

Main Criteria: Classroom Supplement Units Grade 2

Secondary Criteria: Oregon Content Standards

Subject: Language Arts

Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

Oregon Content Standards

Language Arts

Grade 2 - Adopted: 2010

STANDARD / CONTENT AREA	OR.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonics and Word Recognition
BENCHMARK / STRAND	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / BENCHMARK	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / BENCHMARK	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / BENCHMARK	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / BENCHMARK	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / BENCHMARK	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
STANDARD / CONTENT AREA	OR.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Fluency
BENCHMARK / STRAND	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / BENCHMARK	2.RF.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / BENCHMARK	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
BENCHMARK / STRAND	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
BENCHMARK / STRAND	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
BENCHMARK / STRAND	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD /	OR.2.RL.	Reading Standards: Literature

CONTENT AREA		
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	2.RL.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.
STANDARD / CONTENT AREA	OR.2.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / CONTENT AREA	OR.2.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
BENCHMARK / STRAND	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD / CONTENT AREA	OR.2.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	2.RI.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.
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION / BENCHMARK	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION / BENCHMARK	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION / BENCHMARK	2.L.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).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / BENCHMARK	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage --> badge; boy --> boil).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards

CONTENT STANDARD / PROFICIENCY		Knowledge of Language
BENCHMARK / STRAND	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
EXPECTATION / BENCHMARK	2.L.3.a.	Compare formal and informal uses of English.
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.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.
EXPECTATION / BENCHMARK	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / BENCHMARK	2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION / BENCHMARK	2.L.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).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / BENCHMARK	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.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).
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION / BENCHMARK	2.SL.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).
EXPECTATION / BENCHMARK	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / BENCHMARK	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
BENCHMARK / STRAND	3.SL.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.
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT		Presentation of Knowledge and Ideas

STANDARD / PROFICIENCY		
BENCHMARK / STRAND	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
BENCHMARK / STRAND	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Unit 1

**Oregon Content Standards
Language Arts
Grade 2 - Adopted: 2010**

STANDARD / CONTENT AREA	OR.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonics and Word Recognition
BENCHMARK / STRAND	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / BENCHMARK	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / BENCHMARK	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / BENCHMARK	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / BENCHMARK	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / BENCHMARK	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / BENCHMARK	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / CONTENT AREA	OR.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Fluency
BENCHMARK / STRAND	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / BENCHMARK	2.RF.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / BENCHMARK	2.RF.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / BENCHMARK	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
BENCHMARK / STRAND	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
BENCHMARK / STRAND	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

BENCHMARK / STRAND	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
BENCHMARK / STRAND	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	2.RL.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.
STANDARD / CONTENT AREA	OR.2.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
BENCHMARK / STRAND	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STANDARD / CONTENT AREA	OR.2.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
BENCHMARK / STRAND	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD / CONTENT AREA	OR.2.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	2.RI.8.	Describe how reasons support specific points the author makes in a text.
STANDARD / CONTENT AREA	OR.2.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	2.RI.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.
STANDARD / CONTENT AREA	OR.2.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Text Types and Purposes
BENCHMARK / STRAND	2.W.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.
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK /	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage

STRAND		when writing or speaking.
EXPECTATION / BENCHMARK	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION / BENCHMARK	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION / BENCHMARK	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION / BENCHMARK	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION / BENCHMARK	2.L.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).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / BENCHMARK	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / BENCHMARK	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage --> badge; boy --> boil).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Knowledge of Language
BENCHMARK / STRAND	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
EXPECTATION / BENCHMARK	2.L.3.a.	Compare formal and informal uses of English.
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.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.
EXPECTATION / BENCHMARK	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / BENCHMARK	2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION / BENCHMARK	2.L.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).
EXPECTATION / BENCHMARK	2.L.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).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / BENCHMARK	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION / BENCHMARK	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use

BENCHMARK / STRAND	2.L.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).
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION / BENCHMARK	2.SL.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).
EXPECTATION / BENCHMARK	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / BENCHMARK	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
BENCHMARK / STRAND	3.SL.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.
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Presentation of Knowledge and Ideas
BENCHMARK / STRAND	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
BENCHMARK / STRAND	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Unit 2

Oregon Content Standards

Language Arts

Grade 2 - Adopted: 2010

STANDARD / CONTENT AREA	OR.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonics and Word Recognition
BENCHMARK / STRAND	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / BENCHMARK	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / BENCHMARK	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / BENCHMARK	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / BENCHMARK	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / BENCHMARK	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / BENCHMARK	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / CONTENT AREA	OR.2.RF.	Reading Standards: Foundational Skills

