Classroom Supplement Units Grade 2

Pre-writing

Kentucky Core Academic Standards

Language Arts

Grade **2** - Adopted: **2010**

STRAND	KY.CC.2.RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / ORGANIZER	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / ORGANIZER	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND	KY.CC.2.RL.	Reading Standards for Literature
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STANDARD / ORGANIZER	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STRAND	KY.CC.2.RL.	Reading Standards for Literature
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND	KY.CC.2.RL.	Reading Standards for Literature
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	2.RL.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.
STRAND	KY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STRAND	KY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD / ORGANIZER	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND	KY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Range of Reading and Level of Text Complexity

STANDARD / ORGANIZER	2.RI.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.
STRAND	KY.CC.2. RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
STRAND	KY.CC.2. RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	KY.CC.K-5.RT.	Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Literature
STANDARD / ORGANIZER	K-5.RT.1.	Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth
STRAND	KY.CC.K-5.RT.	Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Informational Text
STANDARD / ORGANIZER	K-5.RT.4.	Literary Nonfiction and Historical, Scientific, and Technical Texts: Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics
STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	CCRA-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.
STANDARD / ORGANIZER	CCRA-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 / ORGANIZER	CCRA-R.6.	Assess how point of view or purpose shapes the content and style of a text.
STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	CCRA-R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND	KY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.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).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND	KY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD / ORGANIZER	2.SL.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.
STRAND	KY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / GOAL		Presentation of Knowledge and Ideas
STANDARD / ORGANIZER	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND	KY.CC.C CRA-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.2. L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
STRAND	KY.CC.2. L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND	KY.CC.2. L.	Language Standards
CATEGORY / GOAL		Knowledge of Language

STANDARD / ORGANIZER	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.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.
EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	2.L.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).
EXPECTATION	2.L.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).
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	2.L.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).
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.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).
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	CCRA-L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / ORGANIZER	CCRA-L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	CCRA-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.
STANDARD / ORGANIZER	CCRA-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
STANDARD / ORGANIZER	CCRA-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.

Unit 1

Kentucky Core Academic Standards

Language Arts

Grade **2** - Adopted: **2010**

STRAND	KY.CC.2.RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / ORGANIZER	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / ORGANIZER	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND	KY.CC.2.RL.	Reading Standards for Literature
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STANDARD / ORGANIZER	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / ORGANIZER	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND	KY.CC.2.RL.	Reading Standards for Literature
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND	KY.CC.2.RL.	Reading Standards for Literature
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	2.RL.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.
STRAND	KY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / ORGANIZER	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND	KY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD / ORGANIZER	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND	KY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	2.RI.8.	Describe how reasons support specific points the author makes in a text.
STRAND	KY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	2.RI.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.
STRAND	KY.CC.2. RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STRAND	KY.CC.2. RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	KY.CC.K-5.RT.	Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Literature
STANDARD / ORGANIZER	K-5.RT.1.	Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth
STRAND	KY.CC.K-5.RT.	Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Informational Text
STANDARD / ORGANIZER	K-5.RT.4.	Literary Nonfiction and Historical, Scientific, and Technical Texts: Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics
STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	CCRA-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.
STANDARD / ORGANIZER	CCRA-R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / ORGANIZER	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	CCRA-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.
STANDARD / ORGANIZER	CCRA-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 / ORGANIZER	CCRA-R.6.	Assess how point of view or purpose shapes the content and style of a text.

STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	CCRA-R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND	KY.CC.2. W.	Writing Standards
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	2.W.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.
STRAND	KY.CC.C CRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND	KY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.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).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND	KY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD / ORGANIZER	2.SL.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.
STRAND	KY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / GOAL		Presentation of Knowledge and Ideas
STANDARD / ORGANIZER	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND	KY.CC.C CRA-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.2. L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English

STANDARD / ORGANIZER	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.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.
EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	2.L.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).
EXPECTATION	2.L.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).
EXPECTATION	2.L.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).
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION	2.L.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).
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.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).
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	CCRA-L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / ORGANIZER	CCRA-L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

STRAND	KY.CC.C CRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.C CRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	CCRA-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.
STANDARD / ORGANIZER	CCRA-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
STANDARD / ORGANIZER	CCRA-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.

