Informational Text           INDICATOR / PROFICIENCY         RL2.1.         Jearing standards for Informational Text	LEVEL		
PROFICIENCY         in a different voice for each character when reading dialogue aloud.           STANDARD         KS.CC.R         Reading Standards for Literature           BENCHMARK         Integration of Knowledge and Ideas           INDICATOR / PROFICIENCY         RL.2.7.         Use information gained from the illustrations and words in a print or digital te demonstrate understanding of its characters, setting, or plot.           INDICATOR / PROFICIENCY         RL2.0.         Benchmark         Reading Standards for Literature           BENCHMARK         Rage of Reading and Level of Text Complexity         Benchmark           BENCHMARK         Reading Standards for Informational Text         Benchmark           STANDARD         KS.CC.R         Reading Standards for Informational Text           .2.         BENCHMARK         KeyIdeas and Details           INDICATOR / PROFICIENCY         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.           INDICATOR / PROFICIENCY         RI.2.3.         Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.           ILEVEL         Intentify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.           INDICATOR / PROFICIENCY         RI.2.3.         Describe the connection between a series of historical events, scientific ideas concepts,	PROFICIENCY	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
L2.         Integration of Knowledge and Ideas           BENCHMARK         Integration of Knowledge and Ideas           MIDICATOR / PROFICIENCY         RL-2.7.         Use information gained from the illustrations and words in a print or digital te demonstrate understanding of its characters, setting, or plot.           STANDARD         KS.CC.R.         Reading Standards for Literature           BENCHMARK         Range of Reading and Level of Text Complexity in the grades 2-3 text complexity band proficiently, with scaffolding as needed high end of the range.           STANDARD         KS.CC.R.         Reading Standards for Informational Text 2.           BENCHMARK         Reading Standards for Informational Text 2.         Describe the connection between a series of historical events, scientific ideas proparagraphs within the text.           INDICATOR / PROFICIENCY LEVEL         RI.2         Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.           INDICATOR / PROFICIENCY LEVEL         RI.2         Describe the connection between a series of historical events, scientific ideas concepts, or steps in technical procedures in a text.           STANDARD         KS.CC.RI         Reading Standards for Informational Text 2.           BENCHMARK         Craft and Structure           NDICATOR / PROFICIENCY LEVEL         Rit.2.           STANDARD         KS.CC.RI           Reading Standards for Informational Text 2.     <	PROFICIENCY	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.
INDICATOR / PROFICIENCY LEVEL         RL.2.7.         Use information gained from the illustrations and words in a print or digital te demonstrate understanding of its characters, setting, or plot.           STANDARD         KS.CC.R.         Reading standards for Literature L.2.           BENCHMARK         Range of Reading and Level of Text Complexity In the grades 2-3 fext coad and comprehend literature, including stories and print or digital te proficiency LEVEL           STANDARD         KS.CC.R.         Reading Standards for Informational Text .2.           STANDARD         KS.CC.R.         Reading Standards for Informational Text .2.           INDICATOR / PROFICIENCY LEVEL         Rel.2.1.         Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.           INDICATOR / PROFICIENCY LEVEL         RI.2.2.         Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.           INDICATOR / PROFICIENCY LEVEL         RI.2.3.         Describe the connection between a series of historical events, scientific ideas concepts, or steps in technical procedures in a text.           STANDARD         KS.CC.RI         Reading Standards for Informational Text .2.           BENCHMARK         Craft and Structure           INDICATOR / PROFICIENCY LEVEL         RI.2.4.         Determine the meaning of words and phrases in a text relevant to a grade 2 top subject area.           INDICATOR / PROFICIENCY LEVEL         <	STANDARD		Reading Standards for Literature
PROFICIENCY       demonstrate understanding of its characters, setting, or plot.         EVEL       KS.CC.R       Reading Standards for Literature         BENCHMARK       Range of Reading and Level of Text Complexity         NDICATOR / PROFICIENCY       RL.2.10.       By the end of the year, read and comprehend literature, including stories and phigh end of the range.         STANDARD       KS.CC.RI       Reading Standards for Informational Text         .2.       BENCHMARK       Key Ideas and Details         NDICATOR / PROFICIENCY       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.         INDICATOR / PROFICIENCY       Rl.2.2.       Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.         IEVEL       Rl.2.3.       Describe the connection between a series of historical events, scientific ideas proceepts, or steps in technical procedures in a text.         INDICATOR / PROFICIENCY       Rl.2.4.       Determine the meaning of words and phrases in a text relevant to a grade 2 top ubject area.         INDICATOR / PROFICIENCY       Rl.2.6.       Identify the main purpose of a text, including what the author wants to answer explain, or describe.         INDICATOR / PROFICIENCY       Rl.2.6.       Reading Standards for Informational Text         .2.       Identify the main purpose of a text, including what the author wants to ans	BENCHMARK		Integration of Knowledge and Ideas
L.2.         Participant           BENCHMARK         Range of Reading and Level of Text Complexity           BENCHMARK         By the end of the year, read and comprehend literature, including stories and p in the grades 2-3 text complexity band proficiently, with scaffolding as needed high end of the range.           STANDARD         KS.CC.RI         Reading Standards for Informational Text 2.           BENCHMARK         Key Ideas and Details           INDICATOR / PROFICIENCY         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.           LEVEL         Ri.2.2.         Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.           LEVEL         Ri.2.3.         Describe the connection between a series of historical events, scientific ideas concepts, or steps in technical procedures in a text.           STANDARD         KS.CC.RI         Reading Standards for Informational Text 2.           STANDARD         KS.CC.RI         Determine the meaning of words and phrases in a text relevant to a grade 2 top subject area.           INDICATOR / PROFICIENCY         Ri.2.6.         Identify the main purpose of a text, including what the author wants to answer, explain, or describe.           INDICATOR / PROFICIENCY         Ri.2.6.         Reading Standards for Informational Text 2.           STANDARD         KS.CC.RI         Reading Standards for Infor	PROFICIENCY	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.