CONTENT STANDARD / PROFICIENCY		Fluency
BENCHMARK / STRAND	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / BENCHMARK	2.RF.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / BENCHMARK	2.RF.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / BENCHMARK	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
BENCHMARK / STRAND	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
BENCHMARK / STRAND	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
BENCHMARK / STRAND	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
BENCHMARK / STRAND	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	2.RL.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.
STANDARD / CONTENT AREA	OR.2.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
BENCHMARK / STRAND	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STANDARD / CONTENT AREA	OR.2.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

BENCHMARK / STRAND	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD / CONTENT AREA	OR.2.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	2.RI.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.
STANDARD / CONTENT AREA	OR.2.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Text Types and Purposes
BENCHMARK / STRAND	2.W.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.
BENCHMARK / STRAND	2.W.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.
STANDARD / CONTENT AREA	OR.2.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Production and Distribution of Writing
BENCHMARK / STRAND	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION / BENCHMARK	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION / BENCHMARK	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION / BENCHMARK	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION / BENCHMARK	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION / BENCHMARK	2.L.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).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / BENCHMARK	2.L.2.a.	Capitalize holidays, product names, and geographic names.
EXPECTATION / BENCHMARK	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / BENCHMARK	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage --> badge; boy --> boil).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Knowledge of Language

BENCHMARK / STRAND	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
EXPECTATION / BENCHMARK	2.L.3.a.	Compare formal and informal uses of English.
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.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.
EXPECTATION / BENCHMARK	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / BENCHMARK	2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION / BENCHMARK	2.L.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).
EXPECTATION / BENCHMARK	2.L.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).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / BENCHMARK	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION / BENCHMARK	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.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).
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION / BENCHMARK	2.SL.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).
EXPECTATION / BENCHMARK	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / BENCHMARK	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
BENCHMARK / STRAND	3.SL.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.
STANDARD /	OR.2.SL.	Speaking and Listening Standards

CONTENT AREA		
CONTENT STANDARD / PROFICIENCY		Presentation of Knowledge and Ideas
BENCHMARK / STRAND	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
BENCHMARK / STRAND	2.SL.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.
BENCHMARK / STRAND	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Unit 3

Oregon Content Standards

Language Arts

Grade 2 - Adopted: 2010

STANDARD / CONTENT AREA	OR.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonics and Word Recognition
BENCHMARK / STRAND	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / BENCHMARK	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / BENCHMARK	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / BENCHMARK	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / BENCHMARK	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / BENCHMARK	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / BENCHMARK	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / CONTENT AREA	OR.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Fluency
BENCHMARK / STRAND	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / BENCHMARK	2.RF.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / BENCHMARK	2.RF.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / BENCHMARK	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
BENCHMARK / STRAND	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
BENCHMARK / STRAND	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature

CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
BENCHMARK / STRAND	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
BENCHMARK / STRAND	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	2.RL.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.
STANDARD / CONTENT AREA	OR.2.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Text Types and Purposes
BENCHMARK / STRAND	2.W.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.
STANDARD / CONTENT AREA	OR.2.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Production and Distribution of Writing
BENCHMARK / STRAND	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION / BENCHMARK	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION / BENCHMARK	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION / BENCHMARK	2.L.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).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / BENCHMARK	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / BENCHMARK	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage --> badge; boy --

BENCHMARK		> boil).
EXPECTATION / BENCHMARK	2.L.2.e.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Knowledge of Language
BENCHMARK / STRAND	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
EXPECTATION / BENCHMARK	2.L.3.a.	Compare formal and informal uses of English.
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.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.
EXPECTATION / BENCHMARK	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / BENCHMARK	2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION / BENCHMARK	2.L.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).
EXPECTATION / BENCHMARK	2.L.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).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / BENCHMARK	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION / BENCHMARK	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.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).
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION / BENCHMARK	2.SL.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).
EXPECTATION / BENCHMARK	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / BENCHMARK	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards

CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
BENCHMARK / STRAND	3.SL.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.
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Presentation of Knowledge and Ideas
BENCHMARK / STRAND	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
BENCHMARK / STRAND	2.SL.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.
BENCHMARK / STRAND	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Unit 4