Unit 2

Kentucky Core Academic Standards

Language Arts

Grade **2** - Adopted: **2010**

STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / ORGANIZER	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / ORGANIZER	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STANDARD / ORGANIZER	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / ORGANIZER	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	2.RL.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.
STRAND	KY.CC.2. RI.	Reading Standards for Informational Text
CATEGORY /		Key Ideas and Details

GOAL		
STANDARD / ORGANIZER	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / ORGANIZER	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND	KY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD / ORGANIZER	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND	KY.CC.2.RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	2.RI.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.
STRAND	KY.CC.2.RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STRAND	KY.CC.2.RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	KY.CC.K-5.RT.	Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Literature
STANDARD / ORGANIZER	K-5.RT.1.	Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth
STRAND	KY.CC.K-5.RT.	Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Informational Text
STANDARD / ORGANIZER	K-5.RT.4.	Literary Nonfiction and Historical, Scientific, and Technical Texts: Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Key Ideas and Details

STANDARD / ORGANIZER	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	CCRA-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.
STANDARD / ORGANIZER	CCRA-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 / ORGANIZER	CCRA-R.6.	Assess how point of view or purpose shapes the content and style of a text.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	CCRA-R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND	KY.CC.2.W.	Writing Standards
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	2.W.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 / ORGANIZER	2.W.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.
STRAND	KY.CC.2.W.	Writing Standards
CATEGORY / GOAL		Production and Distribution of Writing
STANDARD / ORGANIZER	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND	KY.CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	CCRA-W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND	KY.CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Production and Distribution of Writing
STANDARD / ORGANIZER	CCRA-W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND	KY.CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.2.SL.	Speaking and Listening Standards
CATEGORY /		Comprehension and Collaboration

GOAL		
STANDARD / ORGANIZER	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.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).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND	KY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD / ORGANIZER	2.SL.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.
STRAND	KY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / GOAL		Presentation of Knowledge and Ideas
STANDARD / ORGANIZER	2.SL.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.
STANDARD / ORGANIZER	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND	KY.CC.C CRA-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.2. L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND	KY.CC.2. L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND	KY.CC.2. L.	Language Standards
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.

STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.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.
EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	2.L.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).
EXPECTATION	2.L.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).
EXPECTATION	2.L.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).
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION	2.L.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).
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.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).
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	CCRA-L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / ORGANIZER	CCRA-L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	CCRA-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.
STANDARD / ORGANIZER	CCRA-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
STANDARD / ORGANIZER	CCRA-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.

Unit 3

STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / ORGANIZER	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / ORGANIZER	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STANDARD / ORGANIZER	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / ORGANIZER	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	2.RL.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.
STRAND	KY.CC.2. RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STRAND	KY.CC.2. RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	KY.CC.K-5.RT.	Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

CATEGORY / GOAL		Literature
STANDARD / ORGANIZER	K-5.RT.1.	Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth
STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	CCRA-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.
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	CCRA-R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND	KY.CC.C CRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND	KY.CC.2.W.	Writing Standards
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	2.W.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 / ORGANIZER	2.W.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.
STRAND	KY.CC.2.W.	Writing Standards
CATEGORY / GOAL		Production and Distribution of Writing
STANDARD / ORGANIZER	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND	KY.CC.C CRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	CCRA-W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND	KY.CC.C CRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Production and Distribution of Writing
STANDARD / ORGANIZER	CCRA-W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND	KY.CC.C CRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Range of Writing

STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.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).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND	KY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD / ORGANIZER	2.SL.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.
STRAND	KY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / GOAL		Presentation of Knowledge and Ideas
STANDARD / ORGANIZER	2.SL.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.
STANDARD / ORGANIZER	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND	KY.CC.CCRA-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
EXPECTATION	2.L.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
STRAND	KY.CC.2.L.	Language Standards

