



Boyd County Schools Curriculum Framework

English/Language Arts Grade: 2

Preparation of Kentucky's students for the demands of the 21st Century requires districts and schools to prepare every student for successful transition to post-secondary education, work and the community. The Kentucky Academic Standards help ensure that all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. This document provides administrators, teachers, parents and other stakeholders with access to the standards, the progression of skills taught, and supporting information. These learning goals outline what a student should know and be able to do at the end of the current grade.

This document is best used in conjunction with the Boyd County Public School District's Writing Plan.

Curriculum Framework Key:

I=New Standard Introduced

O= Ongoing

M=Mastery

Speaking and Listening Standards

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. The skills and applications of these Speaking and Listening Standards are integrated throughout the year and opportunities are provided for students to demonstrate mastery of these standards in Reading and Writing ELA instruction.

LDC Resources that address multiple standards in this cluster

Achieve the Core Resources that address multiple standards in this cluster

- [A Butterfly is Patient](#)
- [A Seed is Sleepy](#)
- [Amelia and Eleanor Go For a Ride](#)
- [Around One Cactus](#)
- [Cloudy With a Chance of Meatballs](#)
- [Ox-Cart Man](#)
- [The Great Kapok Tree](#)

Speaking and Listening Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Comprehension and Collaboration						
SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	I	O	O	M	A Drop Around the World
SL.2.1 a	Follow agreed upon rules for discussions (ex. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under	I	O	O	M	

	discussion).					
SL.2.1 b	Build on others talk in conversations by linking their comments to the remarks of others.	I	O	O	M	
SL.2.1 c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	I	O	O	M	
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I	O	O	M	Partner Retelling of Narrative Text Snowflake Bentley
SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	I	O	O	M	
Presentation of Knowledge and Ideas						
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant descriptive details speaking audibly in coherent sentences.	-	I	O	M	Read Aloud Voice (Oral Presentation)
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	-	-	I	M	
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language	I	O	O	M	Read Aloud Voice (Oral Presentation) Snowflake Bentley

standards 1 and 3 on page 26 for specific expectations.)					
--	--	--	--	--	--

Reading Standards: Foundational Skills (K-5)

*These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. **These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.** Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.*

LDC Resources that address multiple standards in this cluster

Achieve the Core Resources that address multiple standards in this cluster

Reading Standards: Foundational Skills (K-5)		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Phonics and Word Recognition						
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	I	O	O	M	
RF.2.3.a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	I	O	O	M	
RF.2.3.b	Know spelling-sound correspondences for additional common vowel teams.	I	O	O	M	
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels	-	I	O	M	
RF.2.3.d	Decode words with common prefixes	-	I	O	M	

	and suffixes.					
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences.	-	I	O	M	
RF.2.3.f	Recognize and read grade-appropriate irregularly spelled words.	-	I	O	M	
Fluency						
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	I	O	O	M	Fluency Packet 2-3 Grade Band
RF.2.4.a	Read grade-level text with purpose and understanding.	I	O	O	M	Fluency Packet 2-3 Grade Band
RF.2.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	I	O	O	M	Fluency Packet 2-3 Grade Band
RF.2.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	I	O	O	M	Fluency Packet 2-3 Grade Band

Reading: Informational Text

LDC Resources that address multiple standards in this cluster

[Prove It: Identifying Evidence in Narrative Texts](#)

Achieve the Core Resources that address multiple standards in this cluster

[A Butterfly is Patient](#)
[A Drop Around the World](#)
[A Seed is Sleepy](#)
[Around One Cactus](#)
[Biodiversity](#)

Snowflake Bentley						
Reading Standards for Informational Text		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Key Ideas and Details						
RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	I	O	O	M	
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	I	O	O	M	Developing Opinions
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	I	O	O	M	
Craft and Structure						
RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	I	O	O	M	Creating a Vocabulary Book or Glossary for a Nonfiction Text Examining Word Choice in Children's Literature
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I	O	O	M	
RI.2.6	Identify the main purpose of a text including what the author wants to answer, explain, or describe.	-	I	O	M	
Integration of Knowledge and Ideas						

RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	I	O	O	M	
RI.2.8	Describe how reasons support specific points the author makes in a text.	-	I	O	M	
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic	-	I	O	M	Gathering Information From Multiple Sources
Range of Reading and Level of Text Complexity						
RI.2.10	By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts in grades 2-3 text complexity band proficiently, with scaffolding as needed, at the high end of the range.	I	O	O	M	

Reading: Literature

LDC Resources that address multiple standards in this cluster

[Comparing Characters' Responses to Events](#)
[Prove It: Identifying Evidence in Narrative Texts](#)

Achieve the Core Resources that address multiple standards in this cluster

[Amelia and Eleanor Go For a Ride](#)
[Ox-Cart Man](#)
[Cloudy With a Chance of Meatballs](#)
[The Great Kapok Tree](#)

Reading Standards for Literature		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
Key Ideas and Details						
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text	I	O	O	M	Directed Reading-Thinking Activity (DRTA) Analyzing Persuasive Text ("Dear Mr. Blueberry" with UDL Supports) Writing Persuasive Letters (Dear Mr. Blueberry) Writing Persuasive Letters ("Dear Mr. Blueberry" with UDL Supports) Introducing the Concept of Intertextuality Inferring from Pictures Teaching and Practicing Making Inferences with Sentence Sets
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	-	-	I	M	Story Mapping 1: Modeling Story Mapping 2: Coaching Student Independence Story Mapping 3: Linking Ideas Across Two Texts Story Mapping 4: Independent Student Work Developing Opinions Determining Theme Determining Theme (with UDL Supports) Theme Scheme: Analyzing Theme in Narrative
RL.2.3	Describe how characters in a story respond to major events and challenges.	I	O	O	M	Story Mapping 1: Modeling Story Mapping 2: Coaching Student Independence Story Mapping 3: Linking Ideas Across Two Texts Story Mapping 4: Independent Student Work Directed Reading-Thinking Activity (DRTA) Analyzing Persuasive Text ("Dear Mr. Blueberry" with UDL Supports)

						Writing Persuasive Letters (Dear Mr. Blueberry) Writing Persuasive Letters ("Dear Mr. Blueberry" with UDL Supports) Characterization: What is it and Why does it matter? Compare and Contrast Characters My Memory (inspired by the story "Wilfred Gordon McDonald Partridge")
Craft and Structure						
RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	-	-	I	M	Examining Word Choice in Children's Literature
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	-	-	I	M	
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when leading dialogue aloud.	-	-	I	M	Identifying Character Point of View Contrasting point of view
Integration of Knowledge and Ideas						
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	I	O	O	M	Getting to Know Characters in Fiction
RL.2.8	(RL.2.8 not applicable to literature)					
RL.2.9	Compare and contrast two or more	-	-	I	M	Gathering Information From Multiple Sources

	versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.					
Range of Reading and Level of Text Complexity						
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	-	-	I	M	

Writing Standards

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Standards listed below are to be integrated in all forms of writing instruction – informational, opinion, and narrative. Students will have multiple opportunities throughout the school year to demonstrate the skills and knowledge incorporated in these writing standards.

LDC Resources that address multiple standards in this cluster

Achieve the Core Resources that address multiple standards in this cluster

Production and Distribution of Writing		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.2.4	(W.2.4 begins in grade 3)	-	-	-	-	
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	I	O	O	M	My Memory (inspired by the story "Wilfred Gordon McDonald Partridge") Writing Stories with Personification (The Day the Crayons Quit)
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	I	O	O	M	My Memory (inspired by the story "Wilfred Gordon McDonald Partridge")
Research to Build and Present Knowledge						
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	I	O	O	M	Biodiversity Cloudy With a Chance of Meatballs Ox-Cart Man
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	I	O	O	M	A Butterfly is Patient A Drop Around the World A Seed is Sleepy Amelia and Eleanor Go For a Ride Around One Cactus Biodiversity Cloudy With a Chance of Meatballs Ox-Cart Man Snowflake Bentley The Great Kapok Tree

W.2.9	(W.2.9 begins in grade 4)	I	O	O	M	
Range of Writing						
	(W.2.10 begins in grade 3)					

Language Standards

*The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. The skills and applications of these standards are integrated throughout the year and opportunities are provided for students to demonstrate mastery of these standards in all components of ELA instruction – Speaking and Listening, Reading and Writing. **The skills and applications of these standards are integrated throughout the year and opportunities are provided for students to demonstrate mastery of these standards in all components of ELA instruction – Speaking and Listening, Reading and Writing.***

