

Main Criteria: Classroom Supplement Units Grade 2

Secondary Criteria: South Dakota Content Standards

Subject: Language Arts

Grade: 2

Classroom Supplement Units Grade 2

Pre-writing

South Dakota Content Standards

Language Arts

Grade 2 - Adopted: 2010

GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	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.
STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	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.
STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	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.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	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.
GOAL/STRAND	SD.RI.2.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	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.
GOAL/STRAND	SD.RI.2.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
GOAL/STRAND	SD.RI.2.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	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.
GOAL/STRAND	SD.RF.2.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonics and Word Recognition

STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUPPORTING SKILLS	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
SUPPORTING SKILLS	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
SUPPORTING SKILLS	RF.2.3(d)	Decode words with common prefixes and suffixes.
SUPPORTING SKILLS	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
GOAL/STRAND	SD.RF.2.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	RF.2.4(a)	Read on-level text with purpose and understanding.
SUPPORTING SKILLS	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
SUPPORTING SKILLS	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	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.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
STANDARD	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.2.1(a)	Use collective nouns (e.g., group).
SUPPORTING SKILLS	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
SUPPORTING SKILLS	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
SUPPORTING SKILLS	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English

CHMARK		
STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BEN CHMARK		Knowledge of Language
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	L.2.3(a)	Compare formal and informal uses of English.
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BEN CHMARK		Vocabulary Acquisition and Use
STANDARD	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.
SUPPORTING SKILLS	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	L.2.4(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).
SUPPORTING SKILLS	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BEN CHMARK		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
SUPPORTING SKILLS	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BEN CHMARK		Vocabulary Acquisition and Use
STANDARD	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).

Unit 1

South Dakota Content Standards

Language Arts

Grade 2 - Adopted: 2010

GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BEN CHMARK		Key Ideas and Details
STANDARD	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.
STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BEN CHMARK		Craft and Structure
STANDARD	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.
STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD	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.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BEN		Integration of Knowledge and Ideas

CHMARK		
STANDARD	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.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BEN CHMARK		Range of Reading and Level of Text Complexity
STANDARD	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.
GOAL/STRAND	SD.RI.2.	Reading Standards for Informational Text
INDICATOR/BEN CHMARK		Key Ideas and Details
STANDARD	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.
STANDARD	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
GOAL/STRAND	SD.RI.2.	Reading Standards for Informational Text
INDICATOR/BEN CHMARK		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
GOAL/STRAND	SD.RI.2.	Reading Standards for Informational Text
INDICATOR/BEN CHMARK		Integration of Knowledge and Ideas
STANDARD	RI.2.8.	Describe how reasons support specific points the author makes in a text.
GOAL/STRAND	SD.RI.2.	Reading Standards for Informational Text
INDICATOR/BEN CHMARK		Range of Reading and Level of Text Complexity
STANDARD	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.
GOAL/STRAND	SD.RF.2.	Reading Standards: Foundational Skills
INDICATOR/BEN CHMARK		Phonics and Word Recognition
STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUPPORTING SKILLS	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
SUPPORTING SKILLS	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
SUPPORTING SKILLS	RF.2.3(d)	Decode words with common prefixes and suffixes.
SUPPORTING SKILLS	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
SUPPORTING SKILLS	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
GOAL/STRAND	SD.RF.2.	Reading Standards: Foundational Skills
INDICATOR/BEN CHMARK		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	RF.2.4(a)	Read on-level text with purpose and understanding.
SUPPORTING SKILLS	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SUPPORTING SKILLS	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.W.2.	Writing Standards
INDICATOR/BEN		Text Types and Purposes

CHMARK		
STANDARD	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.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BEN CHMARK		Comprehension and Collaboration
STANDARD	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.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
SUPPORTING SKILLS	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BEN CHMARK		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	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.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BEN CHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
STANDARD	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BEN CHMARK		Conventions of Standard English
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.2.1(a)	Use collective nouns (e.g., group).
SUPPORTING SKILLS	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
SUPPORTING SKILLS	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
SUPPORTING SKILLS	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
SUPPORTING SKILLS	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BEN CHMARK		Conventions of Standard English
STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
SUPPORTING SKILLS	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BEN CHMARK		Knowledge of Language
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	L.2.3(a)	Compare formal and informal uses of English.

GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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.
SUPPORTING SKILLS	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	L.2.4(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).
SUPPORTING SKILLS	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SUPPORTING SKILLS	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
SUPPORTING SKILLS	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
SUPPORTING SKILLS	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).