**Oregon Content Standards
Language Arts
Grade 2 - Adopted: 2010**

STANDARD / CONTENT AREA	OR.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonics and Word Recognition
BENCHMARK / STRAND	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / BENCHMARK	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / BENCHMARK	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / BENCHMARK	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / BENCHMARK	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / BENCHMARK	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / BENCHMARK	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / CONTENT AREA	OR.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Fluency
BENCHMARK / STRAND	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / BENCHMARK	2.RF.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / BENCHMARK	2.RF.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / BENCHMARK	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details

BENCHMARK / STRAND	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
BENCHMARK / STRAND	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
BENCHMARK / STRAND	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
BENCHMARK / STRAND	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
BENCHMARK / STRAND	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	2.RL.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.
STANDARD / CONTENT AREA	OR.2.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
BENCHMARK / STRAND	2.RI.2.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
BENCHMARK / STRAND	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STANDARD / CONTENT AREA	OR.2.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
BENCHMARK / STRAND	2.RI.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
STANDARD / CONTENT AREA	OR.2.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	2.RI.8.	Describe how reasons support specific points the author makes in a text.
STANDARD / CONTENT AREA	OR.2.RI.	Reading Standards: Informational Text
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity

BENCHMARK / STRAND	2.RI.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.
STANDARD / CONTENT AREA	OR.2.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Text Types and Purposes
BENCHMARK / STRAND	2.W.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.
BENCHMARK / STRAND	2.W.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.
STANDARD / CONTENT AREA	OR.2.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Production and Distribution of Writing
BENCHMARK / STRAND	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / CONTENT AREA	OR.2.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Research to Build and Present Knowledge
BENCHMARK / STRAND	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION / BENCHMARK	2.L.1.b.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION / BENCHMARK	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION / BENCHMARK	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION / BENCHMARK	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION / BENCHMARK	2.L.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).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / BENCHMARK	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / BENCHMARK	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage --> badge; boy --> boil).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Knowledge of Language
BENCHMARK / STRAND	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening

EXPECTATION / BENCHMARK	2.L.3.a.	Compare formal and informal uses of English.
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.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.
EXPECTATION / BENCHMARK	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / BENCHMARK	2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION / BENCHMARK	2.L.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).
EXPECTATION / BENCHMARK	2.L.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).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / BENCHMARK	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION / BENCHMARK	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.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).
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION / BENCHMARK	2.SL.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).
EXPECTATION / BENCHMARK	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / BENCHMARK	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
BENCHMARK / STRAND	3.SL.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.
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT		Presentation of Knowledge and Ideas

STANDARD / PROFICIENCY		
BENCHMARK / STRAND	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
BENCHMARK / STRAND	2.SL.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.
BENCHMARK / STRAND	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Unit 5

Oregon Content Standards

Language Arts

Grade 2 - Adopted: 2010

STANDARD / CONTENT AREA	OR.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonics and Word Recognition
BENCHMARK / STRAND	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / BENCHMARK	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / BENCHMARK	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / BENCHMARK	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / BENCHMARK	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / BENCHMARK	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / BENCHMARK	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / CONTENT AREA	OR.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Fluency
BENCHMARK / STRAND	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / BENCHMARK	2.RF.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / BENCHMARK	2.RF.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / BENCHMARK	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
BENCHMARK / STRAND	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
BENCHMARK / STRAND	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Craft and Structure

BENCHMARK / STRAND	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
BENCHMARK / STRAND	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
BENCHMARK / STRAND	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	2.RL.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.
STANDARD / CONTENT AREA	OR.2.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Text Types and Purposes
BENCHMARK / STRAND	2.W.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.
BENCHMARK / STRAND	2.W.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.
STANDARD / CONTENT AREA	OR.2.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Production and Distribution of Writing
BENCHMARK / STRAND	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / CONTENT AREA	OR.2.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Research to Build and Present Knowledge
BENCHMARK / STRAND	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION / BENCHMARK	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION / BENCHMARK	2.L.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
EXPECTATION / BENCHMARK	2.L.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).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT		Conventions of Standard English

STANDARD / PROFICIENCY		
BENCHMARK / STRAND	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / BENCHMARK	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / BENCHMARK	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage --> badge; boy --> boil).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Knowledge of Language
BENCHMARK / STRAND	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
EXPECTATION / BENCHMARK	2.L.3.a.	Compare formal and informal uses of English.
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.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.
EXPECTATION / BENCHMARK	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / BENCHMARK	2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION / BENCHMARK	2.L.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).
EXPECTATION / BENCHMARK	2.L.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).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / BENCHMARK	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EXPECTATION / BENCHMARK	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.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).
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION / BENCHMARK	2.SL.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).
EXPECTATION / BENCHMARK	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.

