Kansas Common Core Standards

Anchor Standards* for Literacy Learning

The "Anchor Standards for Literacy Learning" were added by the Kansas Department of Education (KSDE) as part of the KS 15% for English Language Arts**. The purpose of the Kansas 15% is to emphasize concepts and teaching philosophies that are important in Kansas. Although most of the concepts included within these standards are mentioned in the Common Core State Standards (CCSS), KSDE wanted to highlight the importance of each one.

The "Anchor Standards for Literacy Learning" underscore the idea that comprehensive literacy instruction should occur both across the curriculum and within each discipline and that *all educators* share responsibility for the literacy learning of all students. Comprehensive literacy instruction should address skills in reading, writing, thinking, listening, and speaking and should be approached in a cohesive and integrated fashion rather than as discrete skills taught in isolation.

(*Standards noted with a  are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Literacy Learning		
Literacy Learning	**1**	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.
	2	Use meta-cognitive strategies to monitor literacy learning progress.
	3	Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
	4	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
	5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.

**Four other anchor standards were added by the Kansas Department of Education as part of the KS 15% for English Language Arts. They are noted in the "Anchor Standards for Reading" and "Anchor Standards for Writing" sections below.

Kansas Common Core Standards

Anchor Standards* for Reading

According the CCSS document, the "standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate."

(*Standards noted with a  are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Reading		
Key Ideas and Details	**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.
	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure	**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.
	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.
	6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	**7**	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
	8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	**10**	Read and comprehend complex literary and informational texts independently and proficiently.
	 **11**	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
	 **12**	Read—both independently and collaboratively—print, non-print, and multi-modal works proficiently and critically to be media literate.

* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note: See page 10 of the CCSS document for the "Note on range and content of student reading" for grades K-5. See page 35 of the CCSS document for the "Note on range and content of student reading" for grades 6-12.

This document was adapted from the Common Core State Standards (CCSS) for use in Kansas. To access the full CCSS document, which includes important supplemental information and several appendices, please visit www.corestandards.org.

3/26/12

Kansas Common Core Standards

Grade 2

Reading Standards for Literature	
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.
	RL.2.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	RL.2.3 – Describe how characters in a story respond to major events and challenges.
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.
	RL.2.5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	RL.2.6 – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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.
	(Not applicable to literature)
	RL.2.9 – Compare and contrast two or more 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.

This document was adapted from the Common Core State Standards (CCSS) for use in Kansas. To access the full CCSS document, which includes important supplemental information and several appendices, please visit www.corestandards.org.

Kansas Common Core Standards

Grade 2

Reading Standards for Informational Text	
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.
	RI.2.2 – Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
	RI.2.3 – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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.
	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.
	RI.2.6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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.
	RI.2.8 – Describe how reasons support specific points the author makes in a text.
	RI.2.9 – Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity	**RI.2.10** – By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Kansas Common Core Standards

Grade 2

Reading Standards: Foundation Skills	
Phonics and Word Recognition	**RF.2.3** – Know and apply grade-level phonics and word analysis skills in decoding words.
	RF.2.3a – Distinguish long and short vowels when reading regularly spelled one-syllable words.
	RF.2.3b – Know spelling-sound correspondences for additional common vowel teams.
	RF.2.3c – Decode regularly spelled two-syllable words with long vowels.
	RF.2.3d – Decode words with common prefixes and suffixes.
	RF.2.3e – Identify words with inconsistent but common spelling-sound correspondences.
	RF.2.3f – Recognize and read grade-appropriate irregularly spelled words.
Fluency	**RF.2.4** – Read with sufficient accuracy and fluency to support comprehension.
	RF.2.4a – Read on-level text with purpose and understanding.
	RF.2.4b – Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
	RF.2.4c – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Kansas Common Core Standards

Anchor Standards* for Writing

According the CCSS document, the "standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate."