INDICATOR / PROFICIENCY         RL.2.10         By the end of the year, read and comprehend literature, including stories and p in the grades 2-3 text complexity band proficiently, with scaffolding as needed high end of the range.           STANDARD         KS.CC.RI         Reading Standards for Informational Text .2.           BENCHMARK         Key Ideas and Details           INDICATOR / PROFICIENCY LEVEL         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.           INDICATOR / PROFICIENCY LEVEL         RI.2.2.         Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.           INDICATOR / PROFICIENCY LEVEL         RI.2.3.         Describe the connection between a series of historical events, scientific ideas concepts, or steps in technical procedures in a text.           STANDARD         KS.CC.RI PROFICIENCY LEVEL         Reading Standards for Informational Text .2.           INDICATOR / PROFICIENCY LEVEL         RI.2.4.         Determine the meaning of words and phrases in a text relevant to a grade 2 top subject area.           INDICATOR / PROFICIENCY LEVEL         RI.2.6.         Identify the main purpose of a text, including what the author wants to answer, explain, or describe.           STANDARD         KS.CC.RI READING AND CONTOR / PROFICIENCY LEVEL         Reading Standards for Informational Text .2.           STANDARD         KS.CC.RI READING AND CONTOR / PROFICIENCY REVEL         Re	STANDARD		Reading Standards for Literature
PROFICIENCY       in the grades 2-3 text complexity band proficiently, with scaffolding as needed high end of the range.         STANDARD       KS.CC.RI       Reading Standards for Informational Text         BENCHMARK       Key Ideas and Details         INDICATOR / PROFICIENCY       R1.2.1.       Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.         INDICATOR / PROFICIENCY       R1.2.2.       Describe the connection between a series of historical events, scientific ideas concepts, or steps in technical procedures in a text.         INDICATOR / RICLATOR / LEVEL       R1.2.3.       Describe the connection between a series of historical events, scientific ideas concepts, or steps in technical procedures in a text.         STANDARD       KS.CC.RI       Reading Standards for Informational Text         LEVEL       R1.2.4.       Determine the meaning of words and phrases in a text relevant to a grade 2 top subject area.         INDICATOR / PROFICIENCY       R1.2.4.       Determine the meaning of words and phrases in a text relevant to a grade 2 top subject area.         INDICATOR / PROFICIENCY       R1.2.4.       Determine the meaning of words and phrases in a text relevant to a stard ext of subject area.         INDICATOR / PROFICIENCY       R1.2.4.       Determine the meaning of words and phrases in a text relevant to a stard ext of subject area.         STANDARD       KS.CC.RI       Reading Standards for Informational Text	BENCHMARK		Range of Reading and Level of Text Complexity
2.         Construction           BENCHMARK         Key Ideas and Details           NDICATOR / PROFICIENCY         R1.2.1.         Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.           LEVEL         InDICATOR / PROFICIENCY         R1.2.2.         Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.           LEVEL         INDICATOR / PROFICIENCY         R1.2.3.         Describe the connection between a series of historical events, scientific ideas concepts, or steps in technical procedures in a text.           STANDARD         KS.CC.RI 2.         Reading Standards for Informational Text 2.           BENCHMARK         Craft and Structure           INDICATOR / PROFICIENCY         R1.2.4.         Determine the meaning of words and phrases in a text relevant to a grade 2 top subject area.           INDICATOR / PROFICIENCY         R1.2.6.         Identify the main purpose of a text, including what the author wants to answer, explain, or describe.           INDICATOR / PROFICIENCY         R1.2.6.         Reading Standards for Informational Text           INDICATOR / PROFICIENCY         R1.2.6.         Describe how reasons support specific points the author makes in a text.           INDICATOR / PROFICIENCY         R1.2.8.         Describe how reasons support specific points the author makes in a text.           INDICATOR / PROFICIENCY <t< td=""><td>PROFICIENCY</td><td>RL.2.10.</td><td>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.</td></t<>	PROFICIENCY	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.
INDICATOR / PROFICIENCY         R1.2.1.         Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.           INDICATOR / PROFICIENCY         R1.2.2.         Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.           INDICATOR / PROFICIENCY         R1.2.3.         Describe the connection between a series of historical events, scientific ideas concepts, or steps in technical procedures in a text.           STANDARD         KS.CC.R 2.         Reading Standards for Informational Text 2.           BENCHMARK         Craft and Structure           INDICATOR / PROFICIENCY         R1.2.4.         Determine the maining of words and phrases in a text relevant to a grade 2 top subject area.           INDICATOR / PROFICIENCY         R1.2.5.         Identify the main purpose of a text, including what the author wants to answer explain, or describe.           INDICATOR / PROFICIENCY         R1.2.6.         Identify the main purpose of a text, including what the author wants to answer explain, or describe.           STANDARD         KS.CC.RI         Reading Standards for Informational Text 2.           BENCHMARK         Integration of Knowledge and Ideas           INDICATOR / PROFICIENCY         R1.2.8.         Describe how reasons support specific points the author makes in a text.           INDICATOR / PROFICIENCY         R1.2.10.         By the end of year, read and comprehend informational text	STANDARD		Reading Standards for Informational Text
PROFICIENCY LEVELImage: main and the state of the stat	BENCHMARK		KeyIdeas and Details
PROFICIENCY LEVELparagráphs within the text.PARAMANLEVELR1.2.3.Describe the connection between a series of historical events, scientific ideas concepts, or steps in technical procedures in a text.ROFICIENCY LEVELKS.CC.RIReading Standards for Informational Text .2.BENCHMARKCraft and StructureINDICATOR / PROFICIENCY LEVELR1.2.4.Determine the meaning of words and phrases in a text relevant to a grade 2 top subject area.INDICATOR / PROFICIENCY LEVELR1.2.6.Identify the main purpose of a text, including what the author wants to answer, explain, or describe.STANDARD,KS.CC.RI .2.Reading Standards for Informational TextBENCHMARKIntegration of Knowledge and IdeasINDICATOR / PROFICIENCY LEVELR1.2.8.BENCHMARKRange of Reading and Level of Text ComplexityINDICATOR / PROFICIENCY LEVELR1.2.10.BENCHMARKRange of Reading and Level of Text ComplexityINDICATOR / PROFICIENCY LEVELR1.2.10.BENCHMARKRange of Reading and Level of Text ComplexityINDICATOR / PROFICIENCY LEVELR1.2.10.BENCHMARKPhonics and Word RecognitionINDICATOR / PROFICIENCY LEVELPhonics and Word RecognitionINDICATOR / PROFICIENCY LEVELRF.2.3(a)BENCHMARKPhonics and Word RecognitionINDICATOR / PROFICIENCY RE2.3(a)Standards: Foundational SkillsBENCHMARKPhonics and Word RecognitionINDICATOR / PROFICIENCY LEVELStandards: Reading Standa	PROFICIENCY	RI.2.1.	
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words.	PROFICIENCY	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR RF.2.3(b) Know spelling-sound correspondences for additional common vowel teams.	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		
INDICATOR RF.2.3(d) Decode words with common prefixes and suffixes.	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.
STANDARD	KS.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.W. 2.	Writing Standards
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.W. 2.	Writing Standards
BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD	KS.CC.W. 2.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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 unde 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.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

