

Book in the Bag
2nd Grade
Kansas Academic Standards

Health: Kindergarten – 4th grade

Content Standard: Health Promotion and Disease Prevention

Standard 1: The student will comprehend concepts related to health promotion and disease prevention as related to: (a) nutrition (b) prevention and control of disease (d) personal health

Benchmark 1: The student will demonstrate comprehension of basic concepts related to health promotion and disease prevention by identifying and describing relationships between well-being and the health-related behaviors in the ten content areas.

Content Standard: Self Management

Standard 3: The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Benchmark 1: The student will identify and demonstrate healthy behaviors to reduce health risks.

Reading: 2nd grade

Standard 1: The student reads and comprehends text across the curriculum.

Benchmark 1: The student uses skills in alphabets to construct meaning from text.

Indicator 1: The student manipulates onsets and rimes in spoken syllables. (Phonological awareness)

Indicator 2: ▲ The student uses knowledge of developmentally appropriate decoding skills (e.g., ▲ consonant-vowel combinations, ▲ blends, diagraphs, ▲ word families) when reading unknown words. (Phonics)

Indicator 3: The student categorizes onsets and rimes in spoken syllables. (Phonological awareness)

Indicator 5: ▲ The student identifies onsets and rimes in spoken words (e.g., alliteration, intonation, rhyme). (Phonological Awareness)

Benchmark 2: The student reads fluently.

Indicator 1: ▲ The student uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes) to read fluently at instructional or independent reading levels.

Indicator 2: The student reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech.

Indicator 3: The student uses knowledge of sentence structure to read fluently at instructional or independent reading levels.

Indicator 5: The student begins to adjust reading rate to support comprehension when reading narrative expository texts.

Benchmark 3: The student reads and comprehends text across the curriculum.

Indicator 1: The student demonstrates automatic recognition of sight words.

Indicator 2: ▲ The student determines the meaning of unknown words of phrases using picture clues and context clues from sentences and paragraphs.

Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

Indicator 1: The student recognizes the differences between narrative, expository, and technical texts.

Indicator 3: The student uses pictures, content, and prior knowledge to make predictions.

Indicator 4: The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.

Indicator 5: ▲ The student uses ▲ illustrations, ▲ text, and prior knowledge to make inferences and draw conclusions.

Indicator 6: The student identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect).

Literature: 2nd Grade

Standard 2: The student reads and responds to a variety of text.

Benchmark 1: the student uses literary concepts to interpret and respond to text.

Indicator 1: ▲ The student identifies and describes characters in literature.

Indicator 2: ▲ The student identifies and describes setting.

Indicator 3: The student retells the plot of a story.

Benchmark 2: The student understands the significance of literature and its contributions to various cultures.

Indicator 1: The student reads to connect personal experiences and ideas with those of other culture in literature.

Indicator 2: The student identifies various languages, traditions, and cultures found in literature.

Indicator 3: The student makes connections between specific aspects of literature form a variety of cultures and personal experiences.

Science: Kindergarten – 2nd grade

Standard 6: Science in Personal and Environmental Perspectives

The student will have a variety of experiences that provide understandings for various science-related personal and environmental challenges.

Benchmark 1: The student will demonstrate responsibility for their own health.

Indicator 1: The student engages in personal care.

Indicator 2: The student discusses healthy foods.

Indicator 3: The student discusses human needs to practice being safe.