Unit 2

South Dakota Content Standards

Language Arts

Grade 2 - Adopted: 2010

GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	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.
STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	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.
STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD	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.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	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.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	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.
GOAL/STRAND	SD.RI.2.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	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.
STANDARD	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
GOAL/STRAND	SD.RI.2.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
GOAL/STRAND	SD.RI.2.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	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.
GOAL/STRAND	SD.RF.2.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonics and Word Recognition
STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUPPORTING SKILLS	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
SUPPORTING SKILLS	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
SUPPORTING SKILLS	RF.2.3(d)	Decode words with common prefixes and suffixes.
SUPPORTING SKILLS	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
SUPPORTING SKILLS	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
GOAL/STRAND	SD.RF.2.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	RF.2.4(a)	Read on-level text with purpose and understanding.
SUPPORTING SKILLS	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SUPPORTING SKILLS	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.W.2.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	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.
STANDARD	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.
GOAL/STRAND	SD.W.2.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
SUPPORTING SKILLS	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	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.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
STANDARD	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.
STANDARD	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.2.1(a)	Use collective nouns (e.g., group).
SUPPORTING SKILLS	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
SUPPORTING SKILLS	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
SUPPORTING SKILLS	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
SUPPORTING SKILLS	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
SUPPORTING SKILLS	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.2.2(a)	Capitalize holidays, product names, and geographic names.
SUPPORTING SKILLS	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
SUPPORTING SKILLS	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or

		listening.
SUPPORTING SKILLS	L.2.3(a)	Compare formal and informal uses of English.
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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.
SUPPORTING SKILLS	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	L.2.4(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).
SUPPORTING SKILLS	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SUPPORTING SKILLS	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
SUPPORTING SKILLS	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
SUPPORTING SKILLS	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).

Unit 3

South Dakota Content Standards

Language Arts

Grade 2 - Adopted: 2010

GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	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.
STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	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.
STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD	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.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	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.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature

INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	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.
GOAL/STRAND	SD.RF.2.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonics and Word Recognition
STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUPPORTING SKILLS	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
SUPPORTING SKILLS	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
SUPPORTING SKILLS	RF.2.3(d)	Decode words with common prefixes and suffixes.
SUPPORTING SKILLS	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
SUPPORTING SKILLS	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
GOAL/STRAND	SD.RF.2.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	RF.2.4(a)	Read on-level text with purpose and understanding.
SUPPORTING SKILLS	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SUPPORTING SKILLS	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.W.2.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	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.
GOAL/STRAND	SD.W.2.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
SUPPORTING SKILLS	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	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.

GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
STANDARD	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.
STANDARD	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.2.1(a)	Use collective nouns (e.g., group).
SUPPORTING SKILLS	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
SUPPORTING SKILLS	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
SUPPORTING SKILLS	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
SUPPORTING SKILLS	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
SUPPORTING SKILLS	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	L.2.3(a)	Compare formal and informal uses of English.
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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.
SUPPORTING SKILLS	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	L.2.4(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).
SUPPORTING SKILLS	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SUPPORTING SKILLS	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
SUPPORTING SKILLS	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

SUPPORTING SKILLS	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).

Unit 4

South Dakota Content Standards

Language Arts

Grade 2 - Adopted: 2010

GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	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.
STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	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.
STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD	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.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	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.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	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.
GOAL/STRAND	SD.RI.2.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	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.
STANDARD	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STANDARD	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
GOAL/STRAND	SD.RI.2.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
GOAL/STRAND	SD.RI.2.	Reading Standards for Informational Text
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas

CHMARK		
STANDARD	RI.2.8.	Describe how reasons support specific points the author makes in a text.
GOAL/STRAND	SD.RI.2.	Reading Standards for Informational Text
INDICATOR/BEN CHMARK		Range of Reading and Level of Text Complexity
STANDARD	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.
GOAL/STRAND	SD.RF.2.	Reading Standards: Foundational Skills
INDICATOR/BEN CHMARK		Phonics and Word Recognition
STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUPPORTING SKILLS	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
SUPPORTING SKILLS	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
SUPPORTING SKILLS	RF.2.3(d)	Decode words with common prefixes and suffixes.
SUPPORTING SKILLS	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
SUPPORTING SKILLS	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
GOAL/STRAND	SD.RF.2.	Reading Standards: Foundational Skills
INDICATOR/BEN CHMARK		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	RF.2.4(a)	Read on-level text with purpose and understanding.
SUPPORTING SKILLS	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SUPPORTING SKILLS	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.W.2.	Writing Standards
INDICATOR/BEN CHMARK		Text Types and Purposes
STANDARD	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.
STANDARD	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.
GOAL/STRAND	SD.W.2.	Writing Standards
INDICATOR/BEN CHMARK		Production and Distribution of Writing
STANDARD	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
GOAL/STRAND	SD.W.2.	Writing Standards
INDICATOR/BEN CHMARK		Research to Build and Present Knowledge
STANDARD	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BEN CHMARK		Comprehension and Collaboration
STANDARD	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.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.