CATEGORY / GOAL		**Knowledge of Language**
STANDARD / ORGANIZER	**2.L.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	**2.L.3.a.**	**Compare formal and informal uses of English.**
STRAND	**KY.CC.2. L.**	**Language Standards**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**2.L.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.**
EXPECTATION	**2.L.4.a.**	**Use sentence-level context as a clue to the meaning of a word or phrase.**
EXPECTATION	**2.L.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).**
EXPECTATION	**2.L.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).**
EXPECTATION	**2.L.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).**
STRAND	**KY.CC.2. L.**	**Language Standards**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**2.L.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**
EXPECTATION	**2.L.5.a.**	**Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).**
EXPECTATION	**2.L.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).**
STRAND	**KY.CC.2. L.**	**Language Standards**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**2.L.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).**
STRAND	**KY.CC.C CRA-L.**	**College and Career Readiness Anchor Standards for Language**
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	**CCRA-L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
STANDARD / ORGANIZER	**CCRA-L.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
STRAND	**KY.CC.C CRA-L.**	**College and Career Readiness Anchor Standards for Language**
CATEGORY / GOAL		**Knowledge of Language**
STANDARD / ORGANIZER	**CCRA-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.**
STRAND	**KY.CC.C CRA-L.**	**College and Career Readiness Anchor Standards for Language**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	**CCRA-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.**
STANDARD / ORGANIZER	**CCRA-L.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**
STANDARD / ORGANIZER	**CCRA-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.

Unit 4

Kentucky Core Academic Standards

Language Arts

Grade **2** - Adopted: **2010**

STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / ORGANIZER	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / ORGANIZER	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STANDARD / ORGANIZER	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / ORGANIZER	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	2.RL.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.
STRAND	KY.CC.2. RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / ORGANIZER	2.RI.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STANDARD / ORGANIZER	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND	KY.CC.2. RI.	Reading Standards for Informational Text
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD / ORGANIZER	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STRAND	KY.CC.2. RI.	Reading Standards for Informational Text
CATEGORY /		Integration of Knowledge and Ideas

GOAL		
STANDARD / ORGANIZER	**2.RI.8.**	Describe how reasons support specific points the author makes in a text.
STRAND	**KY.CC.2. RI.**	Reading Standards for Informational Text
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	**2.RI.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.
STRAND	**KY.CC.2. RF.**	Reading Standards: Foundational Skills
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	**2.RF.3.**	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	**2.RF.3.a.**	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	**2.RF.3.b.**	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	**2.RF.3.d.**	Decode words with common prefixes and suffixes.
EXPECTATION	**2.RF.3.e.**	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	**2.RF.3.f.**	Recognize and read grade-appropriate irregularly spelled words.
STRAND	**KY.CC.2. RF.**	Reading Standards: Foundational Skills
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	**2.RF.4.**	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	**2.RF.4.a.**	Read on-level text with purpose and understanding.
EXPECTATION	**2.RF.4.b.**	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	**2.RF.4.c.**	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	**KY.CC.K- 5.RT.**	Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Literature
STANDARD / ORGANIZER	**K-5.RT.1.**	Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth
STRAND	**KY.CC.K- 5.RT.**	Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Informational Text
STANDARD / ORGANIZER	**K-5.RT.4.**	Literary Nonfiction and Historical, Scientific, and Technical Texts: Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics
STRAND	**KY.CC.C CRA-R.**	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	**CCRA- 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.
STANDARD / ORGANIZER	**CCRA- R.2.**	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STANDARD / ORGANIZER	**CCRA- R.3.**	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND	**KY.CC.C CRA-R.**	College and Career Readiness Anchor Standards for Reading
CATEGORY /		Craft and Structure

