Kentucky Reading and Writing

Grade 2

Reading Foundational Skills RF

Print Concepts

1 No Print Concepts Standard for grade 2. RF.2.1

Phonological Awareness

2 No Phonological Awareness Standard for grade 2. RF.2.2

Phonics and Word Recognition

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

- a Distinguish long and short vowels when reading regularly spelled one-syllable words. RF.2.3.A
- b Know phoneme-grapheme correspondences for additional common vowel teams. RF.2.3.B
- c Decode regularly spelled two-syllable words with long vowels. RF.2.3.C
- d Encode regularly spelled two-syllable words with long vowels. RF.2.3.D
- e Identify, decode, encode and know the meaning of words with the most common prefixes and derivational suffixes. RF.2.3.E
- f Identify words with inconsistent but common phoneme-grapheme correspondences. RF.2.3.F

Fluency

4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. RF.2.4

- a Read a variety of grade-level texts (including but not limited to decodables) with purpose and understanding. RF.2.4.A
- b Orally read grade-level text fluently on successive readings. RF.2.4.B
- c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.2.4.C
- d Read irregularly spelled high-frequency words with automaticity and accuracy. RF.2.4.D

Reading Standards for Lit

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Key Ideas and Details

Ask and answer such questions as who, what, where, when, why and how and make and support logical inferences to construct meaning from the text. RL.2.1

2 Identify implicit and explicit information from a literary text to determine the author's message, lesson learned and/or moral, including but not limited to fables and folktales from diverse cultures. RL.2.2

3 Describe how characters in a story respond to major events and challenges in order to make meaning of the story development. RL.2.3

Craft and Structure

4 Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song. RL.2.4

5 Describe how parts of the text contribute to the overall structure of stories, poems and dramas (e.g., beginning, middle and end of stories; lines and stanzas in poems; and acts/scenes in dramas). RL.2.5

6 With prompting and support, acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud, and how those perspectives shape the content of the text. RL.2.6

Integration of Knowledge and Ideas

7 Use a story's illustrations and words in print/non-print texts to demonstrate understanding of characters, setting and plot. RL.2.7

8 Not applicable to literature RL.2.8

9 Compare and contrast two or more versions of the same story by different authors or from different cultures. RL.2.9

Range of Reading and Level of Text Complexity

10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently. RL.2.10

Reading Standards for Informational Text RI

Key Ideas and Details

1 Ask and answer such questions as who, what, where, when, why and how and make and support logical inferences to construct meaning from the text. RI.2.1

2 Identify implicit and explicit information from an informational text to determine the central idea of a text. RI.2.2

3 Describe the connection between individuals, historical events, scientific ideas or concepts or steps in technical procedures over the course of a text. RI.2.3

Craft and Structure

4 Determine the meaning of general academic words and phrases and how those words and phrases shape meaning in a grade-level text. RI.2.4

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5 Identify and describe informational text structures, including sequence/chronological and descriptive structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. RI.2.5

6 Identify the main purpose of a text, including what the author wants to answer, explain or describe, and how that purpose shapes the content of the text. RI.2.6

Integration of Knowledge and Ideas

7 Identify information gained from visuals and words in the text and explain how that information contributes to understanding of the text. RI.2.7

8 Describe how reasons support specific claims the author makes in a text. RI.2.8

9 Describe the relationship between information from two or more texts on the same theme or topic. RI.2.9

Range of Reading and Level of Text Complexity

10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently. RI.2.10

Handwriting HW

Handwriting

1 Introduce formation of all upper- and lowercase cursive letters. HW.2.1

Composition C

Text Types and Purpose

1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. C.2.1

- a With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. C.2.1.A
- b Introduce the topic, followed by opinion statement, and create an organizational structure. C.2.1.B
- c Provide reasons with details to support the opinion. C.2.1.C
- d Use grade-appropriate transitions to connect sentences and paragraphs. C.2.1.D
- e Provide a concluding section. C.2.1.E
- f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. C.2.1.F

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2 Compose informative and/or explanatory texts, using writing and digital resources, to establish a topic and provide information about the topic. C.2.2

- a With guidance and support from adults, strengthen writing through peer collaboration and adding details through writing and/or pictures as needed. C.2.2.A
- b Introduce the topic. C.2.2.B
- c Supply information with detail to develop the topic. C.2.2.C
- d Use grade-appropriate conjunctions to develop text structure within sentences. C.2.2.D
- e Use grade-appropriate transitions to develop text structure in sentences and paragraphs. C.2.2.E
- f Provide a concluding section. C.2.2.F
- g With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. C.2.2.G

3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. C.2.3

- a With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. C.2.3.A
- b Recount a single event or multiple events, memories or ideas. C.2.3.B
- c Include details which describe actions, thoughts and/or emotions. C.2.3.C
- d Use temporal words and phrases to signal event order. C.2.3.D
- e Create a sense of closure. C.2.3.E
- f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. C.2.3.F

Production and Distribution

4 With guidance and support from adults, use a variety of digital resources to create and publish products, including in collaboration with peers. C.2.4

Research to Build and Present Knowledge

5 Conduct shared research and writing projects that build knowledge about a topic. C.2.5

6 Collect information from real-world experiences or provided sources to answer or generate questions. C.2.6

Range of Writing

7 Begins in grade 3 C.2.7

La Skip to main content **onventions of General American English**

1 In writing or speaking, demonstrate appropriate use of: L.2.1

- a collective nouns. L.2.1.A
- b frequently occurring irregular nouns. L.2.1.B
- c reflexive pronouns. L.2.1.C
- d past tense of frequently occurring irregular verbs. L.2.1.D
- e adjectives and adverbs in sentence formation. L.2.1.E
- f producing, expanding and rearranging complete simple and compound sentences. L.2.1.F

2 When writing: L.2.2

- a Capitalize proper nouns, including but not limited to holidays, product names and geographic names. L.2.2.A
- b Demonstrate appropriate use of commas in varied communication formats (e.g., letter, email, blog). L.2.2.B
- c Use apostrophe to form contractions and possessives. L.2.2.C
- d Generalize spelling patterns (graphemes). L.2.2.D
- e Use reference materials to self-check and correct spelling. L.2.2.E

Knowledge of Language

3 Use knowledge of language and its conventions when writing, speaking, reading or listening. L.2.3

- a Compare academic and non-academic uses of language. L.2.3.A

Vocabulary Acquisition and Use

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. L.2.4

- a Use sentence-level context as a clue to the meaning of a word or phrase. L.2.4.A
- b Determine the meaning of the new word formed when a known prefix is added to a known word. L.2.4.B
- c Use a known root word as a clue to the meaning of an unknown word with the same root. L.2.4.C
- d Use knowledge of the meaning of individual words to predict the meaning of compound words. L.2.4.D
- e Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. L.2.4.E
- f Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using adjectives and adverbs to describe. L.2.4.F

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5 Demonstrate understanding of word relationships and nuances in word meanings. L.2.5

a Demonstrate understanding of words by relating them to their synonyms and antonyms. L.2.5.A

b Distinguish the shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender). L.2.5.B