PROFICIENCY LEVEL		stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
INDICATOR / PROFICIENCY LEVEL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.2.5(a)	ldentify 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).
STANDARD	KS.CC.L.	Language Standards

	2.	
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL		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).

#### Kansas Curricular Standards

Language Arts

STANDARD	KS.KCCR S-LL.	College and Career Readiness Anchor Standards for Literacy Learning
BENCHMARK		Literacy Learning
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.1.	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.3.	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.4.	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.5.	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.12.	Readboth independently and collaborativelyprint, non-print, and multi-modal works proficiently and critically to be media literate.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD	KS.KCCR	College and Career Readiness Anchor Standards for Writing

	S-W.	
BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.12.	Strengthen writing craftboth independently and collaborativelythrough a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing
BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.10.	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 tasks, purposes, and audiences.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	KCCRS- SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	KCCRS- SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

STANDARD	KS.CC.R	Reading Standards for Literature
	L.2.	
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	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		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.
STANDARD	KS.CC.R F.2.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.W. 2.	Writing Standards

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.W. 2.	Writing Standards
BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD	KS.CC.W. 2.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	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). Use adjectives and adverbs, and choose between them depending on what is to be

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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Conventions of Standard English
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	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.
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).

#### Kansas Curricular Standards

#### Language Arts

STANDARD	KS.KCCR S-LL.	College and Career Readiness Anchor Standards for Literacy Learning
BENCHMARK		Literacy Learning
		Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
INDICATOR /	KCCRS-	Engage the five essential components of reading (phonemic awareness, phonics,

PROFICIENCY LEVEL	LL.3.	fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.		
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.4.	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.		
INDICATOR / PROFICIENCY LEVEL	KCCRS- LL.5.	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.		
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading		
BENCHMARK		Key Ideas and Details		
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading		
BENCHMARK		Craft and Structure		
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading		
BENCHMARK		Integration of Knowledge and Ideas		
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*		
STANDARD	KS.KCCR S-R.	College and Career Readiness Anchor Standards for Reading		
BENCHMARK		Range of Reading and Level of Text Complexity		
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.10.	Read and comprehend complex literary and informational texts independently and proficiently.		
INDICATOR / PROFICIENCY LEVEL	KCCRS- R.12.	Readboth independently and collaborativelyprint, non-print, and multi-modal works proficiently and critically to be media literate.		
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing		
BENCHMARK		Text Types and Purposes		
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing		
BENCHMARK		Production and Distribution of Writing		
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.12.	Strengthen writing craftboth independently and collaborativelythrough a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.		
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing		
BENCHMARK		Integration of Knowledge and Ideas		
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
STANDARD	KS.KCCR S-W.	College and Career Readiness Anchor Standards for Writing		

BENCHMARK		Range of Writing			
INDICATOR / PROFICIENCY LEVEL	KCCRS- W.10.	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 tasks, purposes, and audiences.			
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening			
BENCHMARK		Comprehension and Collaboration			
INDICATOR / PROFICIENCY LEVEL	KCCRS- SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
STANDARD	KS.KCCR S-SL.	College and Career Readiness Anchor Standards for Speaking and Listening			
BENCHMARK		Presentation of Knowledge and Ideas			
INDICATOR / PROFICIENCY LEVEL	KCCRS- SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language			
BENCHMARK		Conventions of Standard English			
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language			
BENCHMARK		Knowledge of Language			
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
STANDARD	KS.KCCR S-L.	College and Career Readiness Anchor Standards for Language			
BENCHMARK		Vocabulary Acquisition and Use			
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.5.	Demonstrate understanding of word relationships and nuances in word meanings.			
INDICATOR / PROFICIENCY LEVEL	KCCRS- L.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
		Grade 2 - Adopted: 2010			
STANDARD	KS.CC.R	Reading Standards for Literature			

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STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	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.
INDICATOR / PROFICIENCY LEVEL	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / PROFICIENCY LEVEL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STANDARD	KS.CC.R L.2.	Reading Standards for Literature
BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	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.

