KANSAS STANDARDS FOR

English Language Arts

KANSAS STATE DEPARTMENT OF EDUCATION

Kansas leads the world in the success of each student.

Updated February 2025

The 2023 English Language Arts Standards were updated to reflect the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. These standards have been reviewed to support each school district's ability to utilize structured literacy as the explicit and evidence-based approach to teaching literacy skills to all students. To this end, these standards were built with the purpose of providing educators, parents, and other education stakeholders a clear view of what English Language Arts and Literacy instruction should look like in Kansas.

Further, the English Language Arts Standards are built upon a foundation of common understandings – or practices – which provide a "big picture view" of broad goals for English Language Arts and Literacy instruction for each student across the state. These five foundational practices are intended to support a philosophy aligned with the Kansas State Board of Education's vision and goals, which are intended to ensure that, through their pre-K-12 experiences, Kansas students are equipped with the academic, cognitive, metacognitive, technical and employability skills required for postsecondary success, as well as the capacity to positively impact the world around them.

English Language Arts Foundational Practices

1. Write, speak, read and listen appropriately in all disciplines.
2. Seek out and work to understand diverse perspectives.
3. Use knowledge gained from literacy experiences to solve problems.
4. Create multimodal versions of texts for a range of purposes and audiences.
5. Self-regulate and monitor growth in writing, speaking, reading and listening.

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Grade 2

Reading: Foundational

Print Concepts

CODE	DESCRIPTION
RF.2.1	Not applicable to second grade.

Phonological Awareness

CODE	DESCRIPTION
RF.2.2	Not applicable to second grade.

Phonics and Word Recognition

CODE	DESCRIPTION
RF.2.3	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.b	Know correspondences for additional common vowel teams (e.g., steak).
RF.2.3.c	Decode regularly spelled two-syllable words with long vowels.
RF.2.3.d	Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
RF.2.3.e	Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
RF.2.3.f	Recognize and read grade-appropriate words.
RF.2.3.g	Decode words with digraphs ph /f/, gh /f/, ch /k/, ch /sh/.
RF.2.3.h	Apply the jobs of y when acting as a long vowel in one-syllable or multi-syllable word (e.g., crybaby) or a short i (e.g., gym, myth).

Fluency

CODE	DESCRIPTION
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a	Read text with purpose and understanding.
RF.2.4.b	Read text orally with accuracy, prosody, and appropriate rate.
RF.2.4.c	Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
RF.2.4.a	Read text with purpose and understanding.
RF.2.4.b	Read text orally with accuracy, prosody, and appropriate rate.
RF.2.4.c	Use the Four-Part Processing model for Word Recognition to affirm or self-correct to increase accuracy in fluent reading.

Reading: Literature

Key Ideas and Details

CODE	DESCRIPTION
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 lesson, moral or central message.
RL.2.3	Describe how characters in a story respond to major events and challenges.

Craft and Structure

CODE	DESCRIPTION
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

CODE	DESCRIPTION
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.
RL.2.8	Not applicable for literature.
RL.2.9	Compare and contrast two or more versions of the same story by different authors or from different cultures.

Language in Reading: Literature

CODE	DESCRIPTION
RL.2.10	Use knowledge of language and its conventions.
RL.2.10.a	Compare formal and informal uses of English.
RL.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RL.2.11.a	Use sentence-level context (definition and synonym) as a clue to the meaning of a word or phrase.
RL.2.11.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, do/redo)
RL.2.11.c	Use a known root word as a clue to the meaning of an unknown word with the same root.
RL.2.11.d	Use knowledge of individual words to define a compound words (e.g., birdhouse).
RL.2.11.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RL.2.12	Demonstrate understanding of word relationships and nuances in word meanings.
RL.2.12.a	Identify real-life connections between words and their use.
RL.2.12.b	Distinguish shades of meaning among closely-related verbs and closely- related adjectives.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RL.2.13	Read and comprehend high-quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for second grade.

Reading: Informational

Key Ideas and Details

CODE	DESCRIPTION
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

CODE	DESCRIPTION
RI.2.4	Determine the meaning of words and phrases in a text relevant to a second grade 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

CODE	DESCRIPTION
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.

Language in Reading: Informational

CODE	DESCRIPTION
RI.2.10	Use knowledge of language and its conventions.
RI.2.10.a	Compare formal and informal uses of English.
RI.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.
RI.2.11.a	Use sentence-level context (definition and synonym) to determine the meaning of a word or phrase
RI.2.11.b	Determine the meaning of the new word formed when a known prefix is added to a base word (e.g., happy/unhappy, do/redo).
RI.2.11.c	Use a known root word the meaning of an unknown word with the same root (e.g., happy/unhappy, do/redo).
RI.2.11.d	Use knowledge of the meaning of individual words to define the meaning of compound words (e.g., birdhouse).
RI.2.11.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
RI.2.12	Demonstrate understanding of word relationships and nuances in word meanings.
RI.2.12.a	Identify real-life connections between words and their use.
RI.2.12.b	Distinguish shades of meaning among closely-related verbs and closely- related adjectives.

Range of Reading and Text Complexity

CODE	DESCRIPTION
RI.2.13	Read and comprehend informational text of appropriate quantitative and qualitative complexity for second grade.

Writing

Text Types and Purposes

CODE	DESCRIPTION
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

CODE	DESCRIPTION
W.2.4	Begins in third grade.
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

CODE	DESCRIPTION
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 fourth grade.

Language in Writing

CODE	DESCRIPTION
W.2.10	Demonstrate command of the conventions of standard English grammar and usage when writing.
W.2.10.a	Use collective nouns when writing.
W.2.10.b	Form and use frequently-occurring irregular plural nouns (e.g., feet)
W.2.10.c	Use reflexive pronouns (e.g., myself)
W.2.10.d	Form and use past tense of frequently-occurring irregular verbs (e.g., told).
W.2.10.e	Use adjectives and adverbs and choose between them, depending on what is to be modified.
W.2.10.f	Produce, expand and rearrange complete simple and compound sentences.
W.2.11	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
W.2.11.a	Capitalize holidays, product names and geographic names.
W.2.11.b	Use commas in greetings and closings of letters.
W.2.11.c	Use an apostrophe to form contractions and frequently-occurring possessives.
W.2.11.d	Generalize learned spelling patterns when writing words, including compound words, the doubling rule, and e-drop rule.
W.2.11.e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Range of Writing

CODE	DESCRIPTION
W.2.12	Begins in third grade.

Speaking and Listening

Comprehension and Collaboration

CODE	DESCRIPTION
SL.2.1	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.
SL.2.1.a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.2.1.b	Build on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1.c	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, information presented orally or through media.
SL.2.3	Ask and answer questions about what a speaker says to clarify comprehension, gather additional information or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

CODE	DESCRIPTION
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate 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, including requested detail or clarification and proper usage of English grammar.

Language in Speaking and Listening

CODE	DESCRIPTION
SL.2.7	Demonstrate command of the conventions of standard English grammar and usage when speaking.
SL.2.7.a	Use collective nouns when speaking.
SL.2.7.b	Form and use frequently-occurring irregular plural nouns (e.g., teeth).
SL.2.7.c	Use reflexive pronouns (e.g., ourselves).
SL.2.7.d	Form and use past tense of frequently-occurring irregular verbs (e.g., hid)
SL.2.7.e	Use context-appropriate adjectives and adverbs.
SL.2.7.f	Produce complete simple and compound sentences.
SL.2.8	Use phrases and words, including adjective and adverbs to describe, which have been acquired through conversations, reading, read alouds and text responses.