(*Standards noted with a  are part of the KS 15% for English Language Arts)

College and Career Readiness Anchor Standards for Writing		
Text Types and Purposes*	**1**	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	 **11**	Create—both independently and collaboratively—technical, non-print, digital, and multi-modal versions of text types and purposes outlined in standards 1, 2, and 3.
Production and Distribution of Writing	**4**	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	 **12**	Strengthen writing craft—both independently and collaboratively—through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.
	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	**7**	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	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.
	9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	**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.

*These broad types of writing include many subgenres. See Appendix A [of the full CCSS document] for definitions of key writing types.

Note: See page 18 of the CCSS document for the "Note on range and content of student writing" for grades K-5. See page 41 of the CCSS document for the "Note on range and content of student writing" for grades 6-12.

This document was adapted from the Common Core State Standards (CCSS) for use in Kansas. To access the full CCSS document, which includes important supplemental information and several appendices, please visit www.corestandards.org.

3/26/12

Kansas Common Core Standards

Grade 2

Writing Standards	
Text Types and Purposes	**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.
	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.
	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.
Production and Distribution of Writing	**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.
	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.
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).
	W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.
	W.2.9 – (Begins in grade 4)
Range of Writing	**W.2.10** – (Begins in grade 3)

This document was adapted from the Common Core State Standards (CCSS) for use in Kansas. To access the full CCSS document, which includes important supplemental information and several appendices, please visit www.corestandards.org.

Kansas Common Core Standards

Anchor Standards for Speaking and Listening

According the CCSS document, the "standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate."

College and Career Readiness Anchor Standards for Speaking and Listening		
Comprehension and Collaboration	**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.
	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	**4**	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note: See page 22 of the CCSS document for the "Note on range and content of student speaking and listening" for grades K-5. See page 48 of the CCSS document for the "Note on range and content of student speaking and listening" for grades 6-12.

Kansas Common Core Standards

Grade 2

Speaking and Listening Standards	
Comprehension & 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.
	SL.2.1a – 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).
	SL.2.1b – Build on others' talk in conversations by linking their comments to the remarks of others.
	SL.2.1c – Ask for clarification and further explanation as needed about the topics and texts under discussion.
	SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	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.
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.
	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.
	SL.2.6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1and 3 on page 26 [of the CCSS] for specific expectations.)

Kansas Common Core Standards

Anchor Standards for Language

According the CCSS document, the "standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate."

College and Career Readiness Anchor Standards for Language		
Conventions of Standard English	**1**	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	**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.
Vocabulary Acquisition and Use	**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.
	5	Demonstrate understanding of word relationships and nuances in word meanings.
	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.

Note: See page 25 of the CCSS document for the "Note on range and content of student language use" for grades K-5. See page 51 of the CCSS document for the "Note on range and content of student language use" for grades 6-12.

Kansas Common Core Standards

Grade 2

Language Standards	
Conventions of Standard English	**L.2.1** – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.2.1a – Use collective nouns (e.g., *group*).
	L.2.1b – Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
	L.2.1c – Use reflexive pronouns (e.g., *myself, ourselves*).
	L.2.1d – Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
	L.2.1e – Use adjectives and adverbs, and choose between them depending on what is to be modified.
	L.2.1f – 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*).
	L.2.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.2.2a – Capitalize holidays, product names, and geographic names.
	L.2.2b – Use commas in greetings and closings of letters.
	L.2.2c – Use an apostrophe to form contractions and frequently occurring possessives.
	L.2.2d – Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
	L.2.2e – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	**L.2.3** – Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	L.2.3a – Compare formal and informal uses of English.
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.
	L.2.4a – Use sentence-level context as a clue to the meaning of a word or phrase.
	L.2.4b – Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
	L.2.4c – Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
	L.2.4d – Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
	L.2.4e – Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	L.2.5 – Demonstrate understanding of word relationships and nuances in word meanings.
	L.2.5a – Identify real-life connections between words and their use (e.g., *describe foods that*

	are spicy or juicy).
	L.2.5b – Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
	L.2.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).