

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

Grade 2 - Adopted: 2012

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.
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.	Read--both independently and collaboratively--print, 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.	Create--both independently and collaboratively--technical, 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	RI.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.	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 / 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 / PROFICIENCY	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.

LEVEL		
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).

Unit 1

Kansas Curricular Standards

Language Arts

Grade 2 - Adopted: 2012

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	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.	Read--both independently and collaboratively--print, 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.	Create--both independently and collaboratively--technical, 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 craft--both independently and collaboratively--through 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.

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		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.2.3.	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		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.
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.

LEVEL		
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.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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Unit 2

Kansas Curricular Standards

Language Arts

Grade 2 - Adopted: 2012

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.
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.	Read--both independently and collaboratively--print, 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.	Create--both independently and collaboratively--technical, 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 craft--both independently and collaboratively--through 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.R	Reading Standards for Literature
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	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.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.
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 / PROFICIENCY	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

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	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.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(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(a)	Capitalize holidays, product names, and geographic names.
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).

Unit 3

**Kansas Curricular Standards
Language Arts
Grade 2 - Adopted: 2012**

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.	Read--both independently and collaboratively--print, 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.

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 craft--both independently and collaboratively--through 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.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	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.2.3.	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
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)	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).

Unit 4

Kansas Curricular Standards

Language Arts

Grade 2 - Adopted: 2012

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	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.	Read--both independently and collaboratively--print, 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.	Create--both independently and collaboratively--technical, 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 craft--both independently and collaboratively--through 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	College and Career Readiness Anchor Standards for Writing

	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		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.

LEVEL		
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		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 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		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 .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.
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 /	SL.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to

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)	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

	2.	
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).

Unit 5

Kansas Curricular Standards

Language Arts

Grade 2 - Adopted: 2012

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.	Read--both independently and collaboratively--print, 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 craft--both independently and collaboratively--through 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 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	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).
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.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).

Unit 7

Kansas Curricular Standards

Language Arts

Grade 2 - Adopted: 2012

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 /	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.	Read--both independently and collaboratively--print, 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 craft--both independently and collaboratively--through 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 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	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.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
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.2.5.	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).
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	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).