GOAL		
STANDARD / ORGANIZER	CCRA-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.
STANDARD / ORGANIZER	CCRA-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 / ORGANIZER	CCRA-R.6.	Assess how point of view or purpose shapes the content and style of a text.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	CCRA-R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND	KY.CC.2.W.	Writing Standards
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	2.W.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 / ORGANIZER	2.W.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.
STRAND	KY.CC.2.W.	Writing Standards
CATEGORY / GOAL		Production and Distribution of Writing
STANDARD / ORGANIZER	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND	KY.CC.2.W.	Writing Standards
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND	KY.CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	CCRA-W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND	KY.CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Production and Distribution of Writing
STANDARD / ORGANIZER	CCRA-W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND	KY.CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	CCRA-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 / ORGANIZER	CCRA-W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND	KY.CC.C CRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.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).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND	KY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD / ORGANIZER	2.SL.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.
STRAND	KY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / GOAL		Presentation of Knowledge and Ideas
STANDARD / ORGANIZER	2.SL.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.
STANDARD / ORGANIZER	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND	KY.CC.C CRA-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.2. L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND	KY.CC.2. L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.

EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.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.
EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	2.L.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).
EXPECTATION	2.L.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).
EXPECTATION	2.L.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).
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION	2.L.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).
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.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).
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	CCRA-L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / ORGANIZER	CCRA-L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	CCRA-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.

STANDARD / ORGANIZER	CCRA- L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
STANDARD / ORGANIZER	CCRA- 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.

Unit 5

Kentucky Core Academic Standards

Language Arts

Grade **2** - Adopted: **2010**

STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / ORGANIZER	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / ORGANIZER	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STANDARD / ORGANIZER	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / ORGANIZER	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND	KY.CC.2. RL.	Reading Standards for Literature
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	2.RL.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.
STRAND	KY.CC.2. RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STRAND	KY.CC.2. RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Fluency

STANDARD / ORGANIZER	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	KY.CC.K-5.RT.	Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Literature
STANDARD / ORGANIZER	K-5.RT.1.	Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	CCRA-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.
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	CCRA-R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND	KY.CC.2.W.	Writing Standards
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	2.W.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 / ORGANIZER	2.W.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.
STRAND	KY.CC.2.W.	Writing Standards
CATEGORY / GOAL		Production and Distribution of Writing
STANDARD / ORGANIZER	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND	KY.CC.2.W.	Writing Standards
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.

STRAND	KY.CC.C CRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	CCRA-W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND	KY.CC.C CRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Production and Distribution of Writing
STANDARD / ORGANIZER	CCRA-W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND	KY.CC.C CRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.C CRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.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).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND	KY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD / ORGANIZER	2.SL.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.
STRAND	KY.CC.2. SL.	Speaking and Listening Standards
CATEGORY / GOAL		Presentation of Knowledge and Ideas
STANDARD / ORGANIZER	2.SL.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.
STANDARD / ORGANIZER	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
STRAND	KY.CC.C CRA-SL.	College and Career Readiness Anchor Standards for Speaking and Listening
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	CCRA-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.

STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	2.L.3.a.	Compare formal and informal uses of English.
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.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.
EXPECTATION	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	2.L.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).
EXPECTATION	2.L.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).
EXPECTATION	2.L.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).
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION	2.L.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).
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.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).
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Conventions of Standard English
STANDARD /	CCRA-	Demonstrate command of the conventions of standard English grammar and usage

ORGANIZER	L.1.	when writing or speaking.
STANDARD / ORGANIZER	CCRA-L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	CCRA-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.
STANDARD / ORGANIZER	CCRA-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
STANDARD / ORGANIZER	CCRA-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.

Unit 7

Kentucky Core Academic Standards

Language Arts

Grade **2** - Adopted: **2010**

STRAND	KY.CC.2.RL.	Reading Standards for Literature
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / ORGANIZER	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD / ORGANIZER	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STRAND	KY.CC.2.RL.	Reading Standards for Literature
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
STANDARD / ORGANIZER	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD / ORGANIZER	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND	KY.CC.2.RL.	Reading Standards for Literature
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND	KY.CC.2.RL.	Reading Standards for Literature
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	2.RL.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.