PROFICIENCY       In a different voice for each character when reading dialogue aloud.         STANDARD       KS.CC.R       Reading Standards for Literature         BENCHMARK       Integration of Knowledge and Ideas         INDICATOR / ROFCIENCY       RL.2.       Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or piol.         LEVEL       KS.CC.R       Reading Standards for Literature         LEVEL       KS.CC.R       Reading Standards for Literature         DENCHMARK       Range of Reading and Level of Text Complexity         NDICATOR / PROFICIENCY       RL.2.0.       By the end of the year, read and comprehend literature, including stories and poet high end of the range.         STANDARD       KS.CC.R       Reading Standards: Foundational Skills         BENCHMARK       Phonics and Word Recognition         INDICATOR / PROFICIENCY       RF2.3       Know and apply grade-level phonics and word analysis skills in decoding words.         INDICATOR       RF2.3(d)       Distinguish long and short vowels when reading regularly spelled one-syllable words.         INDICATOR       RF2.3(d)       Decode regularly spelled two-syllable words with long vowels.         INDICATOR       RF2.3(d)       Decode words with common prelixes and suffixes.         INDICATOR       RF2.3(d)       Decode words with common prelixes	INDICATOR / PROFICIENCY LEVEL	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
L2.         Integration of Knowledge and Ideas           INDICATOR / PECICINCY LEVEL         RL2.7.         Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.           STANDARD         KS.CC.R         Reading Standards for Literature L.2.           BENCHMARK         Range of Reading and Level of Text Complexity           NDICATOR / PROFICIENCY         RL2.10.         By the end of the year, read and comprehend literature, including stories and poet in the grades 2.3 text complexity band proficiently, with scaffolding as needed at the level.           STANDARD         KS.CC.R         Reading Standards: Foundational Skills           BENCHMARK         Phonics and Word Recognition           INDICATOR / PROFICIENCY         RE2.30.           Distinguish long and short vowels when reading regularly spelled one-syllable words.           INDICATOR         RE2.3(a)           Decode regularly spelled two-syllable words with long owels.           INDICATOR         RE2.3(c)           Decode regularly spelled two-syllable words with long owels.           INDICATOR         RE2.3(c)           INDICATOR         RE2.3(c)           Decode regularly spelled two-syllable words with long owels.           INDICATOR         RE2.3(c)           INDICATOR         RE2.3(c)           Red on-level text	PROFICIENCY	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.
INDICATOR / REFERENCE         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.           STANDARD         KS.CC.R         Reading Standards for Literature           LEVEL         Range of Reading and Level of Text Complexity PROFICIENCY         RL2.10           BENCHMARK         Range of Reading and Level of Text Complexity PROFICIENCY         RL2.10           STANDARD         KS.CC.R         Reading Standards: Foundational Skills           BENCHMARK         Phonics and Word Recognition           INDICATOR / PROFICIENCY         FR2.3           INDICATOR / PROFICIENCY         FR2.3           INDICATOR / PROFICIENCY         FR2.3           INDICATOR / INDICATOR         FR2.3           INDICATOR RE 2.3         Distinguish long and short vowels when reading regularly spelled one-syllable words.           INDICATOR RE 2.3         Decode regularly spelled tor-syllable words with long vowels.           INDICATOR RE 2.3         Decode regularly spelled tor-syllable words with long vowels.           INDICATOR RE 2.3         Decode words with norms term begularly spelled words.           INDICATOR RE 2.3         Recognize and read grade-appropriate irregularly spelled words.           INDICATOR RE 2.3         Recognize and read grade-appropriate irregularly spelled words.           INDICATOR	STANDARD		Reading Standards for Literature
PROFICIENCY         demonstrate understanding of its characters, setting, or plot.           STANDARD         KS.CC.R         Reading Standards for Literature           BENCHMARK         Range of Reading and Level of Text Complexity           INDICATOR / PROFICIENCY         RL.2.0.         By the end of the year, read and comprehend literature, including stories and poet in the grades 2-3 text complexity bad proficiently, with scaffolding as needed at the level.           STANDARD         KS.CC.R         Reading Standards: Foundational Skills           BENCHMARK         Phonics and Word Recognition           INDICATOR / RECETCH         RF.2.3.         Know and apply grade-level phonics and word analysis skills in decoding words.           INDICATOR         RF.2.3.0         Distinguish long and short vowels when reading regularly spelled one-syllable words.           INDICATOR         RF.2.3.10         Distinguish long and short vowels words with long wowls.           INDICATOR         RF.2.3.10         Decode words with common profixes and suffixes.           INDICATOR         RF.2.3.10         Decode words with common profixes and suffixes.           INDICATOR         RF.2.3.10         Decode words with common profixes and suffixes.           INDICATOR         RF.2.3.10         Identify words with inconsistent but common spelling-sound correspondences.           INDICATOR         RF.2.4.10         Read on-level text orally with accurac	BENCHMARK		Integration of Knowledge and Ideas