EXPECTATION / BENCHMARK	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
BENCHMARK / STRAND	3.SL.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.
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Presentation of Knowledge and Ideas
BENCHMARK / STRAND	2.SL.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
BENCHMARK / STRAND	2.SL.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.
BENCHMARK / STRAND	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)

Unit 7

Oregon Content Standards

Language Arts

Grade 2 - Adopted: 2010

STANDARD / CONTENT AREA	OR.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Phonics and Word Recognition
BENCHMARK / STRAND	2.RF.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / BENCHMARK	2.RF.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / BENCHMARK	2.RF.3.b.	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / BENCHMARK	2.RF.3.c.	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / BENCHMARK	2.RF.3.d.	Decode words with common prefixes and suffixes.
EXPECTATION / BENCHMARK	2.RF.3.e.	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / BENCHMARK	2.RF.3.f.	Recognize and read grade-appropriate irregularly spelled words.
STANDARD / CONTENT AREA	OR.2.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD / PROFICIENCY		Fluency
BENCHMARK / STRAND	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION / BENCHMARK	2.RF.4.a.	Read grade-level text with purpose and understanding.
EXPECTATION / BENCHMARK	2.RF.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / BENCHMARK	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STANDARD /	OR.2.RL.	Reading Standards: Literature

CONTENT AREA		
CONTENT STANDARD / PROFICIENCY		Key Ideas and Details
BENCHMARK / STRAND	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
BENCHMARK / STRAND	2.RL.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
BENCHMARK / STRAND	2.RL.3.	Describe how characters in a story respond to major events and challenges.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Craft and Structure
BENCHMARK / STRAND	2.RL.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
BENCHMARK / STRAND	2.RL.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
BENCHMARK / STRAND	2.RL.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Integration of Knowledge and Ideas
BENCHMARK / STRAND	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STANDARD / CONTENT AREA	OR.2.RL.	Reading Standards: Literature
CONTENT STANDARD / PROFICIENCY		Range of Reading and Level of Text Complexity
BENCHMARK / STRAND	2.RL.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.
STANDARD / CONTENT AREA	OR.2.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Text Types and Purposes
BENCHMARK / STRAND	2.W.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.
BENCHMARK / STRAND	2.W.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.
BENCHMARK / STRAND	2.W.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.
STANDARD / CONTENT AREA	OR.2.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Production and Distribution of Writing
BENCHMARK / STRAND	2.W.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
STANDARD / CONTENT AREA	OR.2.W.	Writing Standards
CONTENT STANDARD / PROFICIENCY		Research to Build and Present Knowledge
BENCHMARK / STRAND	2.W.8.	Recall information from experiences or gather information from provided sources to answer a question.
STANDARD /	OR.2.L.	Language Standards

CONTENT AREA		
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	2.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	2.L.1.a.	Use collective nouns (e.g., group).
EXPECTATION / BENCHMARK	2.L.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION / BENCHMARK	2.L.1.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION / BENCHMARK	2.L.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).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Conventions of Standard English
BENCHMARK / STRAND	2.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / BENCHMARK	2.L.2.c.	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / BENCHMARK	2.L.2.d.	Generalize learned spelling patterns when writing words (e.g., cage --> badge; boy --> boil).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Knowledge of Language
BENCHMARK / STRAND	2.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening
EXPECTATION / BENCHMARK	2.L.3.a.	Compare formal and informal uses of English.
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.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.
EXPECTATION / BENCHMARK	2.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / BENCHMARK	2.L.4.b.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
EXPECTATION / BENCHMARK	2.L.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).
EXPECTATION / BENCHMARK	2.L.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).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use
BENCHMARK / STRAND	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / BENCHMARK	2.L.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STANDARD / CONTENT AREA	OR.2.L.	Language Standards
CONTENT STANDARD / PROFICIENCY		Vocabulary Acquisition and Use

PROFICIENCY		
BENCHMARK / STRAND	2.L.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).
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION / BENCHMARK	2.SL.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).
EXPECTATION / BENCHMARK	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / BENCHMARK	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Comprehension and Collaboration
BENCHMARK / STRAND	2.SL.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
BENCHMARK / STRAND	3.SL.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.
STANDARD / CONTENT AREA	OR.2.SL.	Speaking and Listening Standards
CONTENT STANDARD / PROFICIENCY		Presentation of Knowledge and Ideas
BENCHMARK / STRAND	2.SL.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.
BENCHMARK / STRAND	2.SL.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)