LDC Resources that address multiple standards in this cluster

- [Examining Word Choice in Children's Literature](#)
- [Comparing Characters' Responses to Events](#)
- [Creating a Vocabulary Book or Glossary for a Nonfiction Text](#)
- [The Power of Words](#)
- [Beck's Post-Reading Vocabulary Activities](#)
- [Semantic Gradient](#)
- [Play on Words](#)

Achieve the Core Resources that address multiple standards in this cluster

- [A Butterfly is Patient](#)
- [A Drop Around the World](#)
- [A Seed is Sleepy](#)
- [Amelia and Eleanor Go For a Ride](#)

- [Around One Cactus](#)
- [Snowflake Bentley](#)
- [The Great Kapok Tree](#)

Language Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Additional Resources
Conventions of Standard English						
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	I	O	O	M	
L.2.1.a	Use collective nouns (e.g., group).	I	O	O	M	
L.2.1.b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	I	O	O	M	
L.2.1.c	Use reflexive pronouns (e.g., myself, ourselves).	I	O	O	M	
L.2.1.d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	I	O	O	M	
L.2.1.e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	I	O	O	M	
L.2.1.f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	I	O	O	M	Simple/Complex Sentences (converted from simple sentences)
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I	O	O	M	

L.2.2.a	Capitalize holidays, product names, and geographic names.	I	O	O	M	
L.2.2.b	Use commas in greetings and closings of letters.	-	I	O	M	
L.2.2.c	Use an apostrophe to form contractions and frequently occurring possessives.	-	I	O	M	
L.2.2.d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	I	O	O	M	
L.2.2.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I	O	O	M	
Knowledge of Language						
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening	-	I	O	M	
L.2.3.a	Compare formal and informal uses of English.	-	-	I	M	
Vocabulary Acquisition and Use						
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	-	I	O	M	
L.2.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.	-	I	O	M	
L.2.4.b	Determine the meaning of the new word formed when a known prefix is	-	I	O	M	

	added to a known word (e.g., happy/unhappy, tell/retell).					
L.2.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	-	I	O	M	
L.2.4.d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	-	I	O	M	
L.2.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	I	O	O	M	
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	-	-	I	M	
L.2.5.a	Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).	-	-	I	M	
L.2.5.b	Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	-	-	I	M	
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and	I	O	O	M	

	adverbs to describe (e.g., When other kids are happy that makes me happy).					
--	--	--	--	--	--	--

Writing: Informative/Explanatory

Writing Standard 2: Informative/Explanatory (W.2.2)

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

LDC Resources that address multiple standards in this cluster					
LDC Student Work Rubric Informational/Explanatory Should Animals be Kept in Zoos? (Reading/Science) The Big Influence of One Small Character (E/LA) Danger, Opportunity, and Hope: Immigrants' Stories (Social Studies) Comparing Characters' Responses to Event Persuasive letter					
Achieve the Core Resources that address multiple standards in this cluster					
A Butterfly is Patient A Drop Around the World A Seed is Sleepy Amelia and Eleanor Go For a Ride Around One Cactus Biodiversity Cloudy With a Chance of Meatballs Snowflake Bentley The Great Kapok Tree					
Writing Informative/Explanatory Standards	1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks	

W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	I				
-------	--	---	--	--	--	--

Writing: Opinion

Writing Standard 1: Opinion (W.2.1)

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

LDC Resources that address multiple standards in this cluster

[LDC Student Work Rubric-Opinion](#)

[Book Reviews](#)

[Writing Stories with Personification \(The Day the Crayons Quit\)](#)

Achieve the Core Resources that address multiple standards in this cluster

Opinion Writing Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	-	I	O	M	

Writing: Narrative

Writing Standard 3: Narrative (W.2.3)

Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

LDC Resources that address multiple standards in this cluster

- [Writing Fractured Fairytales](#)
- [Identifying Character Point of View](#)
- [The Power of Words](#)

Achieve the Core Resources that address multiple standards in this cluster

Narrative Writing Standards		1 st 9 weeks	2 nd 9 weeks	3 rd 9 weeks	4 th 9 weeks	Resources
W.2.3	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	-	-	I	M	