L.2.         ENCHMARK           BENCHMARK         Range of Reading and Level of Text Complexity           BIOLCATOR / PROFICIENCY         RL2.10.         By the end of the year, read and comprehend literature, including stories and poet in the grades 2-3 text complexity band proficiently, with scatfolding as needed at the ligh end of the range.           STANDARD         KS.CC.R.         Reading Standards: Foundational Skills           BENCHMARK         Phonics and Word Recognition           INDICATOR / FROFICIENCY         RF.2.3(a)           Distinguish long and short weels when reading regularly spelled one-syllable words.           INDICATOR         RF.2.3(a)           Distinguish long and short weels 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(b)           INDICATOR         RF.2.3(c)           Decode words with nomon prefixes and suffixes.           INDICATOR         RF.2.3(c)           RECAMARK         Fluency           INDICATOR         RF.2.3(c)           Reced with sufficient accuracy and fluency to support comprehension. F.2.           INDICATOR         RF.2.4.           Read with sufficient accuracy and fluency to support comprehension. F.2.           INDICATOR	PROFICIENCY	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.
INDICATOR         RL.2.10.         By the end of the year, read and comprehend literature, including stories and poet in the grades 2.3 test complexity band proficiently, with scaffolding as needed at the high end of the range.           STANDARD         KS.CC.R         Reading Standards: Foundational Skills           BENCHMARK         Phonics and Word Recognition           INDICATOR / PROFICENCY         RF.2.3.           INDICATOR         RF.2.3.           REX         Reading Standards: Foundational Skills	STANDARD		Reading Standards for Literature
PROFICIENCY         In the grades 2-3 text complexity band proficiently, with scaffolding as needed at the tange.           STANDARD         KS.CC.R.         Reading Standards: Foundational Skills           STANDARD         KS.CC.R.         Reading Standards: Foundational Skills           BENCHMARK         Phonics and Word Recognition           NDICATOR         RF.2.3.         Know and apply grade-level phonics and word analysis skills in decoding words.           INDICATOR         RF.2.3.0         Distinguish long and short vowels when reading regularly spelled one-syllable words.           INDICATOR         RF.2.3.0         Decode regularly spelled two-syllable words with long vowels.           INDICATOR         RF.2.3.0         Decode words with common profixes and suffixes.           INDICATOR         RF.2.3.0         Decode words with inconsistent but common spelling-sound correspondences.           INDICATOR         RF.2.3.0         Recagnize and read grade-apropriate irregularly spelled words.           STANDARD         KS.CC.R.         Reading Standards: Foundational Skills           BENCHMARK         Fluency         Fluency           INDICATOR         RF.2.4.0         Read on-level text with purpose and understanding.           INDICATOR         RF.2.4.0         Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.           INDICATOR <t< td=""><td>BENCHMARK</td><td></td><td>Range of Reading and Level of Text Complexity</td></t<>	BENCHMARK		Range of Reading and Level of Text Complexity
F2.         Phonics and Word Recognition           BENCHMARK         Phonics and Word Recognition           INDICATOR         RF.2.3.           Know and apply grade-level phonics and word analysis skills in decoding words.           LEVEL         Istinguish long and short vowels when reading regularly spelled one-syllable words.           INDICATOR         RF.2.3(c)         Decode regularly spelled two-syllable words with long vowels.           INDICATOR         RF.2.3(c)         Decode words with common prefixes and suffixes.           INDICATOR         RF.2.3(d)         Decode words with inconsistent but common spelling-sound correspondences.           INDICATOR         RF.2.3(f)         Recognize and read grade-appropriate irregularly spelled words.           STANDARD         RF.2.3(f)         Recognize and read grade-appropriate irregularly spelled words.           STANDARD         RF.2.4(f)         Read on-level text with purpose and understanding.           INDICATOR         RF.2.4(f)         Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.           INDICATOR         RF.2.4(f)         Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.           INDICATOR         RF.2.4(f)         Read on-level text orally with accuracy, appropriate rate, and expression on successive readings as necessary.           STANDARD         KS.CC.W. <td>PROFICIENCY</td> <td>RL.2.10.</td> <td>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.</td>	PROFICIENCY	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.
INDICATOR / PROFICIENCY         RF.2.3.         Know and apply grade-level phonics and word analysis skills in decoding words. PROFICIENCY           INDICATOR         RF.2.3(a)         Distinguish long and short vowels when reading regularly spelled one-syllable words.           INDICATOR         RF.2.3(c)         Decode regularly spelled two-syllable words with long vowels.           INDICATOR         RF.2.3(c)         Decode regularly spelled two-syllable words with long vowels.           INDICATOR         RF.2.3(c)         Decode regularly spelled two-syllable words with long vowels.           INDICATOR         RF.2.3(c)         Decode words with common prefixes and suffixes.           INDICATOR         RF.2.3(c)         Identify words with inconsistent but common spelling-sound correspondences.           INDICATOR         RF.2.3(c)         Identify words with inconsistent but common spelling-sound correspondences.           INDICATOR         RF.2.3(c)         Recognize and read grade-appropriate irregularly spelled words.           STANDARD         KS.CC.R         Reading Standards: Foundational Skills           PROFICIENCY         EVEL         Read on-level text with purpose and understanding.           INDICATOR         RF.2.4(c)         Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.           INDICATOR         RF.2.4(c)         Read on-level text orally with accuracy. appropriate rate.	STANDARD		Reading Standards: Foundational Skills