STRAND	KY.CC.2.RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Phonics and Word Recognition
STANDARD / ORGANIZER	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STRAND	KY.CC.2.RF.	Reading Standards: Foundational Skills
CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	2.RF.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	2.RF.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND	KY.CC.K-5.RT.	Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.
CATEGORY / GOAL		Literature
STANDARD / ORGANIZER	K-5.RT.1.	Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	CCRA-R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	CCRA-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.
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	CCRA-R.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
STRAND	KY.CC.CCRA-R.	College and Career Readiness Anchor Standards for Reading
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	CCRA-R.10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND	KY.CC.2.W.	Writing Standards
CATEGORY / GOAL		Text Types and Purposes

STANDARD / ORGANIZER	2.W.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 / ORGANIZER	2.W.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.
STRAND	KY.CC.2.W.	Writing Standards
CATEGORY / GOAL		Production and Distribution of Writing
STANDARD / ORGANIZER	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STRAND	KY.CC.2.W.	Writing Standards
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND	KY.CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	CCRA-W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STRAND	KY.CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Production and Distribution of Writing
STANDARD / ORGANIZER	CCRA-W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STRAND	KY.CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.CCRA-W.	College and Career Readiness Anchor Standards for Writing
CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	2.SL.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).
EXPECTATION	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND	KY.CC.2.SL.	Speaking and Listening Standards
CATEGORY / GOAL		Comprehension and Collaboration
STANDARD / ORGANIZER	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD / ORGANIZER	2.SL.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.
STRAND	KY.CC.2.SL.	**Speaking and Listening Standards**
CATEGORY / GOAL		**Presentation of Knowledge and Ideas**
STANDARD / ORGANIZER	2.SL.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.**
STANDARD / ORGANIZER	2.SL.6.	**Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.**
STRAND	KY.CC.CCRA-SL.	**College and Career Readiness Anchor Standards for Speaking and Listening**
CATEGORY / GOAL		**Comprehension and Collaboration**
STANDARD / ORGANIZER	CCRA-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.**
STRAND	KY.CC.2.L.	**Language Standards**
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	2.L.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	2.L.1.a.	**Use collective nouns (e.g., group).**
EXPECTATION	2.L.1.c.	**Use reflexive pronouns (e.g., myself, ourselves).**
STRAND	KY.CC.2.L.	**Language Standards**
CATEGORY / GOAL		**Conventions of Standard English**
STANDARD / ORGANIZER	2.L.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
EXPECTATION	2.L.2.c.	**Use an apostrophe to form contractions and frequently occurring possessives.**
EXPECTATION	2.L.2.d.	**Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).**
STRAND	KY.CC.2.L.	**Language Standards**
CATEGORY / GOAL		**Knowledge of Language**
STANDARD / ORGANIZER	2.L.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION	2.L.3.a.	**Compare formal and informal uses of English.**
STRAND	KY.CC.2.L.	**Language Standards**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	2.L.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.**
EXPECTATION	2.L.4.a.	**Use sentence-level context as a clue to the meaning of a word or phrase.**
EXPECTATION	2.L.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).**
EXPECTATION	2.L.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).**
EXPECTATION	2.L.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).**
STRAND	KY.CC.2.L.	**Language Standards**
CATEGORY / GOAL		**Vocabulary Acquisition and Use**
STANDARD / ORGANIZER	2.L.5.	**Demonstrate understanding of word relationships and nuances in word meanings.**

EXPECTATION	2.L.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).
STRAND	KY.CC.2.L.	Language Standards
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	2.L.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).
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	CCRA-L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / ORGANIZER	CCRA-L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	CCRA-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.
STRAND	KY.CC.CCRA-L.	College and Career Readiness Anchor Standards for Language
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	CCRA-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.
STANDARD / ORGANIZER	CCRA-L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
STANDARD / ORGANIZER	CCRA-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.