SUPPORTING SKILLS	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	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.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
STANDARD	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.
STANDARD	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.2.1(a)	Use collective nouns (e.g., group).
SUPPORTING SKILLS	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
SUPPORTING SKILLS	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
SUPPORTING SKILLS	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
SUPPORTING SKILLS	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
SUPPORTING SKILLS	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
SUPPORTING SKILLS	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	L.2.3(a)	Compare formal and informal uses of English.
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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.
SUPPORTING SKILLS	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

SUPPORTING SKILLS	L.2.4(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).
SUPPORTING SKILLS	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SUPPORTING SKILLS	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
SUPPORTING SKILLS	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
SUPPORTING SKILLS	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).

Unit 5

South Dakota Content Standards

Language Arts

Grade 2 - Adopted: 2010

GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	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.
STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	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.
STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD	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.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	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.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	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.
GOAL/STRAND	SD.RF.2.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonics and Word Recognition
STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.

SUPPORTING SKILLS	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
SUPPORTING SKILLS	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
SUPPORTING SKILLS	RF.2.3(d)	Decode words with common prefixes and suffixes.
SUPPORTING SKILLS	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
SUPPORTING SKILLS	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
GOAL/STRAND	SD.RF.2.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	RF.2.4(a)	Read on-level text with purpose and understanding.
SUPPORTING SKILLS	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
SUPPORTING SKILLS	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.W.2.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	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.
STANDARD	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.
GOAL/STRAND	SD.W.2.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
GOAL/STRAND	SD.W.2.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
SUPPORTING SKILLS	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	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.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive

		details, speaking audibly in coherent sentences.
STANDARD	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.
STANDARD	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.2.1(a)	Use collective nouns (e.g., group).
SUPPORTING SKILLS	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
SUPPORTING SKILLS	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
SUPPORTING SKILLS	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
SUPPORTING SKILLS	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	L.2.3(a)	Compare formal and informal uses of English.
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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.
SUPPORTING SKILLS	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	L.2.4(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).
SUPPORTING SKILLS	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SUPPORTING SKILLS	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
SUPPORTING SKILLS	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
SUPPORTING SKILLS	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use

STANDARD	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).
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Unit 7

South Dakota Content Standards

Language Arts

Grade 2 - Adopted: 2010

GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Key Ideas and Details
STANDARD	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.
STANDARD	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Craft and Structure
STANDARD	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.
STANDARD	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
STANDARD	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.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Integration of Knowledge and Ideas
STANDARD	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.
GOAL/STRAND	SD.RL.2.	Reading Standards for Literature
INDICATOR/BENCHMARK		Range of Reading and Level of Text Complexity
STANDARD	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.
GOAL/STRAND	SD.RF.2.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Phonics and Word Recognition
STANDARD	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
SUPPORTING SKILLS	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
SUPPORTING SKILLS	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
SUPPORTING SKILLS	RF.2.3(c)	Decode regularly spelled two-syllable words with long vowels.
SUPPORTING SKILLS	RF.2.3(d)	Decode words with common prefixes and suffixes.
SUPPORTING SKILLS	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
SUPPORTING SKILLS	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
GOAL/STRAND	SD.RF.2.	Reading Standards: Foundational Skills
INDICATOR/BENCHMARK		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
SUPPORTING SKILLS	RF.2.4(a)	Read on-level text with purpose and understanding.
SUPPORTING SKILLS	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

SUPPORTING SKILLS	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
GOAL/STRAND	SD.W.2.	Writing Standards
INDICATOR/BENCHMARK		Text Types and Purposes
STANDARD	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.
STANDARD	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.
STANDARD	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.
GOAL/STRAND	SD.W.2.	Writing Standards
INDICATOR/BENCHMARK		Production and Distribution of Writing
STANDARD	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
GOAL/STRAND	SD.W.2.	Writing Standards
INDICATOR/BENCHMARK		Research to Build and Present Knowledge
STANDARD	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	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.
SUPPORTING SKILLS	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).
SUPPORTING SKILLS	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
SUPPORTING SKILLS	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Comprehension and Collaboration
STANDARD	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	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.
GOAL/STRAND	SD.SL.2.	Speaking and Listening Standards
INDICATOR/BENCHMARK		Presentation of Knowledge and Ideas
STANDARD	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.
STANDARD	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SUPPORTING SKILLS	L.2.1(a)	Use collective nouns (e.g., group).
SUPPORTING SKILLS	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
SUPPORTING SKILLS	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

SUPPORTING SKILLS	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Conventions of Standard English
STANDARD	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SUPPORTING SKILLS	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
SUPPORTING SKILLS	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Knowledge of Language
STANDARD	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUPPORTING SKILLS	L.2.3(a)	Compare formal and informal uses of English.
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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.
SUPPORTING SKILLS	L.2.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
SUPPORTING SKILLS	L.2.4(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).
SUPPORTING SKILLS	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
SUPPORTING SKILLS	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
SUPPORTING SKILLS	L.2.5(b)	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
GOAL/STRAND	SD.L.2.	Language Standards
INDICATOR/BENCHMARK		Vocabulary Acquisition and Use
STANDARD	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).