PROFICIENCY       Instruct Status         LEVEL       INDICATOR       RF.2.3(a)         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(c)       Decode words with common prefixes and suffixes.         INDICATOR       RF.2.3(c)       Decode words with common prefixes and suffixes.         INDICATOR       RF.2.3(c)       Recognize and read grade-appropriate irregularly spelled words.         STANDARD       KS.C.C.R       Reading Standards: Foundational Skills         F.2.       BENCHMARK       Fluency         INDICATOR       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 reading as necessary.         STANDARD       KS.CC.W       Writing Standards         2.       Level       Writing Standards         2.       State an opinion pices in which they introduce the topic or book they are writing abo state an opinion, supply reasons that support the opinion, use linking words (e.g. becasent, and provide a soncluding statement or section.	BENCHMARK		Phonics and Word Recognition
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(c)         Decode words with common prefixes and suffixes.           INDICATOR         RF.2.3(d)         Decode words with inconsistent but common spelling-sound correspondences.           INDICATOR         RF.2.3(f)         Recognize and read grade-appropriate irregularly spelled words.           STANDARD         KS.CC.R         Reading Standards: Foundational Skills           F.Z.         Read with sufficient accuracy and fluency to support comprehension.           PROFICIENCY         RF.2.4(a)         Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.           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.           STANDARD         KS.CC.W         Writing Standards           DECATOR /         PROFICIENCY         W2.1.           Write opinion pieces in which they introduce the topinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.           INDICATOR / </td <td>PROFICIENCY</td> <td>RF.2.3.</td> <td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>	PROFICIENCY	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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(d)         Decode words with inconsistent but common spelling-sound correspondences.           INDICATOR         RF.2.3(f)         Recognize and read grade-appropriate irregularly spelled words.           STANDARD         KS.CC.R         Reading Standards: Foundational Skills           BENCHMARK         Fluency           INDICATOR         RF.2.4.           Read with sufficient accuracy and fluency to support comprehension.           PROFICIENCY         RF.2.4(a)           Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.           INDICATOR         RF.2.4(c)           Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.           INDICATOR         RF.2.4(c)           Vecontext to confirm or self-correct word recognition and understanding, rereading as necessary.           STANDARD         KS.CC.W.           Writing Standards         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.           INDICATOR /         W2.1.         Write opinion pisces in which they introduce	INDICATOR	RF.2.3(a)	
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.           STANDARD         KS.CC.R         Reading Standards: Foundational Skills           BENCHMARK         Fluency           INDICATOR / PROFICIENCY         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(a)         Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.           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.           STANDARD         KS.CC.W         Writing Standards           Z.         Writing Standards           INDICATOR / PROFICIENCY         W.2.1.           Write opinion pieces in which they introduce the topic or book they are writing abo state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provid	INDICATOR	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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.           STANDARD         KS.CC.R         Reading Standards: Foundational Skills           BENCHMARK         Fluency           INDICATOR / PROFICIENCY         RF.2.4.         Read with sufficient accuracy and fluency to support comprehension.           LEVEL         RF.2.4.         Read on-level text with purpose and understanding.           INDICATOR         RF.2.4.(a)         Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.           INDICATOR         RF.2.4(c)         Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.           INDICATOR         RF.2.4(c)         Recontext to confirm or self-correct word recognition and understanding, rereading as necessary.           STANDARD         KS.CC.W         Writing Standards           Z.         Write opinion pieces in which they introduce the topic or book they are writing abo 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.           INDICATOR / PROFICIENCY         W2.2.         Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding stateme	INDICATOR	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
INDICATOR         RF.2.3(1)         Recognize and read grade-appropriate irregularly spelled words.           STANDARD         KS.CC.R F.2.         Reading Standards: Foundational Skills           BENCHMARK         Fluency           INDICATOR / PROFICIENCY LEVEL         Re.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(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.           STANDARD         KS.CC.W         Writing Standards           Z.         BENCHMARK         Text Types and Purposes           INDICATOR / PROFICIENCY LEVEL         Wite opinion pieces in which they introduce the topic or book they are writing abo 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.           INDICATOR / PROFICIENCY LEVEL         Wite informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or short sequence of events, i	INDICATOR	RF.2.3(d)	Decode words with common prefixes and suffixes.
STANDARD         KS.CC.R F.2.         Reading Standards: Foundational Skills           BENCHMARK         Fluency           INDICATOR / RF.2.4.         Read with sufficient accuracy and fluency to support comprehension. PROFICIENCY LEVEL           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.           STANDARD         KS.CC.W.         Writing Standards           2.         Write opinion pieces in which they introduce the topic or book they are writing abo 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.           INDICATOR / PROFICIENCY LEVEL         Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.           INDICATOR / PROFICIENCY LEVEL         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.           STANDARD         KS.CC.W.         Writing Standards           BENCHMARK         Production and Distribution	INDICATOR	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
F.2.           BENCHMARK         Fluency           INDICATOR / PROFICIENCY LEVEL         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.           STANDARD         KS.CC.W         Writing Standards           BENCHMARK         Text Types and Purposes           INDICATOR / PROFICIENCY LEVEL         Wile opinion pieces in which they introduce the topic or book they are writing abo 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.           INDICATOR / PROFICIENCY LEVEL         W2.2.         Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.           INDICATOR / PROFICIENCY LEVEL         W2.3.         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.           STANDARD         KS.CC.W         Writing Standards 2.	INDICATOR	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
INDICATOR / PROFICIENCY LEVEL         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.           STANDARD         KS.CC.W.         Writing Standards           INDICATOR / PROFICIENCY         W2.1.         Write opinion pieces in which they introduce the topic or book they are writing aborstate 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.           INDICATOR / PROFICIENCY         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.           INDICATOR / PROFICIENCY         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.           STANDARD         KS.CC.W.         Writing Standards           BENCHMARK         Production and Distribution of Writing           INDICATOR / PROFICIENCY         W2.5.	STANDARD		Reading Standards: Foundational Skills
INDICATOR / PROFICIENCY LEVEL         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.           STANDARD         KS.CC.W.         Writing Standards           INDICATOR / PROFICIENCY         W2.1.         Write opinion pieces in which they introduce the topic or book they are writing aborstate 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.           INDICATOR / PROFICIENCY         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.           INDICATOR / PROFICIENCY         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.           STANDARD         KS.CC.W.         Writing Standards           BENCHMARK         Production and Distribution of Writing           INDICATOR / PROFICIENCY         W2.5.	BENCHMARK		Fluency
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PROFICIENCY LEVELstate 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.INDICATOR / PROFICIENCY LEVELW.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.INDICATOR / PROFICIENCY LEVELW.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.STANDARDKS.CC.W. 2.Writing StandardsINDICATOR / PROFICIENCY LEVELW.2.5.With guidance and support from adults and peers, focus on a topic and strengther writing as needed by revising and editing.STANDARDKS.CC.W. Writing StandardsWriting Standards	BENCHMARK		Text Types and Purposes
PROFICIENCY LEVELdefinitions to develop points, and provide a concluding statement or section.INDICATOR / PROFICIENCY LEVELW.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.STANDARDKS.CC.W. 2.Writing StandardsBENCHMARKProduction and Distribution of WritingINDICATOR / PROFICIENCY LEVELW.2.5.With guidance and support from adults and peers, focus on a topic and strengther writing as needed by revising and editing.STANDARDKS.CC.W. Writing Standards	PROFICIENCY	W.2.1.	
PROFICIENCY LEVELevents, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.STANDARDKS.CC.W. 2.Writing StandardsBENCHMARKProduction and Distribution of WritingINDICATOR / PROFICIENCY LEVELWith guidance and support from adults and peers, focus on a topic and strengther writing as needed by revising and editing.STANDARDKS.CC.W.Writing Standards	PROFICIENCY	W.2.2.	
2.         BENCHMARK       Production and Distribution of Writing         INDICATOR / PROFICIENCY LEVEL       W.2.5.       With guidance and support from adults and peers, focus on a topic and strengther writing as needed by revising and editing.         STANDARD       KS.CC.W.       Writing Standards	PROFICIENCY	W.2.3.	
INDICATOR / PROFICIENCY LEVEL       With guidance and support from adults and peers, focus on a topic and strengther writing as needed by revising and editing.         STANDARD       KS.CC.W.	STANDARD		Writing Standards
PROFICIENCY       writing as needed by revising and editing.         LEVEL       KS.CC.W. Writing Standards	BENCHMARK		Production and Distribution of Writing
	PROFICIENCY	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
	STANDARD	KS CC W	Writing Standards

BENCHMARK		Research to Build and Present Knowledge		
INDICATOR / PROFICIENCY LEVEL	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.		
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards		
BENCHMARK		Comprehension and Collaboration		
INDICATOR / PROFICIENCY LEVEL	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.		
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards		
BENCHMARK		Comprehension and Collaboration		
INDICATOR / PROFICIENCY LEVEL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		
INDICATOR / PROFICIENCY LEVEL	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.		
STANDARD	KS.CC.S L.2.	Speaking and Listening Standards		
BENCHMARK		Presentation of Knowledge and Ideas		
INDICATOR / PROFICIENCY	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		
LEVEL		feelings.		
INDICATOR / PROFICIENCY LEVEL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
STANDARD	KS.CC.L. 2.	Language Standards		
BENCHMARK		Conventions of Standard English		
INDICATOR / PROFICIENCY LEVEL	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).		
STANDARD	KS.CC.L. 2.	Language Standards		
BENCHMARK		Conventions of Standard English		
INDICATOR / PROFICIENCY LEVEL	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).		
STANDARD	KS.CC.L. 2.	Language Standards		
BENCHMARK		Knowledge of Language		
INDICATOR / PROFICIENCY LEVEL	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
INDICATOR / PROFICIENCY		Use knowledge of language and its conventions when writing, speaking, reading		

INDICATOR	L.2.3(a)	Compare formal and informal uses of English.
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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).
STANDARD	KS.CC.L. 2.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	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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